



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

850 N. Bonito St., Flagstaff, AZ 86001

Flagstaff Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Dr. Marie Axman
 Schedule : 08:00 AM to 04:00 PM
 Grades : Pre-K-6
 Web Address : www.fusd1.org/marshall/
 Phone Number : (928) 773-4030
 Fax Number : (928) 773-4035
 E-mail : maxman@fusd1.org

Mission

Marshall School's diverse community will work together to provide a quality education which promotes academic excellence, personal growth and citizenship.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü All students will increase academic performance as indicated by improvement of individual scores on standardized tests as a result of individualized teacher planning and implementation of Arizona Academic Standards.
- ü Marshall School will focus on increasing language performance for students and validate performance increase through the use of available data on such tests as AIMS, DIBELS and 4Sight.
- ü In alignment with the mission and philosophy of Marshall Elementary Magnet School, every student will participate, at their developmental level, in one or more fine arts or science exhibitions.
- ü To complement the commitment which Marshall Magnet has made to character development, all students will use the arts to learn to recognize their own gifts and talents and be able to recognize the talents of others.

Enrollment

October 1, 2005 School Year Student Enrollment : 522
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 5

Instructional Programs

- Ü Hands-On Science Lab
- Ü Integrated Arts Instruction
- Ü Full-Day Kindergarten
- Ü Character Education
- Ü Accelerated Reader
- Ü Mental Math
- Ü Suzuki Violin
- Ü Artists in Residence

Calendar Information

Number of Instruction Days :	183
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/16/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

We are responsible for facilitating/maintaining communication with parents. We set high standards for ourselves and for our students in order to ensure that school will be a safe and organized environment where maximum learning can take place.

Parents

Marshall parents are responsible for: ensuring that students are at school on time and ready to learn, working with the school to instill respect for self and others, maintaining communication with staff and working to develop schoolwide goals.

Transportation Policy

Marshall Magnet School students are bused from various areas of Flagstaff. We generally bus students living more than one mile from the school with additional stops established outside our attendance area to provide for our magnet status.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Board-Approved District Magnet School	2001
Ü Arizona Arts Education School of Excellence	2002
Ü Governor's Nominee for Arts in Education	2003
Ü Arizona Elementary Administrator of the Year	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	794	80010	100	99	99	446	448	447	16	9	10	13	17	18	56	57	53	15	17	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	386	38935	100	99	99	449	450	447	11	8	9	17	18	19	56	54	55	17	20	17
Male	39	406	40974	100	99	98	443	447	448	21	10	11	10	16	18	56	59	52	13	15	19
African American	NC	15	4201	NC	100	99	NC	432	430	NC	13	17	NC	27	23	NC	53	51	NC	7	9
Hispanic	13	161	34545	100	98	99	428	436	432	38	11	14	8	24	24	38	53	53	15	12	9
Asian/Pacific Islander	NC	15	2068	NC	100	99	NC	482	474	NC	7	4	NC	7	10	NC	47	50	NC	40	36
American Indian/Alaskan Native	22	170	3979	100	98	96	432	430	424	18	17	17	27	24	30	45	52	47	9	7	6
White	35	431	35142	100	100	99	461	460	465	9	5	5	3	11	11	71	61	56	17	23	28
Students with Disabilities	29	163	10161	100	99	93	424	421	419	38	25	28	21	28	28	28	40	36	14	7	8
Students without Disabilities	46	631	69849	100	99	100	458	455	451	2	5	7	9	14	17	74	61	56	15	20	19
Limited English Proficient Students	10	111	14013	100	97	97	NA	407	413	NA	30	24	NA	38	34	NA	31	39	NA	2	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	33	346	39029	100	98	98	424	432	432	18	14	14	24	26	25	52	51	52	6	9	9
Non-Economically Disadvantaged	42	448	40981	100	100	100	463	461	462	14	6	6	5	10	13	60	61	54	21	24	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	778	79438	93	97	98	460	455	451	10	8	9	17	22	24	61	57	56	11	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	380	38775	94	97	99	463	462	457	6	6	7	18	23	22	62	57	58	15	14	13
Male	36	396	40560	92	97	97	456	449	446	14	11	12	17	22	25	61	56	54	8	10	9
African American	NC	15	4178	NC	100	98	NC	448	439	NC	13	13	NC	13	29	NC	60	52	NC	13	6
Hispanic	10	158	34297	77	96	98	NA	441	434	NA	11	14	NA	30	31	NA	54	50	NA	4	5
Asian/Pacific Islander	NC	14	2063	NC	93	99	NC	486	475	NC	7	3	NC	7	15	NC	50	63	NC	36	20
American Indian/Alaskan Native	21	167	3940	95	96	95	435	433	429	10	13	14	43	34	36	48	51	47	NA	2	3
White	34	422	34887	97	98	98	474	469	471	9	6	4	6	16	15	68	60	63	18	18	18
Students with Disabilities	24	147	9588	83	89	88	439	418	416	29	27	30	21	34	32	42	35	34	8	4	5
Students without Disabilities	46	631	69850	100	99	100	468	463	456	NA	4	7	15	20	23	72	62	59	13	14	12
Limited English Proficient Students	NC	106	13856	NC	92	96	NC	404	407	NC	26	27	NC	50	43	NC	24	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	30	337	38685	91	95	97	435	435	435	13	14	14	33	33	32	53	48	50	NA	5	5
Non-Economically Disadvantaged	40	441	40753	95	99	99	478	471	467	8	4	5	5	14	16	68	64	62	20	18	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	786	79971	99	98	99	443	426	423	9	8	8	28	39	41	54	50	49	8	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	383	38974	100	98	99	452	442	437	6	4	5	22	30	33	64	61	57	8	4	4
Male	38	401	40895	97	98	98	433	410	410	13	10	10	34	48	47	45	39	41	8	2	2
African American	NC	15	4203	NC	100	99	NC	409	411	NC	13	11	NC	40	45	NC	40	43	NC	7	2
Hispanic	13	163	34481	100	99	99	417	411	410	23	12	10	31	47	46	38	39	43	8	2	1
Asian/Pacific Islander	NC	14	2067	NC	93	99	NC	441	449	NC	NA	4	NC	43	28	NC	43	60	NC	14	8
American Indian/Alaskan Native	22	168	3995	100	97	96	438	413	409	5	10	10	36	45	47	59	43	42	NA	1	1
White	34	424	35150	97	98	99	454	437	437	9	5	5	24	34	35	56	58	56	12	4	5
Students with Disabilities	28	154	10258	97	93	94	400	379	377	25	25	23	46	47	51	25	27	25	4	1	1
Students without Disabilities	46	632	69713	100	100	100	464	436	429	NA	3	5	17	37	39	72	56	52	11	3	3
Limited English Proficient Students	10	111	13985	100	97	97	NA	378	382	NA	22	18	NA	54	54	NA	24	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	33	343	38994	100	97	98	414	411	409	12	10	10	42	47	47	45	41	41	NA	1	1
Non-Economically Disadvantaged	41	443	40977	98	99	100	466	437	437	7	5	5	17	33	34	61	57	56	15	5	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	829	80147	100	99	99	466	478	482	15	12	11	18	16	17	51	50	49	16	22	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	388	39281	100	99	99	486	482	483	8	11	9	14	16	17	51	48	50	27	24	24
Male	36	439	40780	100	98	98	446	474	482	22	14	12	22	16	17	50	51	48	6	19	24
African American	NC	18	4249	NC	95	99	NC	460	464	NC	6	17	NC	28	22	NC	56	48	NC	11	13
Hispanic	14	186	33494	100	97	99	456	458	466	7	22	15	14	19	23	71	49	49	7	10	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	14	197	4117	100	99	96	437	452	456	29	18	19	36	26	27	36	51	46	NA	4	8
White	44	418	36122	100	100	99	479	499	501	14	6	5	14	10	10	48	50	50	25	34	35
Students with Disabilities	18	196	10295	100	97	92	426	443	443	44	33	33	17	24	26	39	36	33	NA	8	8
Students without Disabilities	55	633	69852	100	100	100	478	489	488	5	6	7	18	14	16	55	55	51	22	26	26
Limited English Proficient Students	12	127	12722	100	98	97	434	427	441	33	37	27	17	31	33	50	31	37	NA	1	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	30	363	38371	100	98	97	439	455	465	30	20	15	30	23	23	37	50	49	3	7	13
Non-Economically Disadvantaged	43	466	41776	100	100	100	483	496	498	5	7	6	9	10	11	60	50	49	26	33	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	822	79686	93	98	98	472	469	470	10	11	11	21	24	24	59	56	57	10	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	385	39163	89	98	99	496	478	475	6	8	9	9	22	22	70	60	60	15	11	10
Male	35	435	40438	97	97	97	451	460	465	14	15	13	31	26	25	49	53	54	6	6	7
African American	NC	18	4228	NC	95	98	NC	463	458	NC	11	15	NC	17	28	NC	67	53	NC	6	4
Hispanic	13	186	33299	93	97	98	451	451	452	8	20	17	38	31	32	54	45	47	NA	3	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	13	193	4087	93	97	96	435	443	446	23	13	16	38	42	38	38	43	44	NA	1	2
White	41	415	35914	93	99	98	492	488	489	7	7	5	10	13	15	66	67	67	17	13	14
Students with Disabilities	14	189	9808	78	94	87	434	433	432	29	31	35	29	37	32	43	30	30	NA	3	3
Students without Disabilities	54	633	69878	98	100	100	482	479	475	6	6	8	19	20	23	63	64	61	13	10	9
Limited English Proficient Students	11	124	12594	92	95	96	432	418	422	27	34	34	36	51	45	36	15	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	27	358	38095	90	96	97	443	446	452	22	19	17	37	36	32	37	44	48	4	2	3
Non-Economically Disadvantaged	41	464	41591	95	100	99	491	486	486	2	6	6	10	15	16	73	66	65	15	13	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	824	80372	99	98	99	463	474	475	10	4	4	29	31	30	58	63	64	3	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	387	39452	100	99	99	490	491	488	8	2	3	14	21	22	73	74	72	5	3	3
Male	35	435	40836	97	97	98	434	460	464	11	6	6	46	40	37	43	53	56	NA	1	1
African American	NC	17	4264	NC	89	99	NC	480	465	NC	NA	5	NC	29	35	NC	71	59	NC	NA	1
Hispanic	14	187	33608	100	98	99	430	457	462	14	9	6	36	36	36	50	55	57	NA	1	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	14	198	4128	100	99	97	419	461	464	14	4	4	50	39	39	36	56	56	NA	1	1
White	43	412	36213	98	98	99	486	488	489	7	2	2	21	26	22	67	70	72	5	3	3
Students with Disabilities	17	192	10526	94	95	94	428	441	427	12	8	15	71	56	53	18	35	31	NA	1	1
Students without Disabilities	55	632	69846	100	99	100	473	484	482	9	2	3	16	24	26	71	72	69	4	2	2
Limited English Proficient Students	12	127	12747	100	98	97	442	435	432	8	10	12	42	56	52	50	33	36	NA	1	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	30	365	38521	100	98	98	440	458	461	13	5	6	40	41	38	47	54	55	NA	0	1
Non-Economically Disadvantaged	42	459	41851	98	98	100	478	487	489	7	3	3	21	24	22	67	70	72	5	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	833	79306	99	99	99	502	505	504	13	11	13	25	18	20	47	53	49	14	18	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	408	38845	100	100	99	498	507	505	11	9	11	30	18	20	46	54	50	14	18	18
Male	39	425	40383	95	99	98	507	503	504	15	13	14	21	17	19	49	52	47	15	17	19
African American	NC	21	4171	NC	95	98	NC	486	485	NC	24	20	NC	19	26	NC	52	44	NC	5	10
Hispanic	12	174	32673	100	100	99	464	484	487	33	22	18	33	21	25	33	49	46	NA	7	10
Asian/Pacific Islander	--	17	2147	--	100	99	--	541	539	--	6	5	--	NA	10	--	41	46	--	53	40
American Indian/Alaskan Native	29	192	4034	100	99	97	502	486	479	10	16	22	31	27	29	45	49	43	14	8	7
White	33	429	36234	97	99	99	518	521	523	9	4	6	18	13	13	52	57	52	21	26	28
Students with Disabilities	17	150	10286	89	97	91	446	462	462	41	38	41	47	31	27	12	28	27	NA	3	5
Students without Disabilities	59	683	69020	100	100	100	512	514	510	5	6	9	19	15	18	58	59	52	19	21	21
Limited English Proficient Students	13	83	10291	100	99	96	448	446	458	38	46	38	54	36	34	8	18	26	NA	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	41	363	37437	100	98	97	481	484	486	22	19	19	34	25	26	39	50	46	5	7	9
Non-Economically Disadvantaged	35	470	41869	97	100	100	525	521	521	3	6	7	14	13	14	57	56	51	26	26	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	830	79000	97	99	98	491	495	489	9	8	10	23	20	24	59	61	58	9	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	407	38774	100	99	99	491	500	494	8	6	7	17	17	22	67	63	61	8	14	10
Male	39	423	40150	95	99	98	491	489	485	10	10	12	28	22	25	51	59	55	10	9	8
African American	NC	21	4153	NC	95	98	NC	470	476	NC	14	13	NC	33	30	NC	52	53	NC	NA	4
Hispanic	11	173	32508	92	100	98	457	475	472	9	15	15	45	29	33	45	50	49	NA	5	3
Asian/Pacific Islander	--	17	2142	--	100	99	--	524	510	--	NA	4	--	12	14	--	76	67	--	12	16
American Indian/Alaskan Native	29	190	4016	100	98	96	481	473	467	10	14	14	31	32	37	55	53	46	3	2	2
White	33	429	36135	97	99	98	514	513	508	9	3	4	6	10	14	67	69	67	18	18	15
Students with Disabilities	16	147	9991	84	95	88	439	449	449	38	33	33	44	37	36	19	29	29	NA	1	2
Students without Disabilities	59	683	69009	100	100	100	500	504	495	2	3	6	17	16	22	69	68	62	12	13	10
Limited English Proficient Students	12	80	10199	92	95	95	440	433	439	25	41	35	58	46	47	17	13	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	40	360	37234	98	97	97	471	474	472	13	14	15	35	30	33	53	53	50	NA	3	3
Non-Economically Disadvantaged	35	470	41766	97	100	99	512	511	505	6	4	5	9	12	16	66	67	65	20	17	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	834	79611	99	100	99	509	498	496	9	6	7	21	38	37	70	56	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	412	39016	100	100	99	514	513	511	11	4	4	24	29	29	65	66	66	NA	1	1
Male	39	422	40519	95	99	98	504	483	482	8	9	10	18	46	44	74	45	46	NA	NA	0
African American	NC	21	4188	NC	95	98	NC	452	486	NC	19	9	NC	52	40	NC	29	50	NC	NA	0
Hispanic	12	173	32855	100	100	99	476	478	481	8	12	10	50	44	43	42	45	47	NA	NA	0
Asian/Pacific Islander	--	17	2149	--	100	100	--	526	519	--	NA	4	--	35	24	--	59	70	--	6	2
American Indian/Alaskan Native	29	191	3992	100	99	96	507	481	478	10	10	10	21	45	46	69	45	44	NA	NA	0
White	33	432	36380	97	100	99	533	515	511	6	3	4	12	31	30	82	66	65	NA	0	1
Students with Disabilities	17	148	10664	89	96	94	473	445	440	12	20	23	35	59	54	53	21	22	NA	NA	1
Students without Disabilities	59	686	68947	100	100	100	516	509	504	8	3	4	17	33	34	75	63	61	NA	0	1
Limited English Proficient Students	13	81	10362	100	96	97	457	429	438	15	25	22	46	59	57	38	16	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	41	362	37626	100	98	98	495	479	479	10	10	10	24	47	45	66	44	45	NA	NA	0
Non-Economically Disadvantaged	35	472	41985	97	100	100	524	513	511	9	4	4	17	31	30	74	65	65	NA	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	742	79327	95	98	98	513	516	518	23	18	19	25	20	20	38	48	46	14	14	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	377	38961	88	98	98	522	519	520	20	15	16	20	22	20	43	48	48	17	15	16
Male	34	365	40295	100	98	97	505	513	516	26	21	21	29	19	19	32	48	44	12	13	16
African American	NC	17	4247	NC	100	98	NC	490	499	NC	29	27	NC	29	24	NC	35	41	NC	6	8
Hispanic	12	153	32327	92	97	98	492	497	499	50	31	27	8	22	25	33	43	41	8	5	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	17	169	4391	85	97	96	487	495	489	24	21	32	41	33	27	35	40	36	NA	6	4
White	36	395	36373	100	99	98	529	533	538	14	11	10	25	15	14	42	53	52	19	21	25
Students with Disabilities	19	142	9321	90	95	87	471	464	467	47	54	54	42	28	22	11	17	21	NA	1	3
Students without Disabilities	50	600	70006	96	99	100	526	528	524	14	9	14	18	19	19	48	55	49	20	17	18
Limited English Proficient Students	NC	63	9431	NC	94	95	NC	458	466	NC	59	53	NC	33	27	NC	8	18	NC	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	30	306	37097	88	97	97	497	498	498	30	24	27	27	26	25	37	44	41	7	6	7
Non-Economically Disadvantaged	39	436	42230	100	99	99	526	529	535	18	14	11	23	17	15	38	50	50	21	20	24

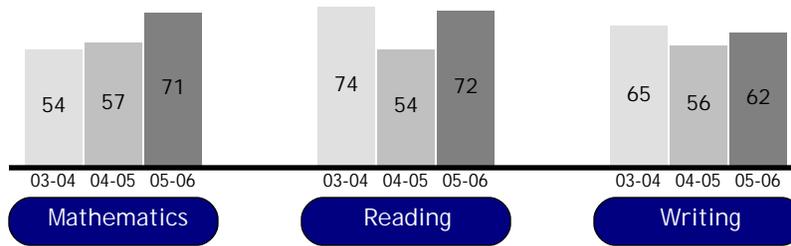
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	742	79501	95	98	98	506	501	497	7	9	10	29	24	25	61	62	60	3	5	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	377	39062	88	98	99	519	506	502	9	7	8	17	20	23	69	67	64	6	6	5
Male	34	365	40368	100	98	98	494	496	491	6	10	13	41	28	27	53	57	57	NA	5	3
African American	NC	17	4279	NC	100	99	NC	483	485	NC	6	14	NC	41	30	NC	47	54	NC	6	2
Hispanic	12	153	32389	92	97	98	483	484	478	17	16	16	42	29	34	42	52	48	NA	2	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	17	169	4401	85	97	96	483	477	473	6	13	17	41	38	40	53	47	43	NA	1	1
White	36	395	36446	100	99	99	523	518	516	6	4	4	19	15	15	72	73	73	3	8	7
Students with Disabilities	19	142	9411	90	95	88	479	455	453	21	31	36	53	46	36	26	23	26	NA	1	1
Students without Disabilities	50	600	70090	96	99	100	515	511	502	2	4	7	20	19	24	74	71	65	4	6	5
Limited English Proficient Students	NC	64	9401	NC	96	94	NC	439	443	NC	44	40	NC	48	46	NC	8	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	30	306	37183	88	97	97	488	483	479	3	13	16	43	31	34	53	55	49	NA	1	1
Non-Economically Disadvantaged	39	436	42318	100	99	99	521	514	513	10	6	5	18	19	17	67	67	70	5	8	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	724	80000	96	96	99	590	577	564	6	3	3	6	6	11	60	74	75	29	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	372	39288	90	97	99	609	590	579	6	2	2	3	3	6	53	71	77	39	23	16
Male	34	352	40644	100	95	98	570	563	549	6	3	4	9	10	15	68	78	74	18	9	7
African American	NC	17	4307	NC	100	99	NC	559	551	NC	NA	4	NC	18	13	NC	76	75	NC	6	7
Hispanic	12	151	32672	92	96	99	555	554	548	17	7	4	17	8	14	33	75	76	33	11	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	18	167	4424	90	95	97	573	560	549	NA	2	3	6	8	14	89	85	77	6	5	5
White	36	381	36602	100	95	99	607	594	579	6	2	2	3	4	7	56	70	75	36	24	16
Students with Disabilities	20	124	9919	95	83	93	559	525	505	15	6	9	15	27	35	65	65	54	5	2	2
Students without Disabilities	50	600	70081	96	99	100	600	587	571	2	2	2	2	2	7	58	76	79	38	20	12
Limited English Proficient Students	NC	62	9571	NC	93	96	NC	490	502	NC	18	10	NC	19	29	NC	63	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	31	303	37534	91	96	98	577	557	547	3	4	4	6	8	15	68	82	76	23	6	5
Non-Economically Disadvantaged	39	421	42466	100	96	100	601	591	578	8	2	2	5	5	7	54	69	75	33	24	16

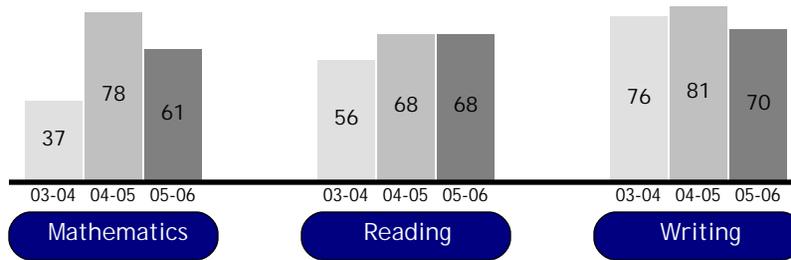
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	92	48	NA	58	94	56	52	47	84	50	50	46
	Language	98	44	52	50	94	50	51	47	84	48	52	48
	Mathematics	98	63	68	64	94	59	55	50	97	50	50	52
3	Reading	89	55	NA	55	97	40	48	44	87	58	52	46
	Language	90	60	63	61	97	39	43	44	92	48	46	46
	Mathematics	89	57	65	61	97	42	50	51	93	56	56	52
4	Reading	94	56	NA	56	89	53	55	48	92	56	50	52
	Language	97	53	56	52	89	54	54	49	97	54	50	52
	Mathematics	97	54	63	61	89	57	56	53	99	52	56	58
5	Reading	93	55	NA	55	100	59	54	50	90	63	63	56
	Language	93	54	55	49	100	56	52	50	91	54	58	54
	Mathematics	93	61	69	63	100	53	49	49	91	56	54	52
6	Reading	90	65	NA	56	96	54	56	51	90	61	58	56
	Language	92	56	58	48	96	46	50	47	92	52	50	50
	Mathematics	92	68	76	66	96	54	57	52	90	58	58	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Goals/Vision
- Ü Collaboration K-12
- Ü Budget
- Ü Magnet School Planning
- Ü Parent/Educator/Community Relations
- Ü School Safety Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	37.00
Other Professional Staff	4.00	Teacher Aide	20.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	3	3	0	0
7 to 9 years	1	4	0	0
10 or more years	5	16	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	30
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Science Lab
- Ü Suzuki Lab
- Ü Library

Extracurricular Activities

- Ü FACTS After School Program
- Ü DARE
- Ü Student Council
- Ü Black Dog Service Club
- Ü High Altitude Suzuki Project

Social Services

- Ü After School Program
- Ü Adopt-a-School Partnership
- Ü Lunch/Breakfast Programs
- Ü School-based Guidance Center Services
- Ü BigBrothers/BigSisters Mentoring
- Ü NACA Pathways Program
- Ü Reach Out Health Care Dental Program
- Ü Operation School Bell/ Assistance League

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Over the past five years, student performance on achievement tests has increased significantly. Marshall teachers use a standards-based lesson plan format and implement successful programs such as Mental Math to ensure that students meet standards.
- ü Marshall Magnet School has successfully written grants and partnered with different groups to provide an arts and science emphasis. For example, every kindergarten, first and second grade student receives Suzuki violin instruction.
- ü Marshall provides performing and visual arts programs for every student. Student awards include 2004 Most Creative in Flagstaff Light Parade for the Steel Drum Orchestra; 2005 Best of Show in the Flagstaff Recycled Art Show by the 4th grade class.
- ü Marshall's Science Program presents an annual Science Fair. Winners advance to the other state-wide competitions.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	90	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We are committed to the safety, well-being of children. We have a crisis plan in place and practice regularly scheduled lockdown and fire drills. Visitors must check in at the office. Students are held to high expectations for appropriate behavior.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Marie Axman	(928) 773-4030
Transportation Policy	Dan McCoy	(928) 773-4171
Community Resources	Kathy Lozania	(928) 774-1103
School Nutrition Programs	Don Gala	(928) 527-6091
Parent Organization	Annette Avery	(928) 773-4030
Student Health/Nurse	Amber Mendoza	(928) 773-4032

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.