

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Flagstaff Middle School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Flagstaff Unified District  
755 N. Bonito Street, Flagstaff, AZ 86001

Principal: Ms. Ilona M. Anderson

Schedule: 7:00 AM to 4:00 PM

Web Address: [www.flagstaff.k12.az.us/flagstaff\\_middle/](http://www.flagstaff.k12.az.us/flagstaff_middle/)

E-mail: [ianderso@apscc.org](mailto:ianderso@apscc.org)

Grades: 7, 8

2002 Enrollment: 708

Phone: (928) 773-8150 x 8151

Fax: (928) 773-8169

## ∨ School Overview ∨

### Mission

The mission of Flagstaff Middle School is to provide optimal and challenging educational opportunities with regard to academic, physical, emotional and social growth of our students in a safe and supportive learning environment. This requires personal responsibility, cooperation and compassionate response to others.

### Organization and Philosophy

- w Middle School
- w Team Teaching
- w Multiage Classrooms
- w Critical Thinking Skills Pilot Program

### Instructional Programs

- w On-site Special Education
- w ESL
- w Life Skills
- w Differentiated Curriculum
- w Exploratory Classes
- w Technology
- w Alternative Education
- w Character Education

### School/Academic Goals

- w Flagstaff Middle School will maintain or exceed the SAT 9 scores for 2002 in the area of reading in both 7th and 8th grades. This will be measured by SAT 9 scores for 2003.
- w Sixty-five percent of Flagstaff Middle School students will participate in a service learning experience through community or school involvement.
- w Flagstaff Middle School will maintain or exceed the 2001-02 attendance rate of 95.03%.
- w Students will learn and develop organizational skills as evidenced by the appropriate use of their school agendas.

### Enrollment

October 1, 2001 School Year Student Enrollment:	356
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	164

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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.

∨ **School Site Council** ∨

**Council Composition**

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 10 Teacher(s)
- 10 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

**Council Duties**

- w Budget
- w Curriculum Development
- w School Safety Issues
- w Extracurricular Activities
- w Student Discipline
- w Parent/Educator Relations

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	53.00
Other Professional Staff	7.00	Teacher Aide	13.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	5	1	0	0
7 to 9 years	8	2	0	0
10 or more years	15	16	0	0

∨ **Shared Responsibilities** ∨

**School**

Provide a safe and positive environment; provide for differences in learning styles; provide tasks at which student can be successful and opportunities for cooperative learning. Model and teach management, interpersonal skills, goal setting, problem solving, respect for others.

**Parents**

Provide conditions at home conducive to study; encouragement to complete all assignments; assistance to teachers in the development of student initiative and responsibility; information in respecting school personnel, rules and others.

∨ **Transportation Policy** ∨

Flagstaff Unified School District has 94 buses with 12 being specially equipped. FUSD services 12 miles west, 60 miles east, 45 miles north and 30 miles south of Flagstaff.

∨ **Calendar Information** ∨

**Number of Instruction Days:** 179                      **First Day of School:** 8/26/02  
**Average Daily Instruction Time:** 6 hrs. 3 min.      **Last Day of School:** 6/5/03  
**Operates on Traditional Schedule**

**Report Card Release Dates**

11/1/02                      1/24/03                      4/4/03                      6/13/03

**Additional Calendar/Report Card Information**

∨ **Resources Available at School Site** ∨

**Nutrition Programs**

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes              Lunch - Yes              Summer Food - No

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

**Special Facilities**

- W Technology Lab
- W Media Studio
- W Computer Lab
- W Pond/ESA

**Extracurricular Activities**

- W Student Council
- W MathCounts
- W Girls/Boys Sports
- W Odyssey of the Mind
- W National Junior Honor Society
- W Peer Mediation
- W Yearbook
- W All STARS

**School/Community Resources**

- W Counseling Services
- W Health Services
- W Afterschool Program/Teen Center
- W Lunch Program
- W Crisis Intervention
- W Community Classes
- W Recreational Activities
- W Parents Anonymous

## ∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |  |   |
|--|---|
| <p>W Our students exceeded the academic goals we set for performance on the Stanford 9 test. Their overall performance for both 7th and 8th grade was significantly higher than the preceeding year.</p>   | <p>W Our goal stating that 60% of our students would participate in a school exhibition was met. Examples of this were Geography World Traveler, Art Shows, Drama performances, Music performances, Odyssey of the Mind and Math Counts competition.</p>    |
| <p>W The Responsible Thinking Classroom was highly successful. Our data shows that it significantly improved the overall school climate in terms of consistency, fairness and respect, and greatly reduced discipline referrals and out of school suspensions.</p> | <p>W Every teacher at our school was trained in the 7 Habits of Highly Effective People. Our entire student body was trained in the 7 Habits of Highly Effective Teens. This greatly reduced discipline problems and created a highly positive climate.</p> |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	90.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	16.9 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	2.6 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	6.6 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	100.0 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.0 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ∨ School Honors ∨

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
FMS Students Receiving 3 Math Scholarships to U of AZ	2002
Stock Market Simulation Winners - First Semester	2001
Wal-Mart Teacher of the Year Award	2002
\$55,000 Character Education Grant	2001

## ∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	290	519	12%	18%	49%	22%
	State	57484	504	24%	20%	40%	16%
Writing	School	282	509	6%	35%	55%	4%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	285	467	35%	41%	16%	7%
	State	57734	459	39%	40%	14%	7%

#### Legend

MS	- The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
FFB	- Percent of students who Fell Far Below the standard
A	- Percent of students who Approached the standard
M	- Percent of students who Met the standard
E	- Percent of students who Exceeded the standard

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
7	Reading	87	58	52	100	60	53	94	63	52	88	67	53	--	71	55
	Language	88	50	52	100	56	54	95	61	54	88	65	55	--	72	58
	Mathematics	89	49	53	100	60	55	96	62	56	88	59	58	--	73	60
8	Reading	--	65	54	100	62	54	90	63	53	82	68	55	77	70	56
	Language	--	50	46	100	50	49	91	59	49	82	65	50	76	70	52
	Mathematics	--	53	52	100	57	54	90	64	56	82	66	58	77	65	59

∨ **Measure of Academic Progress** ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b> Percentage of Students Achieving One Year's Growth	<b>Math</b> Percentage of Students Achieving One Year's Growth
<b>Grades 6-7</b>	<b>78</b>	<b>82</b>
<b>Grades 7-8</b>	<b>72</b>	<b>79</b>
	*Less than 10 students matched	**No information available
		***Not applicable

∨ **School Safety** ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

Our school has established an Emergency Response Plan. We have implemented a Peer Mediation Program to resolve conflicts among students. We have also enforced two very strict policies to deal with physical altercations and dress code. We are modeling peaceful conflict resolution and tolerance in our daily interactions. Included in our teaching is Responsible Thinking Process Classroom, two character education programs, an Adolescent Lifeskills class, the GREAT Program, and Project Wisdom.

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

10

**School uniforms are not required at this school.**

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.

## ∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$3,371	\$2,417,526
Classroom Supplies	\$0	\$0
Administration	\$462	\$331,324
Support Services-Students	\$317	\$227,155
Other Support Services and Operations	\$645	\$462,676
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,794</b>	<b>\$3,438,681</b>

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ∨ Contacts ∨

	Name	Phone	Extension
<b>School Site Council</b>	Matt Evans	(928) 773-8150	
<b>Transportation Policy</b>	Fred Fennell	(928) 773-4170	4171
<b>Community Resources</b>	Kent Powell	(928) 773-8150	8155
<b>School Nutrition Programs</b>	Jennifer Lowell	(928) 773-8150	8156
<b>Parent Organization</b>	Dina Bangle	(928) 773-8150	
<b>Student Health/Nurse</b>	Michael Ashura	(928) 773-8150	8152

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/](http://www.ade.az.gov/srcs/) on the Internet.

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