

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Mount Elden Middle School

Flagstaff Unified District  
3323 N. 4th Street, Flagstaff, AZ 86004

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

**Principal:** Mr. Russ Furstnow

**Schedule:** 7:00 AM to 4:00 PM

**Web Address:** [www.flagstaff.k12.az.us/mount\\_elden/](http://www.flagstaff.k12.az.us/mount_elden/)

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

**Grades:** 7, 8

**2002 Enrollment:** 970

**Phone:** (928) 773-8250

**Fax:** (928) 773-8269

## ∨ School Overview ∨

### Mission

MEMS is organized to provide a smooth transition from elementary to the high school. The faculty promotes child-centered instruction relevant to the needs of early adolescents. The instructional plan is designed to provide an opportunity for students to develop and master basic skills necessary for success in high school. The educational program is clear, consistent and uncompromising in standards of academic performance and high behavioral expectations.

### Organization and Philosophy

- w Teaching Teams
- w Exploratory Elective/Strand Program
- w School-Within-a-School
- w Departmentalized Classrooms

### Instructional Programs

- w Integrated Core Teams
- w Exploratory Electives
- w Leveled Math Program
- w Resource Program - Inclusive Environment
- w Comprehensive Music Program
- w Technology--Learning Lab & Tech. Lab
- w Gifted Opportunities--7th & 8th Grades
- w Foreign Language Program

### School/Academic Goals

- w Provide information and skills allowing MEMS students to score at the 70th percentile in all tested areas as identified on the Stanford 9 Achievement Test.
- w Using the Arizona Academic Standards and the FUSD curriculum, teachers will provide information and develop skills allowing MEMS eighth grade students to meet or exceed the standards on the AIMS (Arizona's Instrument to Measure Standards) Test.
- w Integrated core teams will identify areas in language arts, math, science and social studies that require improvement and will implement practices to promote academic improvement in these areas.
- w Utilize the Six Traits of Writing process to improve every students' writing ability.

### Enrollment

October 1, 2001 School Year Student Enrollment:	992
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	39

<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)
- 5 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

**Council Duties**

- w School Improvement
- w Parent/Educator/Student Relations
- w School Policies/Procedures
- w Extracurricular Activities
- w Academic Goals/Instructional Strategies
- w Budget

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	3.00	Teacher	61.00
Other Professional Staff	6.00	Teacher Aide	6.00

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

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	1	0	0
4 to 6 years	9	0	0	0
7 to 9 years	2	8	0	0
10 or more years	10	18	0	0

∨ **Shared Responsibilities** ∨

**School**

MEMS provides opportunities for students to explore interests & abilities while encouraging them to develop new interests which may be related to further education, vocational careers, and various cultural, intellectual and avocational pursuits. Teachers emphasize the application of information, as well as skill development, utilizing independent study skills. Teachers also present learning opportunities in many forms, through a variety of media. The Six Traits of Writing is used in each class.

**Parents**

Parents provide a nurturing and safe home environment. They encourage and help their child take responsibility for successfully completing all schoolwork and promoting good study habits. They encourage their child to attend school regularly and teach them the importance of good citizenship and following school rules. Parents teach their children positive values by encouraging respect for others and their property.

∨ **Transportation Policy** ∨

Students are provided with a Code of Conduct that details policies and procedures for student behavior on the bus. Students may ride the school bus if they live farther than one and one-half miles from school. Twenty-one buses transport 65% of the student body to and from school. Transportation boundaries go to Gray Mountain (50 miles north) and Two Guns (47 miles east).

∨ **Calendar Information** ∨

**Number of Instruction Days:** 179                      **First Day of School:** 8/26/02  
**Average Daily Instruction Time:** 5 hrs. 51 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**

Parents are mailed a semi-quarterly Progress Report detailing their child's academic achievement. The PTO conducts monthly meetings where parents have the opportunity to support academic and extracurricular programs and ask questions about all school programs. A monthly newsletter is mailed to every parent describing goals, programs, events, student and faculty awards and dates of special events.

∨ **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 Computer Learning Lab
- W Swimming Pool (Indoor)
- W Technology Lab--Vocational Emphasis
- W Team Seminar Room/Mini-auditorium

**Extracurricular Activities**

- W National Junior Honor Society
- W Student Council
- W Mexican Am. Club/Native American Club
- W Title I Enrichment (TIE) Club
- W Intramural Athletics--Girls & Boys
- W French and Spanish Club
- W After School Activity Day
- W Afterschool Tutoring

**School/Community Resources**

- W Community/School Recreation Facilities
- W Counseling Services
- W GED Classes
- W Community/School Swimming Pool
- W Adult Education Classes
- W Community Enrichment Classes

## ∇ 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 school was identified as an A+ School by the Arizona Educational Foundation, Arizona Department of Education and Bank One, March 1997.</p>                 | <p>W Our school was selected as the School of the Year by the Flagstaff Chamber of Commerce, June 1999.</p>   |
| <p>W The Leadership Program of Team 2 was recognized by the Arizona Commission for Postsecondary Education with its Best Education Practices Award, April 1999.</p> | <p>W Selected as a model site for a federal Gear Up grant for 2000-01, an early intervention program that provides guidance, tutoring and support for all students. Selected students successful in this program will be awarded a four-year NAU scholarship.</p> |

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	91.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	20.9 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	1.1 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	7.0 %	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
NAU Distinguished Alumni Award	1997
A+ School--A+ Recognition Program	1997
NAU Centennial Commendation	1997
School of the Year - Flagstaff C. of C.	1999

## ∨ 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	372	510	21%	16%	44%	19%
	State	57484	504	24%	20%	40%	16%
Writing	School	353	503	7%	43%	47%	3%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	380	481	23%	40%	23%	14%
	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	100	55	52	100	55	53	84	53	52	80	56	53	70	60	55
	Language	100	59	52	100	64	54	86	60	54	80	64	55	72	60	58
	Mathematics	100	52	53	100	56	55	88	60	56	82	61	58	73	66	60
8	Reading	97	55	54	100	57	54	88	58	53	89	57	55	74	65	56
	Language	98	50	46	100	54	49	90	53	49	90	55	50	76	56	52
	Mathematics	99	52	52	100	53	54	90	57	56	90	57	58	77	67	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>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 6-7</b>	<b>71</b>	<b>68</b>
<b>Grades 7-8</b>	<b>80</b>	<b>78</b>
	*Less than 10 students matched	***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**

Discipline is the foundation and zero-tolerance the supportive structure of a high quality educational process. What is expected and what is not acceptable is clearly defined and communicated to parents, students and staff. The faculty and administration insist on a safe and secure learning environment for everyone at MEMS. A Responsible Thinking Classroom (RTC) is available for students to assist them in making positive decisions about their behavior.

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).

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**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	\$3,415	\$3,225,518
Classroom Supplies	\$19	\$17,547
Administration	\$390	\$368,055
Support Services-Students	\$288	\$271,593
Other Support Services and Operations	\$709	\$669,578
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,820</b>	<b>\$4,552,291</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>	Russ Furstnow	(928) 773-8250	
<b>Transportation Policy</b>	Fred Fennell	(928) 773-4170	
<b>Community Resources</b>	Mark Williams	(928) 773-8265	
<b>School Nutrition Programs</b>	Jacque Johnson	(928) 773-8256	
<b>Parent Organization</b>	Jeanne Baker	(928) 773-8262	
<b>Student Health/Nurse</b>	Sharon Jones	(928) 773-8252	

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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