

# Mount Elden Middle School

## ARIZONA SCHOOL REPORT CARD 2003-04

3223 N. 4th Street, Flagstaff, AZ 86004

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 LEARNS<sup>1</sup>

Elementary Achievement Profile \*

Highly Performing\*

\* The profiles are Excelling, Highly Performing, Performing or Underperforming.

### No Child Left Behind

Adequate Yearly Progress\*\*\*

Met

School Improvement Status\*\*\*

N/A

\*\*\* For additional information, please refer to the AYP page in this report card.

### School Overview

Principal/Administrator : Dr. Administrative Team (3)  
Schedule : 7:15 AM to 4:00 PM  
Grades : 7-8  
2003 Enrollment : 974  
Web Address : [www.flagstaff.k12.az.us/mount\\_elden/](http://www.flagstaff.k12.az.us/mount_elden/)  
Phone Number : (928) 773-8250  
Fax Number : (928) 773-8269  
E-mail : [williams@apscc.org](mailto:williams@apscc.org)

### Mission

MEMS exists to provide a transition from ES to HS. The faculty promotes instruction relevant to the needs of early adolescents. The educational program is uncompromising in its standards of high academic performance and high behavioral expectations.

### School / Academic Goals

- Û Provide information and skills allowing MEMS students to perform at optimal levels in all tested areas as identified on the Stanford 9 Achievement Test.
- Û 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.

### Instructional Programs

- Û Integrated Core Teams
- Û Exploratory Electives
- Û Leveled Math Program
- Û Resource Program & Inclusive Environment

### Enrollment

October 1, 2002 School Year Student Enrollment : 997  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 17

### Calendar Information

Number of Instruction Days : 182  
Average Daily Instruction Time : 6 hours 5 minutes  
First Day of School : 8/25/2003  
Last Day of School : 6/10/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA  
DEPARTMENT OF  
EDUCATION

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

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

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	3.00	Teacher	56.00
Other Professional Staff	6.00	Teacher Aide	6.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	3	0	0
4 to 6 years	5	4	0	0
7 to 9 years	3	3	0	0
10 or more years	9	24	1	0

Shared Responsibilities

School

MEMS provides opportunities for students to explore interests and abilities while encouraging them to develop new interests which may be related to further education, vocational careers, and various cultural, intellectual and avocational pursuits.

Parents

Parents provide a nurturing and safe home environment. They encourage and help their child take responsibility for successfully completing all schoolwork, promoting good study habits, regular attendance at school, and the value of good citizenship.

Resources Available at School Site

Special Facilities

- ü Computer Learning Lab
- ü Technology Lab--Vocational Emphasis

Extracurricular Activities

- ü National Junior Honor Society
- ü Intramural Athletics--Girls & Boys
- ü Student Council
- ü After School Tutoring

Social Services

- ü Community/School Recreation Facilities
- ü Community/School Swimming Pool
- ü Counseling Services
- ü Adult Education Classes

Transportation Policy

Students are provided with a Code of Conduct that details expectations for student behavior on the bus. Students may ride the bus if they live farther than one and one-half miles from school. Buses transport 65% of the students to and from school.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Our school was identified as an A+ School by the Arizona Educational Foundation, Arizona Department of Education and Bank One, April 2003.
- ü Selected as a model site for a Federal Gear-up grant for 2000-01. This early intervention program provides guidance, tutoring, and support for all students. Successful students in this program will be awarded a 4-year NAU scholarship.

School Honors

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

Award/Honor	Year
ü NAU Distinguished Alumni Award	1997
ü A+ School--A+ Recognition Program	2003
ü NAU Centennial Commendation	1997
ü School of the Year - Flagstaff Chamber of Commerce	1999

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>2</sup>	94	95	94	96
Transfers Out <sup>3</sup>	18	20	20	20
Transfers In <sup>4</sup> (Within District)	2	2	2	2
Transfers In <sup>5</sup> (Out of District)	9	10	10	9
Promotion Rate <sup>6</sup>	97	99	98	95
Retention Rate <sup>7</sup>	3	1	2	5
Dropout Rate <sup>8</sup>	--			8
Status Unknown <sup>9</sup>	--			6
Graduation Rate <sup>10</sup>	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 6-7	67	66
Grades 7-8	78	77

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 2002-03. 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 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

8th 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	499	906	71167	100	101	99	478	479	463	27	26	38	41	42	41	20	20	14	12	12	7
All Students (Prior Year)	435	885	66213	NA	NA	NA	481	473	459	23	30	39	40	40	40	23	19	14	14	11	7
Female	238	438	34825	98	99	99	474	478	462	27	25	38	46	45	42	17	19	14	10	11	6
Male	257	460	36047	100	102	99	481	481	464	27	27	38	36	39	39	22	21	15	15	13	8
African American	NC	16	3225	NC	100	95	NC	461	441	NC	36	57	NC	50	34	NC	7	6	NC	7	2
Hispanic	97	157	23643	93	95	97	462	460	445	38	41	53	45	41	37	13	15	8	4	3	2
Asian/Pacific Islander	NC	12	1503	NC	92	100	NC	484	493	NC	20	18	NC	40	40	NC	30	23	NC	10	19
American Indian/Alaskan Native	119	209	5161	97	99	103	468	469	435	35	34	63	35	43	30	19	16	5	10	8	2
White	244	481	35245	96	98	95	487	488	476	21	19	26	39	42	45	23	23	19	17	16	10
Students with Disabilities	68	137	8095	103	116	104	446	447	426	56	52	69	31	38	25	13	10	5	0	0	1
Students without Disabilities	431	769	63072	99	99	99	480	481	464	25	24	37	42	43	41	20	20	15	13	13	7
Limited English Proficient Students	80	146	10317	73	81	111	431	437	426	67	60	72	28	37	25	3	1	2	3	1	1
Migrant Students	NC	NC	614				NC	NC	440	NC	NC	57	NC	NC	34	NC	NC	6	NC	NC	3
Economically Disadvantaged	23	33	17057				438	445	440	64	57	58	27	33	34	9	10	6	0	0	2
Non-Economically Disadvantaged	476	873	54110				480	480	468	25	25	33	42	43	43	20	20	16	13	12	8

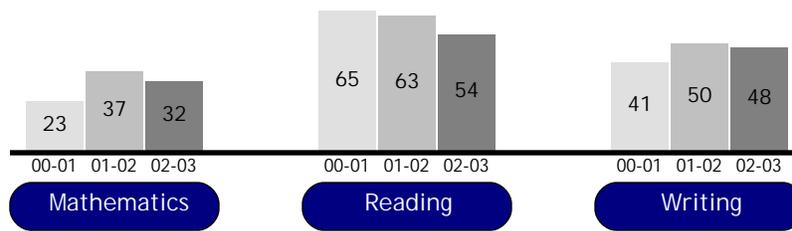
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	498	905	71100	100	101	99	500	509	502	25	20	25	21	18	21	41	43	40	13	19	15
All Students (Prior Year)	432	883	66144	NA	NA	NA	510	513	504	21	18	24	16	16	20	44	45	40	19	20	16
Female	238	437	34801	98	98	99	500	511	505	24	18	21	20	17	22	45	46	42	11	19	15
Male	256	461	36010	99	102	99	499	507	499	27	21	28	22	19	20	37	41	38	15	19	14
African American	NC	16	3219	NC	100	95	NC	516	486	NC	14	38	NC	21	24	NC	43	31	NC	21	7
Hispanic	93	153	23630	89	92	96	483	487	485	37	35	37	29	26	25	29	30	32	4	8	6
Asian/Pacific Islander	NC	12	1509	NC	92	100	NC	523	522	NC	0	12	NC	30	14	NC	40	46	NC	30	28
American Indian/Alaskan Native	117	204	5144	95	97	102	487	494	478	36	28	46	23	23	24	33	40	25	8	8	5
White	243	480	35198	95	98	95	509	520	515	19	14	15	16	13	18	46	48	47	19	25	21
Students with Disabilities	69	138	8121	105	117	105	479	489	470	48	35	55	24	28	20	19	28	21	10	10	4
Students without Disabilities	429	767	62979	99	98	99	501	510	503	24	19	23	21	18	21	42	44	41	13	19	15
Limited English Proficient Students	79	144	10304	72	80	110	454	463	462	68	57	63	16	25	23	16	19	13	0	0	1
Migrant Students	NC	NC	623				NC	NC	475	NC	NC	45	NC	NC	27	NC	NC	25	NC	NC	3
Economically Disadvantaged	23	33	17040				462	466	483	53	52	40	32	30	25	16	19	29	0	0	6
Non-Economically Disadvantaged	475	872	54060				501	511	507	24	19	20	21	18	20	42	44	43	14	20	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	490	882	69001	98	98	96	494	500	490	13	10	17	38	34	37	48	55	45	0	1	1
All Students (Prior Year)	410	845	63579	NA	NA	NA	503	504	493	7	7	15	43	40	42	47	50	41	3	4	2
Female	238	430	34086	98	97	97	497	505	496	12	8	13	35	32	36	52	59	51	0	1	1
Male	250	447	34644	97	99	95	491	495	484	15	13	22	40	37	39	45	51	38	0	0	0
African American	NC	16	3115	NC	100	92	NC	489	478	NC	21	25	NC	21	44	NC	57	31	NC	0	0
Hispanic	97	156	22656	93	94	92	481	485	476	20	18	27	41	40	43	39	42	30	0	0	0
Asian/Pacific Islander	NC	12	1472	NC	92	98	NC	518	507	NC	0	8	NC	40	30	NC	60	60	NC	0	2
American Indian/Alaskan Native	114	198	4940	93	94	98	483	488	469	19	13	34	49	50	43	32	38	23	0	0	0
White	239	466	34501	94	95	93	502	509	500	9	7	10	33	27	34	58	65	55	0	1	1
Students with Disabilities	66	126	7386	100	107	95	467	470	459	45	39	46	23	31	37	32	31	17	0	0	0
Students without Disabilities	424	756	61615	98	97	97	495	502	491	12	9	16	39	35	37	49	56	45	0	1	1
Limited English Proficient Students	77	139	9662	71	77	104	453	462	454	50	35	51	39	51	40	11	14	9	0	0	0
Migrant Students	NC	NC	590				NC	NC	466	NC	NC	35	NC	NC	43	NC	NC	22	NC	NC	0
Economically Disadvantaged	22	31	16383				454	461	472	47	37	30	32	41	43	21	22	26	0	0	0
Non-Economically Disadvantaged	468	851	52618				496	502	494	12	9	14	39	34	36	50	56	49	0	1	1

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)

8th 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 2002-03

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?	NA
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress (AYP):** The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

**Met Percent Tested:** Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

**Met Test Objectives:** The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

**Met Attendance Rate:** Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

**Met Graduation Rate:** School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

**School Improvement - Year 1:** Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

**School Improvement - Year 2:** Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

**Corrective Action:** Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	91	56	61	53	94	49	53	48	95	57	61	51
	Language	93	64	64	55	94	51	55	51	96	56	61	54
	Mathematics	93	62	60	57	94	58	60	54	96	64	65	58
8	Reading	95	57	62	55	93	57	58	49	94	56	61	53
	Language	97	55	60	50	93	50	53	46	97	47	54	49
	Mathematics	95	58	62	57	94	62	59	54	96	63	66	58

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 Safety

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. Expectations are clearly defined and communicated. A Responsible Thinking Classroom (RTC) assists students in making positive decisions.

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) :

6

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.

Contacts

	Name	Phone Number
School Site Council	Becker, Ruedaflores, Williams	(928) 773-8250
Transportation Policy	Fred Fennell	(928) 773-4170
Community Resources	Mark Williams	(928) 773-8265
School Nutrition Programs	Jacque Johnson	(928) 773-8256
Parent Organization	Debbie Wildermuth	(928) 773-8250
Student Health/Nurse	Lonna Culbertson	(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. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns). If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 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 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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 and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled 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. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)