

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

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 LEARNS¹

Elementary Achievement Profile (a)

2003-04	Excelling
2002-03	Excelling
2001-02	Improving

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

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

School Overview

Principal/Administrator : Mr. Roger F. Hill
 Schedule : 7:00 AM to 4:00 PM
 Grades : 7-8
 2004 Enrollment : 110
 Web Address : flagstaff.k12.az.us
 Phone Number : (928) 773-8250
 Fax Number : (928) 773-8269
 E-mail : rhill@apsc.org

Mission

The mission of Renaissance Magnet Middle School is to provide optimal educational opportunities for ALL students to prepare themselves for a productive future and to provide a concentrated curriculum in the areas of fine arts, performing arts, and science and technology.

School / Academic Goals

- ü Students develop skills and obtain knowledge preparing them for future education and employment. The AIMS test will be an indication as to the success of our students. Renaissance students will meet or exceed the state standards.
- ü Provide comprehensive, technologically rich and integrated curriculum that allows for academic achievement and which ensures all students meet or exceed the standards on Arizona's Instrument to Measure Standards (AIMS).
- ü Renaissance Magnet students have the opportunity to be involved in exhibition and collaborative projects.
- ü Parent involvement will increase throughout the school year.

Enrollment

October 1, 2003 School Year Student Enrollment : 77
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 110

Instructional Programs

- ü Integrated Core Team
- ü Advanced Math Program
- ü Art/Dance/Drama Magnet Classes
- ü Science/Technology Magnet Classes
- ü State Standards Exploration Units
- ü Technology Integration
- ü Resource Program & Inclusive Environment
- ü Sustained Silent Reading (Homeroom)

Calendar Information

Number of Instruction Days :	183
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/23/2004
Last Day of School :	6/9/2005

Shared Responsibilities

School

Renaissance Magnet provides opportunities for students to explore areas of interest and ability in magnet classes. Skill development and mastery of the Arizona Academic Standards are accomplished in the language arts, reading, social studies, science and math classes.

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.

Transportation Policy

Students are provided with a Code of Conduct that details expectations for student behavior on the bus. Any student living within the FUSD #1 boundaries that lives more than one-half miles from school may ride the bus to Renaissance Magnet.

School Honors

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

Award/Honor	Year
ü School of the Year, Flagstaff Chamber of Commerce	2001
ü AEA School Bell Award	1999
ü NAU Distinguished Alumni, Center for Excellence in Ed.	1997
ü AZ Dept. of Education; Learn and Serve Arizona Award	2001

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	32	853	75001	97	97	99	476	477	468	18	29	37	54	36	36	25	20	16	4	14	10
All Students (Prior Year)	57	906	71167	100	100	99	483	479	463	15	26	38	58	42	41	22	20	14	5	12	7
Female	17	412	36846	100	99	99	482	476	468	13	30	36	40	37	38	40	20	16	7	13	10
Male	15	440	37974	94	96	99	469	479	467	23	29	39	69	36	34	8	21	16	0	14	11
African American	NC	26	3720	NC	100	98	NC	437	446	NC	71	53	NC	13	33	NC	13	9	NC	4	4
Hispanic	NC	161	26675	NC	96	98	NC	463	448	NC	43	52	NC	31	34	NC	19	10	NC	8	4
Asian/Pacific Islander	--	NC	1575	--	NC	99	--	NC	504	--	NC	18	--	NC	33	--	NC	20	--	NC	29
American Indian/Alaskan Native	NC	174	4731	NC	95	98	NC	454	438	NC	45	61	NC	36	30	NC	14	7	NC	5	2
White	22	483	37785	92	97	99	480	491	482	10	18	25	65	40	39	25	23	21	0	19	15
Students with Disabilities	NC	138	8802	NC	97	100	NC	430	418	NC	68	79	NC	23	16	NC	10	3	NC	0	1
Students without Disabilities	25	715	66199	83	98	99	484	482	472	13	25	34	54	38	38	29	22	17	4	15	11
Limited English Proficient Students	NC	116	11710	NC	100	100	NC	436	429	NC	64	70	NC	31	25	NC	5	4	NC	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	10	235	29814				478	457	448	11	43	53	67	37	33	11	16	10	11	4	4
Non-Economically Disadvantaged	22	618	45170				475	484	479	21	25	28	47	36	38	32	22	20	0	17	14

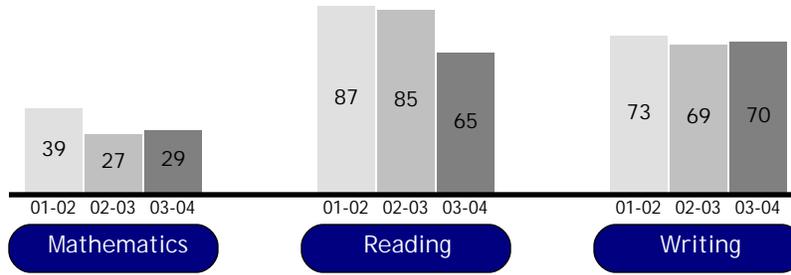
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	32	851	74918	97	97	99	510	504	497	21	24	32	14	20	19	41	38	35	24	18	15
All Students (Prior Year)	58	905	71100	100	100	99	528	509	502	7	20	25	7	18	21	60	43	40	25	19	15
Female	17	413	36805	100	99	99	524	507	501	6	21	28	13	19	19	56	41	37	25	18	16
Male	15	437	37936	94	95	99	494	501	493	38	28	35	15	19	18	23	34	33	23	18	14
African American	NC	25	3719	NC	96	98	NC	479	481	NC	42	43	NC	29	21	NC	25	29	NC	4	7
Hispanic	NC	162	26645	NC	97	98	NC	491	478	NC	33	46	NC	24	20	NC	30	27	NC	12	6
Asian/Pacific Islander	--	NC	1571	--	NC	99	--	NC	521	--	NC	18	--	NC	15	--	NC	38	--	NC	30
American Indian/Alaskan Native	NC	175	4729	NC	96	98	NC	479	468	NC	47	57	NC	20	19	NC	28	19	NC	6	4
White	22	481	37773	92	97	99	516	517	511	14	14	20	10	18	18	52	43	41	24	25	21
Students with Disabilities	NC	137	8801	NC	96	100	NC	457	448	NC	64	75	NC	17	13	NC	12	10	NC	7	2
Students without Disabilities	25	714	66117	83	97	99	517	510	501	13	19	28	13	20	19	50	41	37	25	20	16
Limited English Proficient Students	NC	118	11706	NC	100	100	NC	453	454	NC	69	71	NC	17	16	NC	12	12	NC	2	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	10	237	29785				510	480	477	11	42	47	22	23	20	56	29	26	11	6	6
Non-Economically Disadvantaged	22	614	45115				510	512	508	25	19	23	10	18	18	35	41	39	30	22	20

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	32	848	74503	97	97	99	515	520	491	4	5	9	26	23	32	63	61	51	7	11	8
All Students (Prior Year)	57	882	69001	100	98	96	507	500	490	7	10	17	24	34	37	69	55	45	0	1	1
Female	17	408	36686	100	98	99	534	524	506	0	3	5	20	20	29	73	66	57	7	10	9
Male	15	439	37644	94	96	98	492	516	476	8	7	13	33	26	36	50	56	45	8	11	6
African American	NC	25	3677	NC	96	97	NC	529	475	NC	0	12	NC	19	36	NC	71	46	NC	10	5
Hispanic	NC	162	26500	NC	97	97	NC	493	467	NC	13	13	NC	24	39	NC	56	44	NC	7	4
Asian/Pacific Islander	--	NC	1566	--	NC	99	--	NC	537	--	NC	5	--	NC	23	--	NC	55	--	NC	18
American Indian/Alaskan Native	NC	173	4695	NC	95	97	NC	497	464	NC	5	14	NC	37	39	NC	54	44	NC	5	3
White	22	479	37606	92	96	99	532	536	508	0	3	6	25	19	28	65	65	56	10	13	10
Students with Disabilities	NC	136	8662	NC	95	100	NC	451	409	NC	26	37	NC	33	42	NC	41	20	NC	0	1
Students without Disabilities	25	712	65841	83	97	98	517	524	499	4	4	7	25	22	32	63	62	53	8	11	8
Limited English Proficient Students	NC	117	11608	NC	100	100	NC	462	430	NC	15	23	NC	42	47	NC	40	28	NC	2	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	10	234	29587				516	505	465	0	8	14	22	26	40	78	59	43	0	6	4
Non-Economically Disadvantaged	22	614	44898				515	525	507	6	4	7	28	22	28	56	62	55	11	12	10

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.

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

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 and go to NCLB link

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	87	67	53	48	97	72	61	51	87	74	NA	54
	Language	87	63	55	51	100	75	61	54	95	73	65	58
	Mathematics	87	66	60	54	100	79	65	58	98	69	69	62
8	Reading	93	75	58	49	93	69	61	53	85	67	NA	55
	Language	93	69	53	46	95	64	54	49	91	59	57	52
	Mathematics	93	73	59	54	98	71	66	58	91	62	67	61

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

Council Duties

1 School Administrator(s)	Ü Academic Goals
2 Non-certified Employee(s)	Ü School Improvement
5 Teacher(s)	Ü Student Achievement
5 Parent(s)	Ü Parent/Teacher/Student Relations
1 Community Member(s)	Ü Budget
1 Student(s)	Ü Instructional Strategies

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	6.25
Other Professional Staff	1.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	8
Core academic classes taught by Highly Qualified (NCLB) teachers.	20
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Learning Lab
- Ü Team Seminar Room - Mini-auditorium

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Student Council
- Ü After School Activity Day
- Ü Academic Tutoring

Social Services

- Ü Community/School Recreation Facilities
- Ü Community/School Swimming Pool
- Ü Counseling Services
- Ü Dental Clinics
- Ü Health Clinics
- Ü Gang Resistance Education and Training

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Eighth grade students scored at or above the 69th percentile in reading and math on the Stanford 9. Seventh grade students scored at or above the 72th percentile in reading, language and math on the Stanford 9.
- ü RMMS was selected as the 2001 School of the Year by the Flagstaff Chamber of Commerce.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	0	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	95	98	98	94
Retention Rate ⁹	4	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 6-7	59	67
Grades 7-8	54	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 2003-04. 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 2004. 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. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. 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).

School Safety

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

Our philosophy is to provide an educational program that is clear, consistent and uncompromising in its standards of student performance and behavioral expectations. A Responsible Thinking Classroom supports the educational culture.

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) :

3

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	(520) 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 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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. 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

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 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 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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Total cost of printing: 12 Pages X .0318 Per page X 110 Copies = \$42.00

** 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.