

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Flagstaff High School

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

Flagstaff Unified District
400 W. Elm Street, Flagstaff, AZ 86001-1564

Principal: Dr. Beverly J. Hurley
Schedule: 7:00 AM to 3:00 PM
Web Address: www.flagstaff.k12.az.us/flagstaff_high
E-mail: Unpublished or Unavailable

Grades: 9-12
2002 Enrollment: 1380
Phone: (928) 773-8100
Fax: (928) 773-8146

∨ School Overview ∨

Mission

The mission of the Flagstaff High School community is to provide a quality education in a safe and sensitive environment where students will become independent and responsible citizens with personal integrity.

Organization and Philosophy

- w Comprehensive
- w Integrated Classroom Opportunities
- w Honors/AP Programs
- w Four-Period Block Schedule

Instructional Programs

- w Prevention Programs/Peer Counseling
- w Advanced Placement/Honors Classes
- w On-site Child Care Facility
- w School-to-Work/Career Pathways
- w On-site Special Education/ELL
- w Marketing & Entrepreneurship/Bird Cage
- w Commercial Food Production
- w TV Production Studio

School/Academic Goals

- w The Stanford 9 scores for students in grades 9-11 will improve as follows: One percentile point in language; one percentile point in reading; maintain and/or improve in math.
- w Students will identify a pathway toward post-graduation goals and successfully progress in a program consistent with their interests.
- w Improve daily student attendance rates.
- w Conduct quality exhibitions of student work tied to the Arizona Academic Standards including the schoolwide student portfolio assessment and senior exit interview program.

Enrollment

October 1, 2001 School Year Student Enrollment:	1427
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	164

¹ For an explanation of the Achievement Profiles, please visit <http://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.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w Budget
- w Technology Development
- w Curriculum Development
- w Professional Growth
- w School Improvement
- w Parent/Educator Relations

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	4.00	Teacher	75.50
Other Professional Staff	7.50	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	11	3	0	0
4 to 6 years	11	1	1	0
7 to 9 years	4	6	0	0
10 or more years	6	36	1	0

∨ **Shared Responsibilities** ∨

School

Flagstaff High School has a responsibility to provide a safe environment where we prepare all students to be contributing citizens with responsibility toward self, school and community. FHS is a stepping stone to the future where teachers assist all students in learning how to set and achieve both short-term and long-term goals. The school strives to inspire learning as a lifelong process with special emphasis placed on the development of critical and analytical thinking skills.

Parents

Parental encouragement, support, appropriate supervision and guidance, and communication about school and learning, positively influence student achievement, grades, attitudes, aspirations and behaviors. Show a strong interest in your student's progress in school. Provide a study area and study time at home. Encourage regular attendance. And above all, place a high priority on your student's education.

∨ **Transportation Policy** ∨

Bus transportation is provided for students living beyond 1.5 miles of the school. Every effort is made to work out an efficient bus route and bus schedule in the best interest of all students.

∨ **Calendar Information** ∨

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

Report Card Release Dates

10/25/02 1/17/03 3/28/03 6/5/03

Additional Calendar/Report Card Information

∨ **Resources Available at School Site** ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ 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 Kids Center Child Care
- W Bird Cage Student Store
- W TV Studio/Technology Center
- W Eagle's Nest Restaurant

Extracurricular Activities

- W Peer Mediators/Counselors
- W National Honor Society
- W Speech and Debate/Drama
- W VICA/FBLA/FFA/Culinary Arts
- W Academic Decathlon
- W Student Council
- W MECHA/BSU/Native American Clubs
- W Science Olympiad/Odyssey of the Mind

School/Community Resources

- W Crisis Intervention
- W Day Care/Parenting Assistance
- W Community Classes
- W Breakfast Program
- W Counseling Services
- W Job Placement Services
- W Recreational Activities
- W Lunch Program

∨ 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 Student population 1427: 533 students on honor roll (3.0 GPA or better); 247 students earned academic letters (3.5 or better cumulative GPA). Students earned three million dollars in scholarship awards. Multiple Speech/Debate Award winners.</p> | <p>w Mean SAT scores 2002: Verbal: FHS=534, AZ=520, National=504. Math: FHS=531, AZ=523, National=516.</p> |
| <p>w U.S. Department of Education Site of Educational Success; Arizona's 5-star School-to-Work Outstanding Practices Award; A+ School Semifinalist; First Chamber of Commerce School of the Year; numerous teacher of the year recipients.</p> | <p>w FHS principal selected as MetLife/National Association of Secondary School Principals (NASSP) 2001 National High School Principal of the Year. Selected to represent Arizona at the 2002 National Principal's Forum addressing 'No Child Left Behind'.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	97.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	21.5 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.1 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	4.6 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	2.0 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	4.2 %			9.5 %
Status Unknown ⁹	2.2 %			6.0 %

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

⁴ 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.

⁵ 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.

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 2001-02 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 2001-02 school year.

⁸ 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.

⁹ 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
Five Dorrance Scholars since 2000	2002
1 National Merit Winner/4 Commended	2002
State/National VICA Winners	2002
Eleven Flinn Scholars Since 1976	2002

∨ 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 ¹, 2001-02

Grade 10 (Class of 2003) ²		Number Tested	MS	FFB	A	M	E
Reading	School	221	529	6%	24%	49%	20%
	State	49803	512	15%	23%	48%	14%
Writing	School	263	483	12%	20%	68%	1%
	State	50471	477	17%	23%	59%	1%
Mathematics	School	225	489	40%	24%	25%	11%
	State	50429	480	48%	19%	22%	10%

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

¹Results reflect student performance on the English form of AIMS.

²Class 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												
9	Reading	86	47	44	99	53	43	92	49	43	77	50	43	71	60	43
	Language	85	36	39	100	44	39	94	43	40	77	49	41	71	58	42
	Mathematics	85	57	57	100	62	57	94	65	59	77	66	61	71	76	62
10	Reading	81	51	42	93	49	42	92	54	42	--	--	--	--	--	--
	Language	83	50	43	94	48	44	91	53	44	--	--	--	--	--	--
	Mathematics	83	52	47	94	51	49	92	59	50	--	--	--	--	--	--
11	Reading	86	56	46	100	54	44	84	54	45	--	--	--	--	--	--
	Language	87	49	43	100	50	42	83	49	44	--	--	--	--	--	--
	Mathematics	87	61	51	99	60	52	83	59	55	--	--	--	--	--	--

∨ 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 Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ 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; therefore, no data to report.

∨ 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

FHS continually promotes a safe and orderly climate for learning. Prep hour teams monitor students during passing periods. There are scheduled monthly fire drills, twice-yearly bus evacuation drills and randomly announced Intruder on Campus drills. Staff and visitors wear picture ID badges while on campus. Emergency procedures are posted in all classrooms and common areas on campus. Emergency procedures are part of the Site Council's duties.

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).

40

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	\$3,112	\$4,139,178
Classroom Supplies	\$0	\$0
Administration	\$436	\$579,336
Support Services-Students	\$311	\$413,316
Other Support Services and Operations	\$722	\$960,051
Total Expenditures- All Categories 2000-2001	\$4,580	\$6,091,881

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
School Site Council	Scott Overton	(928) 773-8100	
Transportation Policy	Fred Fennell	(928) 773-4170	
Community Resources	Lois Wells	(928) 773-8120	
School Nutrition Programs	Don Gala	(928) 527-6091	
Parent Organization	Angela Gray	(928) 525-0919	
Student Health/Nurse	Kay Balzer	(928) 773-8102	

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.

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