

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Manuel DeMiguel Elementary School

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

Flagstaff Unified District
3500 S. Gillenwater Drive, Flagstaff, AZ 86001

Principal: Mr. William R. McCamley
Schedule: 8:00 AM to 4:00 PM
Web Address: www.flagstaff.k12.az.us
E-mail: bmccamle@apscc.org

Grades: K-6
2002 Enrollment: 586
Phone: (928) 773-4000
Fax: (928) 773-4010

∨ School Overview ∨

Mission

DeMiguel School grows successful learners. We expect our students to be responsible, caring individuals; master core subjects, the arts and PE; become cooperative problem solvers/communicators; and experience the satisfaction of learning. Our staff is committed to modeling exemplary behaviors and attitudes; improving our effectiveness; collaborating with colleagues and parents in the best interest of children and creating a positive learning environment for all students.

Organization and Philosophy

- w Student Success-centered
- w Multiage Classrooms & Teaming
- w High Parental and Community Involvement
- w University-School Partnership

Instructional Programs

- w Integrated Language Arts Curriculum
- w Hands-on Math/Science Problem Solving
- w Co-Op Learning - Differentiated Inst.
- w Comprehensive Gifted Program
- w Special Education - Resource Inclusion
- w Art, Music and Physical Education
- w Challenge and Enrichment Program
- w Full-day Tuition Kindergarten

School/Academic Goals

- w Raise the overall average of student Stanford 9 test scores by 2 national percentile ranks, as measured by the performance of students targeted in the first and second quartiles(1-25 and 26-50)in the fourth, fifth, and sixth grades.
- w Integrate the gifted education and enrichment programs into regular education curriculum by implementing a collaborative service model to expand and enrich standards-based classroom units.
- w To promote high attendance, DeMiguel School will develop a workplace standards-based school attendance monitoring plan, in which student attendance is recorded, evaluated, and communicated with students and parents.

Enrollment

October 1, 2001 School Year Student Enrollment:	616
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	54

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

Council Duties

- w Student Achievement
- w School Safety Issues
- w Budget
- w Parent Involvement/Communication
- w School Structure
- w Staff Development

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	37.00
Other Professional Staff	7.00	Teacher Aide	3.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	1	0
4 to 6 years	1	1	0	0
7 to 9 years	0	1	0	0
10 or more years	2	26	0	0

∨ **Shared Responsibilities** ∨

School

DeMiguel provides quality instruction; high expectations; a safe, healthy environment; basic school materials; comprehensive communication to parents about each child's progress and programs; opportunities for volunteer involvement; encouragement of parent partnerships and continuous improvement of school effectiveness with emphasis on Physics, Math and Enrichment. We challenge every student and actively engage them in the learning process.

Parents

DeMiguel parents ensure regular student attendance, adequate rest, nutrition and cleanliness. They provide a safe, healthy home environment; family information that will help us meet their child's needs; and appropriate space/time for homework. Our parents are partners in communicating and collaborating with school personnel to promote their child's best learning and behavior. **NO CHILD LEFT BEHIND!**

∨ **Transportation Policy** ∨

Students living in University Heights, University Highlands, Mountain Dell and The Village Apts. are within walking distance of DeMiguel School. Students living more than one mile from DeMiguel, who reside within our attendance boundaries (Kachina Village, Pine Dell, Forest Highlands, Woodlands Village), are provided transportation to and from school. Students with disabilities who require transportation, as indicated on their IEPs, are also served by our Transportation Department.

∨ Calendar Information ∨

Number of Instruction Days:	180	First Day of School:	8/26/02
Average Daily Instruction Time:	5 hrs. 40 min.	Last Day of School:	6/5/03
Operates on Trimester Schedule			

Report Card Release Dates

11/15/02	2/28/03	6/5/03
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Additional Calendar/Report Card Information

Parent/Teacher Conferences are November 25, 26 and 27, 2002; Student-led conferences are March 12, 13 and 14, 2003. Extra conferences are arranged as needed. Student Intervention Team involves parents in addressing individual students' special needs.

∨ 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 Media Center with Computer Lab	W Observatory with 16-inch Telescope
W Environmental Study Area	W Networked Building/All Classes On-line

Extracurricular Activities

W Student Council (4-6)	W Band and Orchestra (5, 6)
W Advanced Math and Sports Clubs (5, 6)	W Children's Chorus (3, 4)
W Astronomy Club (K-6)	W Sign Language Club (K-6)
W Suzuki Violin Lessons (K-4)	

School/Community Resources

W Breakfast/Lunch Programs	W Before/After School Child Care-FACTS
W Health/Counseling/Crisis Services	W PTO Parenting Workshops and Socials
W DARE Program	W City Parks & Recreation Programs
W Community Education Classes	W Partners' Volunteer 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

- w Our students' test scores have continued to rise! We have added Accelerated Reader and Accelerated Math to meet varied needs of students. All faculty apply recent brain research in order to bring out the best in EVERY student.
- w DeMiguel's Comprehensive Gifted Education Program serves over 140 identified students plus many more through our inclusion model. Our Challenge and Enrichment Program received a grant for language instruction through Writing in the Professions.
- w Tens of thousands of dollars worth of materials and labor were donated, as parent and community volunteers constructed Walker Observatory at DeMiguel to enhance science learning for all of our students. See our website for details.
- w DeMiguel was 'adopted' by our local Wal-Mart store, which allowed us to update wall maps in our building. More than 200 parents provided over 6,000 volunteer hours through our Partners' Program. They brought Masterpiece Art into our classrooms.

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	15.0 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.8 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	13.2 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.8 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.2 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	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.

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
Exemplary Elementary Science Teacher of the Year	2002
Presidential Award for Excellence in Science and Math	2002
Huble Grant	2002
Wal-Mart Teacher of the Year	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 ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	72	552	1%	4%	39%	56%
	School State	58840	524	9%	17%	45%	29%
Writing	School	72	582	1%	0%	62%	36%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	71	546	3%	10%	41%	46%
	State	59030	517	11%	27%	35%	27%

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

Grade 5

Reading	School	86	522	8%	15%	42%	35%
	State	61305	505	21%	20%	43%	15%
Writing	School	82	547	1%	18%	50%	30%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	86	529	0%	23%	15%	62%
	State	61760	494	14%	40%	12%	34%

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												
1	Reading	--	--	--	--	--	--	--	--	--	73	76	60	--	--	--
2	Reading	--	--	--	100	59	50	100	73	52	80	75	53	86	70	57
	Language	--	--	--	100	59	40	100	66	43	84	69	44	87	64	48
	Mathematics	--	--	--	100	60	51	100	71	55	84	84	57	84	76	61
3	Reading	91	55	47	100	65	47	100	65	48	77	72	50	84	72	50
	Language	97	52	49	100	73	51	100	61	54	80	73	56	82	72	57
	Mathematics	97	34	46	100	63	49	100	60	52	79	72	54	82	78	56
4	Reading	95	76	53	100	74	54	100	78	54	84	78	55	79	82	55
	Language	96	61	47	100	62	49	98	66	48	87	70	50	80	76	50
	Mathematics	94	67	51	100	71	54	100	73	55	88	76	57	80	84	58
5	Reading	100	68	51	100	71	51	96	74	51	85	73	51	95	74	53
	Language	100	54	42	100	55	44	96	64	45	86	71	45	93	71	47
	Mathematics	100	57	51	100	67	54	96	73	55	90	81	57	94	81	59
6	Reading	100	72	53	100	70	54	100	76	53	78	75	54	81	86	56
	Language	100	63	41	100	61	44	100	65	44	80	68	45	82	71	47
	Mathematics	95	73	57	100	75	59	100	79	60	79	82	63	83	91	65

∨ **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.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	72	52
Grades 3-4	92	92
Grades 4-5	71	82
Grades 5-6	93	95
Grades 6-7	***	***

*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

We have high student morale. We assure student safety by knowing each child's interest & by promoting consistent/fair/modeled behavioral expectations. We include parents in discipline issues & promote regular opportunities for parents to connect with our school. Our playground is well-supervised/students are taught peer mediation skills through Compliments & Concerns. Staff focuses on tight security measures within our building. Schoolwide drills are practiced/emergency procedures are posted.

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).

2

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	\$3,066	\$1,857,789
Classroom Supplies	\$3	\$1,775
Administration	\$319	\$193,043
Support Services-Students	\$220	\$133,103
Other Support Services and Operations	\$673	\$407,824
Total Expenditures- All Categories 2000-2001	\$4,281	\$2,593,534

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	Linda Borzilleri	(928) 773-4000	
Transportation Policy	Fred Fennell	(928) 773-4170	
Community Resources	Lisa Laurier	(928) 773-4003	
School Nutrition Programs	Linda Cox	(928) 773-4006	
Parent Organization	Kay McConagha	(928) 773-4000	
Student Health/Nurse	Mary Lotten	(928) 773-4002	

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, 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."