



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3500 S Gillenwater Dr, Flagstaff, AZ 86001

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)

2004-05	Excelling
2003-04	Highly Performing
2002-03	Excelling

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

School Overview

Principal/Administrator : Mr. William R McCamley
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-6
 2005 Enrollment : 630
 Web Address : www.flagstaff.k12.az.us
 Phone Number : (928) 773-4000
 Fax Number : (928) 773-4010
 E-mail : bmccamle@flagstaff.apsc.k12.az.us

Mission

DeMiguel Elementary School's mission is to assure that every student's capabilities are challenged in all three of our primary goals or pillars of achievement: Academics, Character Development, and Enrichment.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School / Academic Goals

- ü Reading and writing: Grades 1-3 will apply organization and conventions and grades 4&5 will integrate the Rebecca Sitton Spelling program into the Harcourt Literature Series as well as utilizing Six Traits to improve writing.
- ü To identify 4 or 5 students in each classroom who are close to approaching the next AIMS category (approaching, meeting or exceeding) in any major core subject and track these students to assure the next achievement category is met.
- ü Teacher Communication: All teachers need to communicate with at least three parents each month with a positive telephone message regarding their student.
- ü DeMiguel Elementary continues to work closely with NASA as an NASA Explorer School. This year we will continue to foster a closer relationship with the Jet Propulsion Laboratory in Pasadena, California.

Enrollment

October 1, 2004 School Year Student Enrollment : 625
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 130

Instructional Programs

- ü Integrated Language Arts Curriculum
- ü Hands-on Math/Science Problem Solving
- ü Co-Op Learning - Differentiated Instruct
- ü DeMiguel is a NASA Explorer School

Calendar Information

Number of Instruction Days :	183
Average Daily Instruction Time :	5 hours 40 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

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; and opportunities for volunteer involvement.

Parents

DeMiguel parents ensure regular student attendance, adequate rest, nutrition and cleanliness. They provide a safe, healthy home environment; and family information that will help us meet their child's needs. Parents also increase awareness with our PTO and through our Partners Program to support classroom enrichment programs and also to support academic achievements for teachers and students.

Transportation Policy

Students living one mile from DeMiguel, who live within our school boundaries, 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.

School Honors

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

Award/Honor	Year
ü Outstanding Teacher of the Year for the Air Force Assoc	2005
ü Rural School to Know for the Month of May, 2005	2005
ü Recognized for Excellence in Education thru NASA	2005
ü NASA Explorer School	2003

3rd 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	89	824	79306	100	100	99	452	443	445	5	10	10	9	20	18	65	50	51	21	20	20
All Students (Prior Year)	100	771	75509	100	98	100	537	526	521	8	11	13	12	19	23	34	35	33	47	35	31
Female	40	391	38691	100	100	99	452	445	446	9	8	10	11	20	18	54	50	52	26	21	20
Male	49	434	40583	100	100	99	452	441	445	2	11	11	7	20	18	73	50	50	18	19	21
African American	--	22	4041	--	100	99	--	430	426	--	17	17	--	17	23	--	56	50	--	11	10
Hispanic	10	174	32869	100	99	99	430	426	429	0	15	15	63	34	25	25	43	51	13	8	10
Asian/Pacific Islander	NC	11	1935	NC	100	99	NC	483	474	NC	0	3	NC	0	9	NC	78	48	NC	22	40
American Indian/Alaskan Native	NC	195	4264	NC	100	100	NC	418	419	NC	16	19	NC	29	30	NC	49	45	NC	6	6
White	73	422	36197	100	100	99	455	460	463	6	5	5	3	12	11	69	53	53	22	30	31
Students with Disabilities	11	191	10321	100	100	100	386	407	389	10	20	30	20	29	27	70	41	34	0	11	9
Students without Disabilities	78	634	69060	99	99	98	462	454	454	4	7	7	7	18	17	64	53	54	24	22	22
Limited English Proficient Students	NC	135	15509	NC	100	100	NC	389	406	NC	24	20	NC	38	30	NC	36	45	NC	2	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	12	382	39415	80	95	96	430	424	431	8	16	15	17	30	25	67	45	50	8	9	10
Non-Economically Disadvantaged	77	443	39966	100	100	100	456	459	459	4	5	6	7	12	12	65	55	52	24	29	30

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	89	823	79395	100	0	99	462	447	446	3	6	9	11	28	25	70	54	55	16	12	11
All Students (Prior Year)	99	772	75492	99	99	100	528	526	519	10	9	12	11	14	16	49	48	47	30	29	24
Female	40	390	38743	100	0	100	471	453	451	6	7	7	9	25	24	63	53	57	23	16	12
Male	49	434	40618	100	0	99	456	442	440	0	6	11	13	30	27	76	55	53	11	8	9
African American	--	22	4052	--	0	100	--	438	434	--	0	11	--	39	29	--	61	54	--	0	6
Hispanic	10	174	32915	100	0	99	455	432	426	0	11	15	25	41	35	75	43	47	0	6	4
Asian/Pacific Islander	NC	11	1936	NC	0	99	NC	498	468	NC	0	3	NC	0	14	NC	67	63	NC	33	19
American Indian/Alaskan Native	NC	195	4271	NC	0	100	NC	420	420	NC	8	15	NC	48	42	NC	41	41	NC	3	2
White	73	421	36221	100	0	99	463	463	465	3	4	4	10	14	15	69	64	63	18	18	17
Students with Disabilities	11	191	10331	100	0	100	392	416	388	10	8	25	20	41	37	70	47	34	0	4	4
Students without Disabilities	78	633	69139	99	0	99	472	457	454	1	6	7	10	24	24	70	56	58	19	14	11
Limited English Proficient Students	NC	135	15545	NC	0	100	NC	390	399	NC	18	21	NC	56	42	NC	25	35	NC	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	12	382	39484	80	0	96	448	428	429	8	11	14	17	43	35	67	42	47	8	4	4
Non-Economically Disadvantaged	77	442	39986	100	0	100	465	464	461	1	2	4	10	15	16	71	65	63	18	18	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	88	823	78869	99	100	99	447	433	442	4	7	6	23	25	21	63	61	63	10	7	10
All Students (Prior Year)	100	770	75053	100	98	99	622	607	597	5	6	7	7	11	12	75	75	72	13	9	9
Female	39	389	38536	98	100	99	464	450	458	0	4	4	21	19	15	68	67	67	12	10	14
Male	49	435	40302	100	100	99	434	418	428	7	9	8	24	31	26	60	56	60	9	4	7
African American	--	23	4015	--	100	99	--	430	430	--	11	8	--	22	24	--	61	61	--	6	7
Hispanic	10	175	32606	100	100	98	443	416	426	0	11	8	25	33	27	75	49	60	0	7	5
Asian/Pacific Islander	NC	11	1925	NC	100	99	NC	504	471	NC	0	3	NC	11	11	NC	44	64	NC	44	22
American Indian/Alaskan Native	NC	194	4245	NC	100	100	NC	420	423	NC	6	9	NC	31	26	NC	59	61	NC	3	4
White	72	420	36078	99	100	99	446	444	459	5	5	4	23	20	16	62	67	66	11	8	14
Students with Disabilities	11	190	10246	100	100	100	353	379	367	20	16	18	30	40	39	50	44	40	0	1	4
Students without Disabilities	77	634	68697	97	99	98	460	450	454	1	4	4	22	21	18	65	66	67	12	9	11
Limited English Proficient Students	NC	135	15339	NC	100	100	NC	381	399	NC	12	11	NC	42	31	NC	44	54	NC	1	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	11	381	39106	73	95	95	416	415	427	18	11	8	27	31	28	55	56	59	0	2	5
Non-Economically Disadvantaged	77	443	39837	100	100	100	452	448	457	1	3	4	22	20	14	65	65	67	12	11	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th 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	97	760	78906	100	100	99	526	498	498	2	12	13	11	20	19	54	49	48	32	18	20
All Students (Prior Year)	97	822	76019	100	100	100	531	508	499	2	7	14	29	40	39	19	16	14	50	36	33
Female	53	377	38644	100	100	99	528	497	500	2	11	12	8	21	19	61	49	49	29	19	19
Male	44	383	40236	100	100	99	524	498	497	3	13	15	16	19	19	45	50	46	37	18	20
African American	--	18	4087	--	100	99	--	459	481	--	40	20	--	33	24	--	20	45	--	7	11
Hispanic	NC	155	31938	NC	100	99	NC	475	481	NC	22	19	NC	30	25	NC	41	46	NC	6	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	NC	172	4593	NC	100	100	NC	476	467	NC	20	26	NC	27	29	NC	48	39	NC	5	6
White	80	410	36483	100	100	99	527	515	517	3	5	7	10	13	13	54	54	51	33	28	30
Students with Disabilities	18	148	10664	100	100	100	478	447	430	13	39	42	31	30	27	50	29	26	6	2	5
Students without Disabilities	79	613	68310	100	100	98	537	510	509	0	6	9	7	18	18	55	55	51	38	22	22
Limited English Proficient Students	NC	65	12573	NC	100	100	NC	451	454	NC	30	27	NC	35	30	NC	34	38	NC	1	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	11	345	38679	85	94	96	495	478	483	0	20	20	27	27	25	64	48	45	9	5	10
Non-Economically Disadvantaged	86	416	40295	100	100	100	531	514	513	3	6	7	9	14	13	53	51	50	36	29	30

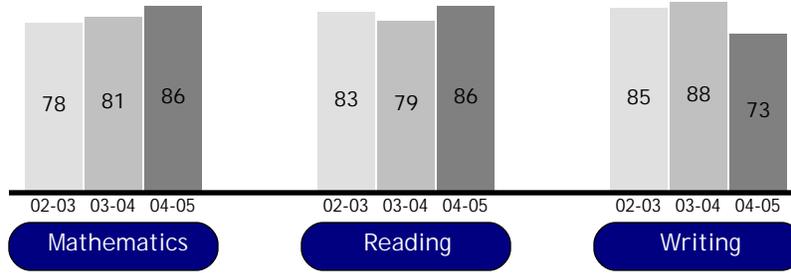
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	760	78908	100	0	99	503	488	484	2	7	10	20	24	23	64	61	58	14	9	9
All Students (Prior Year)	97	821	76020	100	100	100	521	506	503	9	16	25	18	21	23	46	50	40	27	13	12
Female	53	377	38648	100	0	99	505	492	489	2	4	8	16	24	22	67	62	61	14	10	10
Male	44	383	40233	100	0	99	500	484	479	3	9	12	24	24	25	61	59	55	13	8	8
African American	--	18	4092	--	0	99	--	461	473	--	13	12	--	53	28	--	27	54	--	7	5
Hispanic	NC	155	31940	NC	0	99	NC	471	465	NC	12	16	NC	36	32	NC	50	49	NC	2	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	NC	172	4569	NC	0	100	NC	461	457	NC	12	18	NC	38	39	NC	50	41	NC	0	2
White	80	410	36502	100	0	99	505	506	502	3	2	4	17	13	14	67	70	67	14	15	15
Students with Disabilities	18	148	10665	100	0	100	462	448	423	13	19	30	50	45	36	38	35	31	0	1	2
Students without Disabilities	79	613	68312	100	0	98	512	498	493	0	3	7	13	19	21	70	67	62	17	11	10
Limited English Proficient Students	NC	65	12556	NC	0	100	NC	438	436	NC	22	24	NC	45	40	NC	32	35	NC	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	11	346	38662	85	0	96	472	470	468	0	11	16	36	36	32	64	50	49	0	3	3
Non-Economically Disadvantaged	86	415	40315	100	0	100	507	504	498	3	3	5	17	14	15	64	69	66	16	14	14

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	96	762	78750	99	100	99	536	505	500	1	5	6	17	30	29	74	62	63	7	3	2
All Students (Prior Year)	97	817	75673	100	99	100	566	545	530	5	7	12	14	22	25	72	67	58	9	4	4
Female	53	378	38586	100	100	99	550	517	515	0	2	4	8	25	22	84	70	71	8	3	3
Male	43	384	40135	98	100	99	518	492	486	3	7	8	30	36	35	62	54	56	5	2	1
African American	--	18	4081	--	100	99	--	460	488	--	13	8	--	67	32	--	20	59	--	0	2
Hispanic	NC	155	31841	NC	100	99	NC	483	483	NC	9	8	NC	41	36	NC	50	55	NC	0	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	173	4586	NC	100	100	NC	492	481	NC	1	8	NC	44	37	NC	53	54	NC	1	1
White	79	411	36440	99	100	99	536	519	516	1	4	3	15	20	22	76	72	71	7	5	4
Students with Disabilities	17	149	10622	94	100	100	506	446	415	7	16	21	33	54	50	53	29	28	7	1	1
Students without Disabilities	79	614	68196	100	100	98	542	520	513	0	2	3	14	24	25	79	71	69	7	3	3
Limited English Proficient Students	NC	65	12504	NC	100	100	NC	456	451	NC	9	12	NC	46	44	NC	44	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	11	347	38558	85	95	96	499	488	485	0	6	8	45	41	37	55	51	54	0	2	1
Non-Economically Disadvantaged	85	416	40260	100	100	100	542	519	514	1	3	3	13	21	21	77	72	72	8	4	4

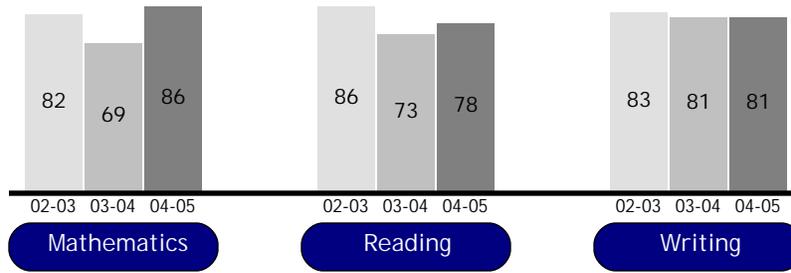
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th 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 2004-05

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?	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 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 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.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	64	56	50	92	62	NA	58	100	63	52	47
	Language	100	57	47	43	98	53	52	50	100	63	51	47
	Mathematics	97	69	64	57	95	69	68	64	99	67	55	50
3	Reading	100	67	53	47	100	70	NA	55	99	60	48	44
	Language	100	67	59	54	100	66	63	61	99	52	43	44
	Mathematics	97	75	60	54	100	75	65	61	99	58	50	51
4	Reading	99	76	60	52	99	79	NA	56	100	61	55	48
	Language	99	70	53	48	99	73	56	52	100	60	54	49
	Mathematics	98	80	64	57	100	83	63	61	99	64	56	53
5	Reading	95	82	59	50	98	76	NA	55	100	64	54	50
	Language	96	74	53	46	98	69	55	49	100	60	52	50
	Mathematics	96	87	67	57	98	82	69	63	100	59	49	49
6	Reading	99	80	63	53	100	81	NA	56	99	67	56	51
	Language	99	76	56	45	100	78	58	48	99	64	50	47
	Mathematics	100	89	73	62	100	90	76	66	99	69	57	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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

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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	36.00
Other Professional Staff	6.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	1	0	0
4 to 6 years	4	4	0	0
7 to 9 years	3	2	0	0
10 or more years	3	22	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	37
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Media Center with Computer Lab
- ü Observatory with 16-inch Telescope
- ü Weather Station

Extracurricular Activities

- ü Student Council (4-6)
- ü Band and Orchestra (5, 6)
- ü After School Homework Club (1,2,3,4,5,6)
- ü Chorus (3,4, 5, 6)
- ü Astronomy Club (4,5,6)
- ü Science Club (K,1,2,3)
- ü Telescope Club (5,6)
- ü High Altitude Balloon Club (5)

Social Services

- ü Breakfast/Lunch Programs
- ü Before/After School Child Care-FACTS
- ü Health/Counseling/Crisis Services
- ü PTO Parenting Workshops and Socials

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Student AIMS and Terra Nova test scores remain high. Computer software, Accelerated Reader and Accelerated Math are utilized along with our new Math series Everyday Math to meet the various needs of our diverse student body.
- ü DeMiguel's Gifted Education Program serves over 80 identified students. Our Challenge and Enrichment Program is active in different grade levels.
- ü DeMiguel's sixth grade Math Competition Team was awarded first place during the May 2005 Northern Arizona Math Competition at Williams School District in Williams, AZ.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	7	12	12	17
Transfers In Rate ⁶	16	28	28	37
Stability Rate ⁷	92	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

Forty Developmental Assets is currently being integrated into DeMiguel's Character Counts Program to promote modeled behavioral expectations. Our students are also taught peer mediation skills through Compliments, Concerns & Resolutions. An integrated Crisis Plan, coupled with a dynamic school evacuation and lock down plan have been supported by the Coconino County Crisis Team through intricate drills and procedures. School safety and building security is constantly emphasized.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Linda Borzilleri	(928) 773-4000
Transportation Policy	Dan McCoy	(928) 773-4171
Community Resources	Jamie Smith	(928) 773-4003
School Nutrition Programs	Don Gala	(928) 527-6091
Parent Organization	Melissa Cox and Ann Gunty	(928) 773-4000
Student Health/Nurse	Erin Anderson	(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 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.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

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. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. 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. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** 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.