

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06	Excelling
2004-05	Excelling
2003-04	Highly Performing

(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  
 Web Address : www.fusd1.org  
 Phone Number : (928) 773-4000  
 Fax Number : (928) 773-4010  
 E-mail : bmccamley@fusd1.org

### 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)

2005-06	Met
2004-05	Met
2003-04	Met

#### School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

### School / Academic Goals

- ü 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. Continue to incorporate Everyday Math.
- 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, 2005 School Year Student Enrollment : 616  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 130

## Instructional Programs

- Û Integrated Language Arts Curriculum
- Û Hands-on Math/Science Problem Solving
- Û Co-Op Learning - Differentiated Instruct
- Û DeMiguel is a NASA Explorer School
- Û Everyday Math
- Û Odyssey of the Mind World Competition
- Û Star Gazer Program - Walker Observatory

## 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
Û Outstanding Teacher of the Year for the Air Force Assoc	2005
Û Rural School to Know for the Month of May, 2005	2005
Û Recognized for Excellence in Education thru NASA	2005
Û 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	86	794	80010	100	99	99	442	448	447	6	9	10	23	17	18	59	57	53	12	17	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	386	38935	100	99	99	444	450	447	2	8	9	24	18	19	66	54	55	7	20	17
Male	45	406	40974	100	99	98	440	447	448	9	10	11	22	16	18	53	59	52	16	15	19
African American	NC	15	4201	NC	100	99	NC	432	430	NC	13	17	NC	27	23	NC	53	51	NC	7	9
Hispanic	NC	161	34545	NC	98	99	NC	436	432	NC	11	14	NC	24	24	NC	53	53	NC	12	9
Asian/Pacific Islander	NC	15	2068	NC	100	99	NC	482	474	NC	7	4	NC	7	10	NC	47	50	NC	40	36
American Indian/Alaskan Native	NC	170	3979	NC	98	96	NC	430	424	NC	17	17	NC	24	30	NC	52	47	NC	7	6
White	62	431	35142	100	100	99	449	460	465	2	5	5	21	11	11	63	61	56	15	23	28
Students with Disabilities	17	163	10161	100	99	93	418	421	419	12	25	28	35	28	28	53	40	36	NA	7	8
Students without Disabilities	69	631	69849	100	99	100	448	455	451	4	5	7	20	14	17	61	61	56	14	20	19
Limited English Proficient Students	NC	111	14013	NC	97	97	NC	407	413	NC	30	24	NC	38	34	NC	31	39	NC	2	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	21	346	39029	100	98	98	412	432	432	24	14	14	43	26	25	29	51	52	5	9	9
Non-Economically Disadvantaged	65	448	40981	100	100	100	452	461	462	NA	6	6	17	10	13	69	61	54	14	24	27

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	76	778	79438	88	97	98	467	455	451	3	8	9	20	22	24	61	57	56	17	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	380	38775	90	97	99	476	462	457	NA	6	7	16	23	22	62	57	58	22	14	13
Male	39	396	40560	87	97	97	458	449	446	5	11	12	23	22	25	59	56	54	13	10	9
African American	NC	15	4178	NC	100	98	NC	448	439	NC	13	13	NC	13	29	NC	60	52	NC	13	6
Hispanic	NC	158	34297	NC	96	98	NC	441	434	NC	11	14	NC	30	31	NC	54	50	NC	4	5
Asian/Pacific Islander	NC	14	2063	NC	93	99	NC	486	475	NC	7	3	NC	7	15	NC	50	63	NC	36	20
American Indian/Alaskan Native	NC	167	3940	NC	96	95	NC	433	429	NC	13	14	NC	34	36	NC	51	47	NC	2	3
White	54	422	34887	87	98	98	476	469	471	NA	6	4	17	16	15	63	60	63	20	18	18
Students with Disabilities	NC	147	9588	NC	89	88	NC	418	416	NC	27	30	NC	34	32	NC	35	34	NC	4	5
Students without Disabilities	69	631	69850	100	99	100	468	463	456	3	4	7	17	20	23	62	62	59	17	14	12
Limited English Proficient Students	NC	106	13856	NC	92	96	NC	404	407	NC	26	27	NC	50	43	NC	24	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	16	337	38685	76	95	97	436	435	435	13	14	14	38	33	32	44	48	50	6	5	5
Non-Economically Disadvantaged	60	441	40753	92	99	99	475	471	467	NA	4	5	15	14	16	65	64	62	20	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	77	786	79971	90	98	99	436	426	423	5	8	8	34	39	41	57	50	49	4	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	383	38974	90	98	99	459	442	437	NA	4	5	19	30	33	76	61	57	5	4	4
Male	40	401	40895	89	98	98	414	410	410	10	10	10	48	48	47	40	39	41	3	2	2
African American	NC	15	4203	NC	100	99	NC	409	411	NC	13	11	NC	40	45	NC	40	43	NC	7	2
Hispanic	NC	163	34481	NC	99	99	NC	411	410	NC	12	10	NC	47	46	NC	39	43	NC	2	1
Asian/Pacific Islander	NC	14	2067	NC	93	99	NC	441	449	NC	NA	4	NC	43	28	NC	43	60	NC	14	8
American Indian/Alaskan Native	NC	168	3995	NC	97	96	NC	413	409	NC	10	10	NC	45	47	NC	43	42	NC	1	1
White	55	424	35150	89	98	99	442	437	437	4	5	5	27	34	35	64	58	56	5	4	5
Students with Disabilities	NC	154	10258	NC	93	94	NC	379	377	NC	25	23	NC	47	51	NC	27	25	NC	1	1
Students without Disabilities	69	632	69713	100	100	100	442	436	429	1	3	5	33	37	39	62	56	52	3	3	3
Limited English Proficient Students	NC	111	13985	NC	97	97	NC	378	382	NC	22	18	NC	54	54	NC	24	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	16	343	38994	76	97	98	402	411	409	13	10	10	63	47	47	25	41	41	NA	1	1
Non-Economically Disadvantaged	61	443	40977	94	99	100	445	437	437	3	5	5	26	33	34	66	57	56	5	5	5

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

4th 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	83	829	80147	100	99	99	510	478	482	1	12	11	10	16	17	48	50	49	41	22	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	388	39281	100	99	99	512	482	483	3	11	9	11	16	17	45	48	50	42	24	24
Male	45	439	40780	100	98	98	509	474	482	NA	14	12	9	16	17	51	51	48	40	19	24
African American	--	18	4249	--	95	99	--	460	464	--	6	17	--	28	22	--	56	48	--	11	13
Hispanic	10	186	33494	100	97	99	NA	458	466	NA	22	15	NA	19	23	NA	49	49	NA	10	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	197	4117	NC	99	96	NC	452	456	NC	18	19	NC	26	27	NC	51	46	NC	4	8
White	66	418	36122	100	100	99	513	499	501	2	6	5	9	10	10	44	50	50	45	34	35
Students with Disabilities	15	196	10295	100	97	92	467	443	443	7	33	33	27	24	26	53	36	33	13	8	8
Students without Disabilities	68	633	69852	100	100	100	520	489	488	NA	6	7	6	14	16	47	55	51	47	26	26
Limited English Proficient Students	NC	127	12722	NC	98	97	NC	427	441	NC	37	27	NC	31	33	NC	31	37	NC	1	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	363	38371	NC	98	97	NC	455	465	NC	20	15	NC	23	23	NC	50	49	NC	7	13
Non-Economically Disadvantaged	74	466	41776	100	100	100	514	496	498	NA	7	6	8	10	11	49	50	49	43	33	33

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	83	822	79686	100	98	98	493	469	470	1	11	11	13	24	24	72	56	57	13	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	385	39163	100	98	99	502	478	475	NA	8	9	13	22	22	66	60	60	21	11	10
Male	45	435	40438	100	97	97	485	460	465	2	15	13	13	26	25	78	53	54	7	6	7
African American	--	18	4228	--	95	98	--	463	458	--	11	15	--	17	28	--	67	53	--	6	4
Hispanic	10	186	33299	100	97	98	NA	451	452	NA	20	17	NA	31	32	NA	45	47	NA	3	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	193	4087	NC	97	96	NC	443	446	NC	13	16	NC	42	38	NC	43	44	NC	1	2
White	66	415	35914	100	99	98	493	488	489	2	7	5	14	13	15	71	67	67	14	13	14
Students with Disabilities	15	189	9808	100	94	87	446	433	432	7	31	35	60	37	32	33	30	30	NA	3	3
Students without Disabilities	68	633	69878	100	100	100	503	479	475	NA	6	8	3	20	23	81	64	61	16	10	9
Limited English Proficient Students	NC	124	12594	NC	95	96	NC	418	422	NC	34	34	NC	51	45	NC	15	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	358	38095	NC	96	97	NC	446	452	NC	19	17	NC	36	32	NC	44	48	NC	2	3
Non-Economically Disadvantaged	74	464	41591	100	100	99	496	486	486	NA	6	6	12	15	16	74	66	65	14	13	13

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	77	824	80372	93	98	99	493	474	475	NA	4	4	25	31	30	74	63	64	1	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	387	39452	100	99	99	496	491	488	NA	2	3	21	21	22	76	74	72	3	3	3
Male	39	435	40836	87	97	98	490	460	464	NA	6	6	28	40	37	72	53	56	NA	1	1
African American	--	17	4264	--	89	99	--	480	465	--	NA	5	--	29	35	--	71	59	--	NA	1
Hispanic	10	187	33608	100	98	99	NA	457	462	NA	9	6	NA	36	36	NA	55	57	NA	1	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	198	4128	NC	99	97	NC	461	464	NC	4	4	NC	39	39	NC	56	56	NC	1	1
White	60	412	36213	91	98	99	495	488	489	NA	2	2	25	26	22	73	70	72	2	3	3
Students with Disabilities	NC	192	10526	NC	95	94	NC	441	427	NC	8	15	NC	56	53	NC	35	31	NC	1	1
Students without Disabilities	68	632	69846	100	99	100	497	484	482	NA	2	3	21	24	26	78	72	69	1	2	2
Limited English Proficient Students	NC	127	12747	NC	98	97	NC	435	432	NC	10	12	NC	56	52	NC	33	36	NC	1	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	365	38521	NC	98	98	NC	458	461	NC	5	6	NC	41	38	NC	54	55	NC	0	1
Non-Economically Disadvantaged	70	459	41851	95	98	100	495	487	489	NA	3	3	21	24	22	77	70	72	1	3	4

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	107	833	79306	100	99	99	526	505	504	5	11	13	10	18	20	56	53	49	29	18	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	408	38845	100	100	99	531	507	505	2	9	11	9	18	20	60	54	50	30	18	18
Male	60	425	40383	100	99	98	522	503	504	7	13	14	12	17	19	53	52	47	28	17	19
African American	NC	21	4171	NC	95	98	NC	486	485	NC	24	20	NC	19	26	NC	52	44	NC	5	10
Hispanic	13	174	32673	100	100	99	517	484	487	15	22	18	8	21	25	54	49	46	23	7	10
Asian/Pacific Islander	NC	17	2147	NC	100	99	NC	541	539	NC	6	5	NC	NA	10	NC	41	46	NC	53	40
American Indian/Alaskan Native	NC	192	4034	NC	99	97	NC	486	479	NC	16	22	NC	27	29	NC	49	43	NC	8	7
White	80	429	36234	100	99	99	531	521	523	1	4	6	11	13	13	56	57	52	31	26	28
Students with Disabilities	18	150	10286	100	97	91	473	462	462	11	38	41	44	31	27	44	28	27	NA	3	5
Students without Disabilities	89	683	69020	100	100	100	537	514	510	3	6	9	3	15	18	58	59	52	35	21	21
Limited English Proficient Students	NC	83	10291	NC	99	96	NC	446	458	NC	46	38	NC	36	34	NC	18	26	NC	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	13	363	37437	100	98	97	488	484	486	8	19	19	31	25	26	62	50	46	NA	7	9
Non-Economically Disadvantaged	94	470	41869	100	100	100	531	521	521	4	6	7	7	13	14	55	56	51	33	26	27

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	107	830	79000	100	99	98	508	495	489	4	8	10	14	20	24	67	61	58	15	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	407	38774	100	99	99	514	500	494	2	6	7	9	17	22	74	63	61	15	14	10
Male	60	423	40150	100	99	98	503	489	485	5	10	12	18	22	25	62	59	55	15	9	8
African American	NC	21	4153	NC	95	98	NC	470	476	NC	14	13	NC	33	30	NC	52	53	NC	NA	4
Hispanic	13	173	32508	100	100	99	493	475	472	8	15	15	23	29	33	69	50	49	NA	5	3
Asian/Pacific Islander	NC	17	2142	NC	100	99	NC	524	510	NC	NA	4	NC	12	14	NC	76	67	NC	12	16
American Indian/Alaskan Native	NC	190	4016	NC	98	96	NC	473	467	NC	14	14	NC	32	37	NC	53	46	NC	2	2
White	80	429	36135	100	99	98	513	513	508	3	3	4	10	10	14	69	69	67	19	18	15
Students with Disabilities	18	147	9991	100	95	88	463	449	449	17	33	33	33	37	36	50	29	29	NA	1	2
Students without Disabilities	89	683	69009	100	100	100	517	504	495	1	3	6	10	16	22	71	68	62	18	13	10
Limited English Proficient Students	NC	80	10199	NC	95	95	NC	433	439	NC	41	35	NC	46	47	NC	13	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	13	360	37234	100	97	97	482	474	472	NA	14	15	38	30	33	62	53	50	NA	3	3
Non-Economically Disadvantaged	94	470	41766	100	100	99	511	511	505	4	4	5	11	12	16	68	67	65	17	17	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	108	834	79611	100	100	99	513	498	496	2	6	7	36	38	37	60	56	56	2	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	412	39016	100	100	99	534	513	511	NA	4	4	19	29	29	77	66	66	4	1	1
Male	60	422	40519	100	99	98	496	483	482	3	9	10	50	46	44	47	45	46	NA	NA	0
African American	NC	21	4188	NC	95	98	NC	452	486	NC	19	9	NC	52	40	NC	29	50	NC	NA	0
Hispanic	13	173	32855	100	100	99	490	478	481	8	12	10	54	44	43	38	45	47	NA	NA	0
Asian/Pacific Islander	NC	17	2149	NC	100	100	NC	526	519	NC	NA	4	NC	35	24	NC	59	70	NC	6	2
American Indian/Alaskan Native	NC	191	3992	NC	99	96	NC	481	478	NC	10	10	NC	45	46	NC	45	44	NC	NA	0
White	81	432	36380	100	100	99	519	515	511	1	3	4	28	31	30	69	66	65	1	0	1
Students with Disabilities	18	148	10664	100	96	94	470	445	440	6	20	23	83	59	54	11	21	22	NA	NA	1
Students without Disabilities	90	686	68947	100	100	100	521	509	504	1	3	4	27	33	34	70	63	61	2	0	1
Limited English Proficient Students	NC	81	10362	NC	96	97	NC	429	438	NC	25	22	NC	59	57	NC	16	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	13	362	37626	100	98	98	482	479	479	NA	10	10	69	47	45	31	44	45	NA	NA	0
Non-Economically Disadvantaged	95	472	41985	100	100	100	517	513	511	2	4	4	32	31	30	64	65	65	2	1	1

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

6th 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	91	742	79327	99	98	98	541	516	518	12	18	19	12	20	20	46	48	46	30	14	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	377	38961	98	98	98	556	519	520	4	15	16	10	22	20	48	48	48	38	15	16
Male	41	365	40295	100	98	97	522	513	516	22	21	21	15	19	19	44	48	44	20	13	16
African American	--	17	4247	--	100	98	--	490	499	--	29	27	--	29	24	--	35	41	--	6	8
Hispanic	NC	153	32327	NC	97	98	NC	497	499	NC	31	27	NC	22	25	NC	43	41	NC	5	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	NC	169	4391	NC	97	96	NC	495	489	NC	21	32	NC	33	27	NC	40	36	NC	6	4
White	78	395	36373	99	99	98	539	533	538	13	11	10	13	15	14	45	53	52	29	21	25
Students with Disabilities	18	142	9321	100	95	87	458	464	467	56	54	54	33	28	22	11	17	21	NA	1	3
Students without Disabilities	73	600	70006	99	99	100	561	528	524	1	9	14	7	19	19	55	55	49	37	17	18
Limited English Proficient Students	NC	63	9431	NC	94	95	NC	458	466	NC	59	53	NC	33	27	NC	8	18	NC	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	306	37097	NC	97	97	NC	498	498	NC	24	27	NC	26	25	NC	44	41	NC	6	7
Non-Economically Disadvantaged	82	436	42230	99	99	99	543	529	535	12	14	11	12	17	15	45	50	50	30	20	24

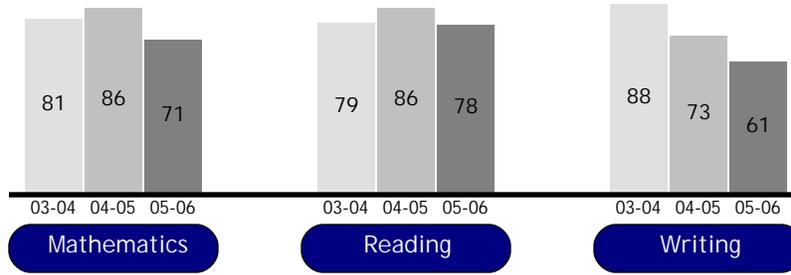
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	742	79501	99	98	98	514	501	497	4	9	10	22	24	25	64	62	60	10	5	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	377	39062	98	98	99	526	506	502	2	7	8	16	20	23	70	67	64	12	6	5
Male	41	365	40368	100	98	98	499	496	491	7	10	13	29	28	27	56	57	57	7	5	3
African American	--	17	4279	--	100	99	--	483	485	--	6	14	--	41	30	--	47	54	--	6	2
Hispanic	NC	153	32389	NC	97	98	NC	484	478	NC	16	16	NC	29	34	NC	52	48	NC	2	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	NC	169	4401	NC	97	96	NC	477	473	NC	13	17	NC	38	40	NC	47	43	NC	1	1
White	78	395	36446	99	99	99	513	518	516	5	4	4	22	15	15	64	73	73	9	8	7
Students with Disabilities	18	142	9411	100	95	88	452	455	453	22	31	36	61	46	36	17	23	26	NA	1	1
Students without Disabilities	73	600	70090	99	99	100	529	511	502	NA	4	7	12	19	24	75	71	65	12	6	5
Limited English Proficient Students	NC	64	9401	NC	96	94	NC	439	443	NC	44	40	NC	48	46	NC	8	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	306	37183	NC	97	97	NC	483	479	NC	13	16	NC	31	34	NC	55	49	NC	1	1
Non-Economically Disadvantaged	82	436	42318	99	99	99	516	514	513	4	6	5	23	19	17	62	67	70	11	8	7

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	75	724	80000	82	96	99	604	577	564	3	3	3	1	6	11	59	74	75	37	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	372	39288	92	97	99	621	590	579	2	2	2	NA	3	6	47	71	77	51	23	16
Male	28	352	40644	68	95	98	575	563	549	4	3	4	4	10	15	79	78	74	14	9	7
African American	--	17	4307	--	100	99	--	559	551	--	NA	4	--	18	13	--	76	75	--	6	7
Hispanic	NC	151	32672	NC	96	99	NC	554	548	NC	7	4	NC	8	14	NC	75	76	NC	11	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	NC	167	4424	NC	95	97	NC	560	549	NC	2	3	NC	8	14	NC	85	77	NC	5	5
White	64	381	36602	81	95	99	603	594	579	3	2	2	2	4	7	58	70	75	38	24	16
Students with Disabilities	NC	124	9919	NC	83	93	NC	525	505	NC	6	9	NC	27	35	NC	65	54	NC	2	2
Students without Disabilities	74	600	70081	100	99	100	608	587	571	1	2	2	1	2	7	59	76	79	38	20	12
Limited English Proficient Students	NC	62	9571	NC	93	96	NC	490	502	NC	18	10	NC	19	29	NC	63	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	303	37534	NC	96	98	NC	557	547	NC	4	4	NC	8	15	NC	82	76	NC	6	5
Non-Economically Disadvantaged	67	421	42466	81	96	100	605	591	578	3	2	2	1	5	7	54	69	75	42	24	16

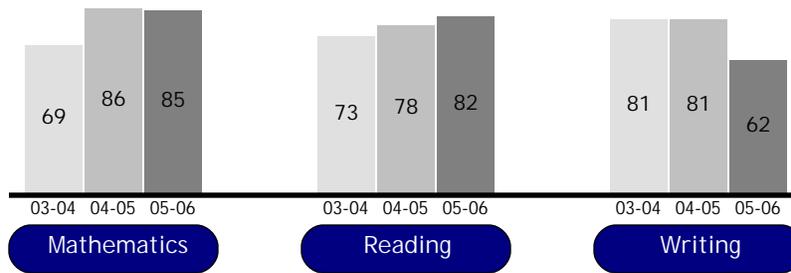
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	92	62	NA	58	100	63	52	47	99	67	50	46
	Language	98	53	52	50	100	63	51	47	99	73	52	48
	Mathematics	95	69	68	64	99	67	55	50	99	75	50	52
3	Reading	100	70	NA	55	99	60	48	44	87	63	52	46
	Language	100	66	63	61	99	52	43	44	88	54	46	46
	Mathematics	100	75	65	61	99	58	50	51	99	56	56	52
4	Reading	99	79	NA	56	100	61	55	48	100	67	50	52
	Language	99	73	56	52	100	60	54	49	93	72	50	52
	Mathematics	100	83	63	61	99	64	56	53	100	73	56	58
5	Reading	98	76	NA	55	100	64	54	50	100	75	63	56
	Language	98	69	55	49	100	60	52	50	100	68	58	54
	Mathematics	98	82	69	63	100	59	49	49	100	67	54	52
6	Reading	100	81	NA	56	99	67	56	51	99	68	58	56
	Language	100	78	58	48	99	64	50	47	82	68	50	50
	Mathematics	100	90	76	66	99	69	57	52	100	68	58	58

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/](http://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 Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly 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 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	93	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

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 2005-06 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](http://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.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](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.

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 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.

6 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](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 643 Copies = \$250.00

\*\* 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.