

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

First Avenue Elementary School

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

Mammoth-San Manuel Unified District
914 N. First Avenue, San Manuel, AZ 85631
Mailing Address: P.O. Box 406, San Manuel, AZ 85631-0406

Principal: Ms. Elizabeth Dorgan

Schedule: 8:00 AM to 4:00 PM

Web Address: Unpublished or Unavailable

E-mail: Unpublished or Unavailable

Grades: Pre-K-3

2002 Enrollment: 282

Phone: (520) 385-4341

Fax: (520) 385-2118

∨ School Overview ∨

Mission

The primary mission of First Avenue Elementary School is to help students acquire knowledge, learn to solve problems and emphasize basic academic skills to enable students to be successful in an information age. The atmosphere at First Avenue School is one of friendliness, success and professionalism. First Avenue School's philosophy is to provide students with a foundation in academic and social achievement to be successful and productive in society.

Organization and Philosophy

- w Traditional/Self-contained Classrooms
- w High Academic Standards
- w Character Education
- w Parental Support and Involvement

Instructional Programs

- w Full-day Kindergarten
- w Remedial Reading Program
- w Extracurricular Tutoring Programs
- w Character Education Program K-3
- w On-site Special Education/Gifted
- w Whole Class Computer Lab
- w ESL/Speech Classes
- w Art/Music/PE Classes

School/Academic Goals

- w STUDENT PERFORMANCE-Sustain improvement at each grade level for writing, reading and mathematics achievement.
- w CURRICULUM-Continue using Bi-Weekly Curriculum Plan Sheets in Language Arts. Begin using expanded Math Curriculum Plan Sheets. These Plan Sheets show how and when the State Standards are being taught in each classroom.
- w WORD PROCESSORS-Begin using new software to download assignments to and from Alpha Smart Word Processors in third grade. Use individual word processors for writing tasks in second grade.
- w UTILIZING DATA-Given the data available from Star Math, Star Reading, Early Childhood Literacy, the Stanford 9 and AIMS - continue to make individual student academic decisions based on these assessments.

Enrollment

October 1, 2001 School Year Student Enrollment:	272
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	2

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)
- 1 Non-certified Employee(s)
- 1 Teacher(s)
- 1 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- w Textbook Selection Review
- w Instructional Software and Hardware
- w Remedial Programs
- w Review Student Skill Sheets
- w School Safety/Playground Equipment

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	18.00
Other Professional Staff	1.00	Teacher Aide	8.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

First Avenue Elementary School holds high academic standards for all students and is dedicated to helping each student acquire a quality education. First Avenue School provides a safe and healthy environment. Material and program changes are included in monthly newsletters distributed to parents.

Parents

Parents are responsible to provide transportation, proper clothing and nourishment for their child. Parents' primary educational responsibilities are to ensure that their child attends school on a consistent basis, to read with their child every day and to help their child with homework. Education is a commitment between educators, parents and students. Parents are encouraged to contact the school if they have any questions or concerns.

∨ **Transportation Policy** ∨

Transportation need is determined by safety rather than a specific mile distance from schools. We operate nine regular buses in a rural area covering about 250 square miles.

∨ **Calendar Information** ∨

Number of Instruction Days:	177	First Day of School:	8/12/02
Average Daily Instruction Time:	4 hrs. 45 min.	Last Day of School:	5/22/03

Operates on Traditional Schedule

Report Card Release Dates

10/11/02	12/20/02	3/7/03	5/22/03
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Additional Calendar/Report Card Information

First Avenue School uses report cards and Student Skills Sheets to report progress to parents. Student Skill Sheets contain grade-level skills aligned to the Arizona Academic Standards. Teachers explain to parents the skills that must be mastered at each grade level. These skill sheets are sent to parents twice a year.

∨ **Resources Available at School Site** ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

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 Community Schools Preschool | W Whole Class Computer Lab |
| W Preschool Handicapped Program | W Computers in each Classroom |

Extracurricular Activities

- | | |
|------------------------------------|--|
| W Positive Club | W Wee Deliver Postal Program |
| W Community Schools Summer Program | W Community Schools After School Program |

School/Community Resources

- | | |
|-------------------------------|---------------------------------|
| W Breakfast Program | W Lunch Program |
| W Community Schools Preschool | W Community Volunteers |
| W Family Activity Nights | W Kid's Closet Clothing 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 Stanford 9 - First, second and third graders scored above the county averages in Reading, Math and Language. The majority of the scores were above the state averages in Reading, Math and Language.</p> | <p>W Assessment Alternatives - Developed and used Language Arts and Math Assessments to determine mastery of Arizona Academic Standards at each grade level.</p> |
| <p>W Student Skill Reporting - Designed and utilized individual Language Arts and Math Student Skill Sheets. These Skill Sheets are used to report student progress on the Arizona Academic Standards to parents.</p> | <p>W Character Education - Designed and implemented Character Building as part of our school curriculum.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	93.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	12.9 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.3 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	11.3 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	96.7 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	3.3 %	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
NDS	

∨ 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 3		Number Tested	MS	FFB	A	M	E
Reading	School	63	531	6%	5%	59%	30%
	State	58840	524	9%	17%	45%	29%
Writing	School	63	584	0%	6%	54%	40%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	63	536	3%	22%	32%	43%
	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

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	--	--	--	--	--	--	--	--	--	93	54	60	--	--	--
2	Reading	--	--	--	100	44	50	99	43	52	100	57	53	89	61	57
	Language	--	--	--	100	31	40	100	35	43	100	42	44	89	57	48
	Mathematics	--	--	--	100	44	51	100	50	55	100	60	57	89	79	61
3	Reading	90	40	47	92	44	47	93	33	48	94	41	50	88	50	50
	Language	92	41	49	100	41	51	95	33	54	95	47	56	88	55	57
	Mathematics	92	37	46	100	30	49	96	34	52	94	43	54	88	69	56

∨ **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 Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 2-3	60	81
Grades 3-4	***	***

*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

Our district has adopted an Emergency Response Plan that includes fire drills, bomb threat drills and lock-down drills. All visitors and volunteers must check-in at the office and wear a dated pass. No student can be checked out of a classroom. All students must be checked out through the office. Aides and the principal monitor the playgrounds, breezeways and parking lots during school hours, and before and after school.

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)

0

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	\$2,407	\$728,153
Classroom Supplies	\$56	\$16,827
Administration	\$487	\$147,406
Support Services-Students	\$90	\$27,134
Other Support Services and Operations	\$700	\$211,775
Total Expenditures- All Categories 2000-2001	\$3,739	\$1,131,295

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.

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.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Elizabeth Dorgan	(520) 385-4341	
Transportation Policy	David Hogan	(520) 385-2339	
Community Resources	Bob Shogren	(520) 385-2337	110
School Nutrition Programs	Edith Harrison	(520) 385-2336	214
Parent Organization	NDS		
Student Health/Nurse	Apryl Brown	(520) 385-4341	

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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