

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

321 Avenue B, San Manuel, AZ 85631

Mammoth-San Manuel 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	Performing
2004-05	Performing Plus
2003-04	Performing

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

### School Overview

Principal/Administrator : Ms. Elizabeth Dorgan  
 Schedule : 08:00 AM to 04:00 PM  
 Grades : 4-6  
 Web Address : [www.msmsud.k12.az.us/AveB.html](http://www.msmsud.k12.az.us/AveB.html)  
 Phone Number : (520) 385-2241  
 Fax Number : (520) 385-2541  
 E-mail : [dorgane@sanmanuel.org](mailto:dorgane@sanmanuel.org)

### Mission

Our mission is to empower students to be knowledgeable and responsible goal setters, leaders and readers. We provide a safe and caring environment. We teach and model the Life Skills of Integrity, Respect, Positive Attitude, Personal Best and Responsibility.

### 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 Avenue B is making significant gains on the AIMS (Arizona Instrument to Measure Standards) assessments. These gains will be increased or maintained.
- ü Avenue B Teachers are attending Renaissance Math Training to refine their skills. This training is being offered by the teacher that has obtained both Model and Master level in the Renaissance Math Program for two consecutive years.
- ü Avenue B is closely monitoring reading benchmark data to determine students that may be struggling with reading. These students attend a Voyager Reading Group to obtain the skills necessary for success in reading.
- ü The Avenue B staff feel that Character Education is an important aspect of a child's education. We follow the principles of Peace Builders and the Life Skills entitled Personal Responsibility, Respect, Integrity, Positive Attitude and Personal Best.

### Enrollment

October 1, 2005 School Year Student Enrollment : 202  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- ü Self-contained Classrooms
- ü Renaissance Reading & Math Programs
- ü Renaissance Grammar & Spelling Program
- ü Passport Reading Program
- ü Physical Education Classes
- ü Art Classes

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 40 minutes
First Day of School :	8/10/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Avenue B school is responsible for educating students for the purpose of creating a better, more promising future for our citizens. We believe that by enhancing students' educational opportunities, we will foster lifelong, independent learning.

Parents

Parents' responsibilities include ensuring good attendance; providing proper clothes and nutrition; establishing a quiet place to study; providing a safe and nurturing environment. Parents need to attend conferences and volunteer whenever possible.

Transportation Policy

The MSMSD provides safe and efficient transportation for all students who qualify for transportation. Need is determined by safety rather than a specific distance.

School Honors

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

Award/Honor	Year
ü Pinal Co. Anti-Drug Poster Winners04, 05 Grand Prize 06	2006
ü Four Students earned the Presidential Academic Award	2006
ü Governor's Highway Safety Calendar Contest Winner	2006
ü Renaiss. Math Model & Master Certifica. - 1 Tchr 05 & 06	2006

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	62	99	80147	100	100	99	473	476	482	10	11	11	18	15	17	60	59	49	13	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	48	39281	100	100	99	470	472	483	7	10	9	21	17	17	64	63	50	7	10	24
Male	34	51	40780	100	100	98	475	479	482	12	12	12	15	14	17	56	55	48	18	20	24
African American	--	--	4249	--	--	99	--	--	464	--	--	17	--	--	22	--	--	48	--	--	13
Hispanic	46	73	33494	100	100	99	471	471	466	11	14	15	13	12	23	63	63	49	13	11	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	--	--	4117	--	--	96	--	--	456	--	--	19	--	--	27	--	--	46	--	--	8
White	16	26	36122	100	100	99	477	490	501	6	4	5	31	23	10	50	46	50	13	27	35
Students with Disabilities	NC	NC	10295	NC	NC	92	NC	NC	443	NC	NC	33	NC	NC	26	NC	NC	33	NC	NC	8
Students without Disabilities	60	94	69852	100	100	100	476	479	488	7	9	7	18	15	16	62	61	51	13	16	26
Limited English Proficient Students	NC	NC	12722	NC	NC	97	NC	NC	441	NC	NC	27	NC	NC	33	NC	NC	37	NC	NC	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	51	80	38371	100	100	97	468	471	465	12	14	15	20	16	23	55	56	49	14	14	13
Non-Economically Disadvantaged	11	19	41776	100	100	100	494	497	498	NA	NA	6	9	11	11	82	68	49	9	21	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	62	99	79686	100	100	98	464	466	470	8	8	11	29	24	24	60	64	57	3	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	48	39163	100	100	99	469	466	475	4	4	9	36	31	22	57	60	60	4	4	10
Male	34	51	40438	100	100	97	460	467	465	12	12	13	24	18	25	62	67	54	3	4	7
African American	--	--	4228	--	--	98	--	--	458	--	--	15	--	--	28	--	--	53	--	--	4
Hispanic	46	73	33299	100	100	98	461	460	452	11	11	17	30	27	32	54	58	47	4	4	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	--	--	4087	--	--	96	--	--	446	--	--	16	--	--	38	--	--	44	--	--	2
White	16	26	35914	100	100	98	472	484	489	NA	NA	5	25	15	15	75	81	67	NA	4	14
Students with Disabilities	NC	NC	9808	NC	NC	87	NC	NC	432	NC	NC	35	NC	NC	32	NC	NC	30	NC	NC	3
Students without Disabilities	60	94	69878	100	100	100	466	470	475	5	5	8	30	23	23	62	67	61	3	4	9
Limited English Proficient Students	NC	NC	12594	NC	NC	96	NC	NC	422	NC	NC	34	NC	NC	45	NC	NC	21	NC	NC	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	51	80	38095	100	100	97	460	461	452	10	10	17	33	28	32	53	59	48	4	4	3
Non-Economically Disadvantaged	11	19	41591	100	100	99	485	488	486	NA	NA	6	9	11	16	91	84	65	NA	5	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	62	99	80372	100	100	99	481	475	475	NA	1	4	26	29	30	74	70	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	48	39452	100	100	99	494	482	488	NA	2	3	11	19	22	89	79	72	NA	NA	3
Male	34	51	40836	100	100	98	470	469	464	NA	NA	6	38	39	37	62	61	56	NA	NA	1
African American	--	--	4264	--	--	99	--	--	465	--	--	5	--	--	35	--	--	59	--	--	1
Hispanic	46	73	33608	100	100	99	479	473	462	NA	1	6	26	29	36	74	70	57	NA	NA	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4128	--	--	97	--	--	464	--	--	4	--	--	39	--	--	56	--	--	1
White	16	26	36213	100	100	99	486	482	489	NA	NA	2	25	31	22	75	69	72	NA	NA	3
Students with Disabilities	NC	NC	10526	NC	NC	94	NC	NC	427	NC	NC	15	NC	NC	53	NC	NC	31	NC	NC	1
Students without Disabilities	60	94	69846	100	100	100	482	477	482	NA	1	3	23	28	26	77	71	69	NA	NA	2
Limited English Proficient Students	NC	NC	12747	NC	NC	97	NC	NC	432	NC	NC	12	NC	NC	52	NC	NC	36	NC	NC	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	51	80	38521	100	100	98	481	474	461	NA	1	6	27	31	38	73	68	55	NA	NA	1
Non-Economically Disadvantaged	11	19	41851	100	100	100	479	483	489	NA	NA	3	18	21	22	82	79	72	NA	NA	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	63	91	79306	100	100	99	533	519	504	8	8	13	24	26	20	29	36	49	40	30	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	45	38845	100	100	99	526	515	505	3	4	11	27	27	20	33	42	50	37	27	18
Male	33	46	40383	100	100	98	539	524	504	12	11	14	21	26	19	24	30	47	42	33	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	39	61	32673	100	100	99	530	514	487	10	10	18	26	30	25	26	33	46	38	28	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	21	27	36234	100	100	99	538	530	523	5	4	6	19	19	13	33	44	52	43	33	28
Students with Disabilities	NC	11	10286	NC	100	91	NC	446	462	NC	45	41	NC	36	27	NC	18	27	NC	NA	5
Students without Disabilities	56	80	69020	100	100	100	544	530	510	4	3	9	21	25	18	30	39	52	45	34	21
Limited English Proficient Students	NC	NC	10291	NC	NC	96	NC	NC	458	NC	NC	38	NC	NC	34	NC	NC	26	NC	NC	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	40	65	37437	100	100	97	517	506	486	13	11	19	30	32	26	23	32	46	35	25	9
Non-Economically Disadvantaged	23	26	41869	100	100	100	560	554	521	NA	NA	7	13	12	14	39	46	51	48	42	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	63	91	79000	100	100	98	495	494	489	6	8	10	22	21	24	65	65	58	6	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	45	38774	100	100	99	506	503	494	3	4	7	17	18	22	77	73	61	3	4	10
Male	33	46	40150	100	100	98	485	485	485	9	11	12	27	24	25	55	57	55	9	9	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	39	61	32508	100	100	98	488	486	472	10	11	15	23	23	33	62	61	49	5	5	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	21	27	36135	100	100	98	510	513	508	NA	NA	4	19	15	14	71	74	67	10	11	15
Students with Disabilities	NC	11	9991	NC	100	88	NC	448	449	NC	45	33	NC	36	36	NC	9	29	NC	9	2
Students without Disabilities	56	80	69009	100	100	100	502	500	495	2	3	6	20	19	22	71	73	62	7	6	10
Limited English Proficient Students	NC	NC	10199	NC	NC	95	NC	NC	439	NC	NC	35	NC	NC	47	NC	NC	18	NC	NC	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	40	65	37234	100	100	97	486	486	472	8	9	15	28	25	33	63	62	50	3	5	3
Non-Economically Disadvantaged	23	26	41766	100	100	99	511	514	505	4	4	5	13	12	16	70	73	65	13	12	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	63	91	79611	100	100	99	517	509	496	3	3	7	25	35	37	70	60	56	2	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	45	39016	100	100	99	529	520	511	NA	NA	4	17	24	29	83	76	66	NA	NA	1
Male	33	46	40519	100	100	98	506	497	482	6	7	10	33	46	44	58	46	46	3	2	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	39	61	32855	100	100	99	514	505	481	5	5	10	26	36	43	67	57	47	3	2	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	21	27	36380	100	100	99	524	518	511	NA	NA	4	19	30	30	81	70	65	NA	NA	1
Students with Disabilities	NC	11	10664	NC	100	94	NC	436	440	NC	27	23	NC	64	54	NC	9	22	NC	NA	1
Students without Disabilities	56	80	68947	100	100	100	528	519	504	NA	NA	4	21	31	34	77	68	61	2	1	1
Limited English Proficient Students	NC	NC	10362	NC	NC	97	NC	NC	438	NC	NC	22	NC	NC	57	NC	NC	21	NC	NC	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	40	65	37626	100	100	98	509	500	479	5	5	10	30	42	45	63	52	45	3	2	0
Non-Economically Disadvantaged	23	26	41985	100	100	100	531	529	511	NA	NA	4	17	19	30	83	81	65	NA	NA	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	77	113	79327	100	100	98	505	511	518	13	13	19	26	20	20	56	58	46	5	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	53	38961	100	100	98	508	508	520	15	17	16	24	17	20	56	57	48	6	9	16
Male	43	60	40295	100	100	97	503	513	516	12	10	21	28	23	19	56	58	44	5	8	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	41	69	32327	100	100	98	503	508	499	10	12	27	34	23	25	54	59	41	2	6	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	33	41	36373	100	100	98	506	515	538	18	17	10	18	17	14	55	51	52	9	15	25
Students with Disabilities	NC	18	9321	NC	100	87	NC	458	467	NC	56	54	NC	22	22	NC	22	21	NC	NA	3
Students without Disabilities	68	95	70006	100	100	100	514	520	524	6	5	14	25	20	19	63	64	49	6	11	18
Limited English Proficient Students	NC	NC	9431	NC	NC	95	NC	NC	466	NC	NC	53	NC	NC	27	NC	NC	18	NC	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	56	88	37097	100	100	97	498	507	498	16	15	27	30	23	25	50	53	41	4	9	7
Non-Economically Disadvantaged	21	25	42230	100	100	99	523	522	535	5	8	11	14	12	15	71	72	50	10	8	24

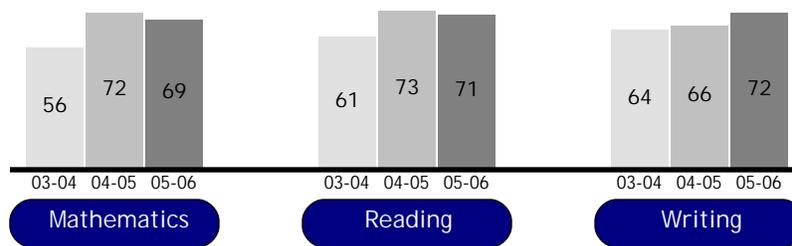
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	113	79501	100	100	98	495	496	497	9	7	10	25	30	25	64	60	60	3	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	53	39062	100	100	99	505	501	502	3	4	8	29	36	23	65	57	64	3	4	5
Male	43	60	40368	100	100	98	487	491	491	14	10	13	21	25	27	63	63	57	2	2	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	41	69	32389	100	100	98	495	491	478	7	6	16	27	35	34	63	58	48	2	1	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	33	41	36446	100	100	99	497	505	516	12	10	4	21	22	15	64	63	73	3	5	7
Students with Disabilities	NC	18	9411	NC	100	88	NC	446	453	NC	39	36	NC	44	36	NC	17	26	NC	NA	1
Students without Disabilities	68	95	70090	100	100	100	504	505	502	1	1	7	25	27	24	71	68	65	3	3	5
Limited English Proficient Students	NC	NC	9401	NC	NC	94	NC	NC	443	NC	NC	40	NC	NC	46	NC	NC	14	NC	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	56	88	37183	100	100	97	488	492	479	11	8	16	30	34	34	57	56	49	2	2	1
Non-Economically Disadvantaged	21	25	42318	100	100	99	516	509	513	5	4	5	10	16	17	81	76	70	5	4	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	77	113	80000	100	100	99	566	564	564	1	1	3	10	12	11	79	79	75	9	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	53	39288	100	100	99	588	577	579	NA	NA	2	6	11	6	79	75	77	15	13	16
Male	43	60	40644	100	100	98	549	552	549	2	2	4	14	13	15	79	82	74	5	3	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	41	69	32672	100	100	99	563	560	548	2	1	4	7	12	14	83	81	76	7	6	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	33	41	36602	100	100	99	569	569	579	NA	NA	2	15	15	7	76	76	75	9	10	16
Students with Disabilities	NC	18	9919	NC	100	93	NC	487	505	NC	6	9	NC	56	35	NC	39	54	NC	NA	2
Students without Disabilities	68	95	70081	100	100	100	582	578	571	NA	NA	2	1	4	7	88	86	79	10	9	12
Limited English Proficient Students	NC	NC	9571	NC	NC	96	NC	NC	502	NC	NC	10	NC	NC	29	NC	NC	60	NC	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	56	88	37534	100	100	98	559	558	547	2	1	4	13	15	15	79	77	76	7	7	5
Non-Economically Disadvantaged	21	25	42466	100	100	100	585	585	578	NA	NA	2	5	4	7	81	84	75	14	12	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)

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
4	Reading	100	47	NA	56	100	54	51	48	100	46	48	52
	Language	100	47	44	52	100	51	49	49	100	48	48	52
	Mathematics	100	44	46	61	100	62	59	53	100	46	48	58
5	Reading	100	65	NA	55	97	53	52	50	100	61	59	56
	Language	100	67	63	49	97	50	49	50	100	59	56	54
	Mathematics	100	74	70	63	100	53	51	49	100	63	58	52
6	Reading	100	53	NA	56	100	53	57	51	100	56	58	56
	Language	100	46	44	48	100	46	50	47	100	48	48	50
	Mathematics	100	61	60	66	100	55	60	52	100	52	56	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)
- 1 Non-certified Employee(s)
- 1 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Input with Title I
- Ü School Improvement
- Ü Parent/Educator Relations
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	10.30
Other Professional Staff	1.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	11
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 Multimedia Computer Lab
- Ü Science Resource Center
- Ü Library with AR Labeled Books

Extracurricular Activities

- Ü Journalism Club
- Ü San Pedro Habitat Club
- Ü Peer Mediation
- Ü Positive Club
- Ü 6th Grs. on the Jr. High Wrestling Team
- Ü Band Class

Social Services

- Ü Breakfast/Lunch Programs
- Ü Kid's Closet Clothing Program
- Ü Summer School Program
- Ü After School Academic Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Four students earned the Presidential Academic Award for Excellence. These students had to meet very stringent academic standards for three years to earn this award.
  
- ü One teacher has earned both Model & Master Certification for Renaissance Math. This teacher is training other teachers in this program to help them refine their skills.
  
- ü One student drew a winning poster for the Governor's Office of Highway Safety Calendar Contest. The student met the Governor and has her poster displayed in the 2006 Highway Safety Calendar.
  
- ü One student drew the winning poster for the Pinal County Anti-Drug Poster Contest. This student was the grand prize winner. She won \$500 for the art program and her work was professionally mounted to be displayed.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Promotion Rate <sup>5</sup>	98	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

We have a positive, caring and safe climate for student safety & learning. Visitors must sign in and students must be signed out through the office. Avenue B School provides students with access to an outstanding Peer Mediation Program. Our district has also adopted an Emergency Response Plan. Avenue B has started implementing an 'Anti-Bully' program and follows the principles of Peace Builders and the Life Skills (integrity, respect, positive attitude, personal responsibility, & personal best).

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	Elizabeth Dorgan	(520) 385-2241
Transportation Policy	David Hogan	(520) 385-2339
Community Resources	Larry Ramirez	(520) 385-2337
School Nutrition Programs	Joanna Diaz	(520) 385-2336
Parent Organization		
Student Health/Nurse	Apryl Brown	(520) 385-2241

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).

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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.