

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

540 E. La Pasada, Goodyear, AZ 85338

Avondale Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04	Performing
2002-03	Performing
2001-02	Maintaining

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

School Overview

Principal/Administrator : Dr. Evangeline Diaz
 Schedule : 7:30 AM to 4:00 PM
 Grades : 3-4
 2004 Enrollment : 600
 Web Address : www.avondale.k12.az.us
 Phone Number : (623) 772-4300
 Fax Number : (623) 772-4320
 E-mail : ediaz@avondale.k12.az.us

Mission

Throughout a reorganized school year, Pioneer students enjoy a wide-range of programs that enhance their learning. Our emphasis is on literacy and math, although many other subjects are included in our curriculum. At Pioneer School, Kids Are First.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Not Met
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

School / Academic Goals

- Our number one goal is to improve student achievement in the areas of reading, writing and mathematics. We also emphasize science, social studies and health. Our students are encouraged to always do their best.
- The best way for children to succeed in school is to be in school. We have many activities and programs to place an emphasis on student attendance.

Enrollment

October 1, 2003 School Year Student Enrollment : 603
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 7

Instructional Programs

- Ü Literacy/Math-based Instruction
- Ü ELL
- Ü Gifted

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 50 minutes
First Day of School :	8/5/2004
Last Day of School :	6/3/2005

Shared Responsibilities

School

Pioneer School has a responsibility to provide a safe, orderly learning environment focused on preparing students for future academic success. We have a commitment to providing meaningful education to our students.

Parents

Parent responsibilities include having children ready for and attending school on a regular basis; parental support and assistance in achieving instructional goals; parent/teacher collaboration in all academic, social and disciplinary areas.

Transportation Policy

Transportation is offered to children who live outside a one-mile radius from the school but within the district boundaries. Special needs children are also transported to appropriate facilities.

School Honors

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

Award/Honor	Year
Ü Outstanding Teacher of the Year	2004
Ü Pride Performance & Progress Award	2004

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	302	538	75509	100	100	100	482	493	521	33	23	13	29	33	23	29	31	33	9	13	31
All Students (Prior Year)	299	452	75372	100	100	100	492	502	523	15	12	9	44	39	25	34	35	36	7	14	30
Female	151	280	37013	100	100	100	485	497	522	29	19	12	29	33	24	30	34	33	11	14	31
Male	151	258	38430	100	100	99	478	489	521	36	28	14	29	33	22	29	28	33	7	12	31
African American	16	37	3660	100	100	99	460	472	496	60	44	24	13	28	31	20	22	28	7	6	18
Hispanic	227	316	30486	100	100	99	482	487	505	29	25	18	33	34	29	31	33	32	7	9	21
Asian/Pacific Islander	NC	NC	1780	NC	NC	98	NC	NC	549	NC	NC	5	NC	NC	13	NC	NC	33	NC	NC	50
American Indian/Alaskan Native	NC	11	4075	NC	100	100	NC	469	486	NC	30	28	NC	40	34	NC	20	26	NC	10	12
White	48	166	35192	98	100	99	490	504	534	32	16	8	28	33	19	28	32	35	13	19	39
Students with Disabilities	36	55	9708	100	100	100	446	455	489	60	49	32	36	39	27	4	10	24	0	2	17
Students without Disabilities	266	483	65801	100	100	98	488	498	525	28	20	11	28	32	23	34	34	34	10	14	33
Limited English Proficient Students	126	163	16928	100	100	100	449	450	485	50	50	29	42	43	33	8	7	26	0	0	12
Migrant Students	NC	NC	750				NC	NC	499	NC	NC	21	NC	NC	29	NC	NC	30	NC	NC	20
Economically Disadvantaged	259	355	36411				479	483	503	35	31	19	30	33	29	27	28	32	8	9	20
Non-Economically Disadvantaged	43	183	39040				497	507	534	20	11	8	23	32	19	43	37	34	13	19	39

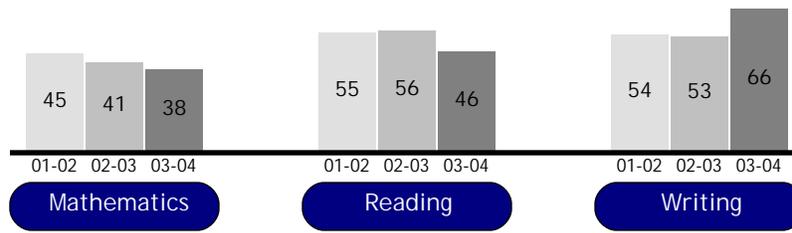
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	300	536	75492	100	100	100	496	505	519	29	23	12	24	21	16	38	43	47	8	13	24
All Students (Prior Year)	299	452	75221	100	100	100	503	510	523	14	11	8	31	26	16	52	54	56	4	9	21
Female	151	280	37014	100	100	100	500	510	523	24	18	10	26	19	15	40	49	48	10	14	27
Male	149	256	38400	100	100	99	493	499	516	35	29	14	23	24	17	36	36	47	6	11	21
African American	16	37	3665	100	100	99	484	495	505	36	29	20	36	31	22	21	29	43	7	11	14
Hispanic	224	313	30438	100	100	99	495	498	508	31	30	17	25	22	21	38	39	47	6	9	15
Asian/Pacific Islander	NC	NC	1773	NC	NC	98	NC	NC	534	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	11	4081	NC	100	100	NC	516	498	NC	13	25	NC	13	26	NC	63	40	NC	13	8
White	49	167	35177	100	100	99	500	512	528	24	15	8	21	19	13	45	49	49	10	16	31
Students with Disabilities	34	53	9707	100	100	100	471	478	495	63	54	33	38	33	21	0	8	33	0	4	13
Students without Disabilities	266	483	65785	100	100	98	498	507	522	28	21	10	24	21	16	40	45	49	8	13	26
Limited English Proficient Students	125	162	16905	100	100	100	466	463	489	63	70	34	25	20	28	13	10	32	0	0	6
Migrant Students	NC	NC	763				NC	NC	499	NC	NC	21	NC	NC	30	NC	NC	40	NC	NC	8
Economically Disadvantaged	257	353	36302				494	497	507	31	28	18	24	26	21	38	39	46	7	8	14
Non-Economically Disadvantaged	43	183	39164				506	515	528	21	17	8	25	15	13	43	49	48	11	19	31

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	301	533	75053	100	100	99	535	564	597	15	12	7	18	15	12	64	67	72	2	6	9
All Students (Prior Year)	289	436	73654	98	98	99	505	513	530	20	16	9	28	23	13	51	58	70	2	2	7
Female	152	279	36872	100	100	99	557	590	621	13	8	5	15	11	9	69	73	74	3	8	12
Male	149	254	38109	100	100	99	512	532	573	19	17	10	22	19	14	58	60	69	1	4	6
African American	16	35	3636	100	100	99	488	515	568	20	24	12	27	21	16	53	47	67	0	9	6
Hispanic	225	314	30235	100	100	98	520	533	575	20	20	9	16	17	14	63	61	70	1	3	6
Asian/Pacific Islander	NC	NC	1768	NC	NC	98	NC	NC	651	NC	NC	3	NC	NC	5	NC	NC	72	NC	NC	19
American Indian/Alaskan Native	NC	11	4044	NC	100	99	NC	614	550	NC	13	13	NC	13	17	NC	63	66	NC	13	4
White	49	165	35028	100	99	99	568	600	613	5	3	6	23	12	10	65	77	73	7	8	11
Students with Disabilities	34	51	9625	100	100	100	484	510	530	25	27	21	25	19	21	50	54	55	0	0	4
Students without Disabilities	267	482	65428	100	100	98	539	568	604	15	11	6	18	14	11	65	68	73	3	6	10
Limited English Proficient Students	126	163	16765	100	100	100	390	412	525	38	30	17	25	30	20	38	40	60	0	0	2
Migrant Students	NC	NC	752				NC	NC	562	NC	NC	9	NC	NC	18	NC	NC	68	NC	NC	5
Economically Disadvantaged	258	352	36077				529	541	566	17	16	10	19	18	16	62	63	69	2	4	5
Non-Economically Disadvantaged	43	181	38950				568	595	618	7	8	5	18	10	9	71	73	73	4	9	12

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



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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
3	Reading	99	23	30	43	96	21	31	47	100	31	NA	55
	Language	99	30	36	50	97	30	39	54	100	37	44	61
	Mathematics	99	29	33	50	97	31	37	54	100	36	42	61
4	Reading	100	23	29	47	97	31	39	52	100	28	NA	56
	Language	98	28	33	45	99	30	35	48	100	29	37	52
	Mathematics	97	31	35	52	99	35	40	57	100	35	40	61

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)
- 3 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School/Community Relations
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Parent/Educator Relations

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	33.00
Other Professional Staff	3.60	Teacher Aide	17.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	4	4	0	0
7 to 9 years	4	3	0	0
10 or more years	2	7	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	30
Core academic classes taught by Highly Qualified (NCLB) teachers.	30
Teachers with Emergency Certificaton.	2

Resources Available at School Site

Special Facilities

- Ü Title I Language Arts Center
- Ü Library/Media Center
- Ü Computer Lab

Extracurricular Activities

- Ü Afterschool Homework Club
- Ü Tutoring - Before and After School
- Ü Student Council Activities

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Counselor

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Pioneer students are actively engaged in the Accelerated Reader Program and a Reading Incentive program to improve reading mastery throughout the school.
- ü Third and fourth grade students are given the opportunity to participate in afterschool academic support programs.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	57	44
Grades 3-4	73	65

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 2003-04. 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 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

School Safety

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

Pioneer School, in conjunction with all schools in the Avondale School District, has a detailed Crisis Plan which is updated and reviewed by staff. Students and staff participate in regularly scheduled fire drills and lock-down practices.

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) :

3

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.

Contacts

	Name	Phone Number
School Site Council	Dr. Evangeline Diaz	(623) 772-4305
Transportation Policy	Don Klein	(623) 772-5007
Community Resources		
School Nutrition Programs	Michael Lozano	(623) 772-5025
Parent Organization	Andrea Baeza	(623) 772-4300
Student Health/Nurse	Kristin Brotherton	(623) 772-4310

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled 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. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/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.