Eliseo C. Felix School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 LEARNS[1]

Elementary Achievement Profile (a)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Not Met

School Improvement Status (b)

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

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

School Overview

Principal/Administrator :	Dr. Evangeline Diaz
Schedule :	07:15 AM to 04:30 PM
Grades :	K-8
2005 Enrollment :	704
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

Eliseo C. Felix Staff works collaboratively to increase student achievement and integrate parents and community. Together at Eliseo C. Felix we create self-motivated, responsible, problem-solving, critical thinking learners.

School / Academic Goals

Ü Improve student achievement in the areas of Reading, Writing, Mathematics, Social Studies and Science. Reading and Writing are integrated across the curriculum.

Ü Provide staff development for all staff on a weekly basis to improve student engagement.

Ü Involve parents, families, and community members.

Ü Improve student attendance.

Enrollment

October 1, 2004 School Year Student Enrollment :   605

Accepting New Students in 2005-06 Under Open Enrollment Law :[2]   No

Number of Students Attending Under Open Enrollment in 2004-05 :   50

Eliseo C. Felix School

Instructional Programs

- Ü Literacy based Instruction
- Ü Math based instruction
- Ü ELL
- Ü Title I
- Ü Gifted
- Ü After School Enrichment Classes
- Ü After School Tutoring
- Ü Technology based Instruction

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	6/7/2006

Shared Responsibilities

School

Eliseo C. Felix 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 within the school 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	2005
Ü Pride Performance & Progress Award	2005

Eliseo C. Felix School

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	322	616	79306	100	100	99	420	429	445	21	16	10	29	23	18	45	54	51	5	8	20
All Students (Prior Year)	302	538	75509	100	100	100	482	493	521	33	23	13	29	33	23	29	31	33	9	13	31
Female	153	272	38691	100	100	99	417	426	446	22	18	10	31	25	18	44	52	52	2	6	20
Male	169	344	40583	100	100	99	422	431	445	20	14	11	27	21	18	45	56	50	8	9	21
African American	20	48	4041	100	100	99	419	427	426	25	15	17	19	18	23	56	67	50	0	0	10
Hispanic	254	371	32869	100	100	99	420	423	429	22	20	15	30	27	25	42	47	51	6	6	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	46	184	36197	100	100	99	420	439	463	14	8	5	25	14	11	56	64	53	6	14	31
Students with Disabilities	39	92	10321	100	100	100	399	402	389	29	31	30	35	26	27	26	32	34	9	10	9
Students without Disabilities	284	525	69060	100	99	98	423	433	454	20	13	7	28	22	17	47	58	54	5	7	22
Limited English Proficient Students	144	181	15509	99	100	100	411	412	406	26	24	20	32	30	30	39	42	45	3	4	5
Migrant Students	NC	NC	118	NC	NC	NA	NC	NC	419	NC	NC	25	NC	NC	21	NC	NC	50	NC	NC	3
Economically Disadvantaged	278	382	39415	99	97	96	418	422	431	24	19	15	28	27	25	45	50	50	3	4	10
Non-Economically Disadvantaged	45	235	39966	100	100	100	430	439	459	6	10	6	35	15	12	38	61	52	21	14	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	323	616	79395	100	0	99	417	428	446	19	14	9	41	35	25	39	48	55	1	3	11
All Students (Prior Year)	300	536	75492	100	100	100	496	505	519	29	23	12	24	21	16	38	43	47	8	13	24
Female	154	272	38743	100	0	100	417	430	451	19	14	7	44	38	24	35	45	57	2	3	12
Male	169	344	40618	100	0	99	417	427	440	19	15	11	38	32	27	42	51	53	1	2	9
African American	20	48	4052	100	0	100	430	437	434	13	8	11	25	28	29	63	64	54	0	0	6
Hispanic	255	371	32915	100	0	99	414	420	426	21	20	15	44	38	35	35	42	47	0	1	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	--	NC	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	46	184	36221	100	0	99	426	442	465	8	7	4	33	28	15	53	57	63	6	7	17
Students with Disabilities	39	93	10331	100	0	100	398	397	388	18	26	25	53	42	37	29	32	34	0	0	4
Students without Disabilities	285	524	69139	100	0	99	419	434	454	19	13	7	39	33	24	40	51	58	1	3	11
Limited English Proficient Students	145	181	15545	99	0	100	403	406	399	29	26	21	42	40	42	29	34	35	0	0	1
Migrant Students	NC	NC	120	NC	NC	NA	NC	NC	414	NC	NC	20	NC	NC	45	NC	NC	35	NC	NC	0
Economically Disadvantaged	279	382	39484	99	0	96	414	420	429	22	19	14	42	38	35	36	42	47	0	1	4
Non-Economically Disadvantaged	45	235	39986	100	0	100	434	441	461	3	7	4	35	29	16	56	59	63	6	5	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	323	617	78869	100	100	99	411	422	442	11	9	6	36	29	21	47	57	63	6	5	10
All Students (Prior Year)	301	533	75053	100	100	99	535	564	597	15	12	7	18	15	12	64	67	72	2	6	9
Female	153	271	38536	100	100	99	421	435	458	8	6	4	33	26	15	53	61	67	6	7	14
Male	170	346	40302	100	100	99	402	413	428	13	11	8	40	32	26	42	54	60	5	3	7
African American	19	47	4015	100	100	99	403	430	430	13	5	8	40	26	24	40	66	61	7	3	7
Hispanic	256	374	32606	100	100	98	409	415	426	12	10	8	36	33	27	48	52	60	5	5	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	46	183	36078	100	100	99	423	435	459	6	7	4	39	23	16	47	64	66	8	6	14
Students with Disabilities	39	93	10246	100	100	100	365	366	367	18	19	18	56	49	39	26	32	40	0	0	4
Students without Disabilities	285	525	68697	100	99	98	417	432	454	10	7	4	33	26	18	50	61	67	6	6	11
Limited English Proficient Students	144	181	15339	99	100	100	391	395	399	14	14	11	38	34	31	47	49	54	1	3	3
Migrant Students	NC	NC	119	NC	NC	NA	NC	NC	402	NC	NC	16	NC	NC	30	NC	NC	53	NC	NC	1
Economically Disadvantaged	278	381	39106	99	97	95	406	413	427	12	10	8	37	35	28	47	51	59	3	4	5
Non-Economically Disadvantaged	46	237	39837	100	100	100	439	436	457	3	7	4	29	21	14	47	65	67	21	7	15

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

Eliseo C. Felix School

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	NC	575	78906	NC	100	99	NC	474	498	NC	24	13	NC	26	19	NC	43	48	NC	6	20
All Students (Prior Year)	--	510	76019	--	100	100	--	463	499	--	32	14	--	46	39	--	9	14	--	13	33
Female	--	259	38644	--	100	99	--	473	500	--	24	12	--	31	19	--	41	49	--	5	19
Male	NC	316	40236	NC	100	99	NC	475	497	NC	24	15	NC	23	19	NC	45	46	NC	7	20
African American	--	46	4087	--	96	99	--	469	481	--	29	20	--	29	24	--	41	45	--	0	11
Hispanic	NC	343	31938	NC	100	99	NC	465	481	NC	31	19	NC	25	25	NC	39	46	NC	5	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White		175	36483	--	100	99		491	517		10	7		29	13		52	51		10	30
Students with Disabilities	NC	71	10664	NC	100	100	NC	426	430	NC	48	42	NC	34	27	NC	16	26	NC	2	5
Students without Disabilities	--	505	68310	--	99	98	--	481	509	--	21	9	--	25	18	--	47	51	--	7	22
Limited English Proficient Students	--	136	12573	--	100	100	--	447	454	--	40	27	--	28	30	--	30	38	--	1	5
Migrant Students	--	NC	125	--	NC	NA	--	NC	476	--	NC	18	--	NC	35	--	NC	42	--	NC	5
Economically Disadvantaged	NC	363	38679	NC	98	96	NC	467	483	NC	32	20	NC	27	25	NC	38	45	NC	4	10
Non-Economically Disadvantaged	--	213	40295	--	100	100	--	485	513	--	11	7	--	26	13	--	52	50	--	10	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	576	78908	NC	0	99	NC	466	484	NC	16	10	NC	31	23	NC	50	58	NC	3	9
All Students (Prior Year)	--	513	76020	--	100	100	--	490	503	--	46	25	--	21	23	--	28	40	--	5	12
Female	--	259	38648	--	0	99	--	470	489	--	13	8	--	33	22	--	51	61	--	3	10
Male	NC	317	40233	NC	0	99	NC	464	479	NC	18	12	NC	30	25	NC	50	55	NC	2	8
African American	--	46	4092	--	0	99	--	474	473	--	15	12	--	26	28	--	56	54	--	3	5
Hispanic	NC	344	31940	NC	0	99	NC	458	465	NC	19	16	NC	36	32	NC	42	49	NC	2	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White		175	36502	--	0	99		481	502		8	4		23	14		65	67		3	15
Students with Disabilities	NC	72	10665	NC	0	100	NC	422	423	NC	32	30	NC	37	36	NC	31	31	NC	0	2
Students without Disabilities	--	505	68312	--	0	98	--	473	493	--	13	7	--	31	21	--	53	62	--	3	10
Limited English Proficient Students	--	136	12556	--	0	100	--	437	436	--	28	24	--	46	40	--	26	35	--	1	1
Migrant Students	--	NC	125	--	NC	NA	--	NC	457	--	NC	22	--	NC	40	--	NC	38	--	NC	0
Economically Disadvantaged	NC	363	38662	NC	0	96	NC	460	468	NC	20	16	NC	38	32	NC	40	49	NC	2	3
Non-Economically Disadvantaged	--	214	40315	--	0	100	--	478	498	--	8	5	--	21	15	--	67	66	--	3	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	NC	574	78750	NC	100	99	NC	477	500	NC	10	6	NC	38	29	NC	51	63	NC	0	2
All Students (Prior Year)	--	509	75673	--	100	100	--	477	530	--	31	12	--	27	25	--	41	58	--	1	4
Female	--	258	38586	--	100	99	--	492	515	--	7	4	--	34	22	--	59	71	--	0	3
Male	NC	316	40135	NC	100	99	NC	466	486	NC	13	8	NC	42	35	NC	46	56	NC	0	1
African American	--	46	4081	--	96	99	--	474	488	--	9	8	--	37	32	--	54	59	--	0	2
Hispanic	NC	342	31841	NC	100	99	NC	470	483	NC	12	8	NC	40	36	NC	48	55	NC	0	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White		175	36440	--	100	99		491	516		7	3		36	22		56	71		0	4
Students with Disabilities	NC	71	10622	NC	100	100	NC	392	415	NC	31	21	NC	54	50	NC	15	28	NC	0	1
Students without Disabilities	--	504	68196	--	99	98	--	490	513	--	7	3	--	36	25	--	57	69	--	0	3
Limited English Proficient Students	--	136	12504	--	100	100	--	443	451	--	18	12	--	44	44	--	38	43	--	0	1
Migrant Students	--	NC	126	--	NC	NA	--	NC	464	--	NC	14	--	NC	44	--	NC	41	--	NC	0
Economically Disadvantaged	NC	362	38558	NC	98	96	NC	468	485	NC	13	8	NC	44	37	NC	43	54	NC	0	1
Non-Economically Disadvantaged	--	213	40260	--	100	100	--	493	514	--	6	3	--	29	21	--	65	72	--	0	4

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

Eliseo C. Felix School

8th 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	--	510	78250	--	99	99	--	529	548	--	33	21	--	22	18	--	40	48	--	5	13
All Students (Prior Year)	--	465	75001	--	99	99	--	436	468	--	62	37	--	32	36	--	5	16	--	1	10
Female	--	245	38071	--	100	99	--	531	549	--	33	20	--	23	19	--	40	49	--	5	12
Male	--	266	40126	--	99	99	--	527	547	--	33	23	--	22	17	--	40	46	--	5	14
African American	--	41	4058	--	100	99	--	515	523	--	38	32	--	15	22	--	42	41	--	4	5
Hispanic	--	329	29129	--	99	99	--	523	527	--	38	32	--	25	23	--	34	40	--	4	6
Asian/Pacific Islander	--	NC	1747	--	NC	100	--	NC	589	--	NC	9	--	NC	9	--	NC	50	--	NC	32
American Indian/Alaskan Native	--	NC	4996	--	NC	100	--	NC	518	--	NC	36	--	NC	25	--	NC	36	--	NC	4
White	--	126	38320	--	95	99	--	545	568	--	21	12	--	17	14	--	55	55	--	7	19
Students with Disabilities	--	54	9329	--	100	100	--	467	454	--	78	64	--	10	18	--	12	16	--	0	2
Students without Disabilities	--	457	68996	--	99	99	--	536	561	--	28	16	--	24	18	--	43	52	--	5	14
Limited English Proficient Students	--	65	10133	--	98	100	--	507	488	--	44	45	--	26	25	--	27	28	--	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	--	324	33388	--	94	94	--	522	530	--	39	32	--	23	22	--	35	40	--	3	5
Non-Economically Disadvantaged	--	187	44937	--	100	100	--	541	561	--	22	13	--	20	15	--	50	54	--	8	18

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	--	516	78302	--	0	99	--	499	512	--	16	11	--	33	25	--	49	57	--	2	7
All Students (Prior Year)	--	464	74918	--	99	99	--	482	497	--	41	32	--	20	19	--	33	35	--	6	15
Female	--	245	38082	--	0	99	--	508	518	--	12	8	--	30	24	--	56	61	--	2	7
Male	--	271	40166	--	0	99	--	492	507	--	20	14	--	36	26	--	42	54	--	2	6
African American	--	41	4064	--	0	100	--	484	498	--	23	14	--	35	29	--	35	54	--	8	3
Hispanic	--	334	29152	--	0	99	--	491	492	--	20	17	--	36	34	--	44	46	--	0	2
Asian/Pacific Islander	--	NC	1746	--	NC	100	--	NC	542	--	NC	5	--	NC	13	--	NC	66	--	NC	16
American Indian/Alaskan Native	--	NC	4993	--	NC	100	--	NC	484	--	NC	19	--	NC	38	--	NC	42	--	NC	1
White	--	127	38347	--	0	99	--	522	531	--	5	5	--	26	17	--	62	68	--	6	10
Students with Disabilities	--	57	9353	--	0	100	--	440	429	--	57	40	--	39	38	--	2	22	--	2	1
Students without Disabilities	--	460	69024	--	0	99	--	507	524	--	11	7	--	32	23	--	54	62	--	2	7
Limited English Proficient Students	--	67	10140	--	0	100	--	473	451	--	28	28	--	43	43	--	29	29	--	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	--	328	33398	--	0	94	--	491	495	--	21	18	--	37	35	--	40	46	--	2	2
Non-Economically Disadvantaged	--	189	44979	--	0	100	--	515	525	--	6	6	--	26	18	--	65	66	--	3	10

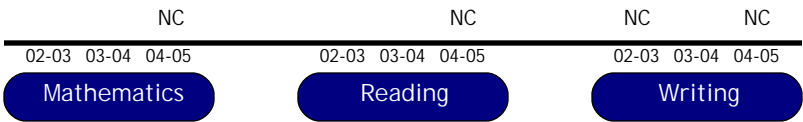| Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	510	78094	--	99	99	--	530	545	--	5	3	--	22	18	--	72	77	--	0	2
All Students (Prior Year)	--	462	74503	--	98	99	--	474	491	--	9	9	--	36	32	--	50	51	--	4	8
Female	--	244	38025	--	100	99	--	537	558	--	4	2	--	19	13	--	77	82	--	0	2
Male	--	266	40013	--	99	99	--	523	534	--	7	5	--	25	23	--	68	71	--	0	1
African American	--	40	4037	--	100	99	--	524	532	--	8	4	--	15	22	--	77	73	--	0	1
Hispanic	--	331	29068	--	99	99	--	520	523	--	6	5	--	28	27	--	66	67	--	0	1
Asian/Pacific Islander	--	NC	1743	--	NC	100	--	NC	577	--	NC	2	--	NC	9	--	NC	82	--	NC	8
American Indian/Alaskan Native	--	NC	4981	--	NC	100	--	NC	526	--	NC	4	--	NC	25	--	NC	70	--	NC	0
White	--	125	38265	--	95	99	--	552	564	--	3	2	--	12	11	--	85	84	--	0	3
Students with Disabilities	--	55	9275	--	100	100	--	427	444	--	31	14	--	53	46	--	16	39	--	0	1
Students without Disabilities	--	456	68892	--	98	98	--	542	559	--	2	2	--	19	14	--	79	82	--	0	2
Limited English Proficient Students	--	65	10084	--	98	100	--	499	474	--	9	10	--	39	39	--	52	50	--	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	--	324	33296	--	94	94	--	519	527	--	6	5	--	28	27	--	66	67	--	0	0
Non-Economically Disadvantaged	--	187	44871	--	100	100	--	550	559	--	4	2	--	13	12	--	84	84	--	0	3

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

Eliseo C. Felix School

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

3rd Grade Proficiency

	Mathematics			Reading			Writing		
	41	38	50	56	46	40	53	66	53
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05

5th Grade Proficiency

	Mathematics			Reading			Writing		
			NC			NC		NC	NC
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05

8th Grade Proficiency

	Mathematics			Reading			Writing		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
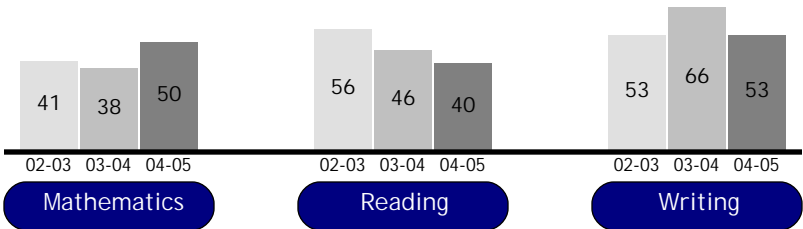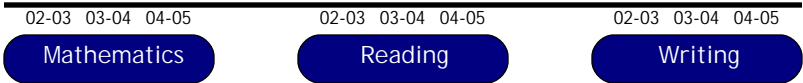
The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

Eliseo C. Felix School

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.

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

Eliseo C. Felix School

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	NC	NC	36	50	--	--	NA	58	--	--	36	47
	Language	NC	NC	27	43	--	--	35	50	--	--	32	47
	Mathematics	NC	NC	45	57	--	--	45	64	--	--	42	50
3	Reading	96	21	31	47	100	31	NA	55	100	29	34	44
	Language	97	30	39	54	100	37	44	61	100	30	35	44
	Mathematics	97	31	37	54	100	36	42	61	100	36	40	51
4	Reading	97	31	39	52	100	28	NA	56	100	31	38	48
	Language	99	30	35	48	100	29	37	52	100	33	40	49
	Mathematics	99	35	40	57	100	35	40	61	100	40	45	53
5	Reading	--	--	33	50	--	--	NA	55	NC	NC	41	50
	Language	--	--	27	46	--	--	30	49	NC	NC	41	50
	Mathematics	--	--	33	57	--	--	36	63	NC	NC	38	49
6	Reading	--	--	38	53	--	--	NA	56	--	--	45	51
	Language	--	--	30	45	--	--	33	48	--	--	40	47
	Mathematics	--	--	45	62	--	--	45	66	--	--	43	52
7	Reading	--	--	37	51	--	--	NA	54	--	--	42	50
	Language	--	--	37	54	--	--	44	58	--	--	44	52
	Mathematics	--	--	48	58	--	--	54	62	--	--	41	50
8	Reading	--	--	44	53	--	--	NA	55	--	--	43	51
	Language	--	--	36	49	--	--	39	52	--	--	45	50
	Mathematics	--	--	43	58	--	--	46	61	--	--	44	53

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

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (- -) to indicate "no data available."

Eliseo C. Felix School

School Site Council

Council Composition	Council Duties
1 School Administrator(s)	Ü Increase Student Achievement
1 Non-certified Employee(s)	Ü Provide Research Based Staff Development
6 Teacher(s)	Ü Extracurricular Activities
5 Parent(s)	Ü Parent and Community Involvement
2 Community Member(s)	Ü School Safety Issues
2 Student(s)	Ü School Improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	29.00
Other Professional Staff	4.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	35
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	10%
Percent of core classes not taught by Hightly Qualified Teachers	8%

Resources Available at School Site

Special Facilities

Ü Title I Literacy Center	Ü Technology Lab
Ü Library/Media Center	Ü Science Lab

Extracurricular Activities

Ü Afterschool Enrichment Acttivities	Ü Athletics
Ü Tutoring - Before and After School	Ü Band
Ü Student Council Activities	Ü Buddy Classrooms
Ü Safety Patrol	Ü Technology Club

Social Services

Ü Lunch Program	Ü Big Brothers/Big Sisters of Arizona
Ü Breakfast Program	
Ü Counseling	
Ü A Team	

Eliseo C. Felix School

School Achievements/Accomplishments 2004-05

Ü Eliseo C. Felix students are actively engaged in the Accelerated Reader Program and a Reading Incentive program to improve reading mastery. Teachers incorporate a Literacy Block in their daily schedule.

Ü Eliseo C. Felix tudents are given the opportunity to participate in afterschool academic support programs.

Ü Eliseo C. Felix School teachers, and paraprofessionals use data to drive instruction.

Ü Eliseo C. Felix teachers keep a log of parent contacts made throughout the school year.

Student Activity Rates for School Year 2004-05

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	95	95	94	95
Transfers Out Rate[5]	12	12	12	17
Transfers In Rate[6]	32	28	28	37
Stability Rate [7]	87	87	87	82
Promotion Rate [8]	98	96	95	81
Retention Rate [9]	0	1	1	3
Dropout Rate [10]	1	0	1	6
Status Unknown[11]	0	0	1	4
Graduation Rate[12]	NA	NA	NA	79

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

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

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

Eliseo C. Felix School

School Safety

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

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

Eliseo C. Felix Staff will be visible for morning, lunch, and after-school duties.

Student Safety Patrol will monitor student restrooms and playground areas.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :   2

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	Dr. Evangeline Diaz	(623) 772-4305
Transportation Policy	Jim Demarais	(623) 772-5007
Community Resources	Araceli Franco	(623) 772-4389
School Nutrition Programs	Michael Lozano	(623) 772-5025
Parent Organization	Deb Nelson	(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."

Eliseo C. Felix School

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.

Eliseo C. Felix School

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

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to http://www.ade.az.gov/AIMS/default.asp

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

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

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

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

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at http://www.ade.az.gov/researchpolicy/DropoutInfo/

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

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