

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1406 N. Central Ave., Avondale, AZ 85323

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<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Ms. Lori A. Goslar  
 Schedule : 7:00 AM to 4:00 PM  
 Grades : 7-8  
 2004 Enrollment : 826  
 Web Address : www.avondale.k12.az.us  
 Phone Number : (623) 772-4505  
 Fax Number : (623) 772-4520  
 E-mail : lgosla@avondale.k12.az.us

### Mission

Avondale Middle School will provide successful learning opportunities. Student development in the areas of academic ability, vocational awareness, cultural appreciation, physical wellness, social development and community contribution.

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

2003-04	Corrective Action
2002-03	Year 2
2001-02	N/A

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

### School / Academic Goals

- ü Improve problem-solving and communication skills through the integration of mathematical thought, reading, writing, speaking and listening activities.
- ü Provide ongoing program support which appropriately and equitably responds to the needs of all students.

### Enrollment

October 1, 2003 School Year Student Enrollment : 934  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> No  
 Number of Students Attending Under Open Enrollment in 2003-04 : 0

Instructional Programs

- Title I Schoolwide Project
- School-Within-a-School
- ELL
- On-site Special Education
- After school activities

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	7 hours 7 minutes
First Day of School :	8/5/2004
Last Day of School :	6/3/2005

Shared Responsibilities

School

Our school's responsibility is to provide a safe and orderly learning environment focused on preparing students for high school success. We are committed to keeping parents informed as partners in learning.

Parents

Parents should adequately clothe, feed and get students to school on time on a regular basis. Parental assistance is encouraged. Parent/teacher collaboration is vital in getting students to achieve in academic, social and disciplinary areas.

Transportation Policy

Transportation is offered to children who live outside a one-mile radius within 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
• Regional Spelling Bee Winner	2004
• Westside Impact Grant Awards	2004
• Space Camp Participant Award Huntsville, Alabama	2004
• Westside Impact Teacher of the Year	2004

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	464	465	75001	99	99	99	436	436	468	62	62	37	32	32	36	5	5	16	1	1	10
All Students (Prior Year)	374	374	71167	96	96	99	436	436	463	64	64	38	30	30	41	5	5	14	1	1	7
Female	234	234	36846	99	99	99	436	436	468	64	64	36	31	31	38	4	4	16	1	1	10
Male	230	231	37974	98	98	99	437	437	467	59	60	39	32	32	34	6	6	16	2	2	11
African American	49	49	3720	100	100	98	433	433	446	73	73	53	25	25	33	0	0	9	2	2	4
Hispanic	276	276	26675	97	97	98	432	432	448	66	66	52	27	27	34	5	5	10	2	2	4
Asian/Pacific Islander	NC	NC	1575	NC	NC	99	NC	NC	504	NC	NC	18	NC	NC	33	NC	NC	20	NC	NC	29
American Indian/Alaskan Native	NC	NC	4731	NC	NC	98	NC	NC	438	NC	NC	61	NC	NC	30	NC	NC	7	NC	NC	2
White	131	132	37785	98	99	99	445	445	482	51	52	25	40	40	39	8	8	21	1	1	15
Students with Disabilities	40	41	8802	100	100	100	403	403	418	90	91	79	10	9	16	0	0	3	0	0	1
Students without Disabilities	424	424	66199	97	97	99	438	438	472	60	60	34	33	33	38	5	5	17	2	2	11
Limited English Proficient Students	89	89	11710	97	97	100	410	410	429	89	89	70	11	11	25	0	0	4	0	0	1
Migrant Students	NC	NC	709				NC	NC	442	NC	NC	57	NC	NC	34	NC	NC	7	NC	NC	2
Economically Disadvantaged	282	283	29814				429	429	448	68	68	53	27	27	33	5	5	10	0	0	4
Non-Economically Disadvantaged	182	182	45170				447	447	479	53	53	28	39	39	38	5	5	20	3	3	14

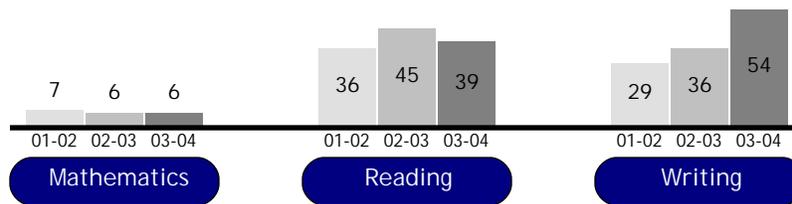
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	463	464	74918	98	99	99	482	482	497	41	41	32	20	20	19	33	33	35	6	6	15
All Students (Prior Year)	372	372	71100	96	96	99	493	493	502	30	30	25	25	25	21	38	38	40	7	7	15
Female	235	235	36805	100	100	99	487	487	501	35	35	28	18	18	19	42	42	37	5	5	16
Male	228	229	37936	97	97	99	477	476	493	47	48	35	22	22	18	24	24	33	7	7	14
African American	49	49	3719	100	100	98	479	479	481	48	48	43	19	19	21	27	27	29	6	6	7
Hispanic	274	274	26645	96	96	98	475	475	478	47	47	46	21	21	20	27	27	27	5	5	6
Asian/Pacific Islander	NC	NC	1571	NC	NC	99	NC	NC	521	NC	NC	18	NC	NC	15	NC	NC	38	NC	NC	30
American Indian/Alaskan Native	NC	NC	4729	NC	NC	98	NC	NC	468	NC	NC	57	NC	NC	19	NC	NC	19	NC	NC	4
White	132	133	37773	99	99	99	493	492	511	29	30	20	18	18	18	45	44	41	8	8	21
Students with Disabilities	39	40	8801	100	100	100	449	448	448	81	82	75	14	14	13	0	0	10	5	5	2
Students without Disabilities	424	424	66117	97	97	99	483	483	501	39	39	28	20	20	19	35	35	37	6	6	16
Limited English Proficient Students	88	88	11706	96	96	100	447	447	454	77	77	71	13	13	16	9	9	12	0	0	1
Migrant Students	NC	NC	706				NC	NC	467	NC	NC	55	NC	NC	22	NC	NC	20	NC	NC	4
Economically Disadvantaged	281	282	29785				473	473	477	50	50	47	21	21	20	25	25	26	5	5	6
Non-Economically Disadvantaged	182	182	45115				493	493	508	29	29	23	18	18	18	45	45	39	7	7	20

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	461	462	74503	98	98	99	475	474	491	9	9	9	36	36	32	50	50	51	4	4	8
All Students (Prior Year)	371	371	69001	96	96	96	484	484	490	19	19	17	45	45	37	35	35	45	1	1	1
Female	233	233	36686	99	99	99	494	494	506	3	3	5	33	33	29	58	58	57	5	5	9
Male	228	229	37644	97	97	98	455	454	476	15	15	13	40	39	36	42	42	45	3	3	6
African American	49	49	3677	100	100	97	467	467	475	10	10	12	40	40	36	48	48	46	2	2	5
Hispanic	276	276	26500	97	97	97	467	467	467	11	11	13	37	37	39	50	50	44	2	2	4
Asian/Pacific Islander	NC	NC	1566	NC	NC	99	NC	NC	537	NC	NC	5	NC	NC	23	NC	NC	55	NC	NC	18
American Indian/Alaskan Native	NC	NC	4695	NC	NC	97	NC	NC	464	NC	NC	14	NC	NC	39	NC	NC	44	NC	NC	3
White	128	129	37606	96	96	99	490	488	508	6	6	6	35	34	28	50	50	56	9	9	10
Students with Disabilities	38	39	8662	100	100	100	413	404	409	33	36	37	43	41	42	19	18	20	5	5	1
Students without Disabilities	423	423	65841	97	97	98	478	478	499	8	8	7	36	36	32	52	52	53	4	4	8
Limited English Proficient Students	89	89	11608	97	97	100	424	424	430	19	19	23	53	53	47	28	28	28	0	0	1
Migrant Students	NC	NC	701				NC	NC	449	NC	NC	17	NC	NC	43	NC	NC	38	NC	NC	1
Economically Disadvantaged	280	281	29587				464	463	465	11	11	14	39	39	40	47	47	43	3	3	4
Non-Economically Disadvantaged	181	181	44898				491	491	507	6	6	7	32	32	28	56	56	55	6	6	10

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)

8th 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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

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?	N
	Met Attendance Rate?	N
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

**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](http://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
7	Reading	100	35	35	48	97	37	37	51	97	43	NA	54
	Language	100	41	41	51	97	37	37	54	97	44	44	58
	Mathematics	100	39	39	54	99	48	48	58	97	54	54	62
8	Reading	98	34	34	49	98	44	44	53	100	46	NA	55
	Language	98	30	30	46	97	36	36	49	100	39	39	52
	Mathematics	98	36	36	54	99	43	43	58	100	46	46	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

- 3 School Administrator(s)
- 2 Non-certified Employee(s)
- 8 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Budget
- Ü Parent/Educator Relations
- Ü Curriculum Development
- Ü School Safety Issues
- Ü Student Discipline
- Ü Extracurricular Activities

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	45.00
Other Professional Staff	6.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	0	0	0
4 to 6 years	8	3	0	0
7 to 9 years	6	1	0	0
10 or more years	5	10	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	34
Core academic classes taught by Highly Qualified (NCLB) teachers.	164
Teachers with Emergency Certificaton.	1

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Science Labs
- Ü Gymnasium
- Ü Library

Extracurricular Activities

- Ü Before/After School Library
- Ü After School Sports (9 Sports Offered)
- Ü After School Tutoring Program
- Ü Student Council
- Ü After school clubs and activities

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Counseling Services
- Ü After School Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Eighth grade class of 2003- 04 earned over \$4,000 in scholarships and grants.
  
- ü Over 60% of our student body achieved Honor Roll status in 2004.
  
- ü 70 candidates were inducted into the National Junior Honor Society.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	93	95	93	95
Transfers Out <sup>5</sup>	--	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	--	10	9	9
Promotion Rate <sup>8</sup>	--	98	98	94
Retention Rate <sup>9</sup>	--	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			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 6-7	68	72
Grades 7-8	81	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

The Administration has implemented staggered transition times, 3 lunches and 6 academic teams at AMS. Teachers are required to supervise during exchanges. This year we have secured a full-time School Resource Officer and practice our Crisis Plan.

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) :

6
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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	Lori A. Goslar	(623) 772-4505
Transportation Policy	Don Klein	(623) 772-5000
Community Resources	George Tewksbury	(623) 772-5015
School Nutrition Programs	Barbara Sewell	(623) 772-5025
Parent Organization		
Student Health/Nurse	Ava Cornelius	(623) 772-4500

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.

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

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.