



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

325 S. Wildflower Drive, 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<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. Hilary Pierce  
 Schedule : 7:30 AM to 4:00 PM  
 Grades : K-7  
 2004 Enrollment : 576  
 Web Address : www.avondale.k12.az.us  
 Phone Number : (623) 772-5200  
 Fax Number : (623) 772-5220  
 E-mail : hpierc@avondale.k12.az.us

Mission

The school's mission is to provide quality instruction that will transfer into lifelong learning while respecting individual student differences. We are committed to experiences that create a natural bridge from classroom to community.

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

- ü Problem-solving and communication will be improved through integration of mathematical thought, reading, writing, speaking and listening activities.
- ü The site council and parent leadership will continue to be developed within the school.
- ü Apply a balanced literacy approach to build a solid foundation to reading and reading comprehension.
- ü Through a continual effort to become a Professional Learning Organization, student achievement will improve by addressing individual student needs and learning differences.

Enrollment

October 1, 2003 School Year Student Enrollment : 606  
 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

- Ü Balanced Literacy in the Classroom
- Ü Heath Mathematics
- Ü Accelerated Reader Program
- Ü Foss Kit Science
- Ü Six Trait Writing

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

The Avondale schools take seriously their responsibility to provide a safe, orderly environment for our students, to keep parents informed and to invite parents to become partners with us in the learning process.

Parents

We believe that parents are responsible to be supportive of the school, particularly in the areas of discipline, student attendance, parents' attendance at conferences and seeing that homework assignments are completed on time.

Transportation Policy

The Avondale District follows state transportation guidelines, transporting students living outside a one-mile radius of schools within district boundaries. Additionally, students with special needs are transported to their appropriate school sites.

School Honors

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

Award/Honor	Year
Ü West Side Impact Science Fair Winners	2004
Ü Math Challenge Participants	2004
Ü AAA Superintendent's Club Participants	2004
Ü Principal's Wren Winners Participants	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	97	538	75509	100	100	100	515	493	521	9	23	13	30	33	23	40	31	33	21	13	31
All Students (Prior Year)	72	452	75372	95	100	100	518	502	523	6	12	9	31	39	25	38	35	36	25	14	30
Female	58	280	37013	100	100	100	511	497	522	10	19	12	27	33	24	45	34	33	18	14	31
Male	39	258	38430	100	100	99	523	489	521	6	28	14	35	33	22	32	28	33	26	12	31
African American	NC	37	3660	NC	100	99	NC	472	496	NC	44	24	NC	28	31	NC	22	28	NC	6	18
Hispanic	39	316	30486	100	100	99	509	487	505	8	25	18	32	34	29	44	33	32	16	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	46	166	35192	100	100	99	523	504	534	9	16	8	26	33	19	37	32	35	28	19	39
Students with Disabilities	NC	55	9708	NC	100	100	NC	455	489	NC	49	32	NC	39	27	NC	10	24	NC	2	17
Students without Disabilities	91	483	65801	100	100	98	516	498	525	9	20	11	29	32	23	40	34	34	21	14	33
Limited English Proficient Students	18	163	16928	100	100	100	426	450	485	100	50	29	0	43	33	0	7	26	0	0	12
Migrant Students	--	NC	750				--	NC	499	--	NC	21	--	NC	29	--	NC	30	--	NC	20
Economically Disadvantaged	38	355	36411				507	483	503	12	31	19	31	33	29	38	28	32	19	9	20
Non-Economically Disadvantaged	59	183	39040				519	507	534	7	11	8	30	32	19	41	37	34	22	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	97	536	75492	100	100	100	516	505	519	15	23	12	15	21	16	53	43	47	18	13	24
All Students (Prior Year)	71	452	75221	93	100	100	519	510	523	10	11	8	19	26	16	56	54	56	16	9	21
Female	58	280	37014	100	100	100	516	510	523	14	18	10	16	19	15	51	49	48	18	14	27
Male	39	256	38400	100	100	99	515	499	516	16	29	14	13	24	17	55	36	47	16	11	21
African American	NC	37	3665	NC	100	99	NC	495	505	NC	29	20	NC	31	22	NC	29	43	NC	11	14
Hispanic	39	313	30438	100	100	99	512	498	508	16	30	17	20	22	21	48	39	47	16	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	46	167	35177	100	100	99	517	512	528	14	15	8	12	19	13	58	49	49	16	16	31
Students with Disabilities	NC	53	9707	NC	100	100	NC	478	495	NC	54	33	NC	33	21	NC	8	33	NC	4	13
Students without Disabilities	91	483	65785	100	100	98	516	507	522	15	21	10	15	21	16	53	45	49	17	13	26
Limited English Proficient Students	18	162	16905	100	100	100	465	463	489	100	70	34	0	20	28	0	10	32	0	0	6
Migrant Students	--	NC	763				--	NC	499	--	NC	21	--	NC	30	--	NC	40	--	NC	8
Economically Disadvantaged	38	353	36302				510	497	507	15	28	18	31	26	21	38	39	46	15	8	14
Non-Economically Disadvantaged	59	183	39164				518	515	528	15	17	8	7	15	13	59	49	48	19	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	95	533	75053	99	100	99	603	564	597	5	12	7	9	15	12	74	67	72	12	6	9
All Students (Prior Year)	72	436	73654	95	98	99	519	513	530	13	16	9	20	23	13	66	58	70	2	2	7
Female	56	279	36872	97	100	99	630	590	621	2	8	5	6	11	9	79	73	74	13	8	12
Male	39	254	38109	100	100	99	563	532	573	10	17	10	13	19	14	68	60	69	10	4	6
African American	NC	35	3636	NC	100	99	NC	515	568	NC	24	12	NC	21	16	NC	47	67	NC	9	6
Hispanic	39	314	30235	100	100	98	581	533	575	12	20	9	12	17	14	68	61	70	8	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	45	165	35028	100	99	99	617	600	613	0	3	6	5	12	10	83	77	73	12	8	11
Students with Disabilities	NC	51	9625	NC	100	100	NC	510	530	NC	27	21	NC	19	21	NC	54	55	NC	0	4
Students without Disabilities	89	482	65428	99	100	98	606	568	604	4	11	6	10	14	11	74	68	73	12	6	10
Limited English Proficient Students	18	163	16765	100	100	100	560	412	525	0	30	17	0	30	20	100	40	60	0	0	2
Migrant Students	--	NC	752				--	NC	562	--	NC	9	--	NC	18	--	NC	68	--	NC	5
Economically Disadvantaged	38	352	36077				599	541	566	0	16	10	15	18	16	77	63	69	8	4	5
Non-Economically Disadvantaged	57	181	38950				605	595	618	8	8	5	6	10	9	73	73	73	13	9	12

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	87	510	76019	100	100	100	467	463	499	27	32	14	51	46	39	6	9	14	16	13	33
All Students (Prior Year)	82	449	76230	99	100	100	473	459	498	25	34	12	43	44	38	13	9	12	19	13	37
Female	41	236	37207	100	100	100	473	465	499	20	29	12	55	49	41	5	9	14	20	13	33
Male	46	274	38677	100	99	100	461	461	498	33	35	15	48	44	38	7	8	13	13	13	34
African American	11	37	3817	100	100	100	437	448	475	45	39	23	55	53	47	0	3	11	0	6	18
Hispanic	34	304	29458	100	100	100	458	452	480	36	39	20	42	46	48	9	10	12	12	6	20
Asian/Pacific Islander	--	NC	1673	--	NC	99	--	NC	531	--	NC	4	--	NC	29	--	NC	14	--	NC	53
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	466	NC	NC	28	NC	NC	49	NC	NC	10	NC	NC	13
White	41	159	35880	98	99	100	482	484	515	15	19	7	56	47	32	5	8	16	24	25	45
Students with Disabilities	NC	51	9786	NC	100	100	NC	425	457	NC	66	39	NC	26	40	NC	3	7	NC	5	13
Students without Disabilities	81	459	66233	100	100	99	469	466	503	26	29	11	50	48	39	6	9	14	18	13	35
Limited English Proficient Students	NC	140	15206	NC	100	100	NC	437	459	NC	54	31	NC	41	53	NC	4	7	NC	1	9
Migrant Students	--	10	745				--	477	473	--	0	22	--	100	53	--	0	11	--	0	15
Economically Disadvantaged	32	339	35714				449	450	480	45	41	20	45	48	47	6	7	12	3	4	20
Non-Economically Disadvantaged	55	171	40266				477	485	513	16	18	9	55	43	33	5	11	15	24	27	43

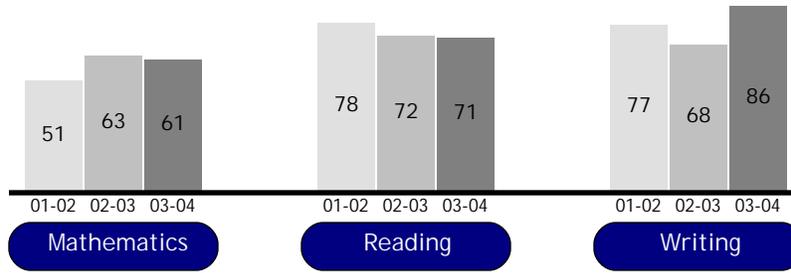
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	513	76020	100	100	100	492	490	503	47	46	25	17	21	23	32	28	40	3	5	12
All Students (Prior Year)	82	450	76202	99	100	100	499	493	505	35	39	19	25	27	24	31	28	46	9	5	11
Female	41	237	37213	100	100	100	499	492	504	35	41	22	20	22	23	43	33	42	3	4	13
Male	47	276	38666	100	100	100	486	488	501	57	50	29	15	21	22	23	23	38	4	6	12
African American	11	37	3819	100	100	100	477	481	494	91	61	37	0	19	26	9	17	31	0	3	6
Hispanic	34	306	29442	100	100	99	491	486	494	61	55	37	9	23	26	27	20	31	3	2	6
Asian/Pacific Islander	--	NC	1672	--	NC	99	--	NC	513	--	NC	12	--	NC	19	--	NC	49	--	NC	20
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	489	NC	NC	48	NC	NC	25	NC	NC	24	NC	NC	3
White	42	160	35890	100	100	100	497	499	511	26	27	15	26	19	20	43	45	48	5	9	18
Students with Disabilities	NC	52	9784	NC	100	100	NC	477	485	NC	74	58	NC	8	19	NC	13	19	NC	5	4
Students without Disabilities	82	461	66236	100	100	99	493	491	504	44	43	23	19	22	23	33	30	42	4	5	13
Limited English Proficient Students	NC	142	15198	NC	100	100	NC	477	483	NC	75	59	NC	19	25	NC	6	14	NC	0	1
Migrant Students	--	10	743				--	478	488	--	100	50	--	0	28	--	0	19	--	0	3
Economically Disadvantaged	32	341	35703				481	484	494	68	56	37	10	22	26	23	20	31	0	2	6
Non-Economically Disadvantaged	56	172	40274				498	499	509	36	30	17	21	20	20	38	41	47	5	9	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	86	509	75673	99	100	100	487	477	530	21	31	12	27	27	25	51	41	58	1	1	4
All Students (Prior Year)	81	443	74692	98	100	99	495	471	502	30	38	18	21	32	27	39	26	47	9	3	8
Female	41	236	37099	100	100	100	530	499	548	5	21	8	30	29	22	63	48	64	3	2	6
Male	45	273	38441	98	99	99	449	459	513	36	39	16	24	24	29	40	36	52	0	1	3
African American	11	37	3791	100	100	99	434	447	506	27	36	18	36	28	29	36	36	50	0	0	3
Hispanic	33	304	29305	97	100	99	457	461	507	31	37	16	31	26	31	38	37	51	0	0	2
Asian/Pacific Islander	--	NC	1665	--	NC	99	--	NC	573	--	NC	6	--	NC	16	--	NC	67	--	NC	10
American Indian/Alaskan Native	NC	NC	4707	NC	NC	100	NC	NC	492	NC	NC	19	NC	NC	33	NC	NC	46	NC	NC	1
White	41	158	35760	98	99	99	523	512	550	12	20	9	22	27	21	63	49	64	2	4	6
Students with Disabilities	NC	52	9706	NC	100	100	NC	380	462	NC	69	36	NC	18	32	NC	10	31	NC	3	1
Students without Disabilities	80	457	65967	99	99	99	500	487	536	19	27	10	25	27	25	54	44	60	1	1	5
Limited English Proficient Students	NC	142	15115	NC	100	100	NC	436	471	NC	47	26	NC	33	38	NC	20	35	NC	0	1
Migrant Students	--	10	738				--	541	488	--	0	23	--	0	33	--	100	43	--	0	1
Economically Disadvantaged	32	340	35541				431	453	504	35	40	17	39	28	31	26	32	50	0	0	2
Non-Economically Disadvantaged	54	169	40091				519	518	550	13	16	9	20	25	21	65	57	64	2	3	6

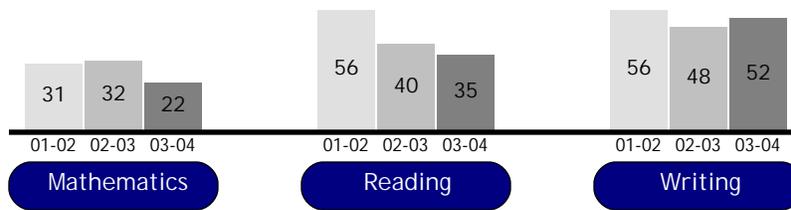
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



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.

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?	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](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
2	Reading	89	45	34	44	95	43	36	50	98	52	NA	58
	Language	93	34	26	39	95	39	27	43	98	44	35	50
	Mathematics	95	33	40	52	99	38	45	57	98	50	45	64
3	Reading	98	50	30	43	92	49	31	47	99	51	NA	55
	Language	100	52	36	50	95	58	39	54	99	54	44	61
	Mathematics	96	48	33	50	90	56	37	54	100	62	42	61
4	Reading	98	44	29	47	99	49	39	52	97	46	NA	56
	Language	98	43	33	45	96	40	35	48	99	44	37	52
	Mathematics	98	44	35	52	96	44	40	57	99	46	40	61
5	Reading	96	51	29	46	93	48	33	50	98	40	NA	55
	Language	97	40	26	43	96	37	27	46	100	27	30	49
	Mathematics	99	47	32	54	100	48	33	57	100	38	36	63
6	Reading	99	51	37	49	98	52	38	53	98	47	NA	56
	Language	99	43	29	42	100	41	30	45	99	36	33	48
	Mathematics	99	62	44	58	99	62	45	62	99	50	45	66
7	Reading	--	--	35	48	--	--	37	51	--	--	NA	54
	Language	--	--	41	51	--	--	37	54	--	--	44	58
	Mathematics	--	--	39	54	--	--	48	58	--	--	54	62

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

Council Duties

- Ü School-Home Communication
- Ü Classroom Site Fund
- Ü Student Achievement
- Ü Parent Workshops/ Open Houses
- Ü Community Needs
- Ü Parent Surveys

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	30.00
Other Professional Staff	7.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	1	0	0
4 to 6 years	3	1	0	0
7 to 9 years	1	2	0	0
10 or more years	2	5	0	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. 0

Resources Available at School Site

Special Facilities

- Ü Student Publishing Center
- Ü Media Center/ Computer Lab
- Ü Library
- Ü Science Lab

Extracurricular Activities

- Ü Family Literacy Programs
- Ü School Newspaper
- Ü After School Tutoring
- Ü Math Challenge Reinforcement
- Ü After School Intramural Sports
- Ü Chess Club
- Ü ELL Tutoring
- Ü Writer's Club

Social Services

- Ü Westside Food Bank
- Ü Westside Social Services
- Ü Lunch Program
- Ü YMCA Before & After School Program
- Ü Goodyear P.D. - School Resource Officer
- Ü Phoenix F.D. - Fire Pals Safety Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü The Wildflower site design proposal was developed to enhance student achievement, staff and student attendance, home-school communication and school climate.
- ü PTSA activities included a school carnival, book fairs and Santa's Workshop to bring in additional funds for the school. Parental involvement was enhanced through these activities. The number of parents actively involved in site council increased.
- ü Effective weekly staff development initiated staff collaboration around best teaching practice, particularly in regard to math problem solving.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	95	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	0	2	2	2
Transfers In <sup>7</sup> (Out of District)	0	10	9	9
Promotion Rate <sup>8</sup>	97	98	98	94
Retention Rate <sup>9</sup>	2	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 2-3	65	84
Grades 3-4	60	52
Grades 4-5	53	59
Grades 5-6	56	68
Grades 6-7	NC	NC

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

Wildflower K.I.D.S. (Kids in Dispute Settlement) program is a peer mediation program. The goals of the program are to resolve peer disputes that interfere with the education process, and to build a stronger sense of cooperation and school community. Wildflower School has a full-time counselor on staff to work with students and their families. Celebrating individual diversity is a theme taught in the standard curriculum and special area classes throughout the school year.

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) :

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.

Contacts

	Name	Phone Number
School Site Council	Hilary A. Pierce	(623) 772-5205
Transportation Policy	Lynne Rumble	(623) 772-5035
Community Resources	S.R.O. Officer Panuelos	(623) 932-1220
School Nutrition Programs	Mike Lozano	(623) 772-5025
Parent Organization	J. Schlabach	(623) 882-9761
Student Health/Nurse	Jeanna Roush	(623) 772-5210

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).

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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.