



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 LEARNS¹

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.

School Overview

Principal/Administrator : Dr. Ruben R. Lara
 Schedule : 07:00 AM to 05:00 PM
 Grades : K-8
 2005 Enrollment : 650
 Web Address : www.avondale.k12.az.us
 Phone Number : (623) 772-5200
 Fax Number : (623) 772-5220
 E-mail : rlara@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)

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 / 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, 2004 School Year Student Enrollment : 590
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 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 :	180
Average Daily Instruction Time :	6 hours 50 minutes
First Day of School :	8/8/2005
Last Day of School :	7/7/2006

Shared Responsibilities

School

The Avondale schools take seriously their responsibility to provide a safe, orderly environment for our students, to address all state and federal academic standards, to assess student learning, to keep parents well 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, their child's academic performance 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	68	616	79306	100	100	99	446	429	445	5	16	10	15	23	18	70	54	51	10	8	20
All Students (Prior Year)	97	538	75509	100	100	100	515	493	521	9	23	13	30	33	23	40	31	33	21	13	31
Female	24	272	38691	100	100	99	437	426	446	14	18	10	19	25	18	62	52	52	5	6	20
Male	44	344	40583	100	100	99	451	431	445	0	14	11	13	21	18	74	56	50	13	9	21
African American	NC	48	4041	NC	100	99	NC	427	426	NC	15	17	NC	18	23	NC	67	50	NC	0	10
Hispanic	28	371	32869	100	100	99	438	423	429	4	20	15	20	27	25	72	47	51	4	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	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	29	184	36197	100	100	99	454	439	463	8	8	5	8	14	11	63	64	53	21	14	31
Students with Disabilities	16	92	10321	100	100	100	427	402	389	20	31	30	20	26	27	47	32	34	13	10	9
Students without Disabilities	52	525	69060	96	99	98	452	433	454	0	13	7	13	22	17	78	58	54	9	7	22
Limited English Proficient Students	10	181	15509	100	100	100	446	412	406	0	24	20	15	30	30	85	42	45	0	4	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	34	382	39415	97	97	96	434	422	431	7	19	15	20	27	25	73	50	50	0	4	10
Non-Economically Disadvantaged	34	235	39966	100	100	100	458	439	459	3	10	6	10	15	12	67	61	52	20	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	69	616	79395	100	0	99	451	428	446	5	14	9	20	35	25	69	48	55	7	3	11
All Students (Prior Year)	97	536	75492	100	100	100	516	505	519	15	23	12	15	21	16	53	43	47	18	13	24
Female	24	272	38743	100	0	100	449	430	451	5	14	7	24	38	24	67	45	57	5	3	12
Male	45	344	40618	100	0	99	452	427	440	5	15	11	18	32	27	70	51	53	8	2	9
African American	NC	48	4052	NC	0	100	NC	437	434	NC	8	11	NC	28	29	NC	64	54	NC	0	6
Hispanic	28	371	32915	100	0	99	441	420	426	8	20	15	20	38	35	72	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	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	30	184	36221	100	0	99	462	442	465	4	7	4	16	28	15	64	57	63	16	7	17
Students with Disabilities	17	93	10331	100	0	100	421	397	388	19	26	25	38	42	37	44	32	34	0	0	4
Students without Disabilities	52	524	69139	96	0	99	461	434	454	0	13	7	13	33	24	78	51	58	9	3	11
Limited English Proficient Students	10	181	15545	100	0	100	448	406	399	8	26	21	15	40	42	77	34	35	0	0	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	34	382	39484	97	0	96	440	420	429	7	19	14	27	38	35	67	42	47	0	1	4
Non-Economically Disadvantaged	35	235	39986	100	0	100	461	441	461	3	7	4	13	29	16	71	59	63	13	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	69	617	78869	100	100	99	459	422	442	2	9	6	13	29	21	79	57	63	7	5	10
All Students (Prior Year)	95	533	75053	99	100	99	603	564	597	5	12	7	9	15	12	74	67	72	12	6	9
Female	24	271	38536	100	100	99	469	435	458	0	6	4	19	26	15	71	61	67	10	7	14
Male	45	346	40302	100	100	99	454	413	428	3	11	8	10	32	26	83	54	60	5	3	7
African American	NC	47	4015	NC	100	99	NC	430	430	NC	5	8	NC	26	24	NC	66	61	NC	3	7
Hispanic	28	374	32606	100	100	98	467	415	426	0	10	8	8	33	27	80	52	60	12	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	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	30	183	36078	100	100	99	460	435	459	0	7	4	20	23	16	76	64	66	4	6	14
Students with Disabilities	17	93	10246	100	100	100	419	366	367	0	19	18	44	49	39	56	32	40	0	0	4
Students without Disabilities	52	525	68697	96	99	98	474	432	454	2	7	4	2	26	18	87	61	67	9	6	11
Limited English Proficient Students	10	181	15339	100	100	100	473	395	399	0	14	11	0	34	31	85	49	54	15	3	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	34	381	39106	97	97	95	447	413	427	3	10	8	13	35	28	80	51	59	3	4	5
Non-Economically Disadvantaged	35	237	39837	100	100	100	471	436	457	0	7	4	13	21	14	77	65	67	10	7	15

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	61	575	78906	100	100	99	502	474	498	14	24	13	18	26	19	52	43	48	16	6	20
All Students (Prior Year)	87	510	76019	100	100	100	467	463	499	27	32	14	51	46	39	6	9	14	16	13	33
Female	28	259	38644	100	100	99	490	473	500	20	24	12	24	31	19	44	41	49	12	5	19
Male	33	316	40236	100	100	99	512	475	497	10	24	15	13	23	19	58	45	46	19	7	20
African American	NC	46	4087	NC	96	99	NC	469	481	NC	29	20	NC	29	24	NC	41	45	NC	0	11
Hispanic	23	343	31938	100	100	99	481	465	481	19	31	19	19	25	25	48	39	46	14	5	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	31	175	36483	100	100	99	521	491	517	7	10	7	17	29	13	55	52	51	21	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	56	505	68310	100	99	98	507	481	509	12	21	9	16	25	18	55	47	51	18	7	22
Limited English Proficient Students	NC	136	12573	NC	100	100	NC	447	454	NC	40	27	NC	28	30	NC	30	38	NC	1	5
Migrant Students	--	NC	125	--	NC	NA	--	NC	476	--	NC	18	--	NC	35	--	NC	42	--	NC	5
Economically Disadvantaged	25	363	38679	100	98	96	489	467	483	23	32	20	14	27	25	55	38	45	9	4	10
Non-Economically Disadvantaged	36	213	40295	100	100	100	511	485	513	9	11	7	21	26	13	50	52	50	21	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	61	576	78908	100	0	99	484	466	484	11	16	10	23	31	23	59	50	58	7	3	9
All Students (Prior Year)	88	513	76020	100	100	100	492	490	503	47	46	25	17	21	23	32	28	40	3	5	12
Female	28	259	38648	100	0	99	482	470	489	4	13	8	36	33	22	56	51	61	4	3	10
Male	33	317	40233	100	0	99	485	464	479	16	18	12	13	30	25	61	50	55	10	2	8
African American	NC	46	4092	NC	0	99	NC	474	473	NC	15	12	NC	26	28	NC	56	54	NC	3	5
Hispanic	23	344	31940	100	0	99	470	458	465	19	19	16	33	36	32	43	42	49	5	2	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	31	175	36502	100	0	99	493	481	502	7	8	4	10	23	14	76	65	67	7	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	56	505	68312	100	0	98	488	473	493	6	13	7	25	31	21	61	53	62	8	3	10
Limited English Proficient Students	NC	136	12556	NC	0	100	NC	437	436	NC	28	24	NC	46	40	NC	26	35	NC	1	1
Migrant Students	--	NC	125	--	NC	NA	--	NC	457	--	NC	22	--	NC	40	--	NC	38	--	NC	0
Economically Disadvantaged	25	363	38662	100	0	96	473	460	468	18	20	16	27	38	32	50	40	49	5	2	3
Non-Economically Disadvantaged	36	214	40315	100	0	100	490	478	498	6	8	5	21	21	15	65	67	66	9	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	61	574	78750	100	100	99	505	477	500	2	10	6	32	38	29	66	51	63	0	0	2
All Students (Prior Year)	86	509	75673	99	100	100	487	477	530	21	31	12	27	27	25	51	41	58	1	1	4
Female	28	258	38586	100	100	99	515	492	515	0	7	4	24	34	22	76	59	71	0	0	3
Male	33	316	40135	100	100	99	496	466	486	3	13	8	39	42	35	58	46	56	0	0	1
African American	NC	46	4081	NC	96	99	NC	474	488	NC	9	8	NC	37	32	NC	54	59	NC	0	2
Hispanic	23	342	31841	100	100	99	500	470	483	5	12	8	24	40	36	71	48	55	0	0	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	31	175	36440	100	100	99	507	491	516	0	7	3	38	36	22	62	56	71	0	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	56	504	68196	100	99	98	511	490	513	2	7	3	25	36	25	73	57	69	0	0	3
Limited English Proficient Students	NC	136	12504	NC	100	100	NC	443	451	NC	18	12	NC	44	44	NC	38	43	NC	0	1
Migrant Students	--	NC	126	--	NC	NA	--	NC	464	--	NC	14	--	NC	44	--	NC	41	--	NC	0
Economically Disadvantaged	25	362	38558	100	98	96	493	468	485	5	13	8	32	44	37	64	43	54	0	0	1
Non-Economically Disadvantaged	36	213	40260	100	100	100	512	493	514	0	6	3	32	29	21	68	65	72	0	0	4

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

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

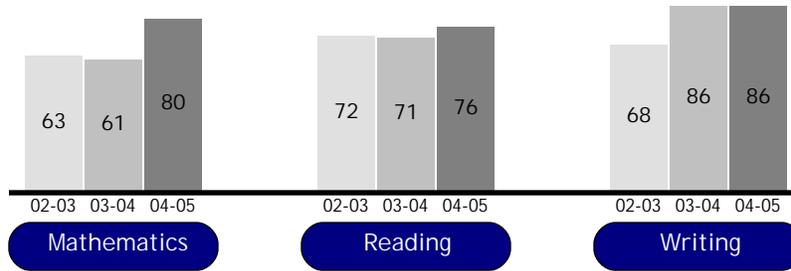
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	516	78302	--	0	99	--	499	512	--	16	11	--	33	25	--	49	57	--	2	7
All Students (Prior Year)	--	464	74918	--	99	99	--	482	497	--	41	32	--	20	19	--	33	35	--	6	15
Female	--	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

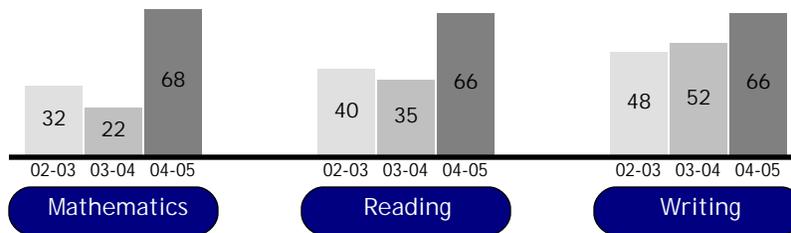
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

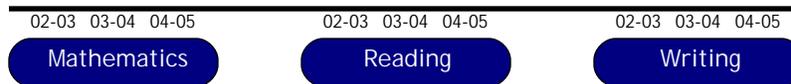
3rd Grade Proficiency



5th Grade Proficiency



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 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	43	36	50	98	52	NA	58	100	39	36	47
	Language	95	39	27	43	98	44	35	50	100	35	32	47
	Mathematics	99	38	45	57	98	50	45	64	100	47	42	50
3	Reading	92	49	31	47	99	51	NA	55	100	41	34	44
	Language	95	58	39	54	99	54	44	61	100	43	35	44
	Mathematics	90	56	37	54	100	62	42	61	100	47	40	51
4	Reading	99	49	39	52	97	46	NA	56	100	45	38	48
	Language	96	40	35	48	99	44	37	52	100	43	40	49
	Mathematics	96	44	40	57	99	46	40	61	100	45	45	53
5	Reading	93	48	33	50	98	40	NA	55	100	52	41	50
	Language	96	37	27	46	100	27	30	49	100	49	41	50
	Mathematics	100	48	33	57	100	38	36	63	100	48	38	49
6	Reading	98	52	38	53	98	47	NA	56	100	43	45	51
	Language	100	41	30	45	99	36	33	48	100	37	40	47
	Mathematics	99	62	45	62	99	50	45	66	100	41	43	52
7	Reading	--	--	37	51	--	--	NA	54	100	44	42	50
	Language	--	--	37	54	--	--	44	58	100	49	44	52
	Mathematics	--	--	48	58	--	--	54	62	100	42	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."

School Site Council

Council Composition

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

Council Duties

- Ü Public Relations
- Ü School Budget
- Ü Tax Credit Account
- Ü Staff Development
- Ü School Improvement Plan
- Ü Parent Forums

Staffing Information for School Year 2005-06

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 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	4	0	0
4 to 6 years	11	3	0	0
7 to 9 years	1	0	0	0
10 or more years	0	3	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	28
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Hightly Qualified Teachers	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 Peer to Peer Tutoring

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 2004-05

School Achievements/Accomplishments 2004-05

- 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.
- ü Comprehensive collaborative partnership with Arizona State University, College of Education, Teacher Student Teaching department.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	14	12	12	17
Transfers In Rate ⁶	21	28	28	37
Stability Rate ⁷	85	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	3	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).

School Safety

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

Wildflower maintains a structured yet nurturing student decorum philosophy. Discipline is implemented with the dignity and the maturational level of each child in mind. Our philosophy commands that no child shall be treated in a punitive manner. We have only one rule: 'No one has the right to interfere with another student's learning.' Minor classroom infractions are handled by the classroom teacher with more serious infractions being handled by the school's administration.

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) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Dr. Ruben R. Lara	(623) 772-5205
Transportation Policy	Ms. Lynne Rumble	(623) 772-5035
Community Resources	S.R.O. Officer Julio Iglesias	(623) 932-1220
School Nutrition Programs	Mr. Mike Lozano	(623) 772-5025
Parent Organization	Ms. Jo Schlabach	(623) 882-9761
Student Health/Nurse	Ms. 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 on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

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.

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

Total cost of printing: 16 Pages X .0318 Per page X 500 Copies = \$254.00

** 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.