



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

540 E. La Pasada, Goodyear, AZ 85338

Avondale Elementary District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Underperforming
2004-05 Performing
2003-04 Performing

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

School Overview

Principal/Administrator : Dr. Evangeline Diaz
Schedule : 07:15 AM to 04:30 PM
Grades : K-8
Web Address : www.avondale.k12.az.us
Phone Number : (623) 772-4300
Fax Number : (623) 772-4320
E-mail : ediaz@avondale.k12.az.us

Mission

Eliseo C. Félix School Staff, in partnership with students, families, and community members is committed to providing a safe, supportive and positive learning environment in which members of our community reach their highest potential as lifelong learners. Eliseo C. Félix School is committed to high levels of achievement for all students.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 N/A

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

School / Academic Goals

- ü Improve student achievement in the areas of Reading, Writing, Mathematics, Social Studies and Science. Reading and Writing are integrated across the curriculum.
- ü Provide researched based staff development on a weekly basis for certified and classified staff to increase student achievement.
- ü Involve parents, families, and community members.
- ü Improve student attendance.

Enrollment

October 1, 2005 School Year Student Enrollment : 693
Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
Number of Students Attending Under Open Enrollment in 2005-06 : 50

Instructional Programs

- ü Reading First
- ü Structured English Immersion
- ü SIOP
- ü Title I
- ü Gifted
- ü Enrichment Classes
- ü After School Tutoring
- ü Technology -Based Instruction

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	6/3/2006

Shared Responsibilities

School

Eliseo C. Felix School faculty and staff work diligently at providing a safe and focused student learning environment, where students are challenged at their instructional level and are raised to their highest potential in each content area.

Parents

Ensure daily attendance; praise progress; parental support and assistance in achieving instructional goals; assist with homework; review school information; attend parent conferences/school functions; parent/teacher collaboration in all academic, social and disciplinary areas; discuss lifelong goals.

Transportation Policy

Transportation is offered to children who live within the school boundaries. Special needs children are also transported to appropriate facilities.

School Honors

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

Award/Honor	Year
ü Outstanding Teacher of the Year	2006
ü Pride Performance & Progress Award	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

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	78	616	80010	100	100	99	417	423	447	22	18	10	32	29	18	45	48	53	1	5	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	298	38935	100	99	99	418	425	447	16	14	9	38	34	19	46	47	55	NA	5	17
Male	41	317	40974	98	100	98	415	421	448	27	21	11	27	25	18	44	49	52	2	4	19
African American	NC	50	4201	NC	94	99	NC	415	430	NC	28	17	NC	20	23	NC	48	51	NC	4	9
Hispanic	60	370	34545	100	100	99	415	417	432	20	20	14	37	35	24	42	42	53	2	3	9
Asian/Pacific Islander	--	13	2068	--	100	99	--	441	474	--	8	4	--	23	10	--	62	50	--	8	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	15	177	35142	100	100	99	426	436	465	27	13	5	20	20	11	53	59	56	NA	8	28
Students with Disabilities	NC	77	10161	NC	100	93	NC	406	419	NC	40	28	NC	23	28	NC	34	36	NC	3	8
Students without Disabilities	72	539	69849	99	100	100	417	425	451	19	15	7	35	30	17	44	50	56	1	5	19
Limited English Proficient Students	29	166	14013	100	99	97	407	403	413	21	25	24	45	46	34	34	29	39	NA	NA	3
Migrant Students	NC	12	603	NC	100	96	NC	403	417	NC	33	22	NC	33	32	NC	33	42	NC	NA	4
Economically Disadvantaged	58	346	39029	98	99	98	415	415	432	24	22	14	31	34	25	43	42	52	2	2	9
Non-Economically Disadvantaged	20	270	40981	100	100	100	421	434	462	15	13	6	35	24	13	50	56	54	NA	8	27

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	79	616	79438	100	100	98	415	428	451	29	19	9	27	33	24	44	45	56	NA	3	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	298	38775	100	99	99	421	433	457	19	13	7	27	35	22	54	49	58	NA	4	13
Male	42	317	40560	100	100	97	410	422	446	38	24	12	26	32	25	36	41	54	NA	3	9
African American	NC	50	4178	NC	94	98	NC	424	439	NC	26	13	NC	28	29	NC	46	52	NC	NA	6
Hispanic	60	369	34297	100	99	98	413	420	434	28	22	14	30	36	31	42	40	50	NA	2	5
Asian/Pacific Islander	--	13	2063	--	100	99	--	451	475	--	8	3	--	15	15	--	69	63	--	8	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	16	178	34887	100	100	98	420	442	471	31	11	4	19	30	15	50	53	63	NA	6	18
Students with Disabilities	NC	77	9588	NC	100	88	NC	390	416	NC	52	30	NC	29	32	NC	17	34	NC	3	5
Students without Disabilities	73	539	69850	100	100	100	417	433	456	27	14	7	26	34	23	47	49	59	NA	3	12
Limited English Proficient Students	29	166	13856	100	99	96	397	397	407	41	34	27	24	43	43	34	23	29	NA	NA	1
Migrant Students	NC	12	600	NC	100	96	NC	387	418	NC	58	22	NC	17	38	NC	25	39	NC	NA	2
Economically Disadvantaged	59	346	38685	100	99	97	411	416	435	29	25	14	32	36	32	39	37	50	NA	1	5
Non-Economically Disadvantaged	20	270	40753	100	100	99	429	443	467	30	11	5	10	29	16	60	55	62	NA	6	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	79	617	79971	100	100	99	380	401	423	19	14	8	54	48	41	27	38	49	NA	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	300	38974	100	99	99	393	417	437	11	9	5	59	41	33	30	48	57	NA	1	4
Male	42	316	40895	100	100	98	369	385	410	26	18	10	50	54	47	24	28	41	NA	0	2
African American	NC	51	4203	NC	96	99	NC	396	411	NC	18	11	NC	43	45	NC	39	43	NC	NA	2
Hispanic	59	368	34481	98	99	99	380	394	410	17	15	10	56	53	46	27	32	43	NA	1	1
Asian/Pacific Islander	--	13	2067	--	100	99	--	397	449	--	15	4	--	38	28	--	46	60	--	NA	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	17	179	35150	100	100	99	386	415	437	24	11	5	53	41	35	24	47	56	NA	1	5
Students with Disabilities	NC	73	10258	NC	97	94	NC	360	377	NC	34	23	NC	48	51	NC	18	25	NC	NA	1
Students without Disabilities	73	544	69713	100	100	100	382	406	429	16	11	5	56	48	39	27	41	52	NA	1	3
Limited English Proficient Students	29	168	13985	100	100	97	364	369	382	24	21	18	59	61	54	17	17	27	NA	NA	0
Migrant Students	NC	12	608	NC	100	97	NC	329	389	NC	33	16	NC	67	50	NC	NA	33	NC	NA	0
Economically Disadvantaged	58	344	38994	98	98	98	386	387	409	19	18	10	47	52	47	34	29	41	NA	1	1
Non-Economically Disadvantaged	21	273	40977	100	100	100	363	419	437	19	8	5	76	42	34	5	49	56	NA	1	5

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

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th 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	77	632	80147	99	100	99	460	461	482	18	18	11	22	23	17	52	48	49	8	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	283	39281	100	99	99	461	462	483	19	17	9	19	24	17	55	47	50	7	12	24
Male	35	348	40780	97	100	98	459	459	482	17	20	12	26	21	17	49	48	48	9	11	24
African American	NC	51	4249	NC	96	99	NC	467	464	NC	10	17	NC	25	22	NC	57	48	NC	8	13
Hispanic	56	390	33494	98	99	99	458	449	466	20	25	15	25	27	23	48	40	49	7	7	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	15	177	36122	100	100	99	461	482	501	13	7	5	13	11	10	67	63	50	7	19	35
Students with Disabilities	10	72	10295	91	97	92	NA	438	443	NA	35	33	NA	25	26	NA	35	33	NA	6	8
Students without Disabilities	67	560	69852	100	100	100	461	464	488	19	16	7	21	22	16	51	49	51	9	12	26
Limited English Proficient Students	26	146	12722	100	99	97	434	426	441	31	44	27	38	31	33	31	24	37	NA	1	3
Migrant Students	NC	10	622	NC	100	97	NC	NA	454	NC	NA	19	NC	NA	30	NC	NA	43	NC	NA	8
Economically Disadvantaged	65	367	38371	98	98	97	458	449	465	20	26	15	22	26	23	52	42	49	6	7	13
Non-Economically Disadvantaged	12	265	41776	100	100	100	472	477	498	8	8	6	25	18	11	50	55	49	17	18	33

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	76	631	79686	97	99	98	447	451	470	16	16	11	36	32	24	46	49	57	3	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	281	39163	98	98	99	452	457	475	10	15	9	41	29	22	44	53	60	5	4	10
Male	35	349	40438	97	100	97	440	446	465	23	18	13	29	34	25	49	46	54	NA	2	7
African American	NC	51	4228	NC	96	98	NC	462	458	NC	NA	15	NC	35	28	NC	63	53	NC	2	4
Hispanic	56	390	33299	98	99	98	441	439	452	18	23	17	39	37	32	43	40	47	NA	1	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	14	176	35914	93	100	98	451	473	489	14	7	5	29	21	15	50	65	67	7	6	14
Students with Disabilities	NC	72	9808	NC	97	87	NC	419	432	NC	42	35	NC	33	32	NC	24	30	NC	1	3
Students without Disabilities	67	559	69878	100	100	100	451	455	475	13	13	8	33	31	23	51	53	61	3	3	9
Limited English Proficient Students	26	145	12594	100	99	96	421	409	422	31	47	34	46	43	45	23	10	21	NA	NA	0
Migrant Students	NC	10	611	NC	100	95	NC	NA	439	NC	NA	22	NC	NA	39	NC	NA	37	NC	NA	2
Economically Disadvantaged	65	368	38095	98	98	97	445	439	452	17	22	17	34	38	32	48	39	48	2	1	3
Non-Economically Disadvantaged	11	263	41591	92	100	99	460	468	486	9	8	6	45	24	16	36	63	65	9	5	13

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	76	633	80372	97	100	99	450	457	475	9	7	4	47	39	30	43	53	64	NA	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	285	39452	100	100	99	461	468	488	7	5	3	40	33	22	52	61	72	NA	1	3
Male	34	347	40836	94	99	98	437	448	464	12	8	6	56	45	37	32	46	56	NA	0	1
African American	NC	51	4264	NC	96	99	NC	479	465	NC	NA	5	NC	41	35	NC	59	59	NC	NA	1
Hispanic	56	391	33608	98	99	99	452	447	462	7	9	6	52	45	36	41	46	57	NA	0	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	14	177	36213	93	100	99	432	473	489	21	4	2	29	28	22	50	67	72	NA	1	3
Students with Disabilities	NC	73	10526	NC	99	94	NC	405	427	NC	22	15	NC	53	53	NC	25	31	NC	NA	1
Students without Disabilities	67	560	69846	100	100	100	456	464	482	7	5	3	45	38	26	48	57	69	NA	1	2
Limited English Proficient Students	26	146	12747	100	99	97	421	415	432	15	16	12	65	63	52	19	21	36	NA	NA	0
Migrant Students	NC	10	621	NC	100	97	NC	NA	452	NC	NA	9	NC	NA	40	NC	NA	51	NC	NA	0
Economically Disadvantaged	64	367	38521	97	98	98	449	446	461	9	8	6	50	49	38	41	43	55	NA	NA	1
Non-Economically Disadvantaged	12	266	41851	100	100	100	458	472	489	8	5	3	33	27	22	58	67	72	NA	1	4

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

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

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	76	661	79306	100	100	99	472	481	504	33	21	13	24	26	20	37	47	49	7	6	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	339	38845	100	100	99	473	480	505	31	21	11	25	27	20	42	47	50	3	5	18
Male	40	321	40383	100	100	98	472	482	504	35	21	14	23	24	19	33	48	47	10	7	19
African American	NC	50	4171	NC	100	98	NC	463	485	NC	32	20	NC	38	26	NC	30	44	NC	NA	10
Hispanic	61	409	32673	100	100	99	465	476	487	38	24	18	26	26	25	31	45	46	5	4	10
Asian/Pacific Islander	NC	10	2147	NC	100	99	NC	NA	539	NC	NA	5	NC	NA	10	NC	NA	46	NC	NA	40
American Indian/Alaskan Native	--	10	4034	--	100	97	--	NA	479	--	NA	22	--	NA	29	--	NA	43	--	NA	7
White	12	182	36234	100	98	99	510	495	523	17	12	6	8	23	13	58	54	52	17	11	28
Students with Disabilities	12	71	10286	100	100	91	423	440	462	92	61	41	NA	27	27	8	13	27	NA	NA	5
Students without Disabilities	64	590	69020	100	100	100	482	486	510	22	17	9	28	25	18	42	51	52	8	7	21
Limited English Proficient Students	15	98	10291	100	99	96	449	446	458	40	52	38	47	31	34	13	17	26	NA	NA	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	63	366	37437	100	99	97	471	474	486	33	27	19	25	28	26	35	42	46	6	3	9
Non-Economically Disadvantaged	13	295	41869	100	100	100	477	490	521	31	14	7	15	23	14	46	54	51	8	9	27

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	74	664	79000	100	100	98	464	471	489	22	16	10	35	32	24	41	50	58	3	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	341	38774	100	100	99	472	474	494	14	14	7	33	30	22	50	53	61	3	3	10
Male	38	322	40150	100	100	98	457	466	485	29	17	12	37	34	25	32	46	55	3	3	8
African American	NC	50	4153	NC	100	98	NC	455	476	NC	24	13	NC	38	30	NC	36	53	NC	2	4
Hispanic	59	409	32508	100	100	98	459	466	472	25	17	15	36	34	33	36	47	49	3	2	3
Asian/Pacific Islander	NC	10	2142	NC	100	99	NC	NA	510	NC	NA	4	NC	NA	14	NC	NA	67	NC	NA	16
American Indian/Alaskan Native	--	10	4016	--	100	96	--	NA	467	--	NA	14	--	NA	37	--	NA	46	--	NA	2
White	12	185	36135	100	100	98	484	485	508	8	9	4	33	24	14	58	61	67	NA	6	15
Students with Disabilities	10	72	9991	91	100	88	NA	428	449	NA	63	33	NA	22	36	NA	14	29	NA	1	2
Students without Disabilities	64	592	69009	100	100	100	473	476	495	11	10	6	41	33	22	45	54	62	3	3	10
Limited English Proficient Students	15	98	10199	100	99	95	436	430	439	40	42	35	47	49	47	13	9	18	NA	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	63	366	37234	100	99	97	463	462	472	24	20	15	35	35	33	38	44	50	3	1	3
Non-Economically Disadvantaged	11	298	41766	92	100	99	474	482	505	9	9	5	36	28	16	55	57	65	NA	6	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	75	664	79611	100	100	99	462	475	496	17	9	7	45	51	37	37	40	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	338	39016	97	99	99	485	490	511	9	6	4	40	45	29	51	49	66	NA	NA	1
Male	40	325	40519	100	100	98	442	459	482	25	14	10	50	56	44	25	30	46	NA	NA	0
African American	NC	50	4188	NC	100	98	NC	452	486	NC	16	9	NC	54	40	NC	30	50	NC	NA	0
Hispanic	61	410	32855	100	100	99	460	470	481	18	11	10	46	52	43	36	37	47	NA	NA	0
Asian/Pacific Islander	NC	10	2149	NC	100	100	NC	NA	519	NC	NA	4	NC	NA	24	NC	NA	70	NC	NA	2
American Indian/Alaskan Native	--	10	3992	--	100	96	--	NA	478	--	NA	10	--	NA	46	--	NA	44	--	NA	0
White	11	184	36380	92	99	99	473	490	511	9	5	4	45	47	30	45	48	65	NA	NA	1
Students with Disabilities	12	72	10664	100	100	94	364	407	440	67	38	23	33	57	54	NA	6	22	NA	NA	1
Students without Disabilities	63	592	68947	100	100	100	481	483	504	8	6	4	48	50	34	44	44	61	NA	NA	1
Limited English Proficient Students	15	97	10362	100	98	97	466	432	438	NA	24	22	80	63	57	20	13	21	NA	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	62	364	37626	100	99	98	473	467	479	13	12	10	47	53	45	40	35	45	NA	NA	0
Non-Economically Disadvantaged	13	300	41985	100	100	100	407	484	511	38	7	4	38	48	30	23	46	65	NA	NA	1

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

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th 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	93	630	79327	100	100	98	475	495	518	44	31	19	23	22	20	31	40	46	2	7	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	280	38961	98	100	98	478	496	520	42	28	16	23	23	20	33	44	48	2	5	16
Male	50	350	40295	100	100	97	472	493	516	46	33	21	22	22	19	30	37	44	2	8	16
African American	NC	52	4247	NC	98	98	NC	487	499	NC	25	27	NC	31	24	NC	44	41	NC	NA	8
Hispanic	69	377	32327	99	100	98	473	485	499	46	39	27	22	22	25	29	34	41	3	5	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	--	NC	4391	--	NC	96	--	NC	489	--	NC	32	--	NC	27	--	NC	36	--	NC	4
White	17	187	36373	100	100	98	487	514	538	35	18	10	29	22	14	35	49	52	NA	11	25
Students with Disabilities	16	74	9321	100	100	87	440	449	467	81	66	54	13	22	22	6	12	21	NA	NA	3
Students without Disabilities	77	556	70006	99	100	100	481	500	524	36	26	14	25	22	19	36	44	49	3	8	18
Limited English Proficient Students	20	111	9431	95	97	95	451	446	466	85	79	53	5	13	27	5	7	18	5	1	1
Migrant Students	NC	12	635	NC	100	94	NC	455	488	NC	67	31	NC	8	29	NC	25	36	NC	NA	4
Economically Disadvantaged	71	370	37097	99	99	97	471	484	498	48	39	27	20	24	25	31	34	41	1	4	7
Non-Economically Disadvantaged	22	260	42230	100	100	99	486	510	535	32	20	11	32	21	15	32	48	50	5	12	24

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	93	630	79501	100	100	98	473	482	497	22	16	10	32	32	25	45	50	60	1	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	280	39062	98	100	99	475	487	502	23	15	8	30	29	23	47	53	64	NA	2	5
Male	50	350	40368	100	100	98	471	478	491	20	17	13	34	33	27	44	48	57	2	1	3
African American	NC	52	4279	NC	98	99	NC	487	485	NC	6	14	NC	42	30	NC	52	54	NC	NA	2
Hispanic	69	377	32389	99	100	98	470	472	478	20	23	16	36	32	34	42	44	48	1	1	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	--	NC	4401	--	NC	96	--	NC	473	--	NC	17	--	NC	40	--	NC	43	--	NC	1
White	17	187	36446	100	100	99	477	499	516	29	6	4	24	29	15	47	60	73	NA	4	7
Students with Disabilities	16	74	9411	100	100	88	442	443	453	56	42	36	25	39	36	19	19	26	NA	NA	1
Students without Disabilities	77	556	70090	99	100	100	479	486	502	14	13	7	34	31	24	51	54	65	1	2	5
Limited English Proficient Students	20	111	9401	95	97	94	438	434	443	45	55	40	50	41	46	5	5	14	NA	NA	0
Migrant Students	NC	12	642	NC	100	95	NC	437	465	NC	67	24	NC	17	41	NC	17	35	NC	NA	0
Economically Disadvantaged	71	370	37183	99	99	97	469	472	479	21	22	16	37	36	34	42	42	49	NA	1	1
Non-Economically Disadvantaged	22	260	42318	100	100	99	484	496	513	23	9	5	18	26	17	55	62	70	5	3	7

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	94	630	80000	100	100	99	546	555	564	3	3	3	13	12	11	79	80	75	5	5	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	281	39288	100	100	99	561	568	579	NA	2	2	7	4	6	89	86	77	5	7	16
Male	50	349	40644	100	100	98	532	544	549	6	3	4	18	17	15	70	76	74	6	4	7
African American	NC	52	4307	NC	98	99	NC	562	551	NC	2	4	NC	10	13	NC	85	75	NC	4	7
Hispanic	70	377	32672	100	100	99	546	547	548	3	4	4	13	12	14	77	80	76	7	3	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	--	NC	4424	--	NC	97	--	NC	549	--	NC	3	--	NC	14	--	NC	77	--	NC	5
White	17	187	36602	100	100	99	537	568	579	6	1	2	12	11	7	82	79	75	NA	9	16
Students with Disabilities	16	73	9919	100	100	93	486	499	505	13	7	9	44	41	35	44	51	54	NA	1	2
Students without Disabilities	78	557	70081	100	100	100	558	561	571	1	2	2	6	8	7	86	84	79	6	6	12
Limited English Proficient Students	21	111	9571	100	97	96	517	502	502	5	10	10	19	24	29	71	65	60	5	1	1
Migrant Students	NC	12	654	NC	100	97	NC	470	534	NC	25	7	NC	25	16	NC	42	74	NC	8	3
Economically Disadvantaged	72	371	37534	100	99	98	541	546	547	3	4	4	14	14	15	78	78	76	6	4	5
Non-Economically Disadvantaged	22	259	42466	100	100	100	564	568	578	5	2	2	9	8	7	82	83	75	5	7	16

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

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th 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	83	626	78546	99	100	97	505	525	543	35	21	15	28	23	18	33	50	52	5	5	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	301	38645	100	100	98	503	527	545	28	18	13	43	24	18	28	54	54	3	4	15
Male	43	324	39792	98	100	97	506	523	542	42	24	17	14	22	17	37	47	50	7	6	15
African American	NC	45	4205	NC	98	97	NC	510	524	NC	24	22	NC	27	22	NC	47	49	NC	2	7
Hispanic	69	389	31177	99	100	97	505	520	524	33	24	22	30	24	23	32	48	48	4	4	7
Asian/Pacific Islander	--	NC	1940	--	NC	99	--	NC	580	--	NC	5	--	NC	9	--	NC	53	--	NC	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	NC	180	36450	NC	100	97	NC	538	563	NC	14	7	NC	21	12	NC	56	57	NC	9	23
Students with Disabilities	NC	55	8093	NC	100	82	NC	479	489	NC	62	50	NC	22	24	NC	16	23	NC	NA	2
Students without Disabilities	77	571	70453	99	100	100	508	529	549	32	17	11	27	23	17	35	54	56	5	6	16
Limited English Proficient Students	21	87	9323	100	96	94	479	488	491	62	49	47	24	29	28	14	22	24	NA	NA	1
Migrant Students	NC	10	674	NC	100	95	NC	NA	515	NC	NA	28	NC	NA	27	NC	NA	40	NC	NA	5
Economically Disadvantaged	70	340	34694	99	98	96	501	516	524	36	25	23	30	26	23	31	46	48	3	3	7
Non-Economically Disadvantaged	13	286	43852	100	100	99	527	535	559	31	16	10	15	19	13	38	56	56	15	9	22

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	83	627	79045	99	100	98	488	494	512	17	14	10	43	33	25	37	52	58	2	2	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	300	38860	100	100	98	491	504	519	10	8	7	45	29	22	43	60	62	3	3	8
Male	43	326	40075	98	100	97	485	486	505	23	19	12	42	37	28	33	44	54	2	1	6
African American	NC	45	4250	NC	98	98	NC	489	500	NC	13	12	NC	36	31	NC	51	54	NC	NA	3
Hispanic	69	390	31314	99	100	98	487	487	493	16	17	16	45	37	34	38	45	48	1	1	2
Asian/Pacific Islander	--	NC	1949	--	NC	99	--	NC	536	--	NC	4	--	NC	15	--	NC	66	--	NC	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	NC	180	36730	NC	100	98	NC	513	532	NC	6	4	NC	24	16	NC	66	68	NC	4	12
Students with Disabilities	NC	56	8552	NC	100	87	NC	450	463	NC	46	35	NC	39	40	NC	14	23	NC	NA	1
Students without Disabilities	77	571	70493	99	100	100	492	499	517	13	11	7	44	32	24	40	55	62	3	2	8
Limited English Proficient Students	21	87	9355	100	96	95	455	453	456	38	40	37	57	48	48	5	11	15	NA	NA	0
Migrant Students	NC	10	682	NC	100	96	NC	NA	480	NC	NA	23	NC	NA	37	NC	NA	39	NC	NA	1
Economically Disadvantaged	70	340	34922	99	98	96	484	484	493	17	16	15	46	41	34	36	42	48	1	0	3
Non-Economically Disadvantaged	13	287	44123	100	100	99	505	507	527	15	11	6	31	23	18	46	63	66	8	3	11

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	83	628	79657	99	100	99	528	548	566	11	5	3	8	11	8	81	84	87	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	302	39120	100	100	99	552	566	580	5	3	2	3	4	4	93	93	92	NA	0	2
Male	43	325	40423	98	100	98	505	531	553	16	7	5	14	17	12	70	76	83	NA	NA	1
African American	NC	45	4290	NC	98	99	NC	551	560	NC	2	4	NC	18	9	NC	80	86	NC	NA	1
Hispanic	69	390	31642	99	100	99	531	543	552	10	6	5	9	12	11	81	82	84	NA	NA	0
Asian/Pacific Islander	--	NC	1948	--	NC	99	--	NC	589	--	NC	1	--	NC	3	--	NC	91	--	NC	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	NC	181	36929	NC	100	99	NC	559	579	NC	2	2	NC	8	5	NC	90	91	NC	1	2
Students with Disabilities	NC	57	9069	NC	100	92	NC	481	508	NC	12	11	NC	42	30	NC	46	58	NC	NA	1
Students without Disabilities	77	571	70588	99	100	100	533	554	573	9	4	2	8	8	5	83	88	91	NA	0	1
Limited English Proficient Students	21	88	9521	100	97	96	494	497	507	19	17	13	14	19	24	67	64	63	NA	NA	0
Migrant Students	NC	10	694	NC	100	98	NC	NA	546	NC	NA	5	NC	NA	12	NC	NA	82	NC	NA	1
Economically Disadvantaged	70	340	35341	99	98	97	528	541	551	10	6	5	10	12	12	80	82	83	NA	NA	0
Non-Economically Disadvantaged	13	288	44316	100	100	100	530	556	578	15	4	2	NA	10	5	85	86	90	NA	0	2

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

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

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	67	634	78400	100	100	97	493	525	554	64	38	21	18	22	19	16	36	47	1	4	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	302	38686	100	100	98	494	527	554	64	37	20	21	21	20	14	39	49	NA	3	12
Male	39	330	39636	100	100	96	493	523	554	64	39	23	15	22	18	18	34	46	3	4	13
African American	NC	55	4193	NC	100	97	NC	514	533	NC	47	32	NC	22	23	NC	29	40	NC	2	5
Hispanic	55	406	30732	98	100	97	490	519	534	67	44	31	18	22	24	15	32	40	NA	3	5
Asian/Pacific Islander	NC	11	1827	NC	100	99	NC	582	594	NC	9	8	NC	18	12	NC	45	49	NC	27	31
American Indian/Alaskan Native	NC	11	4536	NC	100	95	NC	544	528	NC	18	35	NC	27	25	NC	45	37	NC	9	4
White	NC	151	37038	NC	99	97	NC	540	575	NC	25	11	NC	21	14	NC	50	56	NC	5	19
Students with Disabilities	12	71	7840	100	100	81	457	476	498	92	77	60	NA	11	18	8	11	20	NA	NA	2
Students without Disabilities	55	563	70560	98	100	99	501	531	560	58	33	17	22	23	19	18	39	50	2	4	14
Limited English Proficient Students	18	98	8956	100	100	95	467	479	502	94	80	56	6	13	25	NA	7	18	NA	NA	1
Migrant Students	NC	NC	676	NC	NC	95	NC	NC	523	NC	NC	38	NC	NC	25	NC	NC	36	NC	NC	1
Economically Disadvantaged	56	332	33014	100	99	95	493	515	534	68	47	31	18	21	24	13	30	40	2	3	5
Non-Economically Disadvantaged	11	302	45386	100	100	99	497	536	569	45	29	15	18	23	15	36	43	52	NA	5	18

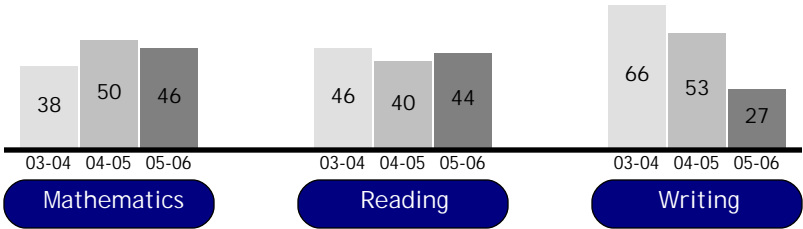
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	634	79179	100	100	98	475	496	519	36	23	11	36	31	27	28	44	58	NA	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	302	38974	100	100	99	482	502	524	32	18	8	32	34	25	36	47	61	NA	2	5
Male	39	330	40124	100	100	97	470	490	513	38	28	13	38	29	28	23	42	54	NA	1	4
African American	NC	55	4243	NC	100	98	NC	497	506	NC	24	14	NC	31	32	NC	44	51	NC	2	3
Hispanic	55	406	30987	98	100	98	470	488	498	36	26	17	40	35	36	24	38	45	NA	1	1
Asian/Pacific Islander	NC	11	1832	NC	100	99	NC	556	543	NC	NA	4	NC	9	17	NC	82	69	NC	9	10
American Indian/Alaskan Native	NC	11	4573	NC	100	96	NC	516	494	NC	9	16	NC	36	41	NC	45	42	NC	9	1
White	NC	151	37467	NC	99	98	NC	512	539	NC	17	5	NC	23	17	NC	58	70	NC	1	8
Students with Disabilities	12	71	8567	100	100	88	438	448	467	75	61	39	25	32	38	NA	7	22	NA	NA	1
Students without Disabilities	55	563	70612	98	100	99	483	501	524	27	18	7	38	31	25	35	49	62	NA	2	5
Limited English Proficient Students	18	98	9013	100	100	95	448	444	461	67	64	40	33	34	48	NA	2	12	NA	NA	0
Migrant Students	NC	NC	680	NC	NC	96	NC	NC	487	NC	NC	20	NC	NC	43	NC	NC	36	NC	NC	1
Economically Disadvantaged	56	332	33345	100	99	96	475	485	499	34	27	17	39	38	36	27	35	46	NA	0	1
Non-Economically Disadvantaged	11	302	45834	100	100	99	473	508	533	45	18	7	18	25	19	36	54	67	NA	3	7

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	67	634	79734	100	100	99	506	534	554	7	6	3	51	27	19	42	67	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	303	39243	100	100	99	529	554	568	4	2	2	43	19	12	54	79	85	NA	NA	1
Male	39	329	40413	100	100	98	489	518	541	10	9	4	56	35	26	33	57	70	NA	NA	0
African American	NC	55	4285	NC	100	99	NC	542	548	NC	2	3	NC	29	22	NC	69	74	NC	NA	0
Hispanic	55	406	31254	98	100	99	503	529	539	7	7	5	51	28	25	42	66	70	NA	NA	0
Asian/Pacific Islander	NC	11	1837	NC	100	99	NC	588	579	NC	NA	1	NC	9	9	NC	91	87	NC	NA	2
American Indian/Alaskan Native	NC	11	4613	NC	100	97	NC	541	535	NC	NA	4	NC	36	29	NC	64	67	NC	NA	0
White	NC	151	37668	NC	99	99	NC	541	569	NC	5	1	NC	26	13	NC	70	85	NC	NA	1
Students with Disabilities	12	72	8943	100	100	92	425	462	495	33	18	11	67	60	51	NA	22	38	NA	NA	1
Students without Disabilities	55	562	70791	98	100	100	523	543	561	2	4	2	47	23	15	51	73	83	NA	NA	0
Limited English Proficient Students	18	98	9138	100	100	97	471	473	492	6	18	13	78	54	46	17	28	40	NA	NA	NA
Migrant Students	NC	NC	687	NC	NC	97	NC	NC	528	NC	NC	6	NC	NC	28	NC	NC	65	NC	NC	NA
Economically Disadvantaged	56	332	33718	100	99	97	507	525	538	7	7	5	50	32	26	43	61	69	NA	NA	0
Non-Economically Disadvantaged	11	302	46016	100	100	100	501	545	567	9	4	2	55	22	14	36	75	84	NA	NA	1

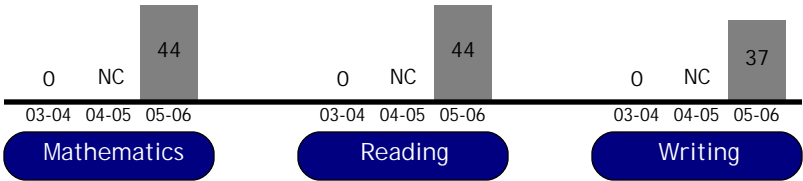
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

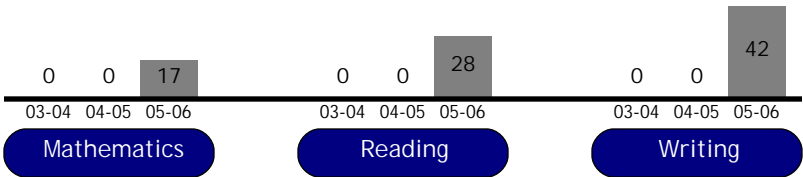
3rd Grade Proficiency



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 2005-06

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?	N
	Met Attendance Rate?	Y
	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 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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	NA	58	--	--	36	47	100	34	37	46
	Language	--	--	35	50	--	--	32	47	100	39	32	48
	Mathematics	--	--	45	64	--	--	42	50	100	37	41	52
3	Reading	100	31	NA	55	100	29	34	44	100	22	28	46
	Language	100	37	44	61	100	30	35	44	100	22	28	46
	Mathematics	100	36	42	61	100	36	40	51	100	32	35	52
4	Reading	100	28	NA	56	100	31	38	48	97	35	39	52
	Language	100	29	37	52	100	33	40	49	97	35	41	52
	Mathematics	100	35	40	61	100	40	45	53	99	44	46	58
5	Reading	--	--	NA	55	NC	NC	41	50	100	32	39	56
	Language	--	--	30	49	NC	NC	41	50	100	41	37	54
	Mathematics	--	--	36	63	NC	NC	38	49	100	28	37	52
6	Reading	--	--	NA	56	--	--	45	51	100	35	44	56
	Language	--	--	33	48	--	--	40	47	100	27	35	50
	Mathematics	--	--	45	66	--	--	43	52	100	24	37	58
7	Reading	--	--	NA	54	--	--	42	50	99	35	41	54
	Language	--	--	44	58	--	--	44	52	99	37	44	58
	Mathematics	--	--	54	62	--	--	41	50	99	32	41	54
8	Reading	--	--	NA	55	--	--	43	51	100	28	43	58
	Language	--	--	39	52	--	--	45	50	100	27	41	56
	Mathematics	--	--	46	61	--	--	44	53	100	18	39	58

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

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

Council Duties

Ü Increase Student Achievement
 Ü Provide Research-Based Staff Development
 Ü Extracurricular/Enrichment Activities
 Ü Parent and Community Involvement
 Ü School Safety Issues
 Ü School Improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	32.00
Other Professional Staff	5.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	0	0	0
4 to 6 years	10	0	0	0
7 to 9 years	6	6	0	0
10 or more years	5	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	35
Teachers with Emergency Certification.	7
Percent of teachers in the school with Emergency/Provisional Certification	21%
Percent of core classes not taught by Highly Qualified Teachers	20%

Resources Available at School Site

Special Facilities

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

Extracurricular Activities

Ü Enrichment Classes	Ü Athletics
Ü After School Tutoring	Ü Band
Ü Student Council Activities	Ü Yearbook
Ü Safety Patrol	Ü Technology Club

Social Services

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

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Eliseo C. Felix K-3 students are actively engaged Reading First. K-3 teachers incorporate a focused Literacy Block into their daily schedule and receive in depth training to implement this Reading First Model.
- ü Eliseo C. Felix students are given the opportunity to participate in afterschool data driven academic and enrichment programs.
- ü Eliseo C. Felix School teachers, and paraprofessionals use data to drive instruction.
- ü Eliseo C. Felix teachers keep a log of parent contacts made throughout the school year.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	89	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

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

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

Student Safety Patrol will monitor student restrooms and playground areas.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

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

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

Contacts

	Name	Phone Number
School Site Council	Dr. Evangeline Diaz	(623) 772-4305
Transportation Policy	Jerry Derwin	(623) 772-5000
Community Resources	Michelle Gonzales	(623) 772-4300
School Nutrition Programs	Mike Lozano	(623) 772-5025
Parent Organization	Deb Nelson	(623) 772-4300
Student Health/Nurse	Annie Moreno	(623) 772-4310

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

ACHIEVEMENT PROFILES

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.

Footnotes

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 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.

6 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 2006

Total cost of printing: 16 Pages X .0243 Per page X 700 Copies = \$272.00

** 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.