

Avondale Elementary District

Grades: PK-8

Number of students: 4130

Number of schools: 7

235 W Western Ave

Avondale, AZ 85323

Maricopa County

Phone: (623) 772-5000

Fax: (623) 772-5001

Aims Test Scores

Scale: % meeting or exceeding standards

Grade 3

Math

68% (2005)

44% (2004)

49% (2003)

47% (2002)

The state average for grade 3 math was 76% in 2005.

Reading

62% (2005)

56% (2004)

63% (2003)

65% (2002)

The state average for grade 3 reading was 72% in 2005.

Writing

67% (2005)

73% (2004)

60% (2003)

64% (2002)

The state average for grade 3 writing was 77% in 2005.



Grade 4

Math

64% (2005)

The state average for grade 4 math was 74% in 2005.

Reading

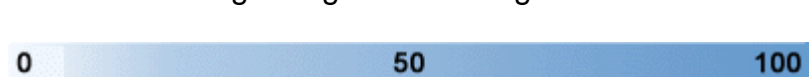
56% (2005)

The state average for grade 4 reading was 68% in 2005.

Writing

57% (2005)

The state average for grade 4 writing was 65% in 2005.



Grade 5

Math

59% (2005)

22% (2004)

22% (2003)

22% (2002)

The state average for grade 5 math was 71% in 2005.

Reading

67% (2005)

33% (2004)

33% (2003)

39% (2002)

The state average for grade 5 reading was 71% in 2005.

Writing

64% (2005)

42% (2004)

29% (2003)

36% (2002)

The state average for grade 5 writing was 69% in 2005.



Grade 6

Math

52% (2005)

The state average for grade 6 math was 65% in 2005.

Reading

61% (2005)

The state average for grade 6 reading was 68% in 2005.

Writing

69% (2005)

The state average for grade 6 writing was 73% in 2005.



Grade 7

Math

64% (2005)

The state average for grade 7 math was 69% in 2005.

Reading

63% (2005)

The state average for grade 7 reading was 70% in 2005.

Writing

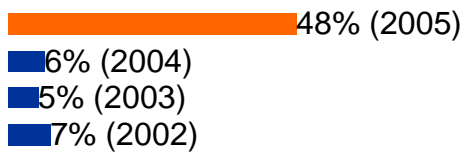
86% (2005)

The state average for grade 7 writing was 82% in 2005.



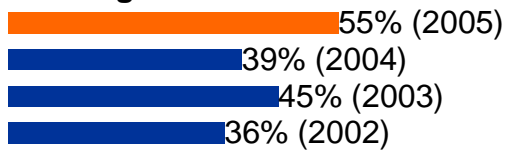
Grade 8

Math



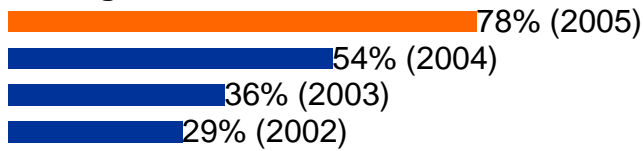
The state average for grade 8 math was 63% in 2005.

Reading



The state average for grade 8 reading was 67% in 2005.

Writing



The state average for grade 8 writing was 82% in 2005.



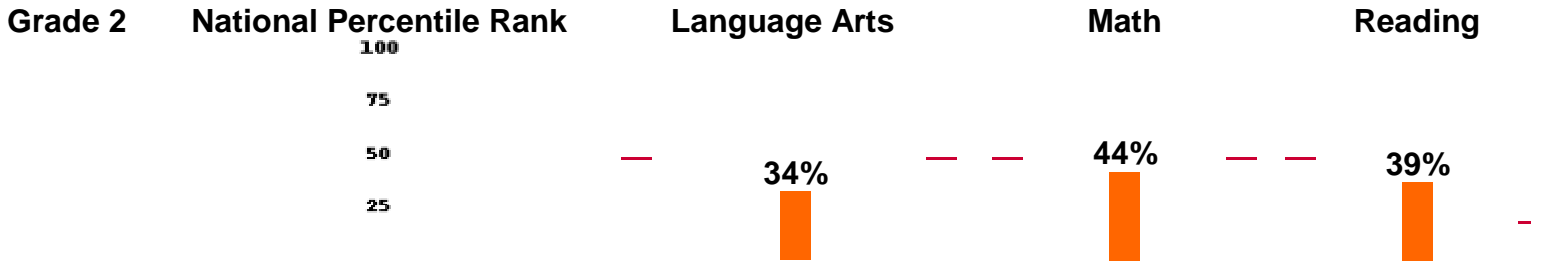
About the Tests

- In 2004-2005 Arizona's Instrument to Measure Standards (AIMS) was used to test students' skills in reading, writing and mathematics in grades 3 through 8, and in grade 10.
- AIMS is a standards-based test, which means that it measures how well students have mastered Arizona's learning standards.
- The goal is for 100% of students to meet or exceed state standards on the test.

The scores displayed are only for students classified as English proficient.

rraNova Results (2004-2005)

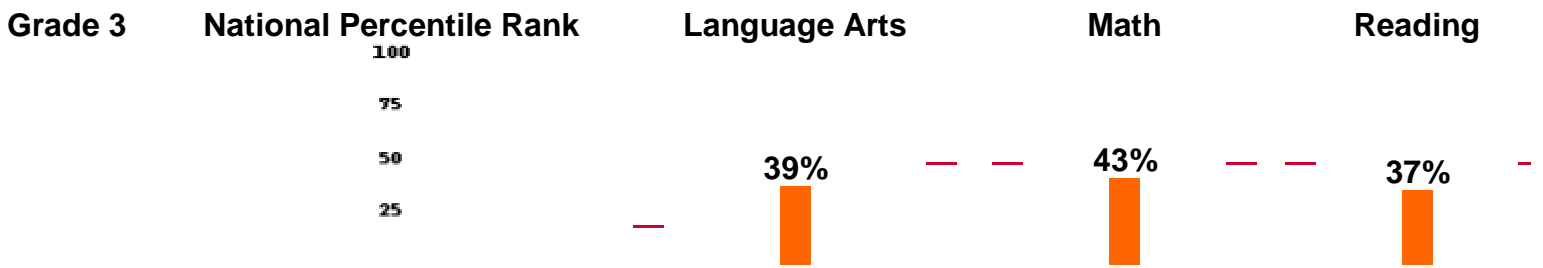
ale: National percentile rank (50 is the national average)



2005

2005

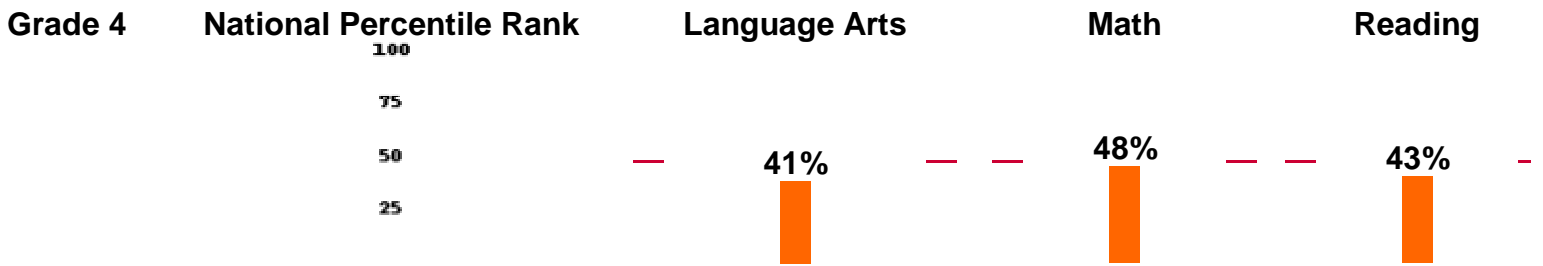
2005



2005

2005

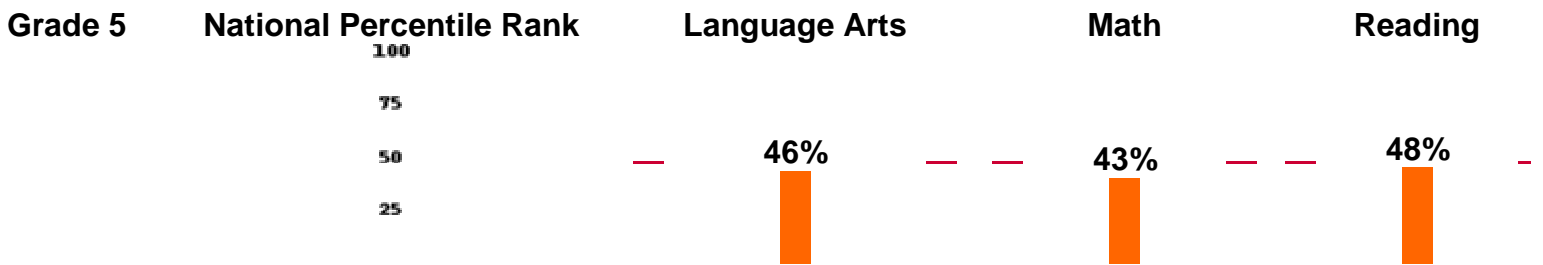
2005



2005

2005

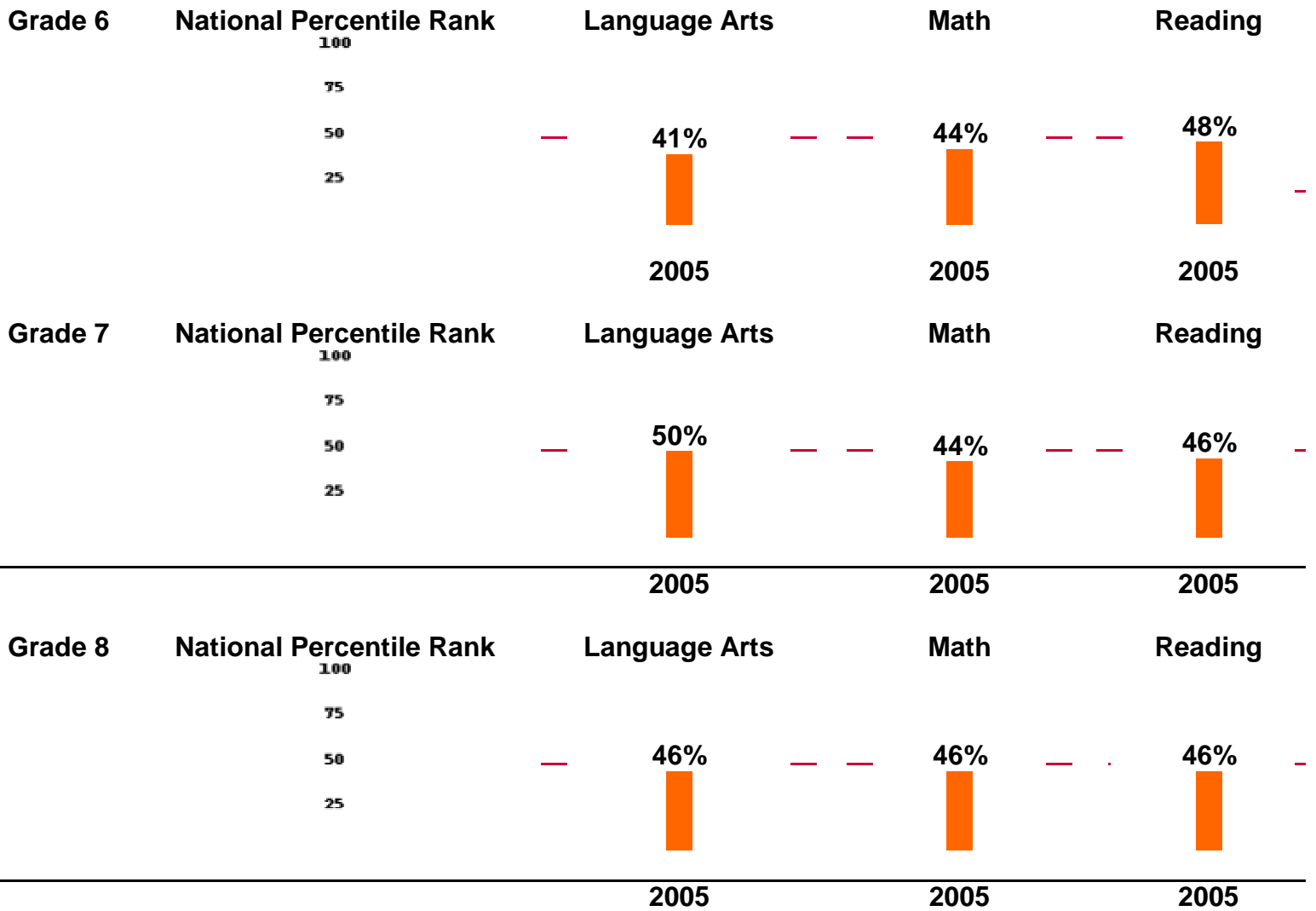
2005



2005

2005

2005

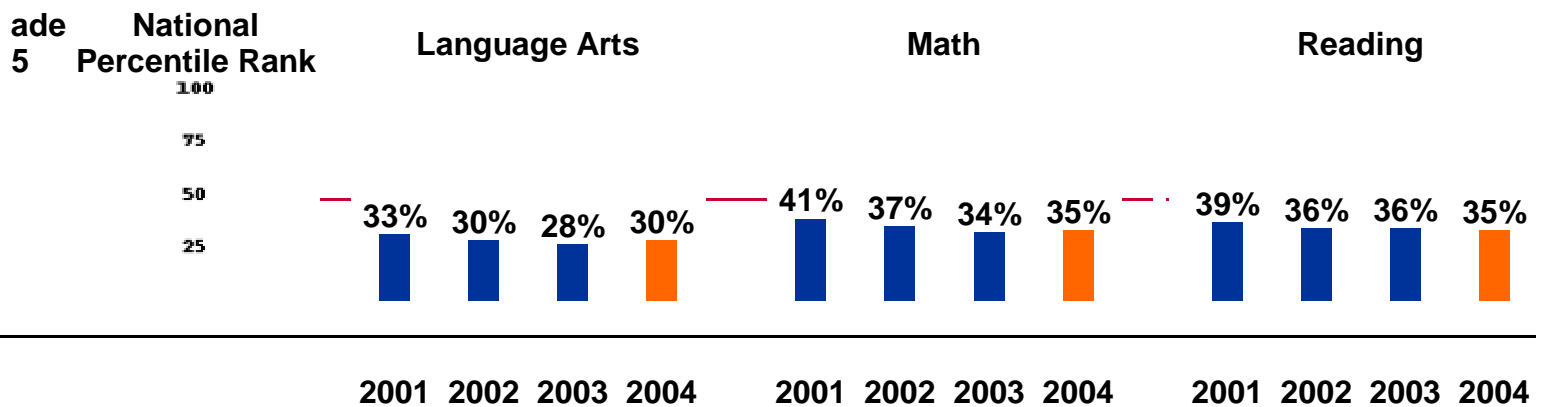
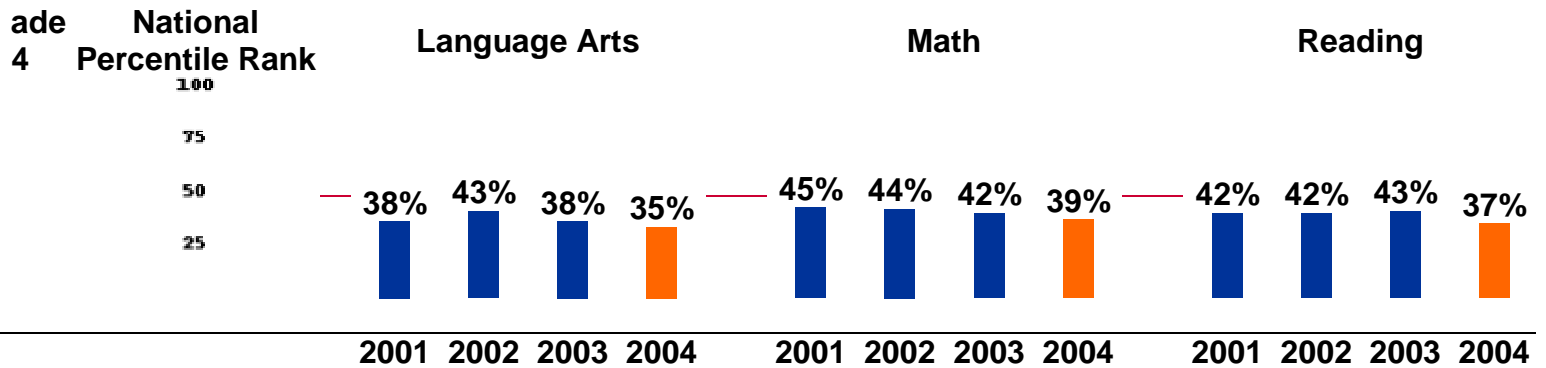
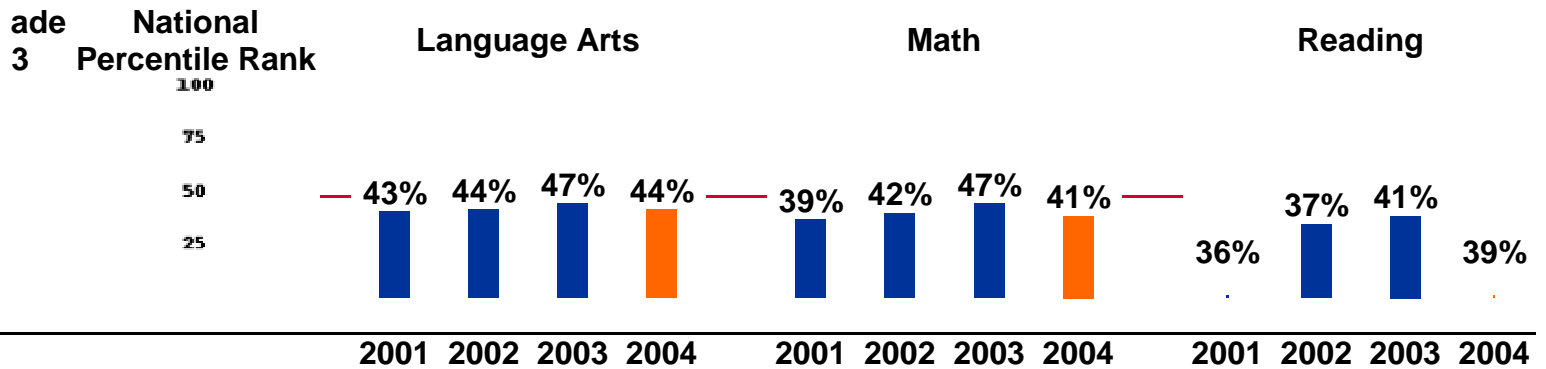
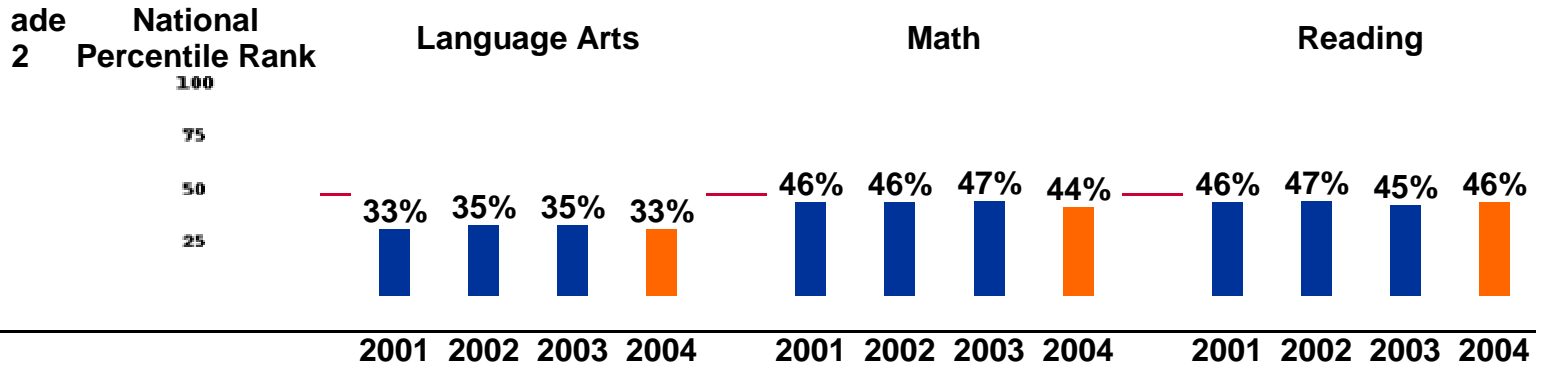


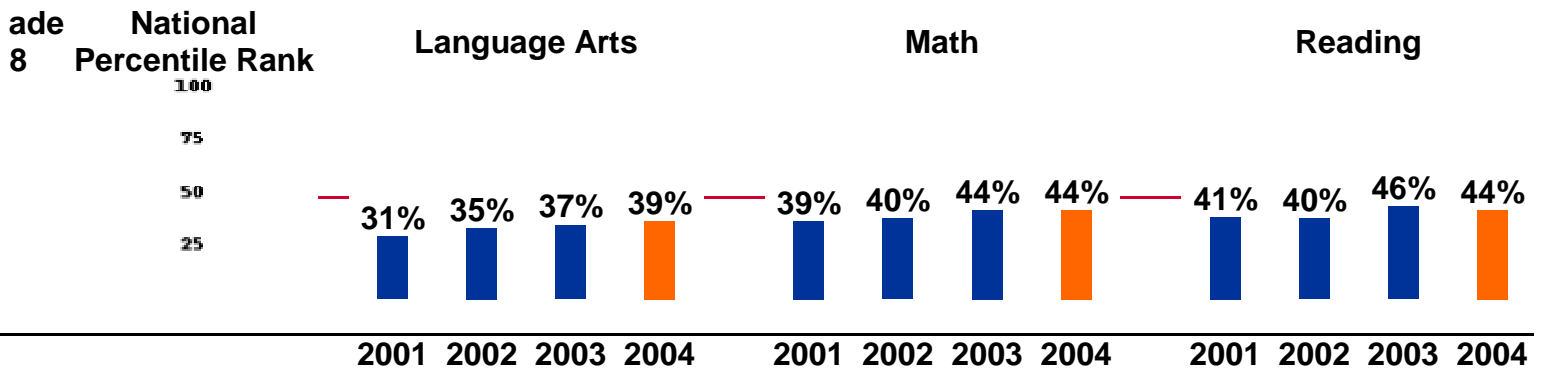
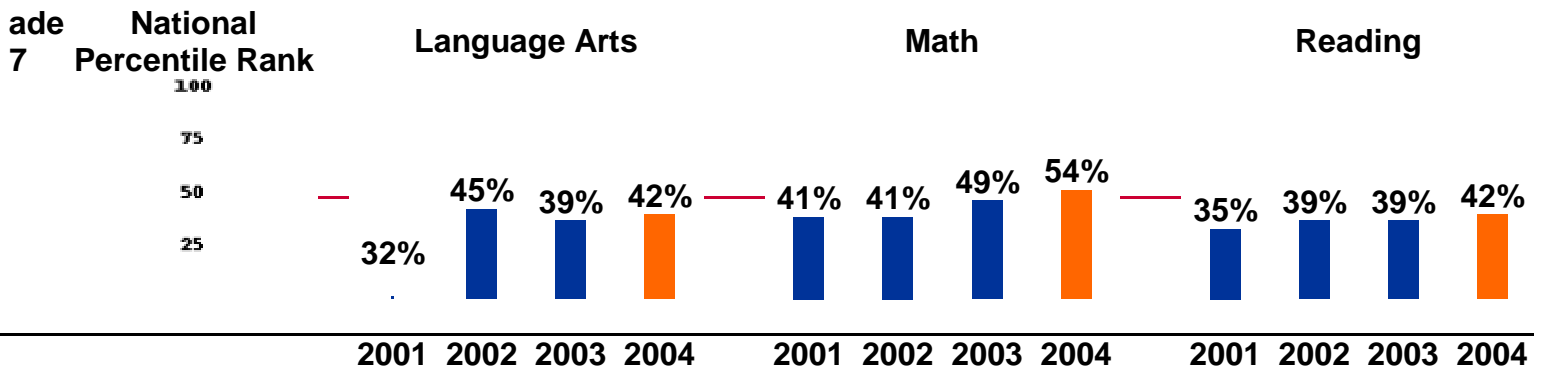
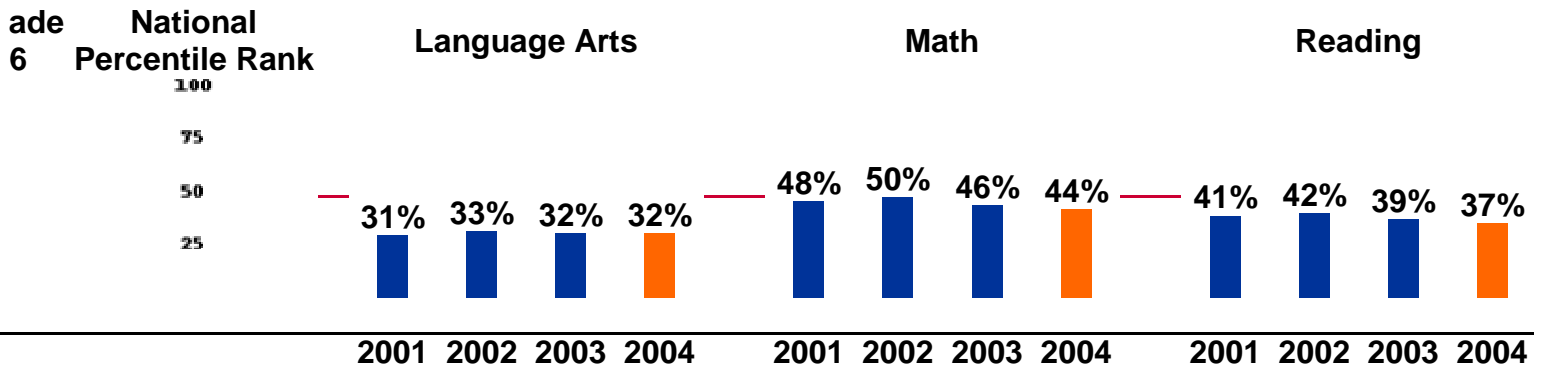
out the Tests

- In 2004-2005, Arizona replaced the Stanford 9 with the TerraNova to test students in grades 2 through 9. The test measures skills in reading/language arts and mathematics.
- The TerraNova is a norm-referenced test which measures how well students in Arizona score in comparison to a national sample of students.
- The goal is for all students to score at or above the national average on the test.
- The TerraNova is given alone in grades 2 and 9, and in conjunction with the AIMS test in grades 3 through 8. The combined AIMS/TerraNova is called the AIMS DPA (Dual Purpose Assessment).
- The scores displayed are only for students classified as English proficient.

t9 Results (2003-2004)

ale: National percentile rank (50 is the national average)





about the Tests

- Before 2004-2005, Arizona students in grades 2 through 12 took the Stanford Achievement Test, ninth edition (Stanford 9), to measure basic skills in reading, language and math.
- The Stanford 9 is a norm-referenced test which measures how well students in Arizona score in comparison to a national sample of students.
- The goal is for all students to score at or above the state standard.
- In 2004-2005, Arizona replaced the Stanford 9 with another norm-referenced test, the TerraNova.

ederal No Child Left Behind Status (2004-2005)

ederal No Child Left Behind Status of Schools in this District (2005)

- The federal No Child Left Behind (NCLB) act is intended to hold both states and schools more accountable for student results by instituting requirements on academic growth, student assessments, teacher qualifications, and annual local report cards.
- NCLB requires all districts and schools receiving Title I funds to meet state "adequate yearly progress" (AYP) goals for their total student populations and for specified demographic subgroups, including major ethnic/racial groups, economically disadvantaged students, limited English proficient (LEP) students, and students with disabilities.
- If a school fails to meet AYP goals for two or more years, it is classified as a school in need of improvement and faces consequences. Students in these schools may be eligible for school choice or supplemental services, including tutoring.

ate approved supplemental service providers

der No Child Left Behind, supplemental education services, which include tutoring or other extra education rvice that provide academic aid to students, must be made available to students in Title I schools that have en in need of improvement for more than a year. Parents can choose from a list of state-approved pplemental service providers (SSPs), which are generally available on state Department of Education Web es.

Source of Data

Information on these pages comes from the Arizona Department of Education.
Data is current as of the 2004-2005 school year, unless otherwise noted.