



ARIZONA DISTRICT REPORT CARD 2004-05

Tolleson Elementary District

9261 W Van Buren, Tolleson, AZ 85353-

No Child Left Behind

**Adequate Yearly
Progress**¹

2003-04 Met
2002-03 Met
2001-02 N/A

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.

Current Administrator²

Title: Superintendent
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District At A Glance

Enrollment³

	State	District
2003-2004 Student Enrollment	1,012,068	2,035

Expenditures⁴

2004 Administration Expense	\$2,840,219.00
2004 Classroom Supplies Expense	\$855,528.00
2004 Classroom Instruction Expense	\$4,552,041.00
2004 Other Support Services Expense	\$2,987,454.00
2004 Student Support Services Expense	\$674,755.00
2004 Total Current Expenditures	\$11,909,997.00

Highly Qualified

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	34	17	0	0
4 to 6 years	19	9	0	0
7 to 9 years	6	4	0	0
10 or more years	13	18	1	0

Teachers with Emergency Certificaton. 1
Classes not Taught by Highly Qualified Teachers. *
District Poverty Level. *

* Due to the unavailability of these data, we are presently unable to supply information on percentage of classes not taught by highly qualified teachers and district poverty level.

3rd Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	234	75509	100	100	497	521	18	13	34	23	32	33	16	31
All Students (02-03)	219	75372	100	100	493	523	22	9	36	25	28	36	14	30
Female (03-04)	121	37013	100	100	505	522	10	12	38	24	32	33	20	31
Female (02-03)	89	36901	95	100	494	524	18	8	46	25	26	36	10	31
Male (03-04)	113	38430	100	99	488	521	27	14	30	22	32	33	11	31
Male (02-03)	126	38385	100	100	494	523	25	9	28	24	29	36	18	30
African American (03-04)	18	3660	100	99	489	496	19	24	44	31	25	28	13	18
African American (02-03)	11	3589	73	96	480	501	45	18	18	33	27	33	9	16
Hispanic (03-04)	193	30486	100	99	495	505	20	18	34	29	30	32	16	21
Hispanic (02-03)	168	29103	100	99	495	510	21	12	36	31	30	36	14	20
Asian/Pacific Islander (03-04)	NC	1780	NC	98	NC	549	NC	5	NC	13	NC	33	NC	50
Asian/Pacific Islander (02-03)	NC	1574	NC	96	NC	549	NC	3	NC	14	NC	34	NC	48
American Indian/Alaskan Native (03-04)	NC	4075	NC	100	NC	486	NC	28	NC	34	NC	26	NC	12
American Indian/Alaskan Native (02-03)	NC	5086	NC	100	NC	491	NC	22	NC	38	NC	28	NC	12
White (03-04)	16	35192	100	99	530	534	0	8	20	19	53	35	27	39
White (02-03)	27	34597	87	98	492	535	26	4	30	20	22	38	22	38
Students with Disabilities (03-04)	26	9708	100	100	436	489	71	32	14	27	14	24	0	17
Students with Disabilities (02-03)	14	8057	93	99	439	496	67	23	22	31	11	28	0	17
Students without Disabilities (03-04)	208	65801	99	98	503	525	12	11	36	23	34	34	17	33
Students without Disabilities (02-03)	205	67315	100	100	496	525	20	8	37	24	28	37	15	31
Limited English Proficient Students (03-04)	81	16928	100	100	468	485	50	29	25	33	25	26	0	12
Limited English Proficient Students (02-03)	49	16925	86	100	442	482	100	27	0	40	0	26	0	7
Migrant Students (03-04)	NC	750	NC	NA	NC	499	NC	21	NC	29	NC	30	NC	20
Migrant Students (02-03)	NC	869	NC	NA	NC	501	NC	17	NC	30	NC	39	NC	14
Economically Disadvantaged (03-04)	179	36411	NA	NA	492	503	21	19	36	29	29	32	14	20
Economically Disadvantaged (02-03)	217	26325	NA	NA	494	504	22	15	36	34	28	33	14	18
Non-Economically Disadvantaged (03-04)	55	39040	NA	NA	509	534	9	8	31	19	40	34	20	39
Non-Economically Disadvantaged (02-03)	NC	49047	NC	NA	NC	530	NC	6	NC	21	NC	37	NC	35

3rd Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	233	75492	100	100	501	519	25	12	26	16	38	47	11	24
All Students (02-03)	223	75221	100	100	496	523	25	8	26	16	42	56	7	21
Female (03-04)	121	37013	100	100	510	523	16	10	28	15	42	48	14	27
Female (02-03)	89	36833	95	100	500	526	21	6	29	15	41	56	9	23
Male (03-04)	112	38400	100	99	491	516	36	14	24	17	33	47	7	21
Male (02-03)	131	38319	100	100	493	520	28	9	24	17	42	56	5	18
African American (03-04)	18	3665	100	99	501	505	31	20	44	22	6	43	19	14
African American (02-03)	10	3597	67	97	487	510	40	14	10	22	50	53	0	11
Hispanic (03-04)	192	30438	100	99	499	508	24	17	27	21	41	47	8	15
Hispanic (02-03)	171	29019	100	99	495	513	25	12	28	21	41	55	6	13
Asian/Pacific Islander (03-04)	NC	1773	NC	98	NC	534	NC	4	NC	10	NC	50	NC	36
Asian/Pacific Islander (02-03)	NC	1572	NC	95	NC	536	NC	2	NC	9	NC	57	NC	31
American Indian/Alaskan Native (03-04)	NC	4081	NC	100	NC	498	NC	25	NC	26	NC	40	NC	8
American Indian/Alaskan Native (02-03)	NC	5071	NC	100	NC	502	NC	20	NC	27	NC	46	NC	8
White (03-04)	16	35177	100	99	521	528	20	8	13	13	47	49	20	31
White (02-03)	27	34543	87	97	503	531	23	4	15	12	54	58	8	26
Students with Disabilities (03-04)	26	9707	100	100	459	495	69	33	31	21	0	33	0	13
Students with Disabilities (02-03)	16	8006	100	99	457	505	67	22	11	23	22	42	0	13
Students without Disabilities (03-04)	207	65785	99	98	505	522	21	10	26	16	41	49	12	26
Students without Disabilities (02-03)	207	67215	100	100	498	524	23	7	27	16	43	56	7	21
Limited English Proficient Students (03-04)	80	16905	100	100	473	489	25	34	75	28	0	32	0	6
Limited English Proficient Students (02-03)	50	16853	88	100	NA	489	NA	29	NA	36	NA	32	NA	3
Migrant Students (03-04)	NC	763	NC	NA	NC	499	NC	21	NC	30	NC	40	NC	8
Migrant Students (02-03)	NC	866	NC	NA	NC	503	NC	19	NC	23	NC	49	NC	8
Economically Disadvantaged (03-04)	179	36302	NA	NA	499	507	28	18	25	21	37	46	9	14
Economically Disadvantaged (02-03)	220	26256	NA	NA	495	509	26	14	26	24	42	51	6	11
Non-Economically Disadvantaged (03-04)	54	39164	NA	NA	506	528	18	8	29	13	40	48	13	31
Non-Economically Disadvantaged (02-03)	NC	48965	NC	NA	NC	528	NC	5	NC	13	NC	58	NC	24

3rd Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	229	75053	100	99	521	597	22	7	18	12	56	72	4	9
All Students (02-03)	214	73654	100	99	499	530	28	9	18	13	52	70	1	7
Female (03-04)	120	36872	100	99	560	621	16	5	11	9	68	74	5	12
Female (02-03)	87	36239	93	99	505	537	24	7	16	11	60	72	0	10
Male (03-04)	109	38109	100	99	474	573	29	10	26	14	41	69	3	6
Male (02-03)	122	37301	100	98	496	523	30	12	19	15	48	68	2	5
African American (03-04)	18	3636	100	99	513	568	25	12	31	16	38	67	6	6
African American (02-03)	10	3488	67	94	495	515	40	16	0	18	60	62	0	4
Hispanic (03-04)	189	30235	100	98	526	575	19	9	17	14	60	70	4	6
Hispanic (02-03)	163	28348	100	96	500	520	27	13	19	17	53	65	1	5
Asian/Pacific Islander (03-04)	NC	1768	NC	98	NC	651	NC	3	NC	5	NC	72	NC	19
Asian/Pacific Islander (02-03)	NC	1558	NC	95	NC	547	NC	3	NC	8	NC	76	NC	13
American Indian/Alaskan Native (03-04)	NC	4044	NC	99	NC	550	NC	13	NC	17	NC	66	NC	4
American Indian/Alaskan Native (02-03)	NC	4947	NC	100	NC	507	NC	22	NC	22	NC	53	NC	3
White (03-04)	15	35028	94	99	533	613	33	6	20	10	40	73	7	11
White (02-03)	29	33924	94	96	496	537	36	5	11	10	50	75	4	9
Students with Disabilities (03-04)	24	9625	100	100	379	530	67	21	17	21	17	55	0	4
Students with Disabilities (02-03)	14	7306	93	90	441	506	71	24	29	20	0	52	0	4
Students without Disabilities (03-04)	205	65428	98	98	533	604	18	6	18	11	59	73	4	10
Students without Disabilities (02-03)	200	66348	100	100	502	531	26	8	17	13	55	71	1	8
Limited English Proficient Students (03-04)	79	16765	100	100	438	525	50	17	0	20	50	60	0	2
Limited English Proficient Students (02-03)	46	16422	81	100	NA	495	NA	30	NA	27	NA	43	NA	0
Migrant Students (03-04)	NC	752	NC	NA	NC	562	NC	9	NC	18	NC	68	NC	5
Migrant Students (02-03)	NC	849	NC	NA	NC	511	NC	19	NC	22	NC	56	NC	4
Economically Disadvantaged (03-04)	175	36077	NA	NA	505	566	28	10	17	16	50	69	5	5
Economically Disadvantaged (02-03)	211	25711	NA	NA	499	514	28	16	18	19	53	61	1	3
Non-Economically Disadvantaged (03-04)	54	38950	NA	NA	557	618	9	5	20	9	69	73	2	12
Non-Economically Disadvantaged (02-03)	NC	47943	NC	NA	NC	535	NC	7	NC	11	NC	74	NC	9

5th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	221	76019	100	100	484	499	14	14	52	39	17	14	17	33
All Students (02-03)	186	76230	99	100	465	498	22	12	61	38	11	12	6	37
Female (03-04)	109	37207	100	100	488	499	14	12	52	41	13	14	21	33
Female (02-03)	78	37247	95	100	469	500	12	11	72	40	9	13	7	37
Male (03-04)	112	38677	100	100	480	498	13	15	51	38	22	13	14	34
Male (02-03)	107	38725	100	100	461	497	30	14	53	37	12	12	5	37
African American (03-04)	21	3817	95	100	495	475	16	23	42	47	16	11	26	18
African American (02-03)	NC	3594	NC	96	NC	476	NC	22	NC	46	NC	11	NC	21
Hispanic (03-04)	166	29458	100	100	476	480	16	20	57	48	15	12	13	20
Hispanic (02-03)	143	28100	91	98	461	482	24	18	62	47	10	11	4	24
Asian/Pacific Islander (03-04)	NC	1673	NC	99	NC	531	NC	4	NC	29	NC	14	NC	53
Asian/Pacific Islander (02-03)	NC	1447	NC	95	NC	527	NC	5	NC	26	NC	11	NC	58
American Indian/Alaskan Native (03-04)	NC	4735	NC	100	NC	466	NC	28	NC	49	NC	10	NC	13
American Indian/Alaskan Native (02-03)	NC	5292	NC	100	NC	463	NC	31	NC	47	NC	8	NC	14
White (03-04)	31	35880	100	100	504	515	7	7	40	32	27	16	27	45
White (02-03)	17	35389	85	96	485	514	6	6	63	32	6	14	25	48
Students with Disabilities (03-04)	20	9786	100	100	442	457	50	39	42	40	0	7	8	13
Students with Disabilities (02-03)	26	9022	100	100	453	465	47	31	33	43	13	8	7	17
Students without Disabilities (03-04)	201	66233	99	99	487	503	10	11	52	39	19	14	18	35
Students without Disabilities (02-03)	160	67208	98	100	466	500	19	12	64	38	10	12	6	38
Limited English Proficient Students (03-04)	68	15206	100	100	435	459	67	31	17	53	17	7	0	9
Limited English Proficient Students (02-03)	24	14826	43	100	438	460	40	31	50	51	10	8	0	10
Migrant Students (03-04)	NC	745	NC	NA	NC	473	NC	22	NC	53	NC	11	NC	15
Migrant Students (02-03)	NC	837	NC	NA	NC	478	NC	19	NC	51	NC	8	NC	21
Economically Disadvantaged (03-04)	154	35714	NA	NA	477	480	16	20	60	47	12	12	13	20
Economically Disadvantaged (02-03)	184	25037	NA	NA	465	477	22	21	61	47	11	11	6	21
Non-Economically Disadvantaged (03-04)	67	40266	NA	NA	498	513	9	9	36	33	28	15	26	43
Non-Economically Disadvantaged (02-03)	NC	51193	NC	NA	NC	507	NC	9	NC	35	NC	13	NC	43

5th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	220	76020	100	100	498	503	27	25	31	23	36	40	7	12
All Students (02-03)	187	76202	99	100	493	505	30	19	35	24	30	46	4	11
Female (03-04)	109	37207	100	100	498	504	27	22	26	23	36	42	10	13
Female (02-03)	78	37231	95	100	497	507	22	16	34	24	36	48	7	13
Male (03-04)	111	38666	100	100	497	501	27	29	36	22	35	38	3	12
Male (02-03)	108	38718	100	100	489	503	37	22	36	24	26	44	1	10
African American (03-04)	21	3819	95	100	500	494	32	37	21	26	42	31	5	6
African American (02-03)	NC	3600	NC	97	NC	497	NC	28	NC	29	NC	39	NC	5
Hispanic (03-04)	165	29442	100	99	496	494	28	37	34	26	33	31	5	6
Hispanic (02-03)	144	28090	92	98	492	497	32	28	34	30	32	37	3	5
Asian/Pacific Islander (03-04)	NC	1672	NC	99	NC	513	NC	12	NC	19	NC	49	NC	20
Asian/Pacific Islander (02-03)	NC	1443	NC	95	NC	515	NC	9	NC	19	NC	53	NC	19
American Indian/Alaskan Native (03-04)	NC	4735	NC	100	NC	489	NC	48	NC	25	NC	24	NC	3
American Indian/Alaskan Native (02-03)	NC	5311	NC	100	NC	491	NC	38	NC	31	NC	28	NC	3
White (03-04)	31	35890	100	100	501	511	20	15	30	20	37	48	13	18
White (02-03)	17	35371	85	96	500	512	13	10	47	20	33	54	7	16
Students with Disabilities (03-04)	20	9784	100	100	480	485	67	58	22	19	11	19	0	4
Students with Disabilities (02-03)	27	9097	100	100	495	493	44	39	0	27	56	29	0	5
Students without Disabilities (03-04)	200	66236	98	99	499	504	24	23	31	23	37	42	7	13
Students without Disabilities (02-03)	160	67105	98	100	492	506	29	18	38	24	29	47	4	12
Limited English Proficient Students (03-04)	67	15198	100	100	469	483	100	59	0	25	0	14	0	1
Limited English Proficient Students (02-03)	25	14780	45	100	483	486	45	50	36	32	18	18	0	1
Migrant Students (03-04)	NC	743	NC	NA	NC	488	NC	50	NC	28	NC	19	NC	3
Migrant Students (02-03)	NC	832	NC	NA	NC	492	NC	36	NC	31	NC	31	NC	3
Economically Disadvantaged (03-04)	153	35703	NA	NA	494	494	33	37	31	26	31	31	5	6
Economically Disadvantaged (02-03)	185	24961	NA	NA	492	495	31	32	35	30	30	34	4	4
Non-Economically Disadvantaged (03-04)	67	40274	NA	NA	505	509	15	17	31	20	44	47	10	17
Non-Economically Disadvantaged (02-03)	NC	51241	NC	NA	NC	509	NC	14	NC	22	NC	51	NC	14

5th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	220	75673	100	100	501	530	16	12	30	25	52	58	1	4
All Students (02-03)	184	74692	98	99	480	502	31	18	35	27	31	47	3	8
Female (03-04)	109	37099	100	100	519	548	12	8	25	22	61	64	3	6
Female (02-03)	78	36710	95	99	491	509	24	14	33	26	40	50	3	10
Male (03-04)	111	38441	100	99	484	513	21	16	36	29	43	52	0	3
Male (02-03)	105	37742	99	98	471	495	37	22	36	28	24	44	2	6
African American (03-04)	21	3791	95	99	509	506	26	18	11	29	58	50	5	3
African American (02-03)	NC	3516	NC	94	NC	487	NC	26	NC	31	NC	39	NC	4
Hispanic (03-04)	165	29305	100	99	500	507	14	16	34	31	52	51	0	2
Hispanic (02-03)	143	27492	91	96	479	486	32	27	35	32	30	38	3	4
Asian/Pacific Islander (03-04)	NC	1665	NC	99	NC	573	NC	6	NC	16	NC	67	NC	10
Asian/Pacific Islander (02-03)	--	1428	--	94	--	528	--	8	--	20	--	54	--	18
American Indian/Alaskan Native (03-04)	NC	4707	NC	100	NC	492	NC	19	NC	33	NC	46	NC	1
American Indian/Alaskan Native (02-03)	NC	5166	NC	100	NC	470	NC	39	NC	32	NC	27	NC	2
White (03-04)	31	35760	100	99	505	550	17	9	30	21	50	64	3	6
White (02-03)	16	34785	80	94	506	517	13	10	33	23	47	56	7	11
Students with Disabilities (03-04)	20	9706	100	100	394	462	60	36	20	32	20	31	0	1
Students with Disabilities (02-03)	27	8428	100	98	495	472	25	38	25	30	38	29	13	3
Students without Disabilities (03-04)	200	65967	98	99	509	536	13	10	31	25	55	60	1	5
Students without Disabilities (02-03)	157	66264	96	99	479	503	31	17	36	27	31	48	2	8
Limited English Proficient Students (03-04)	67	15115	100	100	441	471	33	26	67	38	0	35	0	1
Limited English Proficient Students (02-03)	23	14363	41	100	447	459	56	47	22	34	22	19	0	1
Migrant Students (03-04)	NC	738	NC	NA	NC	488	NC	23	NC	33	NC	43	NC	1
Migrant Students (02-03)	NC	814	NC	NA	NC	475	NC	33	NC	37	NC	27	NC	2
Economically Disadvantaged (03-04)	153	35541	NA	NA	501	504	15	17	31	31	54	50	0	2
Economically Disadvantaged (02-03)	182	24507	NA	NA	481	480	30	31	36	33	32	33	3	3
Non-Economically Disadvantaged (03-04)	67	40091	NA	NA	503	550	19	9	28	21	49	64	4	6
Non-Economically Disadvantaged (02-03)	NC	50185	NC	NA	NC	511	NC	13	NC	24	NC	53	NC	10

8th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	182	75001	100	99	450	468	50	37	36	36	13	16	1	10
All Students (02-03)	161	71167	100	99	438	463	62	38	31	41	5	14	1	7
Female (03-04)	77	36846	100	99	450	468	50	36	41	38	7	16	2	10
Female (02-03)	80	34825	94	99	438	462	64	38	31	42	4	14	1	6
Male (03-04)	105	37974	100	99	451	467	49	39	32	34	17	16	1	11
Male (02-03)	78	36047	100	99	438	464	61	38	31	39	7	15	1	8
African American (03-04)	19	3720	100	98	452	446	46	53	38	33	8	9	8	4
African American (02-03)	NC	3225	NC	95	NC	441	NC	57	NC	34	NC	6	NC	2
Hispanic (03-04)	133	26675	100	98	446	448	53	52	36	34	11	10	1	4
Hispanic (02-03)	126	23643	100	97	437	445	63	53	32	37	3	8	2	2
Asian/Pacific Islander (03-04)	--	1575	--	99	--	504	--	18	--	33	--	20	--	29
Asian/Pacific Islander (02-03)	NC	1503	NC	100	NC	493	NC	18	NC	40	NC	23	NC	19
American Indian/Alaskan Native (03-04)	NC	4731	NC	98	NC	438	NC	61	NC	30	NC	7	NC	2
American Indian/Alaskan Native (02-03)	--	5161	--	100	--	435	--	63	--	30	--	5	--	2
White (03-04)	26	37785	90	99	472	482	35	25	43	39	22	21	0	15
White (02-03)	14	35245	67	95	441	476	54	26	46	45	0	19	0	10
Students with Disabilities (03-04)	23	8802	100	100	413	418	90	79	10	16	0	3	0	1
Students with Disabilities (02-03)	NC	8095	NC	100	NC	426	NC	69	NC	25	NC	5	NC	1
Students without Disabilities (03-04)	159	66199	97	99	453	472	46	34	38	38	14	17	2	11
Students without Disabilities (02-03)	154	63072	100	99	439	464	61	37	32	41	5	15	1	7
Limited English Proficient Students (03-04)	46	11710	100	100	438	429	70	70	30	25	0	4	0	1
Limited English Proficient Students (02-03)	11	10317	38	100	407	426	80	72	20	25	0	2	0	1
Migrant Students (03-04)	11	709	NA	NA	408	442	100	57	0	34	0	7	0	2
Migrant Students (02-03)	NC	614	NC	NA	NC	440	NC	57	NC	34	NC	6	NC	3
Economically Disadvantaged (03-04)	115	29814	NA	NA	449	448	53	53	33	33	12	10	3	4
Economically Disadvantaged (02-03)	155	17057	NA	NA	439	440	61	58	32	34	6	6	1	2
Non-Economically Disadvantaged (03-04)	67	45170	NA	NA	452	479	46	28	41	38	14	20	0	14
Non-Economically Disadvantaged (02-03)	NC	54110	NC	NA	NC	468	NC	33	NC	43	NC	16	NC	8

8th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	182	74918	100	99	487	497	33	32	27	19	34	35	6	15
All Students (02-03)	160	71100	99	99	491	502	31	25	31	21	29	40	9	15
Female (03-04)	77	36846	100	99	490	501	30	28	28	19	35	37	7	16
Female (02-03)	79	34801	93	99	495	505	27	21	30	22	32	42	11	15
Male (03-04)	105	37936	100	99	484	493	35	35	27	18	33	33	5	14
Male (02-03)	78	36010	100	99	488	499	36	28	31	20	27	38	7	14
African American (03-04)	19	3719	100	98	485	481	38	43	23	21	23	29	15	7
African American (02-03)	NC	3219	NC	95	NC	486	NC	38	NC	24	NC	31	NC	7
Hispanic (03-04)	133	26645	100	98	483	478	34	46	28	20	36	27	2	6
Hispanic (02-03)	124	23630	99	96	491	485	32	37	31	25	27	32	10	6
Asian/Pacific Islander (03-04)	--	1571	--	99	--	521	--	18	--	15	--	38	--	30
Asian/Pacific Islander (02-03)	NC	1509	NC	100	NC	522	NC	12	NC	14	NC	46	NC	28
American Indian/Alaskan Native (03-04)	NC	4729	NC	98	NC	468	NC	57	NC	19	NC	19	NC	4
American Indian/Alaskan Native (02-03)	--	5144	--	100	--	478	--	46	--	24	--	25	--	5
White (03-04)	26	37773	90	99	508	511	17	20	30	18	35	41	17	21
White (02-03)	15	35198	71	95	498	515	29	15	29	18	36	47	7	21
Students with Disabilities (03-04)	23	8801	100	100	449	448	80	75	10	13	10	10	0	2
Students with Disabilities (02-03)	NC	8121	NC	100	NC	470	NC	55	NC	20	NC	21	NC	4
Students without Disabilities (03-04)	159	66117	97	99	490	501	29	28	29	19	36	37	6	16
Students without Disabilities (02-03)	154	62979	100	99	491	503	32	23	30	21	29	41	9	15
Limited English Proficient Students (03-04)	46	11706	100	100	469	454	40	71	40	16	20	12	0	1
Limited English Proficient Students (02-03)	11	10304	38	100	461	462	80	63	20	23	0	13	0	1
Migrant Students (03-04)	11	706	NA	NA	459	467	75	55	25	22	0	20	0	4
Migrant Students (02-03)	NC	623	NC	NA	NC	475	NC	45	NC	27	NC	25	NC	3
Economically Disadvantaged (03-04)	115	29785	NA	NA	485	477	33	47	29	20	34	26	4	6
Economically Disadvantaged (02-03)	154	17040	NA	NA	492	483	30	40	32	25	30	29	9	6
Non-Economically Disadvantaged (03-04)	67	45115	NA	NA	489	508	32	23	25	18	34	39	8	20
Non-Economically Disadvantaged (02-03)	NC	54060	NC	NA	NC	507	NC	20	NC	20	NC	43	NC	17

8th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	182	74503	100	99	480	491	10	9	38	32	45	51	8	8
All Students (02-03)	155	69001	96	96	476	490	23	17	49	37	27	45	0	1
Female (03-04)	77	36686	100	99	492	506	7	5	33	29	52	57	9	9
Female (02-03)	75	34086	88	97	481	496	21	13	45	36	34	51	0	1
Male (03-04)	105	37644	100	98	471	476	12	13	41	36	40	45	7	6
Male (02-03)	77	34644	100	95	471	484	26	22	53	39	21	38	0	0
African American (03-04)	19	3677	100	97	487	475	8	12	38	36	46	46	8	5
African American (02-03)	NC	3115	NC	92	NC	478	NC	25	NC	44	NC	31	NC	0
Hispanic (03-04)	133	26500	100	97	471	467	11	13	42	39	41	44	6	4
Hispanic (02-03)	120	22656	96	92	476	476	23	27	49	43	28	30	0	0
Asian/Pacific Islander (03-04)	--	1566	--	99	--	537	--	5	--	23	--	55	--	18
Asian/Pacific Islander (02-03)	NC	1472	NC	98	NC	507	NC	8	NC	30	NC	60	NC	2
American Indian/Alaskan Native (03-04)	NC	4695	NC	97	NC	464	NC	14	NC	39	NC	44	NC	3
American Indian/Alaskan Native (02-03)	--	4940	--	98	--	469	--	34	--	43	--	23	--	0
White (03-04)	26	37606	90	99	522	508	0	6	26	28	61	56	13	10
White (02-03)	14	34501	67	93	472	500	38	10	31	34	31	55	0	1
Students with Disabilities (03-04)	23	8662	100	100	364	409	63	37	38	42	0	20	0	1
Students with Disabilities (02-03)	NC	7386	NC	95	NC	459	NC	46	NC	37	NC	17	NC	0
Students without Disabilities (03-04)	159	65841	97	98	487	499	6	7	38	32	48	53	8	8
Students without Disabilities (02-03)	149	61615	99	97	476	491	23	16	49	37	28	45	0	1
Limited English Proficient Students (03-04)	46	11608	100	100	454	430	20	23	50	47	20	28	10	1
Limited English Proficient Students (02-03)	NC	9662	NC	100	NC	454	NC	51	NC	40	NC	9	NC	0
Migrant Students (03-04)	11	701	NA	NA	388	449	67	17	33	43	0	38	0	1
Migrant Students (02-03)	NC	590	NC	NA	NC	466	NC	35	NC	43	NC	22	NC	0
Economically Disadvantaged (03-04)	115	29587	NA	NA	479	465	11	14	35	40	47	43	7	4
Economically Disadvantaged (02-03)	148	16383	NA	NA	476	472	23	30	49	43	28	26	0	0
Non-Economically Disadvantaged (03-04)	67	44898	NA	NA	481	507	8	7	41	28	42	55	8	10
Non-Economically Disadvantaged (02-03)	NC	52618	NC	NA	NC	494	NC	14	NC	36	NC	49	NC	1

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

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

District AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	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 and go to NCLB link

Tolleson Elementary District

SCHOOL IMPROVEMENT STATUS

Below is a list of the Title 1 funded schools in the district that are in School Improvement Status as defined by the Federal No Child Left Behind Act of 2001

	District		State	
	SCHOOLS	PERCENTAGE	SCHOOLS	PERCENTAGE
Identified for School Improvement	0	.00	121	6.14
Identified for Corrective Action	0	.000	45	2.28

School Name	Years in School Improvement
Porfirio H. Gonzales Elementary School	Out of Improvement

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 school improvement status, visit our website at www.ade.az.gov/asd/nclb

Tolleson Elementary District

	AZ LEARNS		NCLB
School Name	LABEL ES	LABEL HS	AYP
Porfirio H. Gonzales Elementary School	Performing	N/A	Met
Sheely Farms Elementary School	Performing	N/A	Met

1 Adequate Yearly Progress, please visit our website at <http://www.ade.az.gov/profile/publicview/aypdistrictlist.asp>.

2 Current Administrator: This includes the most current information ADE has available, please contact the district directly if you feel this information is in error.

3 Enrollment: These enrollment counts represent a head count of all active enrollments on October 1st of each school year. Please note these counts are not unduplicated counts; concurrently enrolled students are counted as having an active membership in each school they are enrolled. Joint technology schools where students are concurrently enrolled are not included, which may additionally overstate aggregated enrollment figures.

4 Expenditures: These data may not be exact due to rounding. Please note these data are self-reported by the district and not audited by the ADE. If all values are set to \$0.00, no expenditure data exist under this entity.

5 AIMS data if applicable: These data reflects grades 3,5,8,10 and does not include re-testers. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standards, and Exceeds (E). 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 of data by subgroups and by 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. These data also provides a two year trend analysis of student performance as required by NCLB.

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