



Tom Horne, Superintendent
of Public Instruction

ARIZONA DISTRICT REPORT CARD 2005-06

Calli Ollin Academy dba Toltecalli Academy

200 North Stone Avenue, Third Floor, Tucson, AZ 85701-

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.

No Child Left Behind

Adequate Yearly Progress¹

2004-05	Met
2003-04	Met
2002-03	Not Met

Current Administrator²

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District At A Glance

Enrollment³

	State	District
2004-2005 Student Enrollment	1,037,655	184

Highly Qualified

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

Percentage of Public Elementary and Secondary School Teachers with Emergency/Provisional Certification	28%
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	District Aggregate	High-Poverty Schools	Moderate-Poverty Schools	Low Poverty Schools
Percentage of Core Academic Subject Poverty Elementary and Secondary School Classes Not Taught by Highly Qualified Teachers	11%	N/A	11%	N/A

N/A =Data not available

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your district.

10th 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 (04-05)	24	69846	89	100	650	699	82	21	9	11	9	49	0	18
All Students (03-04)	24	65934	100	100	453	492	96	43	4	18	0	24	0	15
Female (04-05)	14	34328	100	99	658	702	71	19	14	12	14	51	0	18
Female (03-04)	15	32586	100	100	453	491	100	44	0	19	0	24	0	14
Male (04-05)	10	35509	77	100	637	696	100	23	0	11	0	48	0	18
Male (03-04)	NC	33226	NC	99	NC	493	NC	42	NC	18	NC	24	NC	16
African American (04-05)	--	3535	--	100	--	677	--	31	--	15	--	46	--	8
African American (03-04)	--	3042	--	98	--	478	--	58	--	19	--	17	--	6
Hispanic (04-05)	22	23363	92	100	647	680	90	32	10	16	0	45	0	7
Hispanic (03-04)	21	21740	100	100	452	475	95	63	5	17	0	15	0	5
Asian/Pacific Islander (04-05)	--	1742	--	99	--	733	--	8	--	7	--	46	--	38
Asian/Pacific Islander (03-04)	--	1643	--	99	--	519	--	23	--	13	--	30	--	34
American Indian/Alaskan Native (04-05)	NC	4785	NC	100	NC	671	NC	39	NC	17	NC	39	NC	5
American Indian/Alaskan Native (03-04)	NC	4351	NC	99	NC	472	NC	68	NC	16	NC	13	NC	4
White (04-05)	--	36421	--	99	--	714	--	12	--	8	--	54	--	26
White (03-04)	--	34819	--	99	--	505	--	27	--	20	--	31	--	22
Students with Disabilities (04-05)	--	7690	--	100	--	593	--	64	--	14	--	21	--	2
Students with Disabilities (03-04)	NC	6507	NC	100	NC	456	NC	83	NC	9	NC	6	NC	2
Students without Disabilities (04-05)	22	62220	92	99	650	712	82	16	9	11	9	53	0	20
Students without Disabilities (03-04)	22	59427	100	100	455	494	95	41	5	19	0	25	0	16
Limited English Proficient Students (04-05)	--	5834	--	100	--	612	--	46	--	20	--	31	--	3
Limited English Proficient Students (03-04)	13	6793	100	100	448	464	100	79	0	11	0	8	0	2
Migrant Students (04-05)	--	117	--	NA	--	677	--	44	--	18	--	35	--	3
Migrant Students (03-04)	--	708	--	NA	--	469	--	72	--	15	--	10	--	3
Economically Disadvantaged (04-05)	NC	21421	NC	92	NC	686	NC	35	NC	15	NC	43	NC	7
Economically Disadvantaged (03-04)	19	18745	NA	NA	454	475	95	64	5	16	0	15	0	5
Non-Economically Disadvantaged (04-05)	22	48489	100	100	651	704	80	15	10	10	10	52	0	23
Non-Economically Disadvantaged (03-04)	NC	47182	NC	NA	NC	499	NC	35	NC	19	NC	27	NC	19

10th 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 (04-05)	26	71311	100	100	648	694	17	7	67	21	17	63	0	9
All Students (03-04)	23	68162	100	100	469	509	57	18	17	24	26	51	0	8
Female (04-05)	14	34328	100	100	646	700	14	5	71	19	14	66	0	10
Female (03-04)	16	33509	100	100	471	513	56	15	13	23	31	52	0	9
Male (04-05)	12	36430	100	100	651	688	20	9	60	22	20	61	0	8
Male (03-04)	NC	34521	NC	100	NC	505	NC	20	NC	24	NC	49	NC	7
African American (04-05)	--	3573	--	100	--	676	--	9	--	26	--	60	--	4
African American (03-04)	--	3163	--	99	--	497	--	22	--	30	--	46	--	3
Hispanic (04-05)	24	24056	100	100	645	672	18	13	73	31	9	53	0	3
Hispanic (03-04)	20	22624	100	100	461	487	65	32	20	31	15	35	0	2
Asian/Pacific Islander (04-05)	--	1731	--	98	--	717	--	3	--	13	--	68	--	16
Asian/Pacific Islander (03-04)	--	1666	--	100	--	523	--	11	--	17	--	60	--	12
American Indian/Alaskan Native (04-05)	NC	5110	NC	100	NC	661	NC	14	NC	38	NC	46	NC	2
American Indian/Alaskan Native (03-04)	NC	4592	NC	100	NC	484	NC	32	NC	37	NC	30	NC	1
White (04-05)	--	36841	--	99	--	713	--	3	--	12	--	72	--	13
White (03-04)	--	35727	--	100	--	526	--	7	--	17	--	64	--	12
Students with Disabilities (04-05)	--	8021	--	100	--	590	--	27	--	42	--	29	--	1
Students with Disabilities (03-04)	NC	6845	NC	100	NC	468	NC	53	NC	29	NC	18	NC	1
Students without Disabilities (04-05)	24	63379	100	100	648	707	17	5	67	18	17	68	0	10
Students without Disabilities (03-04)	20	61317	100	100	475	512	50	15	20	23	30	53	0	8
Limited English Proficient Students (04-05)	--	6402	--	100	--	596	--	25	--	44	--	30	--	1
Limited English Proficient Students (03-04)	11	7152	92	100	448	464	73	57	27	31	0	12	0	0
Migrant Students (04-05)	--	548	--	NA	--	659	--	26	--	36	--	38	--	0
Migrant Students (03-04)	--	745	--	NA	--	469	--	51	--	31	--	17	--	1
Economically Disadvantaged (04-05)	NC	22243	NC	93	NC	677	NC	14	NC	32	NC	51	NC	3
Economically Disadvantaged (03-04)	17	19528	NA	NA	466	487	59	31	24	32	18	34	0	2
Non-Economically Disadvantaged (04-05)	19	49157	100	100	644	702	18	4	73	16	9	69	0	11
Non-Economically Disadvantaged (03-04)	NC	48595	NC	NA	NC	518	NC	13	NC	20	NC	57	NC	10

10th 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 (04-05)	27	70868	100	100	651	688	0	5	75	23	25	63	0	9
All Students (03-04)	23	67629	100	100	502	524	43	22	4	16	52	59	0	3
Female (04-05)	14	34710	100	99	657	697	0	3	71	19	29	66	0	12
Female (03-04)	16	33347	100	100	504	537	44	17	6	15	50	64	0	4
Male (04-05)	13	36176	100	100	642	678	0	7	80	27	20	59	0	7
Male (03-04)	NC	34151	NC	99	NC	512	NC	27	NC	18	NC	54	NC	2
African American (04-05)	--	3557	--	99	--	675	--	7	--	25	--	62	--	6
African American (03-04)	--	3150	--	99	--	515	--	24	--	19	--	56	--	2
Hispanic (04-05)	24	23868	100	100	646	670	0	9	82	33	18	55	0	4
Hispanic (03-04)	20	22313	100	100	489	493	50	34	5	19	45	46	0	1
Asian/Pacific Islander (04-05)	--	1732	--	98	--	713	--	2	--	12	--	64	--	22
Asian/Pacific Islander (03-04)	--	1659	--	100	--	564	--	11	--	12	--	68	--	9
American Indian/Alaskan Native (04-05)	NC	5001	NC	100	NC	661	NC	9	NC	41	NC	48	NC	2
American Indian/Alaskan Native (03-04)	NC	4528	NC	99	NC	492	NC	35	NC	21	NC	42	NC	1
White (04-05)	--	36710	--	99	--	702	--	2	--	15	--	69	--	13
White (03-04)	--	35593	--	99	--	547	--	13	--	14	--	69	--	4
Students with Disabilities (04-05)	--	7900	--	100	--	580	--	22	--	49	--	28	--	1
Students with Disabilities (03-04)	NC	6712	NC	100	NC	445	NC	61	NC	18	NC	21	NC	0
Students without Disabilities (04-05)	24	63054	100	99	651	701	0	3	75	20	25	67	0	10
Students without Disabilities (03-04)	20	60917	100	100	518	530	35	19	5	16	60	61	0	3
Limited English Proficient Students (04-05)	--	6308	--	100	--	591	--	19	--	47	--	33	--	1
Limited English Proficient Students (03-04)	11	6994	92	100	460	442	64	58	9	18	27	23	0	0
Migrant Students (04-05)	--	540	--	NA	--	658	--	16	--	42	--	41	--	1
Migrant Students (03-04)	--	732	--	NA	--	466	--	44	--	23	--	33	--	0
Economically Disadvantaged (04-05)	NC	21994	NC	92	NC	673	NC	10	NC	36	NC	52	NC	3
Economically Disadvantaged (03-04)	17	19310	NA	NA	500	489	47	35	0	20	53	44	0	1
Non-Economically Disadvantaged (04-05)	19	48960	100	100	647	694	0	3	82	18	18	67	0	12
Non-Economically Disadvantaged (03-04)	NC	48278	NC	NA	NC	538	NC	17	NC	15	NC	65	NC	4

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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?	Y
	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.

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

Title I School - any school that receives Federal Title I funds; the school agrees to the accountability measures mandated by the No Child Left Behind Act of 2001 (NCLB).

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 implement the restructuring plan.

Out of School Improvement - A Title I school that has made adequate yearly progress (AYP) for two consecutive years and is no longer identified.

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

Calli Ollin Academy dba Toltecalli Academy

	AZ LEARNS		NCLB
School Name	LABEL ES	LABEL HS	AYP
Toltecali Academy	N/A	Performing	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 Arizona Instrument to Measure Standards (AIMS) if applicable. Data reflects grades 3,5,8,10. 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. Mean Scale Scores (MSS). The federal law, No Child Left Behind (NCLB), 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. Data also provides a two year trend analysis of student performance as required by NCLB. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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