

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1000 S. Greasewood, Tucson, AZ 85745

Tucson Unified 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Ms. Maria Figueroa  
 Schedule : 07:54 AM to 04:00 PM  
 Grades : K-5  
 Web Address :  
 Phone Number : (520) 225-3300  
 Fax Number : (520) 225-3301  
 E-mail : maria.figueroa@tusd.k12.az.us

### Mission

Staff will create a community of learners that reason and problem solve. Our expectations are that by 2010, 100% of students will meet and exceed Arizona's Academic Standards. The teaching staff will commit to improve their teaching practice to help increase student achievement.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

#### School Improvement Status (b)

2005-06	N/A
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 All Tolson students 2nd, 3rd, 4th and 5th grades will score in 50 NCE's on Terra Nova Reading scores.
- ü This year 85% of Tolson students 3rd, 4th and 5th grade students will meet and exceed standards as measured by AIMS math exam.
- ü Tolson school will continue to meet Adequate Yearly Progress as measured by the Arizona Learns, Arizona Department of Education.
- ü 95% of k-3rd grade students will perform at no and low risk on the DIBELS Spring benchmark.

### Enrollment

October 1, 2005 School Year Student Enrollment : 517  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 22

Instructional Programs

- ü Bilingual/SEI Programs K-5
- ü Full-Day Kindergarten
- ü SEI (Sheltered English Instruction )
- ü On-Site Special Education
- ü On-Site GATE Program
- ü Project ABLE Early Childhood/Special Ed.
- ü After School Title I Tutoring
- ü Violin instruction for 4th and 5th grade

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 40 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Tolson is responsible for providing an academic and challenging environment. Tolson staff and administration implements Howard Glassar's Nurtured Heart Approach. Tolson staff is committed to improving their teaching skills during time allocated for professional staff development. We implement TIMSS (Third International Math and Science Study) study recommendations on teaching math. This year staff is improving their instruction with Robert Marzano's recommended teaching strategies.

Parents

Tolson staff ask that students arrive on time and attend school regularly. Parents should conference with teachers and nurture their child's growing knowledge base by supporting the Tolson homework and discipline policy.

Transportation Policy

Students living outside of the one and one-half-mile radius use the school buses provided by TUSD. The general attendance area: north--Speedway, south--36th Street, east--Freeway I-10, west--Tucson Mountains.

School Honors

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

Award/Honor	Year
ü Seven Student Embassadors for Washington D.C.	2004
ü U of Arizona SARSEF Science Awards (1)	2003
ü U of Arizona SARSEF Science Awards (3)	2005
ü Tolson staff received certificate for AIMS scores.	2006

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	96	4704	80010	99	99	99	444	443	447	5	11	10	30	20	18	52	54	53	13	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	2282	38935	98	99	99	440	444	447	7	9	9	26	20	19	61	57	55	7	14	17
Male	50	2422	40974	100	99	98	448	441	448	4	12	11	34	21	18	44	52	52	18	15	19
African American	NC	311	4201	NC	98	99	NC	426	430	NC	20	17	NC	23	23	NC	49	51	NC	8	9
Hispanic	76	2729	34545	100	99	99	444	435	432	4	12	14	30	24	24	54	54	53	12	10	9
Asian/Pacific Islander	--	111	2068	--	97	99	--	472	474	--	5	4	--	12	10	--	54	50	--	29	36
American Indian/Alaskan Native	NC	182	3979	NC	97	96	NC	425	424	NC	15	17	NC	26	30	NC	54	47	NC	5	6
White	NC	1370	35142	NC	99	99	NC	462	465	NC	6	5	NC	12	11	NC	57	56	NC	26	28
Students with Disabilities	NC	594	10161	NC	94	93	NC	415	419	NC	30	28	NC	27	28	NC	37	36	NC	6	8
Students without Disabilities	91	4110	69849	99	100	100	445	446	451	4	8	7	31	19	17	52	57	56	13	16	19
Limited English Proficient Students	16	739	14013	100	98	97	413	410	413	6	27	24	69	35	34	25	35	39	NA	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	57	2469	39029	98	99	98	439	435	432	5	12	14	33	24	25	51	54	52	11	9	9
Non-Economically Disadvantaged	39	2235	40981	100	99	100	451	451	462	5	9	6	26	16	13	54	54	54	15	20	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	96	4701	79438	99	99	98	427	446	451	14	10	9	42	27	24	43	55	56	2	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	2284	38775	98	99	99	427	453	457	15	8	7	39	24	22	46	58	58	NA	11	13
Male	50	2417	40560	100	99	97	428	440	446	12	13	12	44	29	25	40	52	54	4	6	9
African American	NC	311	4178	NC	98	98	NC	436	439	NC	16	13	NC	30	29	NC	50	52	NC	5	6
Hispanic	76	2723	34297	100	99	99	429	438	434	14	12	14	38	30	31	45	52	50	3	5	5
Asian/Pacific Islander	--	111	2063	--	97	99	--	474	475	--	4	3	--	14	15	--	65	63	--	17	20
American Indian/Alaskan Native	NC	186	3940	NC	99	95	NC	432	429	NC	14	14	NC	34	36	NC	49	47	NC	3	3
White	NC	1369	34887	NC	99	98	NC	465	471	NC	5	4	NC	18	15	NC	62	63	NC	15	18
Students with Disabilities	NC	585	9588	NC	93	88	NC	410	416	NC	30	30	NC	36	32	NC	32	34	NC	3	5
Students without Disabilities	91	4116	69850	99	100	100	428	451	456	14	8	7	40	25	23	44	58	59	2	9	12
Limited English Proficient Students	16	734	13856	100	98	96	386	403	407	44	29	27	44	44	43	13	26	29	NA	0	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	57	2460	38685	98	98	97	420	437	435	18	12	14	42	30	32	40	53	50	NA	4	5
Non-Economically Disadvantaged	39	2241	40753	100	99	99	437	456	467	8	8	5	41	23	16	46	57	62	5	13	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	96	4706	79971	99	99	99	431	420	423	7	7	8	34	43	41	57	48	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	2287	38974	100	99	99	444	432	437	2	5	5	32	36	33	64	57	57	2	2	4
Male	49	2419	40895	98	99	98	418	408	410	12	9	10	37	50	47	51	40	41	NA	1	2
African American	NC	311	4203	NC	98	99	NC	407	411	NC	12	11	NC	45	45	NC	42	43	NC	1	2
Hispanic	75	2724	34481	99	99	99	432	416	410	8	7	10	35	46	46	56	46	43	1	1	1
Asian/Pacific Islander	--	113	2067	--	98	99	--	438	449	--	6	4	--	37	28	--	51	60	--	5	8
American Indian/Alaskan Native	NC	185	3995	NC	98	96	NC	414	409	NC	9	10	NC	43	47	NC	49	42	NC	NA	1
White	NC	1373	35150	NC	99	99	NC	430	437	NC	5	5	NC	38	35	NC	54	56	NC	3	5
Students with Disabilities	NC	604	10258	NC	96	94	NC	373	377	NC	22	23	NC	55	51	NC	23	25	NC	1	1
Students without Disabilities	91	4102	69713	99	99	100	432	426	429	7	5	5	34	41	39	58	52	52	1	2	3
Limited English Proficient Students	15	741	13985	94	99	97	379	378	382	20	19	18	60	56	54	20	25	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	57	2467	38994	98	99	98	422	414	409	9	8	10	37	47	47	53	45	41	2	1	1
Non-Economically Disadvantaged	39	2239	40977	100	99	100	444	427	437	5	6	5	31	39	34	64	53	56	NA	2	5

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

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	82	4554	80147	98	98	99	484	474	482	7	13	11	12	20	17	61	48	49	20	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2200	39281	95	98	99	496	475	483	3	11	9	14	22	17	54	48	50	30	19	24
Male	45	2352	40780	100	97	98	474	473	482	11	14	12	11	19	17	67	48	48	11	18	24
African American	NC	314	4249	NC	97	99	NC	463	464	NC	18	17	NC	19	22	NC	49	48	NC	14	13
Hispanic	66	2529	33494	99	98	99	482	466	466	8	15	15	14	24	23	61	47	49	18	14	14
Asian/Pacific Islander	--	109	2103	--	99	99	--	508	515	--	7	4	--	6	8	--	49	44	--	39	45
American Indian/Alaskan Native	NC	219	4117	NC	95	96	NC	447	456	NC	25	19	NC	31	27	NC	37	46	NC	7	8
White	NC	1383	36122	NC	98	99	NC	492	501	NC	7	5	NC	14	10	NC	51	50	NC	28	35
Students with Disabilities	NC	589	10295	NC	88	92	NC	439	443	NC	35	33	NC	26	26	NC	34	33	NC	6	8
Students without Disabilities	77	3965	69852	97	100	100	485	479	488	8	10	7	10	20	16	61	50	51	21	21	26
Limited English Proficient Students	17	669	12722	100	97	97	480	439	441	6	27	27	12	35	33	76	34	37	6	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	52	2431	38371	98	97	97	482	464	465	8	16	15	13	24	23	60	47	49	19	13	13
Non-Economically Disadvantaged	30	2123	41776	97	98	100	486	485	498	7	9	6	10	16	11	63	49	49	20	25	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	83	4563	79686	99	98	98	461	463	470	12	13	11	25	27	24	59	53	57	4	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	2214	39163	97	99	99	477	468	475	5	10	9	18	25	22	74	57	60	3	8	10
Male	45	2347	40438	100	97	97	447	457	465	18	16	13	31	30	25	47	49	54	4	5	7
African American	NC	318	4228	NC	98	98	NC	454	458	NC	19	15	NC	27	28	NC	49	53	NC	5	4
Hispanic	66	2525	33299	99	98	98	458	454	452	11	16	17	29	32	32	59	48	47	2	4	3
Asian/Pacific Islander	--	109	2097	--	99	99	--	484	490	--	6	5	--	12	13	--	73	68	--	8	14
American Indian/Alaskan Native	NC	223	4087	NC	97	96	NC	445	446	NC	21	16	NC	35	38	NC	43	44	NC	2	2
White	NC	1388	35914	NC	99	98	NC	482	489	NC	6	5	NC	19	15	NC	63	67	NC	12	14
Students with Disabilities	NC	593	9808	NC	88	87	NC	425	432	NC	37	35	NC	32	32	NC	28	30	NC	3	3
Students without Disabilities	78	3970	69878	99	100	100	462	468	475	10	9	8	27	27	23	59	57	61	4	7	9
Limited English Proficient Students	17	666	12594	100	97	96	440	420	422	12	34	34	53	47	45	35	19	21	NA	0	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	53	2438	38095	100	98	97	462	452	452	9	17	17	26	32	32	62	48	48	2	3	3
Non-Economically Disadvantaged	30	2125	41591	97	98	99	458	475	486	17	9	6	23	23	16	53	59	65	7	10	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	84	4592	80372	100	99	99	480	474	475	1	4	4	29	31	30	68	64	64	2	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	2219	39452	100	99	99	490	485	488	NA	3	3	18	22	22	79	72	72	3	2	3
Male	45	2371	40836	100	98	98	471	463	464	2	5	6	38	38	37	58	56	56	2	1	1
African American	NC	319	4264	NC	98	99	NC	459	465	NC	8	5	NC	33	35	NC	57	59	NC	2	1
Hispanic	67	2551	33608	100	99	99	477	469	462	1	5	6	34	33	36	63	61	57	1	1	1
Asian/Pacific Islander	--	110	2098	--	100	99	--	487	500	--	3	2	--	19	16	--	76	75	--	2	7
American Indian/Alaskan Native	NC	224	4128	NC	97	97	NC	462	464	NC	5	4	NC	37	39	NC	58	56	NC	NA	1
White	NC	1388	36213	NC	99	99	NC	486	489	NC	2	2	NC	26	22	NC	69	72	NC	3	3
Students with Disabilities	NC	628	10526	NC	93	94	NC	427	427	NC	14	15	NC	53	53	NC	32	31	NC	1	1
Students without Disabilities	79	3964	69846	100	100	100	482	480	482	1	3	3	28	27	26	68	69	69	3	2	2
Limited English Proficient Students	17	674	12747	100	98	97	457	426	432	6	14	12	41	51	52	53	34	36	NA	0	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	53	2454	38521	100	98	98	473	463	461	2	6	6	34	35	38	64	59	55	NA	1	1
Non-Economically Disadvantaged	31	2138	41851	100	99	100	492	485	489	NA	2	3	19	26	22	74	69	72	6	3	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	4552	79306	99	98	99	493	496	504	15	16	13	29	23	20	48	47	49	9	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	2186	38845	100	98	99	485	496	505	14	14	11	30	24	20	47	49	50	9	14	18
Male	37	2365	40383	97	97	98	501	496	504	16	18	14	27	22	19	49	45	47	8	15	19
African American	10	277	4171	100	99	98	NA	484	485	NA	21	20	NA	24	26	NA	46	44	NA	9	10
Hispanic	63	2530	32673	100	98	99	494	485	487	17	19	18	27	27	25	44	45	46	11	9	10
Asian/Pacific Islander	--	131	2147	--	98	99	--	532	539	--	5	5	--	11	10	--	49	46	--	35	40
American Indian/Alaskan Native	NC	194	4034	NC	100	97	NC	469	479	NC	31	22	NC	27	29	NC	41	43	NC	2	7
White	NC	1420	36234	NC	97	99	NC	517	523	NC	8	6	NC	16	13	NC	51	52	NC	25	28
Students with Disabilities	NC	573	10286	NC	85	91	NC	456	462	NC	44	41	NC	29	27	NC	23	27	NC	3	5
Students without Disabilities	73	3979	69020	100	100	100	497	501	510	11	12	9	27	22	18	52	50	52	10	16	21
Limited English Proficient Students	NC	593	10291	NC	96	96	NC	456	458	NC	41	38	NC	32	34	NC	26	26	NC	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	49	2380	37437	98	98	97	486	484	486	20	20	19	29	26	26	43	45	46	8	9	9
Non-Economically Disadvantaged	31	2172	41869	100	98	100	503	508	521	6	11	7	29	18	14	55	49	51	10	21	27

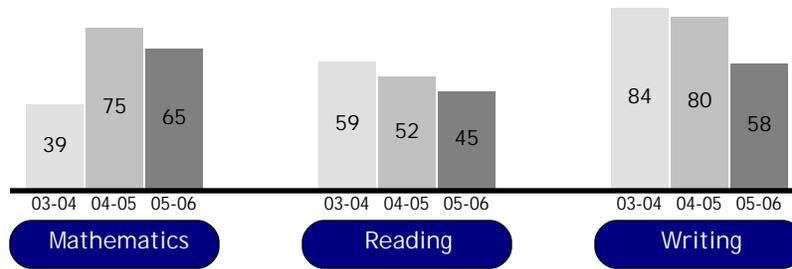
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	4596	79000	99	99	98	469	483	489	14	11	10	38	28	24	46	54	58	3	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	2204	38774	100	99	99	473	488	494	14	7	7	35	27	22	47	57	61	5	8	10
Male	37	2391	40150	97	98	98	465	479	485	14	14	12	41	28	25	46	53	55	NA	6	8
African American	10	279	4153	100	99	98	NA	477	476	NA	15	13	NA	25	30	NA	53	53	NA	7	4
Hispanic	63	2553	32508	100	99	98	468	473	472	14	13	15	38	34	33	46	49	49	2	4	3
Asian/Pacific Islander	--	134	2142	--	100	99	--	503	510	--	3	4	--	21	14	--	63	67	--	13	16
American Indian/Alaskan Native	NC	195	4016	NC	100	96	NC	467	467	NC	13	14	NC	39	37	NC	46	46	NC	2	2
White	NC	1435	36135	NC	98	98	NC	503	508	NC	6	4	NC	17	14	NC	64	67	NC	13	15
Students with Disabilities	NC	617	9991	NC	91	88	NC	442	449	NC	38	33	NC	37	36	NC	24	29	NC	2	2
Students without Disabilities	73	3979	69009	100	100	100	473	489	495	10	7	6	38	26	22	49	59	62	3	8	10
Limited English Proficient Students	NC	604	10199	NC	97	95	NC	439	439	NC	34	35	NC	47	47	NC	18	18	NC	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	49	2403	37234	98	98	97	466	472	472	14	14	15	39	34	33	45	49	50	2	3	3
Non-Economically Disadvantaged	31	2193	41766	100	99	99	474	495	505	13	8	5	35	21	16	48	60	65	3	11	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	80	4607	79611	99	99	99	509	500	496	4	5	7	28	36	37	69	58	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	2206	39016	100	99	99	511	514	511	7	3	4	16	26	29	77	70	66	NA	1	1
Male	37	2400	40519	97	99	98	508	488	482	NA	7	10	41	44	44	59	48	46	NA	0	0
African American	10	279	4188	100	99	98	NA	495	486	NA	6	9	NA	42	40	NA	51	50	NA	0	0
Hispanic	63	2557	32855	100	99	99	506	495	481	5	6	10	30	39	43	65	55	47	NA	0	0
Asian/Pacific Islander	--	134	2149	--	100	100	--	524	519	--	2	4	--	28	24	--	69	70	--	1	2
American Indian/Alaskan Native	NC	192	3992	NC	99	96	NC	489	478	NC	5	10	NC	45	46	NC	49	44	NC	1	0
White	NC	1445	36380	NC	99	99	NC	510	511	NC	4	4	NC	29	30	NC	66	65	NC	1	1
Students with Disabilities	NC	643	10664	NC	95	94	NC	442	440	NC	20	23	NC	57	54	NC	22	22	NC	1	1
Students without Disabilities	73	3964	68947	100	100	100	514	509	504	4	3	4	21	32	34	75	64	61	NA	0	1
Limited English Proficient Students	NC	609	10362	NC	98	97	NC	448	438	NC	17	22	NC	58	57	NC	25	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	49	2415	37626	98	99	98	512	492	479	2	6	10	33	41	45	65	52	45	NA	0	0
Non-Economically Disadvantaged	31	2192	41985	100	99	100	505	510	511	6	4	4	19	30	30	74	65	65	NA	1	1

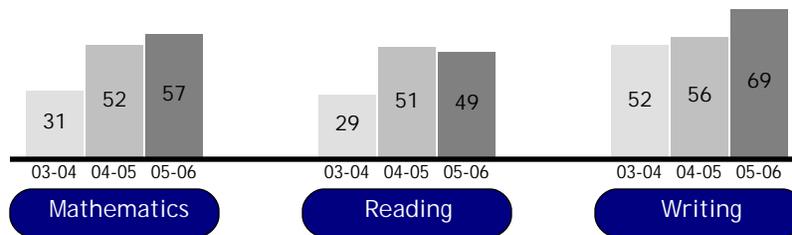
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

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

**Met Graduation Rate:**

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	43	NA	58	98	37	43	47	99	44	44	46
	Language	95	48	45	50	98	36	42	47	99	46	44	48
	Mathematics	96	54	56	64	98	46	48	50	99	52	50	52
3	Reading	100	31	NA	55	99	35	41	44	97	28	43	46
	Language	100	37	56	61	99	35	40	44	96	34	43	46
	Mathematics	100	32	53	61	98	50	47	51	97	50	48	52
4	Reading	100	36	NA	56	99	38	43	48	100	39	46	52
	Language	100	39	45	52	99	37	44	49	100	46	48	52
	Mathematics	100	39	50	61	99	45	48	53	100	56	52	58
5	Reading	100	35	NA	55	100	46	46	50	99	32	50	56
	Language	100	30	41	49	100	45	46	50	99	37	50	54
	Mathematics	100	46	53	63	100	40	45	49	99	44	48	52

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/](http://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)
- 3 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Budget/K3/Title I and Tax Credit
- Ü Analyzing Student Achievement Data
- Ü Instructional Program
- Ü Teacher professional development
- Ü School Goals Planning
- Ü Disseminating Tax Credit Information

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	23.00
Other Professional Staff	7.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	4	0	0	0
7 to 9 years	5	1	0	0
10 or more years	13	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	3
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü In Class 5 to 6 Computer Mini-Labs (19)
- Ü Enclosed Primary Playground
- Ü In School Library
- Ü New Multi-Purpose room

Extracurricular Activities

- Ü Student Council
- Ü Lunch Time-Student Activity Helpers
- Ü Orchestra
- Ü After School Tutoring Title One Program
- Ü Safety Patrols
- Ü Movie Night
- Ü Reading Is Fundamental (RIF)
- Ü Violin instruction for 4th and 5th grade

Social Services

- Ü Community Representative
- Ü PTSO events (monthly)
- Ü Clothing/Food Banks
- Ü Monthly parent workshops
- Ü Internet Access Throughout Building
- Ü On site, full time health assistant

School Achievements/Accomplishments 2005-06

- ü Reading Is Fundamental Grant distributing 1,937 books in the 2005-2006 school year.
  
- ü Intermediate teachers participate in TIMSS study math training.
  
- ü Tolson staff received certificate/recognition for improvements in students' overall achievement in AIMS scores.
  
- ü 12 to 16 science projects are entered every year in the SARSEF Science & Engineering Fair. Contests for students such as young authors conference, spelling bees, science fair and writing contests are held every year.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	96	89	88	73
Graduation Rate <sup>6</sup>	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

All children get immediate consequences for their actions and constant praise for appropriate behavior. Staff implements Nurtured Heart approach for discipline. During the lunch recess, student activity helpers and monitors engage students in sports and activities.

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) :

1

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	Marisa Leon	(520) 225-3326
Transportation Policy	Bill Ball	(520) 225-4802
Community Resources	Diana Pena	(520) 225-3300
School Nutrition Programs	Anna Alvarado	(520) 225-3323
Parent Organization	Robyn Hodge, Sylvia Jacques	(520) 225-3300
Student Health/Nurse	Sonia Romero and Nikki Stefan	(520) 225-3317

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](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://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](http://www.ade.az.gov/researchpolicy/grad).

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\*\* 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.