

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Toltec Middle School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Toltec Elementary District  
3315 N. Toltec Road, Eloy, AZ 85231-9759

**Principal:** Mr. Darrin Johnson  
**Schedule:** 7:30 AM to 4:30 PM  
**Web Address:** [www.toltec.k12.az.us](http://www.toltec.k12.az.us)  
**E-mail:** [djohnson@toltec.k12.az.us](mailto:djohnson@toltec.k12.az.us)

**Grades:** 5-8  
**2002 Enrollment:** 420  
**Phone:** (520) 466-2300  
**Fax:** (520) 466-2399

## ∨ School Overview ∨

### Mission

It is the mission of Toltec Middle School to provide a safe, nurturing and stimulating environment which ensures that all students will succeed academically, socially, technologically, culturally, physically, ethically and emotionally. Students will acquire a solid academic foundation essential for achieving individual success, lifelong learning and making contributions to improve society. Toltec will equip each student with the elements essential to their lifelong success and fulfillment.

### Organization and Philosophy

- w Traditional
- w Self-contained Classrooms 5th Grade
- w Departmentalized Classrooms 6-8
- w Team Teaching

### School/Academic Goals

- w Toltec Middle School will facilitate the social, emotional and academic growth of all students through staff development, parental involvement and administrative support.
- w The school will promote a disciplined environment conducive to learning through clearly communicated expectations and fairly enforced consequences.
- w All students will be prepared to demonstrate responsible citizenship, future employment skills and a desire for lifetime learning.
- w Students will leave each grade having demonstrated competencies in reading, writing, math, science and social studies.

### Instructional Programs

- w Gifted
- w ELL
- w High Tech Labs
- w Accelerated Reader Program
- w Performing Arts
- w Science Olympiad
- w Accelerated Math Program
- w Computer-based Education

### Enrollment

October 1, 2001 School Year Student Enrollment:	910
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	No
Number of Students Attending Under Open Enrollment in 2001-02:	11

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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.

∨ **School Site Council** ∨

**Council Composition**

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

**Council Duties**

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.50	Teacher	25.00
Other Professional Staff	1.00	Teacher Aide	6.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	7	1	0	0
7 to 9 years	2	0	0	0
10 or more years	8	0	1	0

∨ **Shared Responsibilities** ∨

**School**

The school establishes clear behavior expectations which are published in the student handbook. Parent communication takes place through frequent phone calls, Parent/Teacher conferences, weekly grade reports sent home, child study screenings, awards assemblies, student programs, fall carnival, 100th Day barbeque, Grandparents Day, special luncheons, and fall open house. The school sets high standards for student academic and social achievement.

**Parents**

Parents are expected to support the school by assuring punctual school attendance and appropriate student behavior. They establish a time for homework, regulate it regularly and read with their children. They assure that students get the proper amount of sleep and come to school with the necessary tools for learning.

∨ **Transportation Policy** ∨

Toltec Middle School provides transportation to students who reside within the boundaries of the district and live a half mile or more from the school. Transportation is not provided for students who live in another school district, but, by boundary exception approval, attend school at Toltec Middle School. Ten bus routes cover the district. Parents wishing to obtain information about the transportation program may call Laidlaw Education Services at 520-316-3382 or the school.

---

### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/15/02
<b>Average Daily Instruction Time:</b>	6 hrs. 12 min.	<b>Last Day of School:</b>	5/29/03

**Operates on Traditional Schedule**

---

#### Report Card Release Dates

10/23/02	1/8/03	3/19/03	5/29/03
----------	--------	---------	---------

---

#### Additional Calendar/Report Card Information

Parent Conferences - October 23-24, 2002 and March 19-20, 2003.

---

### ∨ Resources Available at School Site ∨

---

#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - No

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

---

#### Special Facilities

W Two Computer Labs/Network	W Media Studio
W Two Performing Arts Stages	W High Tech Lab Class 7-8

---

#### Extracurricular Activities

W Drama/Performing Arts 7-8	W Band/Choir 5-8
W SEMAA Club 5-8	W National Junior Honor Society
W Afterschool Sports Program 6-8	W Yearbook Club
W Junior High Student Council	W Spirit Line

---

#### School/Community Resources

W Breakfast Program	W Lunch Program
W Clothing/Food Banks	W Counseling Services
W Afterschool Program	W Health Services
W Crisis Intervention	W Recreational Activities

## ∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- W An aligned curriculum has been developed to meet the Arizona Academic Standards and prepare students for AIMS and the Stanford 9 Achievement Test.
- W Assessment measures for each learning objective in all academic areas have been developed.

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	96.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	22.2 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.0 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	15.1 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	95.7 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	4.3 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ∨ School Honors ∨

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Girls Basketball & Jr. High Track Conference Champions	2001
Elementary Science Olympiad - 1st Place Team	2001
Superior Rating for Junior High Choir	2001
Good Rating for Junior High Band	2002

## ∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 5</b>	<b>Reading</b>	<b>65</b>	<b>483</b>	<b>48%</b>	<b>23%</b>	<b>25%</b>	<b>5%</b>
	School State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>62</b>	<b>463</b>	<b>44%</b>	<b>35%</b>	<b>18%</b>	<b>3%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>71</b>	<b>441</b>	<b>44%</b>	<b>49%</b>	<b>6%</b>	<b>1%</b>
	State	61760	494	14%	40%	12%	34%

#### Legend

- MS - The Mean Scale 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.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

#### Grade 8

<b>Reading</b>	<b>School</b>	<b>62</b>	<b>496</b>	<b>26%</b>	<b>26%</b>	<b>35%</b>	<b>13%</b>
	State	57484	504	24%	20%	40%	16%
<b>Writing</b>	<b>School</b>	<b>60</b>	<b>480</b>	<b>18%</b>	<b>53%</b>	<b>28%</b>	<b>0%</b>
	State	55420	493	15%	42%	41%	2%
<b>Mathematics</b>	<b>School</b>	<b>64</b>	<b>432</b>	<b>61%</b>	<b>36%</b>	<b>3%</b>	<b>0%</b>
	State	57734	459	39%	40%	14%	7%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
5	Reading	81	45	51	100	38	51	88	45	51	87	44	51	80	35	53
	Language	86	39	42	100	32	44	85	44	45	87	39	45	80	35	47
	Mathematics	86	34	51	100	34	54	93	38	55	91	45	57	84	32	59
6	Reading	87	42	53	100	37	54	82	50	53	82	54	54	80	61	56
	Language	87	27	41	100	26	44	83	33	44	81	30	45	78	43	47
	Mathematics	87	37	57	100	33	59	87	38	60	84	39	63	80	56	65
7	Reading	94	50	52	100	44	53	87	45	52	87	51	53	80	48	55
	Language	95	42	52	100	34	54	85	46	54	85	45	55	80	48	58
	Mathematics	95	39	53	100	34	55	90	43	56	88	39	58	83	42	60
8	Reading	90	39	54	100	46	54	85	49	53	93	48	55	86	50	56
	Language	90	23	46	100	39	49	80	38	49	90	43	50	86	45	52
	Mathematics	90	30	52	100	32	54	81	41	56	96	41	58	92	39	59

## ∨ Measure of Academic Progress ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 4-5</b>	<b>39</b>	<b>46</b>
<b>Grades 5-6</b>	<b>92</b>	<b>87</b>
<b>Grades 6-7</b>	<b>53</b>	<b>83</b>
<b>Grades 7-8</b>	<b>70</b>	<b>79</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## ∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

Student safety and well-being is a priority. Strict rules are communicated and enforced. Any crimes or incidents that could potentially threaten the safety or security of pupils, teachers or administrators are reported to the local law enforcement agencies. There is a certified nurse on campus daily. A full-time Counselor and School Resource Officer are available.

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

10

**School uniforms are not required at this school.**

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.

## ∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	NDS	NDS
Classroom Supplies	NDS	NDS
Administration	NDS	NDS
Support Services-Students	NDS	NDS
Other Support Services and Operations	NDS	NDS
Total Expenditures- All Categories 2000-2001	NDS	NDS

Total Expenditures may not be exact because of rounding.  
Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).  
(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ∨ Contacts ∨

	Name	Phone	Extension
<b>School Site Council</b>	NDS		
<b>Transportation Policy</b>	Don Fraley	(520) 466-2370	
<b>Community Resources</b>	Darrin Johnson	(520) 466-2352	
<b>School Nutrition Programs</b>	Marsha Himrich	(520) 466-2380	
<b>Parent Organization</b>	Jacque Weddle	(520) 466-2300	
<b>Student Health/Nurse</b>	Laurie Escalante	(520) 466-2355	

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."