



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

3315 N. Toltec Rd., Eloy, AZ 85231

Toltec Elementary 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 LEARNS¹

Elementary Achievement Profile (a)

2003-04	Performing
2002-03	Underperforming
2001-02	Maintaining

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

School Overview

Principal/Administrator : Mr. Darrin Johnson
 Schedule : 7:45 AM to 4:45 PM
 Grades : 5-8
 2004 Enrollment : 566
 Web Address : www.toltec.k12.az.us
 Phone Number : (520) 466-2350
 Fax Number : (520) 466-2399
 E-mail : djohnson@toltec.k12.az.us

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.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Not Met
2001-02	N/A

School Improvement Status (b)

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

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

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

Enrollment

October 1, 2003 School Year Student Enrollment : 449
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2003-04 : 18

Instructional Programs

- Ü Gifted
- Ü ELL
- Ü High Tech Labs
- Ü Accelerated Reader Program
- Ü Performing Arts
- Ü SEEMA
- Ü Accelerated Math Program
- Ü Computer-based Education

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 12 minutes
First Day of School :	8/12/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

The school has clear behavior expectations as published in the student handbook. Parent communication takes place through phone calls, P/T conferences and weekly grade reports sent home. High standards are set for student academic/social achievement.

Parents

Parents should support the school by assuring punctual school attendance, dress code compliance, adequate school supplies and appropriate student behavior; establishing a time for homework and monitor homework regularly; monitor academic progress; read with their children; assure that they receive the proper amount of sleep.

Transportation Policy

The School provides transportation to students who reside within the boundaries of the district and live a half mile or more from the school. For transportation information call Laidlaw Education Services at 520-316-3382, or the school.

School Honors

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

Award/Honor	Year
Ü Jr. High Golf Conference Champions	2003
Ü Science Olympiad - 1st Place Team	2003
Ü Excellent Rating for Junior High Choir	2002
Ü Good Rating for Junior High Band	2003

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	120	120	76019	100	100	100	456	456	499	42	42	14	37	37	39	9	9	14	12	12	33
All Students (Prior Year)	101	101	76230	93	93	100	465	465	498	20	20	12	60	60	38	10	10	12	9	9	37
Female	60	60	37207	100	100	100	455	455	499	40	40	12	38	38	41	9	9	14	13	13	33
Male	60	60	38677	100	100	100	457	457	498	43	43	15	36	36	38	10	10	13	12	12	34
African American	NC	NC	3817	NC	NC	100	NC	NC	475	NC	NC	23	NC	NC	47	NC	NC	11	NC	NC	18
Hispanic	54	54	29458	98	98	100	457	457	480	39	39	20	39	39	48	9	9	12	12	12	20
Asian/Pacific Islander	NC	NC	1673	NC	NC	99	NC	NC	531	NC	NC	4	NC	NC	29	NC	NC	14	NC	NC	53
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	466	NC	NC	28	NC	NC	49	NC	NC	10	NC	NC	13
White	51	51	35880	100	100	100	459	459	515	41	41	7	36	36	32	9	9	16	14	14	45
Students with Disabilities	19	19	9786	100	100	100	410	410	457	75	75	39	25	25	40	0	0	7	0	0	13
Students without Disabilities	101	101	66233	97	97	99	458	458	503	40	40	11	38	38	39	9	9	14	13	13	35
Limited English Proficient Students	16	16	15206	100	100	100	472	472	459	0	0	31	100	100	53	0	0	7	0	0	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	82	82	35714				452	452	480	41	41	20	41	41	47	9	9	12	9	9	20
Non-Economically Disadvantaged	38	38	40266				463	463	513	42	42	9	29	29	33	10	10	15	19	19	43

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	120	120	76020	100	100	100	489	489	503	43	43	25	27	27	23	26	26	40	4	4	12
All Students (Prior Year)	102	102	76202	94	94	100	502	502	505	28	28	19	24	24	24	39	39	46	9	9	11
Female	60	60	37213	100	100	100	486	486	504	51	51	22	19	19	23	28	28	42	2	2	13
Male	60	60	38666	100	100	100	493	493	501	33	33	29	36	36	22	24	24	38	7	7	12
African American	NC	NC	3819	NC	NC	100	NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Hispanic	54	54	29442	98	98	99	490	490	494	42	42	37	21	21	26	33	33	31	3	3	6
Asian/Pacific Islander	NC	NC	1672	NC	NC	99	NC	NC	513	NC	NC	12	NC	NC	19	NC	NC	49	NC	NC	20
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	489	NC	NC	48	NC	NC	25	NC	NC	24	NC	NC	3
White	51	51	35890	100	100	100	492	492	511	36	36	15	32	32	20	25	25	48	7	7	18
Students with Disabilities	19	19	9784	100	100	100	484	484	485	50	50	58	25	25	19	25	25	19	0	0	4
Students without Disabilities	101	101	66236	97	97	99	490	490	504	42	42	23	27	27	23	26	26	42	5	5	13
Limited English Proficient Students	16	16	15198	100	100	100	487	487	483	0	0	59	100	100	25	0	0	14	0	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	82	82	35703				489	489	494	43	43	37	29	29	26	24	24	31	3	3	6
Non-Economically Disadvantaged	38	38	40274				490	490	509	42	42	17	23	23	20	29	29	47	6	6	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	119	119	75673	100	100	100	452	452	530	34	34	12	36	36	25	28	28	58	2	2	4
All Students (Prior Year)	101	101	74692	93	93	99	480	480	502	33	33	18	25	25	27	40	40	47	2	2	8
Female	60	60	37099	100	100	100	478	478	548	26	26	8	38	38	22	34	34	64	2	2	6
Male	59	59	38441	98	98	99	424	424	513	43	43	16	33	33	29	21	21	52	2	2	3
African American	NC	NC	3791	NC	NC	99	NC	NC	506	NC	NC	18	NC	NC	29	NC	NC	50	NC	NC	3
Hispanic	53	53	29305	96	96	99	444	444	507	39	39	16	36	36	31	24	24	51	0	0	2
Asian/Pacific Islander	NC	NC	1665	NC	NC	99	NC	NC	573	NC	NC	6	NC	NC	16	NC	NC	67	NC	NC	10
American Indian/Alaskan Native	NC	NC	4707	NC	NC	100	NC	NC	492	NC	NC	19	NC	NC	33	NC	NC	46	NC	NC	1
White	51	51	35760	100	100	99	469	469	550	27	27	9	39	39	21	30	30	64	5	5	6
Students with Disabilities	18	18	9706	100	100	100	416	416	462	75	75	36	0	0	32	25	25	31	0	0	1
Students without Disabilities	101	101	65967	97	97	99	454	454	536	32	32	10	38	38	25	28	28	60	2	2	5
Limited English Proficient Students	16	16	15115	100	100	100	461	461	471	0	0	26	100	100	38	0	0	35	0	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	81	81	35541				450	450	504	38	38	17	36	36	31	24	24	50	2	2	2
Non-Economically Disadvantaged	38	38	40091				457	457	550	26	26	9	35	35	21	35	35	64	3	3	6

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

8th 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	111	111	75001	99	99	99	440	440	468	58	58	37	35	35	36	7	7	16	1	1	10
All Students (Prior Year)	86	86	71167	91	91	99	434	434	463	59	59	38	38	38	41	1	1	14	1	1	7
Female	56	56	36846	100	100	99	439	439	468	57	57	36	37	37	38	4	4	16	2	2	10
Male	55	55	37974	98	98	99	443	443	467	59	59	39	32	32	34	10	10	16	0	0	11
African American	NC	NC	3720	NC	NC	98	NC	NC	446	NC	NC	53	NC	NC	33	NC	NC	9	NC	NC	4
Hispanic	41	41	26675	98	98	98	430	430	448	65	65	52	26	26	34	9	9	10	0	0	4
Asian/Pacific Islander	--	--	1575	--	--	99	--	--	504	--	--	18	--	--	33	--	--	20	--	--	29
American Indian/Alaskan Native	NC	NC	4731	NC	NC	98	NC	NC	438	NC	NC	61	NC	NC	30	NC	NC	7	NC	NC	2
White	62	62	37785	100	100	99	447	447	482	52	52	25	40	40	39	6	6	21	2	2	15
Students with Disabilities	19	19	8802	95	95	100	469	469	418	0	0	79	100	100	16	0	0	3	0	0	1
Students without Disabilities	92	92	66199	100	100	99	440	440	472	58	58	34	34	34	38	7	7	17	1	1	11
Limited English Proficient Students	NC	NC	11710	NC	NC	100	NC	NC	429	NC	NC	70	NC	NC	25	NC	NC	4	NC	NC	1
Migrant Students	--	--	709	--	--		--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	52	52	29814				439	439	448	56	56	53	36	36	33	8	8	10	0	0	4
Non-Economically Disadvantaged	59	59	45170				441	441	479	59	59	28	34	34	38	5	5	20	2	2	14

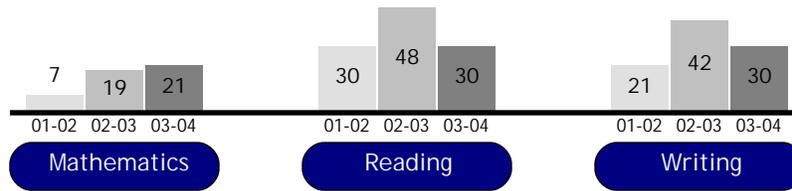
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	111	111	74918	99	99	99	493	493	497	34	34	32	25	25	19	34	34	35	8	8	15
All Students (Prior Year)	86	86	71100	91	91	99	502	502	502	23	23	25	25	25	21	41	41	40	11	11	15
Female	56	56	36805	100	100	99	489	489	501	41	41	28	22	22	19	31	31	37	6	6	16
Male	55	55	37936	98	98	99	497	497	493	24	24	35	29	29	18	37	37	33	10	10	14
African American	NC	NC	3719	NC	NC	98	NC	NC	481	NC	NC	43	NC	NC	21	NC	NC	29	NC	NC	7
Hispanic	41	41	26645	98	98	98	481	481	478	35	35	46	38	38	20	24	24	27	3	3	6
Asian/Pacific Islander	--	--	1571	--	--	99	--	--	521	--	--	18	--	--	15	--	--	38	--	--	30
American Indian/Alaskan Native	NC	NC	4729	NC	NC	98	NC	NC	468	NC	NC	57	NC	NC	19	NC	NC	19	NC	NC	4
White	62	62	37773	100	100	99	499	499	511	35	35	20	17	17	18	37	37	41	12	12	21
Students with Disabilities	19	19	8801	95	95	100	551	551	448	0	0	75	0	0	13	0	0	10	100	100	2
Students without Disabilities	92	92	66117	100	100	99	492	492	501	34	34	28	25	25	19	34	34	37	7	7	16
Limited English Proficient Students	NC	NC	11706	NC	NC	100	NC	NC	454	NC	NC	71	NC	NC	16	NC	NC	12	NC	NC	1
Migrant Students	--	--	706	--	--		--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	52	52	29785				485	485	477	44	44	47	17	17	20	31	31	26	8	8	6
Non-Economically Disadvantaged	59	59	45115				498	498	508	27	27	23	30	30	18	36	36	39	7	7	20

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	111	111	74503	99	99	99	468	468	491	7	7	9	48	48	32	42	42	51	3	3	8
All Students (Prior Year)	84	84	69001	89	89	96	483	483	490	20	20	17	46	46	37	34	34	45	0	0	1
Female	56	56	36686	100	100	99	485	485	506	4	4	5	41	41	29	51	51	57	4	4	9
Male	55	55	37644	98	98	98	448	448	476	10	10	13	56	56	36	32	32	45	2	2	6
African American	NC	NC	3677	NC	NC	97	NC	NC	475	NC	NC	12	NC	NC	36	NC	NC	46	NC	NC	5
Hispanic	41	41	26500	98	98	97	461	461	467	9	9	13	44	44	39	44	44	44	3	3	4
Asian/Pacific Islander	--	--	1566	--	--	99	--	--	537	--	--	5	--	--	23	--	--	55	--	--	18
American Indian/Alaskan Native	NC	NC	4695	NC	NC	97	NC	NC	464	NC	NC	14	NC	NC	39	NC	NC	44	NC	NC	3
White	62	62	37606	100	100	99	474	474	508	6	6	6	48	48	28	42	42	56	4	4	10
Students with Disabilities	19	19	8662	95	95	100	524	524	409	0	0	37	0	0	42	100	100	20	0	0	1
Students without Disabilities	92	92	65841	100	100	98	468	468	499	7	7	7	48	48	32	42	42	53	3	3	8
Limited English Proficient Students	NC	NC	11608	NC	NC	100	NC	NC	430	NC	NC	23	NC	NC	47	NC	NC	28	NC	NC	1
Migrant Students	--	--	701	--	--		--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	52	52	29587				449	449	465	11	11	14	47	47	40	42	42	43	0	0	4
Non-Economically Disadvantaged	59	59	44898				481	481	507	4	4	7	48	48	28	43	43	55	5	5	10

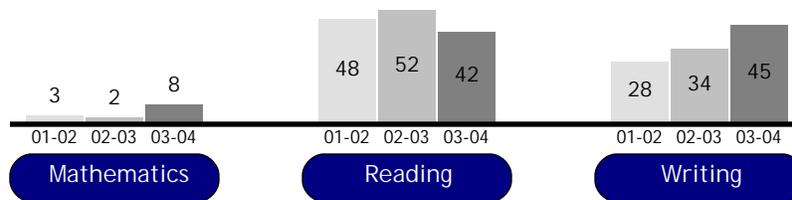
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

5th Grade Proficiency



8th 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.

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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 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

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
5	Reading	100	30	30	46	96	44	44	50	96	34	NA	55
	Language	100	32	32	43	99	36	36	46	97	26	26	49
	Mathematics	100	31	31	54	100	39	39	57	97	33	33	63
6	Reading	99	57	57	49	98	54	54	53	98	48	NA	56
	Language	99	38	38	42	99	38	38	45	98	36	36	48
	Mathematics	99	52	52	58	99	41	41	62	98	53	53	66
7	Reading	100	43	43	48	96	53	53	51	100	36	NA	54
	Language	100	43	43	51	93	52	52	54	100	36	36	58
	Mathematics	100	41	41	54	98	49	49	58	100	38	38	62
8	Reading	100	44	44	49	95	51	51	53	99	43	NA	55
	Language	100	40	40	46	96	45	45	49	99	35	35	52
	Mathematics	100	39	39	54	100	42	42	58	99	37	37	61

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

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

Council Duties

- Ü Curriculum
- Ü School Improvement
- Ü Gather Information From Community

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	26.00
Other Professional Staff	2.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	5	1	0	0
7 to 9 years	5	2	0	0
10 or more years	5	1	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 19
 Core academic classes taught by Highly Qualified (NCLB) teachers. 90
 Teachers with Emergency Certificaton. 2

Resources Available at School Site

Special Facilities

- Ü Three Computer Labs/Network
- Ü Media Studio
- Ü Library
- Ü Gym

Extracurricular Activities

- Ü Drama/Performing Arts 7-8
- Ü Band/Choir 5-8
- Ü SEMAA Club 5-8
- Ü National Junior Honor Society
- Ü Boys and Girls Athletics
- Ü Student Council
- Ü Strategy Club
- Ü Yearbook

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Clothing/Food Banks
- Ü Counseling Services
- Ü After School Program
- Ü Health Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

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

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	92	98	98	94
Retention Rate ⁹	7	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 4-5	64	68
Grades 5-6	88	71
Grades 6-7	56	66
Grades 7-8	68	67

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 2003-04. 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 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

School Safety

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

Student safety is a priority. Strict rules are communicated and enforced. Any crimes or incidents that threaten the safety/security of pupils or staff are reported to local law enforcement agencies. A certified nurse & 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) :

3

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.

Contacts

	Name	Phone Number
School Site Council	Site Council	(520) 466-2352
Transportation Policy	Don Fraley	(520) 466-2370
Community Resources	Darrin Johnson	(520) 466-2352
School Nutrition Programs	Marsha Himrich	(520) 466-2479
Parent Organization	Jacque Weddle	(520) 466-2350
Student Health/Nurse	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 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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at 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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. 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 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 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 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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 and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/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.