



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Performing
2002-03	Underperforming

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

School Overview

Principal/Administrator : Mrs. Korrin Ledbetter  
 Schedule : 07:00 AM to 05:00 PM  
 Grades : 4-8  
 2005 Enrollment : 632  
 Web Address : www.toltec.k12.az.us  
 Phone Number : (520) 466-2350  
 Fax Number : (520) 466-2399  
 E-mail : kledbetter@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)

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

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	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, 2004 School Year Student Enrollment : 579  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> No  
 Number of Students Attending Under Open Enrollment in 2004-05 : 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 :	180
Average Daily Instruction Time :	6 hours 12 minutes
First Day of School :	8/5/2005
Last Day of School :	8/5/2006

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	121	121	78906	100	100	99	454	454	498	37	37	13	21	21	19	39	39	48	3	3	20
All Students (Prior Year)	120	120	76019	100	100	100	456	456	499	42	42	14	37	37	39	9	9	14	12	12	33
Female	57	57	38644	100	100	99	458	458	500	33	33	12	21	21	19	44	44	49	2	2	19
Male	64	64	40236	100	100	99	451	451	497	41	41	15	21	21	19	34	34	46	3	3	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	61	61	31938	100	100	99	447	447	481	45	45	19	23	23	25	32	32	46	0	0	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	51	51	36483	98	98	99	466	466	517	24	24	7	17	17	13	52	52	51	7	7	30
Students with Disabilities	24	24	10664	100	100	100	385	385	430	79	79	42	13	13	27	8	8	26	0	0	5
Students without Disabilities	97	97	68310	99	100	98	473	473	509	26	26	9	23	23	18	48	48	51	3	3	22
Limited English Proficient Students	14	14	12573	100	100	100	390	390	454	50	50	27	25	25	30	25	25	38	0	0	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	90	90	38679	97	97	96	454	454	483	44	44	20	23	23	25	30	30	45	2	2	10
Non-Economically Disadvantaged	31	31	40295	100	100	100	454	454	513	17	17	7	14	14	13	66	66	50	3	3	30

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	121	121	78908	100	0	99	453	453	484	22	22	10	37	37	23	39	39	58	2	2	9
All Students (Prior Year)	120	120	76020	100	100	100	489	489	503	43	43	25	27	27	23	26	26	40	4	4	12
Female	57	57	38648	100	0	99	459	459	489	12	12	8	42	42	22	42	42	61	4	4	10
Male	64	64	40233	100	0	99	448	448	479	31	31	12	33	33	25	36	36	55	0	0	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	61	61	31940	100	0	99	444	444	465	25	25	16	46	46	32	29	29	49	0	0	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	51	51	36502	98	0	99	465	465	502	13	13	4	30	30	14	52	52	67	4	4	15
Students with Disabilities	24	24	10665	100	0	100	392	392	423	54	54	30	29	29	36	17	17	31	0	0	2
Students without Disabilities	97	97	68312	99	0	98	470	470	493	13	13	7	40	40	21	45	45	62	2	2	10
Limited English Proficient Students	14	14	12556	100	0	100	382	382	436	44	44	24	38	38	40	19	19	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	90	90	38662	97	0	96	453	453	468	26	26	16	41	41	32	33	33	49	0	0	3
Non-Economically Disadvantaged	31	31	40315	100	0	100	452	452	498	10	10	5	28	28	15	55	55	66	7	7	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	121	121	78750	100	100	99	451	451	500	17	17	6	45	45	29	37	37	63	1	1	2
All Students (Prior Year)	119	119	75673	100	100	100	452	452	530	34	34	12	36	36	25	28	28	58	2	2	4
Female	57	57	38586	100	100	99	474	474	515	10	10	4	42	42	22	46	46	71	2	2	3
Male	64	64	40135	100	100	99	430	430	486	24	24	8	47	47	35	29	29	56	0	0	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	61	61	31841	100	100	99	437	437	483	21	21	8	45	45	36	34	34	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	51	51	36440	98	98	99	466	466	516	13	13	3	41	41	22	43	43	71	2	2	4
Students with Disabilities	24	24	10622	100	100	100	386	386	415	38	38	21	46	46	50	17	17	28	0	0	1
Students without Disabilities	97	97	68196	99	100	98	469	469	513	12	12	3	44	44	25	43	43	69	1	1	3
Limited English Proficient Students	14	14	12504	100	100	100	345	345	451	44	44	12	38	38	44	19	19	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	90	90	38558	97	97	96	457	457	485	17	17	8	47	47	37	36	36	54	0	0	1
Non-Economically Disadvantaged	31	31	40260	100	100	100	433	433	514	17	17	3	38	38	21	41	41	72	3	3	4

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	92	92	78250	100	100	99	498	498	548	40	40	21	22	22	18	38	38	48	0	0	13
All Students (Prior Year)	111	111	75001	99	99	99	440	440	468	58	58	37	35	35	36	7	7	16	1	1	10
Female	44	44	38071	100	100	99	509	509	549	32	32	20	22	22	19	46	46	49	0	0	12
Male	48	48	40126	100	100	99	487	487	547	46	46	23	22	22	17	32	32	46	0	0	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	41	41	29129	100	100	99	499	499	527	36	36	32	33	33	23	31	31	40	0	0	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	44	44	38320	100	100	99	496	496	568	39	39	12	11	11	14	50	50	55	0	0	19
Students with Disabilities	20	20	9329	100	100	100	412	412	454	63	63	64	16	16	18	21	21	16	0	0	2
Students without Disabilities	72	72	68996	97	97	99	525	525	561	32	32	16	24	24	18	44	44	52	0	0	14
Limited English Proficient Students	NC	NC	10133	NC	NC	100	NC	NC	488	NC	NC	45	NC	NC	25	NC	NC	28	NC	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	58	58	33388	98	98	94	508	508	530	50	50	32	26	26	22	24	24	40	0	0	5
Non-Economically Disadvantaged	34	34	44937	100	100	100	480	480	561	21	21	13	14	14	15	64	64	54	0	0	18

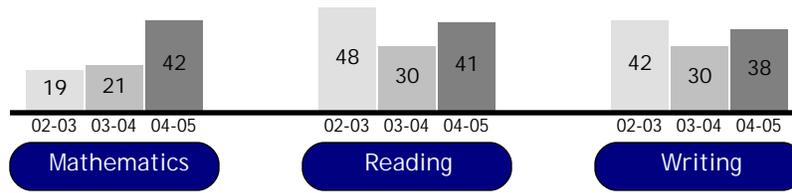
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	92	78302	100	0	99	481	481	512	9	9	11	42	42	25	49	49	57	0	0	7
All Students (Prior Year)	111	111	74918	99	99	99	493	493	497	34	34	32	25	25	19	34	34	35	8	8	15
Female	44	44	38082	100	0	99	494	494	518	5	5	8	35	35	24	59	59	61	0	0	7
Male	48	48	40166	100	0	99	469	469	507	12	12	14	49	49	26	39	39	54	0	0	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	41	41	29152	100	0	99	479	479	492	6	6	17	47	47	34	47	47	46	0	0	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	44	44	38347	100	0	99	482	482	531	8	8	5	39	39	17	53	53	68	0	0	10
Students with Disabilities	20	20	9353	100	0	100	403	403	429	26	26	40	42	42	38	32	32	22	0	0	1
Students without Disabilities	72	72	69024	97	0	99	506	506	524	3	3	7	42	42	23	54	54	62	0	0	7
Limited English Proficient Students	NC	NC	10140	NC	NC	100	NC	NC	451	NC	NC	28	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	58	58	33398	98	0	94	489	489	495	10	10	18	54	54	35	36	36	46	0	0	2
Non-Economically Disadvantaged	34	34	44979	100	0	100	466	466	525	7	7	6	21	21	18	71	71	66	0	0	10

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	93	93	78094	100	100	99	511	511	545	8	8	3	19	19	18	71	71	77	3	3	2
All Students (Prior Year)	111	111	74503	99	99	99	468	468	491	7	7	9	48	48	32	42	42	51	3	3	8
Female	44	44	38025	100	100	99	539	539	558	3	3	2	14	14	13	81	81	82	3	3	2
Male	49	49	40013	100	100	99	487	487	534	12	12	5	24	24	23	62	62	71	2	2	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	42	42	29068	100	100	99	514	514	523	3	3	5	27	27	27	65	65	67	5	5	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	44	44	38265	100	100	99	514	514	564	8	8	2	11	11	11	81	81	84	0	0	3
Students with Disabilities	20	20	9275	100	100	100	397	397	444	26	26	14	37	37	46	32	32	39	5	5	1
Students without Disabilities	73	73	68892	99	99	98	548	548	559	2	2	2	13	13	14	83	83	82	2	2	2
Limited English Proficient Students	NC	NC	10084	NC	NC	100	NC	NC	474	NC	NC	10	NC	NC	39	NC	NC	50	NC	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	58	58	33296	98	98	94	525	525	527	6	6	5	22	22	27	72	72	67	0	0	0
Non-Economically Disadvantaged	35	35	44871	100	100	100	487	487	559	10	10	2	14	14	12	69	69	84	7	7	3

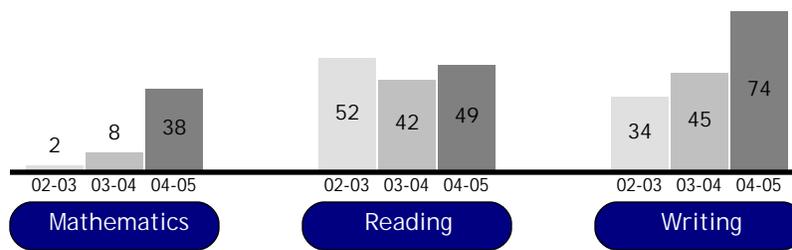
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
4	Reading	--	--	41	52	--	--	NA	56	100	45	45	48
	Language	--	--	36	48	--	--	31	52	100	43	43	49
	Mathematics	--	--	46	57	--	--	44	61	100	52	52	53
5	Reading	96	44	44	50	96	34	NA	55	98	39	39	50
	Language	99	36	36	46	97	26	26	49	98	36	36	50
	Mathematics	100	39	39	57	97	33	33	63	98	32	32	49
6	Reading	98	54	54	53	98	48	NA	56	99	51	51	51
	Language	99	38	38	45	98	36	36	48	99	46	46	47
	Mathematics	99	41	41	62	98	53	53	66	98	48	48	52
7	Reading	96	53	53	51	100	36	NA	54	99	49	49	50
	Language	93	52	52	54	100	36	36	58	99	46	46	52
	Mathematics	98	49	49	58	100	38	38	62	99	39	39	50
8	Reading	95	51	51	53	99	43	NA	55	100	45	45	51
	Language	96	45	45	49	99	35	35	52	100	39	39	50
	Mathematics	100	42	42	58	99	37	37	61	100	33	33	53

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

- 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 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	34.00
Other Professional Staff	1.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	22	0	0	0
4 to 6 years	7	1	0	0
7 to 9 years	2	2	0	0
10 or more years	3	1	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	102
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

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

Extracurricular Activities

- Ü Student Council
- Ü Band/Choir 5-8
- Ü SEMAA Club 5-8
- Ü National Junior Honor Society
- Ü Boys and Girls Athletics
- Ü Newspaper
- Ü Math and Science 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 2004-05

School Achievements/Accomplishments 2004-05

- 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 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	19	12	12	17
Transfers In Rate <sup>6</sup>	34	28	28	37
Stability Rate <sup>7</sup>	80	87	87	82
Promotion Rate <sup>8</sup>	87	96	95	81
Retention Rate <sup>9</sup>	6	1	1	3
Dropout Rate <sup>10</sup>	2	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

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

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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

20
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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	Site Council	(520) 466-2352
Transportation Policy	Don Fraley	(520) 466-2370
Community Resources	Korrin Ledbetter	(877) 466-2352
School Nutrition Programs	Marsha Himrich	(520) 466-2479
Parent Organization	Jacque Weddle	(520) 466-2350
Student Health/Nurse	Tammy Toureau	(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 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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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.