

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3850 South 79th Avenue, Phoenix, AZ 85043

Fowler 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)

2005-06	Performing
2004-05	N/A
2003-04	N/A

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

School Overview

Principal/Administrator : Mr. Philip Allen
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-5
 Web Address : www.fesd.org
 Phone Number : (623) 707-2300
 Fax Number : (623) 707-2304
 E-mail : pallen@fesd.org

Mission

The Tuscano Elementary School community, through a cooperative partnership with families, pledges to create a safe, nurturing environment with high academic and behavioral expectations where all children can succeed. Our mission is to foster children who are happy, healthy, and responsible lifelong learners.
 Adopted May 21, 2005 by Tuscano's Core Team

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	N/A
2003-04	N/A

School Improvement Status (b)

2005-06	Warning Year
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 Tuscano Elementary School shall increase the percentage of students in the 'meets or exceeds standards' categories from the previous year in the areas of Reading and Mathematics on A.I.M.S. (Grades 3, 4 and 5)
- ü In the areas of Reading and Mathematics, it is our goal to increase the percentage of students who have made at least one year's growth over the previous school year using MAP scores. (Grades 3, 4, and 5)
- ü Tuscano Elementary School will have school and classroom-based web pages. Teacher and school websites are required to look professional, reflect high levels of teacher engagement, and include examples of student work.
- ü Tuscano Elementary School K-5 teachers will diary map Mathematics on Curriculum Mapper. Monthly maps will be completed by the 7th of the following month.

Enrollment

October 1, 2005 School Year Student Enrollment : 393
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 38

Instructional Programs

- Houghton-Mifflin Company
- Saxon Mathematics
- Six Trait Writing
- Macmillan/McGraw-Hill Language Arts
- Harcourt Horizons Social Studies
- Harcourt Science
- SuccessMaker Software
- Character Counts!

Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/1/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Tuscano provides:

- A safe environment
- Parent involvement opportunities
- High academic and consistent behavioral expectations where all children can succeed in a literacy-rich and learning-centered environment
- A hands-on, minds-on, relevant environment
- Cooperative learning
- A risk-free environment promoting a positive experience for learners
- Building self-esteem for all
- A welcoming environment
- Focus on multiple intelligences and teaching to strengths
- A child-centered focus

Parents

Students are to attend school daily and be prepared to engage in learning. Open communication is present between the parent and school so an appropriate learning climate is created for all. Parents need to assist their children with daily homework assignments and attend all scheduled parent/teacher conferences. Parents are encouraged to attend the many special events sponsored by the school: Meet the Teacher and Curriculum Nights, Share Day, Family Math Night, Literacy Night, among others.

Transportation Policy

The Fowler Elementary School District provides bus transportation for students who are residents of the school attendance area and reside more than one mile from the school or have disabilities as indicated in their Individual Education Plan.

School Honors

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

Award/Honor	Year
• Tuscano Elementary School Teacher of the Year	2006
• Walmart Teacher of the Year	2005
• Fowler Elementary School Teacher of the Year	2004
• Western Valley Elementary Teacher of the Year	2004

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	75	495	80010	100	100	99	428	429	447	15	17	10	28	23	18	49	52	53	8	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	234	38935	100	100	99	433	434	447	9	12	9	34	24	19	49	54	55	9	10	17
Male	40	259	40974	98	98	98	424	424	448	20	20	11	23	22	18	50	51	52	8	7	19
African American	NC	42	4201	NC	100	99	NC	430	430	NC	12	17	NC	21	23	NC	60	51	NC	7	9
Hispanic	52	400	34545	100	99	99	422	428	432	15	18	14	35	23	24	46	51	53	4	8	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	--	NC	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	11	41	35142	100	100	99	443	440	465	9	5	5	18	27	11	55	59	56	18	10	28
Students with Disabilities	NC	34	10161	NC	92	93	NC	390	419	NC	50	28	NC	35	28	NC	15	36	NC	NA	8
Students without Disabilities	68	461	69849	100	100	100	434	431	451	9	14	7	28	22	17	54	55	56	9	9	19
Limited English Proficient Students	18	164	14013	95	98	97	404	404	413	22	32	24	50	32	34	28	35	39	NA	1	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	52	405	39029	96	96	98	416	425	432	17	17	14	35	25	25	46	52	52	2	6	9
Non-Economically Disadvantaged	23	90	40981	100	100	100	455	446	462	9	17	6	13	12	13	57	51	54	22	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	68	484	79438	91	97	98	436	425	451	15	20	9	31	36	24	49	41	56	6	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	233	38775	100	100	99	442	435	457	18	14	7	29	34	22	44	46	58	9	6	13
Male	34	249	40560	83	94	97	431	416	446	12	24	12	32	39	25	53	36	54	3	1	9
African American	NC	40	4178	NC	98	98	NC	428	439	NC	10	13	NC	40	29	NC	50	52	NC	NA	6
Hispanic	47	392	34297	90	97	98	429	423	434	17	21	14	36	36	31	43	39	50	4	3	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	11	41	34887	100	100	98	443	441	471	18	12	4	18	29	15	55	51	63	9	7	18
Students with Disabilities	NC	24	9588	NC	65	88	NC	377	416	NC	67	30	NC	25	32	NC	8	34	NC	NA	5
Students without Disabilities	67	460	69850	100	100	100	437	427	456	13	17	7	31	37	23	49	42	59	6	4	12
Limited English Proficient Students	17	163	13856	89	97	96	402	394	407	35	40	27	47	44	43	18	15	29	NA	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	46	395	38685	85	94	97	424	421	435	17	21	14	41	39	32	37	38	50	4	3	5
Non-Economically Disadvantaged	22	89	40753	100	100	99	463	447	467	9	16	5	9	22	16	73	54	62	9	8	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	73	496	79971	97	100	99	437	408	423	8	11	8	32	48	41	56	39	49	4	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	233	38974	100	100	99	451	423	437	3	8	5	24	39	33	68	50	57	6	3	4
Male	39	261	40895	95	98	98	424	394	410	13	14	10	38	56	47	46	29	41	3	1	2
African American	NC	42	4203	NC	100	99	NC	423	411	NC	10	11	NC	36	45	NC	52	43	NC	2	2
Hispanic	50	401	34481	96	99	99	428	405	410	10	12	10	34	49	46	54	37	43	2	1	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	--	NC	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	11	41	35150	100	100	99	444	417	437	NA	5	5	36	54	35	64	41	56	NA	NA	5
Students with Disabilities	NC	32	10258	NC	86	94	NC	335	377	NC	47	23	NC	47	51	NC	6	25	NC	NA	1
Students without Disabilities	68	464	69713	100	100	100	446	412	429	3	9	5	32	48	39	60	41	52	4	2	3
Limited English Proficient Students	18	166	13985	95	99	97	401	370	382	11	21	18	56	60	54	33	19	27	NA	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	50	405	38994	93	96	98	427	404	409	10	11	10	32	50	47	56	38	41	2	1	1
Non-Economically Disadvantaged	23	91	40977	100	100	100	456	426	437	4	11	5	30	40	34	57	45	56	9	4	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	75	469	80147	100	100	99	466	463	482	13	17	11	17	21	17	56	51	49	13	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	218	39281	100	99	99	465	465	483	13	15	9	18	21	17	59	53	50	10	11	24
Male	34	249	40780	94	100	98	471	462	482	12	18	12	15	21	17	56	49	48	18	12	24
African American	NC	44	4249	NC	100	99	NC	457	464	NC	23	17	NC	23	22	NC	45	48	NC	9	13
Hispanic	50	366	33494	100	99	99	467	460	466	12	17	15	20	23	23	54	50	49	14	10	14
Asian/Pacific Islander	NC	10	2103	NC	100	99	NC	NA	515	NC	NA	4	NC	NA	8	NC	NA	44	NC	NA	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	13	44	36122	93	100	99	490	486	501	NA	7	5	NA	7	10	85	66	50	15	20	35
Students with Disabilities	NC	32	10295	NC	91	92	NC	413	443	NC	63	33	NC	13	26	NC	25	33	NC	NA	8
Students without Disabilities	69	437	69852	100	100	100	471	467	488	10	14	7	16	22	16	59	53	51	14	12	26
Limited English Proficient Students	13	126	12722	100	98	97	422	435	441	31	29	27	46	36	33	23	33	37	NA	2	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	56	388	38371	98	98	97	466	460	465	13	18	15	20	21	23	55	51	49	13	10	13
Non-Economically Disadvantaged	19	81	41776	100	100	100	467	476	498	16	10	6	11	20	11	58	52	49	16	19	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	71	465	79686	95	99	98	457	445	470	13	20	11	31	36	24	54	42	57	3	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	217	39163	97	98	99	459	452	475	13	13	9	29	36	22	55	47	60	3	3	10
Male	32	247	40438	89	99	97	455	439	465	13	25	13	34	36	25	50	36	54	3	2	7
African American	NC	43	4228	NC	98	98	NC	446	458	NC	23	15	NC	28	28	NC	47	53	NC	2	4
Hispanic	48	364	33299	96	99	98	458	442	452	8	21	17	40	38	32	48	39	47	4	2	3
Asian/Pacific Islander	NC	10	2097	NC	100	99	NC	NA	490	NC	NA	5	NC	NA	13	NC	NA	68	NC	NA	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	13	44	35914	93	100	98	470	465	489	8	9	5	15	30	15	77	52	67	NA	9	14
Students with Disabilities	NC	29	9808	NC	83	87	NC	404	432	NC	55	35	NC	34	32	NC	10	30	NC	NA	3
Students without Disabilities	68	436	69878	100	100	100	458	448	475	10	17	8	32	36	23	54	44	61	3	3	9
Limited English Proficient Students	12	125	12594	92	98	96	416	413	422	33	42	34	50	46	45	17	12	21	NA	NA	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	54	386	38095	95	97	97	456	441	452	11	21	17	35	39	32	50	38	48	4	2	3
Non-Economically Disadvantaged	17	79	41591	94	100	99	460	468	486	18	13	6	18	22	16	65	58	65	NA	8	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	75	470	80372	100	100	99	462	454	475	7	7	4	31	44	30	61	49	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	219	39452	100	99	99	474	470	488	5	4	3	26	35	22	67	59	72	3	1	3
Male	34	249	40836	94	100	98	456	441	464	6	8	6	35	51	37	59	40	56	NA	0	1
African American	NC	44	4264	NC	100	99	NC	458	465	NC	5	5	NC	43	35	NC	52	59	NC	NA	1
Hispanic	50	367	33608	100	99	99	471	452	462	2	7	6	32	46	36	64	46	57	2	1	1
Asian/Pacific Islander	NC	10	2098	NC	100	99	NC	NA	500	NC	NA	2	NC	NA	16	NC	NA	75	NC	NA	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	13	44	36213	93	100	99	466	464	489	8	7	2	23	32	22	69	61	72	NA	NA	3
Students with Disabilities	NC	31	10526	NC	89	94	NC	387	427	NC	29	15	NC	55	53	NC	16	31	NC	NA	1
Students without Disabilities	69	439	69846	100	100	100	467	458	482	6	5	3	29	43	26	64	51	69	1	1	2
Limited English Proficient Students	13	127	12747	100	99	97	428	420	432	8	13	12	62	65	52	31	21	36	NA	1	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	56	390	38521	98	98	98	470	451	461	5	7	6	30	47	38	63	46	55	2	1	1
Non-Economically Disadvantaged	19	80	41851	100	100	100	440	470	489	11	6	3	32	30	22	58	63	72	NA	1	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	68	462	79306	99	99	99	478	489	504	16	18	13	32	28	20	47	44	49	4	10	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	232	38845	97	98	99	480	491	505	15	16	11	33	29	20	45	43	50	6	13	18
Male	35	229	40383	100	100	98	477	487	504	17	21	14	31	27	19	49	45	47	3	7	19
African American	NC	38	4171	NC	100	98	NC	481	485	NC	24	20	NC	26	26	NC	42	44	NC	8	10
Hispanic	52	365	32673	98	99	99	477	484	487	13	19	18	37	31	25	48	42	46	2	8	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	--	NC	4034	--	NC	97	--	NC	479	--	NC	22	--	NC	29	--	NC	43	--	NC	7
White	NC	50	36234	NC	100	99	NC	524	523	NC	14	6	NC	12	13	NC	48	52	NC	26	28
Students with Disabilities	NC	56	10286	NC	95	91	NC	439	462	NC	70	41	NC	20	27	NC	9	27	NC	2	5
Students without Disabilities	60	406	69020	98	100	100	484	495	510	8	11	9	35	29	18	52	49	52	5	11	21
Limited English Proficient Students	NC	99	10291	NC	98	96	NC	447	458	NC	48	38	NC	38	34	NC	13	26	NC	NA	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	53	382	37437	98	97	97	477	486	486	19	19	19	32	29	26	45	44	46	4	8	9
Non-Economically Disadvantaged	15	80	41869	100	100	100	484	504	521	7	16	7	33	23	14	53	44	51	7	18	27

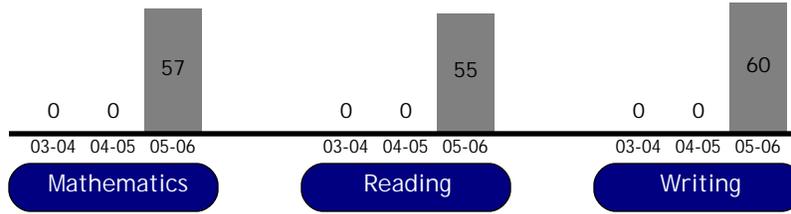
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	456	79000	90	98	98	476	468	489	5	15	10	40	38	24	52	44	58	3	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	228	38774	85	97	99	483	475	494	7	13	7	34	34	22	52	49	61	7	5	10
Male	33	227	40150	94	99	98	471	461	485	3	18	12	45	42	25	52	39	55	NA	1	8
African American	NC	35	4153	NC	92	98	NC	472	476	NC	11	13	NC	43	30	NC	43	53	NC	3	4
Hispanic	49	362	32508	92	98	98	473	463	472	6	17	15	41	40	33	51	41	49	2	2	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	--	NC	4016	--	NC	96	--	NC	467	--	NC	14	--	NC	37	--	NC	46	--	NC	2
White	NC	50	36135	NC	100	98	NC	500	508	NC	4	4	NC	26	14	NC	58	67	NC	12	15
Students with Disabilities	NC	50	9991	NC	85	88	NC	425	449	NC	48	33	NC	44	36	NC	8	29	NC	NA	2
Students without Disabilities	60	406	69009	98	100	100	477	473	495	5	11	6	38	37	22	53	48	62	3	3	10
Limited English Proficient Students	NC	98	10199	NC	97	95	NC	430	439	NC	43	35	NC	50	47	NC	7	18	NC	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	47	376	37234	87	95	97	474	465	472	4	15	15	43	41	33	51	41	50	2	2	3
Non-Economically Disadvantaged	15	80	41766	100	100	99	483	485	505	7	14	5	33	23	16	53	56	65	7	8	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	68	460	79611	99	99	99	482	482	496	13	11	7	34	41	37	51	48	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	231	39016	97	98	99	509	500	511	9	6	4	27	38	29	61	55	66	3	1	1
Male	35	228	40519	100	99	98	458	464	482	17	16	10	40	43	44	43	41	46	NA	0	0
African American	NC	38	4188	NC	100	98	NC	482	486	NC	11	9	NC	50	40	NC	39	50	NC	NA	0
Hispanic	52	363	32855	98	98	99	477	478	481	13	12	10	37	42	43	50	46	47	NA	0	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	--	NC	3992	--	NC	96	--	NC	478	--	NC	10	--	NC	46	--	NC	44	--	NC	0
White	NC	50	36380	NC	100	99	NC	517	511	NC	8	4	NC	22	30	NC	68	65	NC	2	1
Students with Disabilities	NC	57	10664	NC	97	94	NC	408	440	NC	42	23	NC	49	54	NC	7	22	NC	2	1
Students without Disabilities	60	403	68947	98	99	100	491	492	504	8	7	4	35	39	34	55	53	61	2	0	1
Limited English Proficient Students	NC	96	10362	NC	95	97	NC	425	438	NC	29	22	NC	53	57	NC	18	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	53	381	37626	98	96	98	471	477	479	17	12	10	40	44	45	42	44	45	2	1	0
Non-Economically Disadvantaged	15	79	41985	100	100	100	524	510	511	NA	6	4	13	25	30	87	67	65	NA	1	1

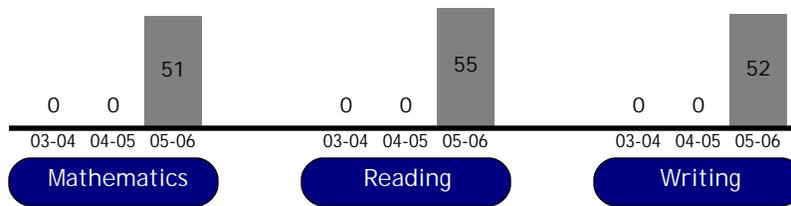
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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	--	--	NA	58	--	--	31	47	100	21	27	46
	Language	--	--	22	50	--	--	33	47	100	21	30	48
	Mathematics	--	--	40	64	--	--	41	50	100	32	44	52
3	Reading	--	--	NA	55	--	--	25	44	89	35	25	46
	Language	--	--	37	61	--	--	27	44	96	32	28	46
	Mathematics	--	--	45	61	--	--	36	51	99	39	35	52
4	Reading	--	--	NA	56	--	--	36	48	95	46	35	52
	Language	--	--	33	52	--	--	35	49	100	48	35	52
	Mathematics	--	--	42	61	--	--	43	53	100	50	44	58
5	Reading	--	--	NA	55	--	--	34	50	90	50	41	56
	Language	--	--	33	49	--	--	34	50	99	43	37	54
	Mathematics	--	--	45	63	--	--	35	49	99	35	39	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/

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)
- 0 Non-certified Employee(s)
- 7 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Achievement
- Ü School Safety
- Ü Curriculum
- Ü Parent/Community Involvement
- Ü Budget
- Ü Philosophy

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	24.50
Other Professional Staff	1.50	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
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 Media Center
- Ü Computer Labs
- Ü Art Room
- Ü Cafeteria/Multi-Purpose Room

Extracurricular Activities

- Ü Band
- Ü Choir
- Ü Student Council
- Ü After School Tutoring
- Ü Homework Club
- Ü Math Challenge Club
- Ü Field Trips

Social Services

- Ü Before and After School Day Care
- Ü Psychologist
- Ü Health Manager

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- Ü Tuscano Elementary School was named a Reading First school during the spring semester of the 2005-06 school year. Participation in Reading First will aid us in meeting our goal of all students reading at grade level by the end of grade three.
- Ü Tuscano Elementary School reached 5/6 of our goal to increase the number of students 'meeting' or 'exceeding' the standard on A.I.M.S. Grades 3, 4, and 5 increased the percentage in Reading. Grades 4 and 5 increased the percentage in Mathematics.
- Ü One-hundred percent of Tuscano Elementary School's teachers successfully completed their classroom-based websites which included examples of student work.
- Ü Ninety-six percent of Tuscano Elementary School's staff met their goal of monthly diary mapping using Curriculum Mapper.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	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

Our safety procedures include:

- Students use a “buddy system”.
- Daily calls are made for every unexcused absence.
- Visitors are required to sign-in/out at the office and wear a visitor’s badge.
- Staff is assigned to monitor students before, during, and after school.
- The head custodian makes rounds regularly, reporting unusual circumstances.
- Personal safety is a regular part of the curriculum.
- Each teacher has a written crisis/emergency plan, including dangerous person instructions.

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) :

0

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	Philip Allen	(623) 707-2300
Transportation Policy	Ignacio Fernandez	(623) 707-4519
Community Resources	Philip Allen	(623) 707-2300
School Nutrition Programs	Mary Donovan	(623) 707-4516
Parent Organization	Angel Torres	(623) 326-5190
Student Health/Nurse	Gisela Wirth	(623) 707-2300

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.

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.

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.

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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.