



Tom Horne, Superintendent
of Public Instruction

ARIZONA DISTRICT REPORT CARD 2005-06

Casa Grande Elementary District

1460 N Pinal Ave, Casa Grande, AZ 85222-

No Child Left Behind

Adequate Yearly Progress¹

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

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.

Current Administrator²

Title: Superintendent
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District At A Glance

Enrollment³

	State	District
2004-2005 Student Enrollment	1,037,655	6,189

Highly Qualified

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	101	12	0	0
4 to 6 years	43	21	0	0
7 to 9 years	37	18	0	0
10 or more years	84	64	1	1

Percentage of Public Elementary and Secondary School Teachers with Emergency/Provisional Certification

2%

	District Aggregate	High-Poverty Schools	Moderate-Poverty Schools	Low Poverty Schools
Percentage of Core Academic Subject Poverty Elementary and Secondary School Classes Not Taught by Highly Qualified Teachers	3%	3%	3%	N/A

N/A =Data not available

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your district.

3rd Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	663	79306	100	99	438	445	10	10	20	18	53	51	17	20
All Students (03-04)	605	75509	100	100	516	521	15	13	24	23	32	33	29	31
Female (04-05)	340	38691	100	99	438	446	10	10	17	18	55	52	18	20
Female (03-04)	287	37013	99	100	517	522	15	12	20	24	36	33	29	31
Male (04-05)	321	40583	100	99	437	445	10	11	23	18	52	50	15	21
Male (03-04)	318	38430	100	99	515	521	15	14	27	22	29	33	29	31
African American (04-05)	40	4041	100	99	437	426	15	17	18	23	50	50	18	10
African American (03-04)	37	3660	100	99	514	496	15	24	30	31	27	28	27	18
Hispanic (04-05)	352	32869	100	99	430	429	11	15	24	25	52	51	13	10
Hispanic (03-04)	317	30486	99	99	507	505	17	18	28	29	31	32	25	21
Asian/Pacific Islander (04-05)	NC	1935	NC	99	NC	474	NC	3	NC	9	NC	48	NC	40
Asian/Pacific Islander (03-04)	NC	1780	NC	98	NC	549	NC	5	NC	13	NC	33	NC	50
American Indian/Alaskan Native (04-05)	40	4264	100	100	416	419	26	19	24	30	35	45	15	6
American Indian/Alaskan Native (03-04)	46	4075	100	100	499	486	26	28	28	34	30	26	16	12
White (04-05)	225	36197	99	99	452	463	6	5	13	11	58	53	23	31
White (03-04)	201	35192	100	99	530	534	11	8	16	19	35	35	38	39
Students with Disabilities (04-05)	71	10321	100	100	355	389	43	30	20	27	28	34	9	9
Students with Disabilities (03-04)	83	9708	100	100	474	489	43	32	25	27	22	24	10	17
Students without Disabilities (04-05)	593	69060	99	98	448	454	6	7	20	17	56	54	18	22
Students without Disabilities (03-04)	522	65801	99	98	520	525	12	11	23	23	33	34	31	33
Limited English Proficient Students (04-05)	104	15509	100	100	392	406	16	20	28	30	53	45	3	5
Limited English Proficient Students (03-04)	117	16928	100	100	492	485	23	29	40	33	21	26	15	12
Migrant Students (04-05)	NC	118	NC	NA	NC	419	NC	25	NC	21	NC	50	NC	3
Migrant Students (03-04)	NC	750	NC	NA	NC	499	NC	21	NC	29	NC	30	NC	20
Economically Disadvantaged (04-05)	400	39415	96	96	434	431	13	15	24	25	52	50	11	10
Economically Disadvantaged (03-04)	394	36411	NA	NA	506	503	18	19	28	29	31	32	23	20
Non-Economically Disadvantaged (04-05)	264	39966	100	100	443	459	7	6	14	12	55	52	25	30
Non-Economically Disadvantaged (03-04)	211	39040	NA	NA	531	534	11	8	16	19	34	34	39	39

3rd Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	665	79395	0	99	432	446	12	9	29	25	53	55	6	11
All Students (03-04)	604	75492	100	100	508	519	19	12	20	16	44	47	17	24
Female (04-05)	341	38691	0	100	438	451	8	7	27	24	57	57	7	12
Female (03-04)	288	37014	99	100	513	523	16	10	19	15	42	48	23	27
Male (04-05)	322	40618	0	99	426	440	16	11	32	27	48	53	4	9
Male (03-04)	316	38400	100	99	504	516	22	14	20	17	45	47	12	21
African American (04-05)	40	4052	0	100	434	434	12	11	35	29	53	54	0	6
African American (03-04)	37	3665	100	99	512	505	18	20	12	22	52	43	18	14
Hispanic (04-05)	353	32915	0	99	427	426	12	15	34	35	50	47	4	4
Hispanic (03-04)	317	30438	99	99	502	508	21	17	25	21	42	47	13	15
Asian/Pacific Islander (04-05)	NC	1936	NC	99	NC	468	NC	3	NC	14	NC	63	NC	19
Asian/Pacific Islander (03-04)	NC	1773	NC	98	NC	534	NC	4	NC	10	NC	50	NC	36
American Indian/Alaskan Native (04-05)	40	4271	0	100	400	420	38	15	26	42	29	41	6	2
American Indian/Alaskan Native (03-04)	46	4081	100	100	497	498	26	25	23	26	44	40	7	8
White (04-05)	226	36221	0	99	445	465	8	4	22	15	61	63	10	17
White (03-04)	200	35177	100	99	518	528	16	8	14	13	44	49	26	31
Students with Disabilities (04-05)	73	10331	0	100	340	388	50	25	24	37	24	34	2	4
Students with Disabilities (03-04)	83	9707	100	100	479	495	47	33	22	21	25	33	6	13
Students without Disabilities (04-05)	593	69139	0	99	444	454	7	7	30	24	57	58	6	11
Students without Disabilities (03-04)	521	65785	99	98	512	522	16	10	19	16	46	49	19	26
Limited English Proficient Students (04-05)	104	15545	0	100	385	399	19	21	38	42	42	35	1	1
Limited English Proficient Students (03-04)	116	16905	100	100	492	489	31	34	25	28	35	32	8	6
Migrant Students (04-05)	NC	120	NC	NA	NC	414	NC	20	NC	45	NC	35	NC	0
Migrant Students (03-04)	NC	763	NC	NA	NC	499	NC	21	NC	30	NC	40	NC	8
Economically Disadvantaged (04-05)	401	39484	0	96	429	429	16	14	35	35	46	47	4	4
Economically Disadvantaged (03-04)	394	36302	NA	NA	500	507	23	18	22	21	46	46	9	14
Non-Economically Disadvantaged (04-05)	265	39986	0	100	436	461	7	4	21	16	63	63	8	17
Non-Economically Disadvantaged (03-04)	210	39164	NA	NA	521	528	14	8	16	13	40	48	30	31

3rd Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	658	78869	99	99	422	442	10	6	24	21	60	63	6	10
All Students (03-04)	601	75053	100	99	565	597	10	7	16	12	68	72	5	9
Female (04-05)	338	38536	99	99	442	458	5	4	17	15	71	67	7	14
Female (03-04)	286	36872	99	99	584	621	6	5	11	9	76	74	7	12
Male (04-05)	318	40302	99	99	403	428	15	8	31	26	49	60	4	7
Male (03-04)	315	38109	100	99	548	573	14	10	21	14	61	69	4	6
African American (04-05)	40	4015	100	99	418	430	21	8	9	24	71	61	0	7
African American (03-04)	37	3636	100	99	552	568	6	12	27	16	67	67	0	6
Hispanic (04-05)	348	32606	100	98	418	426	9	8	29	27	56	60	5	5
Hispanic (03-04)	315	30235	99	98	553	575	15	9	16	14	64	70	5	6
Asian/Pacific Islander (04-05)	NC	1925	NC	99	NC	471	NC	3	NC	11	NC	64	NC	22
Asian/Pacific Islander (03-04)	NC	1768	NC	98	NC	651	NC	3	NC	5	NC	72	NC	19
American Indian/Alaskan Native (04-05)	40	4245	100	100	390	423	21	9	29	26	44	61	6	4
American Indian/Alaskan Native (03-04)	46	4044	100	99	532	550	14	13	19	17	65	66	2	4
White (04-05)	224	36078	98	99	437	459	7	4	17	16	69	66	7	14
White (03-04)	199	35028	100	99	589	613	5	6	15	10	74	73	7	11
Students with Disabilities (04-05)	71	10246	100	100	300	367	41	18	23	39	31	40	5	4
Students with Disabilities (03-04)	83	9625	100	100	484	530	28	21	26	21	44	55	2	4
Students without Disabilities (04-05)	588	68697	98	98	438	454	6	4	24	18	64	67	6	11
Students without Disabilities (03-04)	518	65428	98	98	575	604	8	6	15	11	71	73	6	10
Limited English Proficient Students (04-05)	101	15339	100	100	378	399	12	11	35	31	50	54	3	3
Limited English Proficient Students (03-04)	115	16765	100	100	507	525	27	17	8	20	65	60	0	2
Migrant Students (04-05)	NC	119	NC	NA	NC	402	NC	16	NC	30	NC	53	NC	1
Migrant Students (03-04)	NC	752	NC	NA	NC	562	NC	9	NC	18	NC	68	NC	5
Economically Disadvantaged (04-05)	397	39106	95	95	417	427	13	8	30	28	54	59	4	5
Economically Disadvantaged (03-04)	392	36077	NA	NA	542	566	13	10	18	16	66	69	3	5
Non-Economically Disadvantaged (04-05)	262	39837	100	100	431	457	7	4	15	14	70	67	7	15
Non-Economically Disadvantaged (03-04)	209	38950	NA	NA	602	618	7	5	13	9	72	73	9	12

5th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	684	78906	99	99	503	498	10	13	18	19	48	48	24	20
All Students (03-04)	631	76019	100	100	504	499	14	14	36	39	15	14	36	33
Female (04-05)	309	38644	99	99	513	500	5	12	19	19	48	49	27	19
Female (03-04)	287	37207	100	100	506	499	12	12	37	41	15	14	36	33
Male (04-05)	376	40236	98	99	494	497	14	15	18	19	48	46	20	20
Male (03-04)	344	38677	100	100	503	498	15	15	35	38	15	13	36	34
African American (04-05)	49	4087	94	99	498	481	20	20	20	24	34	45	26	11
African American (03-04)	30	3817	97	100	470	475	25	23	54	47	7	11	14	18
Hispanic (04-05)	355	31938	99	99	497	481	10	19	20	25	50	46	19	10
Hispanic (03-04)	338	29458	99	100	496	480	16	20	40	48	14	12	30	20
Asian/Pacific Islander (04-05)	NC	1805	NC	98	NC	536	NC	5	NC	8	NC	45	NC	42
Asian/Pacific Islander (03-04)	NC	1673	NC	99	NC	531	NC	4	NC	29	NC	14	NC	53
American Indian/Alaskan Native (04-05)	47	4593	100	100	493	467	15	26	28	29	41	39	15	6
American Indian/Alaskan Native (03-04)	53	4735	98	100	488	466	17	28	45	49	13	10	26	13
White (04-05)	229	36483	100	99	515	517	6	7	14	13	48	51	32	30
White (03-04)	206	35880	100	100	523	515	8	7	26	32	18	16	48	45
Students with Disabilities (04-05)	110	10664	100	100	440	430	36	42	26	27	31	26	7	5
Students with Disabilities (03-04)	96	9786	100	100	458	457	43	39	37	40	10	7	10	13
Students without Disabilities (04-05)	576	68310	97	98	515	509	5	9	17	18	51	51	27	22
Students without Disabilities (03-04)	535	66233	97	99	511	503	9	11	36	39	15	14	39	35
Limited English Proficient Students (04-05)	94	12573	100	100	475	454	12	27	26	30	48	38	14	5
Limited English Proficient Students (03-04)	135	15206	100	100	487	459	18	31	42	53	18	7	22	9
Migrant Students (04-05)	NC	125	NC	NA	NC	476	NC	18	NC	35	NC	42	NC	5
Migrant Students (03-04)	NC	745	NC	NA	NC	473	NC	22	NC	53	NC	11	NC	15
Economically Disadvantaged (04-05)	434	38679	94	96	500	483	12	20	22	25	48	45	19	10
Economically Disadvantaged (03-04)	419	35714	NA	NA	490	480	18	20	40	47	15	12	27	20
Non-Economically Disadvantaged (04-05)	252	40295	100	100	509	513	6	7	13	13	48	50	32	30
Non-Economically Disadvantaged (03-04)	212	40266	NA	NA	528	513	5	9	30	33	14	15	51	43

5th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	684	78908	0	99	472	484	13	10	29	23	54	58	4	9
All Students (03-04)	629	76020	100	100	498	503	32	25	24	23	35	40	9	12
Female (04-05)	309	38644	0	99	483	489	9	8	24	22	63	61	4	10
Female (03-04)	286	37213	100	100	499	504	27	22	26	23	39	42	7	13
Male (04-05)	376	40233	0	99	462	479	17	12	33	25	46	55	4	8
Male (03-04)	343	38666	100	100	496	501	36	29	23	22	31	38	10	12
African American (04-05)	49	4092	0	99	471	473	17	12	31	28	46	54	6	5
African American (03-04)	30	3819	97	100	490	494	39	37	29	26	32	31	0	6
Hispanic (04-05)	355	31940	0	99	465	465	14	16	33	32	52	49	2	3
Hispanic (03-04)	337	29442	99	99	493	494	41	37	25	26	27	31	6	6
Asian/Pacific Islander (04-05)	NC	1805	NC	98	NC	507	NC	4	NC	13	NC	65	NC	18
Asian/Pacific Islander (03-04)	NC	1672	NC	99	NC	513	NC	12	NC	19	NC	49	NC	20
American Indian/Alaskan Native (04-05)	47	4569	0	100	464	457	21	18	31	39	49	41	0	2
American Indian/Alaskan Native (03-04)	52	4735	96	100	488	489	43	48	32	25	26	24	0	3
White (04-05)	229	36502	0	99	484	502	10	4	22	14	60	67	8	15
White (03-04)	206	35890	100	100	507	511	17	15	21	20	47	48	15	18
Students with Disabilities (04-05)	110	10665	0	100	415	423	41	30	33	36	24	31	1	2
Students with Disabilities (03-04)	96	9784	100	100	481	485	64	58	22	19	13	19	1	4
Students without Disabilities (04-05)	576	68312	0	98	483	493	8	7	28	21	60	62	5	10
Students without Disabilities (03-04)	533	66236	97	99	500	504	28	23	25	23	38	42	10	13
Limited English Proficient Students (04-05)	94	12556	0	100	442	436	18	24	37	40	44	35	1	1
Limited English Proficient Students (03-04)	135	15198	100	100	489	483	49	59	20	25	28	14	3	1
Migrant Students (04-05)	NC	125	NC	NA	NC	457	NC	22	NC	40	NC	38	NC	0
Migrant Students (03-04)	NC	743	NC	NA	NC	488	NC	50	NC	28	NC	19	NC	3
Economically Disadvantaged (04-05)	434	38662	0	96	469	468	15	16	33	32	49	49	2	3
Economically Disadvantaged (03-04)	418	35703	NA	NA	492	494	40	37	26	26	28	31	5	6
Non-Economically Disadvantaged (04-05)	252	40315	0	100	477	498	9	5	21	15	62	66	7	14
Non-Economically Disadvantaged (03-04)	211	40274	NA	NA	508	509	18	17	21	20	46	47	15	17

5th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	682	78750	98	99	484	500	8	6	36	29	55	63	1	2
All Students (03-04)	624	75673	99	100	512	530	17	12	29	25	52	58	2	4
Female (04-05)	309	38586	99	99	510	515	3	4	25	22	71	71	0	3
Female (03-04)	285	37099	99	100	537	548	8	8	29	22	58	64	4	6
Male (04-05)	374	40135	98	99	462	486	12	8	46	35	41	56	1	1
Male (03-04)	339	38441	99	99	491	513	24	16	29	29	47	52	1	3
African American (04-05)	49	4081	94	99	476	488	9	8	46	32	46	59	0	2
African American (03-04)	30	3791	97	99	469	506	28	18	38	29	34	50	0	3
Hispanic (04-05)	355	31841	99	99	482	483	8	8	35	36	56	55	0	1
Hispanic (03-04)	335	29305	99	99	505	507	17	16	33	31	48	51	2	2
Asian/Pacific Islander (04-05)	NC	1802	NC	98	NC	533	NC	2	NC	16	NC	75	NC	7
Asian/Pacific Islander (03-04)	NC	1665	NC	99	NC	573	NC	6	NC	16	NC	67	NC	10
American Indian/Alaskan Native (04-05)	47	4586	100	100	477	481	10	8	38	37	51	54	0	1
American Indian/Alaskan Native (03-04)	52	4707	96	100	503	492	17	19	28	33	55	46	0	1
White (04-05)	227	36440	99	99	489	516	6	3	36	22	57	71	2	4
White (03-04)	203	35760	100	99	528	550	15	9	24	21	57	64	4	6
Students with Disabilities (04-05)	110	10622	100	100	397	415	32	21	50	50	18	28	0	1
Students with Disabilities (03-04)	94	9706	100	100	430	462	52	36	31	32	16	31	1	1
Students without Disabilities (04-05)	574	68196	97	98	501	513	3	3	34	25	63	69	1	3
Students without Disabilities (03-04)	530	65967	97	99	525	536	11	10	29	25	58	60	3	5
Limited English Proficient Students (04-05)	94	12504	100	100	455	451	11	12	42	44	47	43	0	1
Limited English Proficient Students (03-04)	135	15115	100	100	486	471	19	26	35	38	46	35	0	1
Migrant Students (04-05)	NC	126	NC	NA	NC	464	NC	14	NC	44	NC	41	NC	0
Migrant Students (03-04)	NC	738	NC	NA	NC	488	NC	23	NC	33	NC	43	NC	1
Economically Disadvantaged (04-05)	434	38558	94	96	483	485	8	8	38	37	53	54	1	1
Economically Disadvantaged (03-04)	417	35541	NA	NA	494	504	20	17	32	31	48	50	1	2
Non-Economically Disadvantaged (04-05)	250	40260	100	100	487	514	6	3	34	21	59	72	1	4
Non-Economically Disadvantaged (03-04)	207	40091	NA	NA	545	550	11	9	25	21	59	64	6	6

8th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	623	78250	100	99	531	548	22	21	20	18	49	48	9	13
All Students (03-04)	611	75001	99	99	458	468	44	37	37	36	12	16	8	10
Female (04-05)	305	38071	100	99	537	549	17	20	22	19	52	49	9	12
Female (03-04)	314	36846	100	99	456	468	46	36	36	38	10	16	7	10
Male (04-05)	318	40126	100	99	524	547	28	23	17	17	46	46	10	14
Male (03-04)	297	37974	98	99	460	467	42	39	37	34	13	16	8	11
African American (04-05)	34	4058	100	99	507	523	31	32	24	22	41	41	3	5
African American (03-04)	33	3720	97	98	444	446	58	53	32	33	6	9	3	4
Hispanic (04-05)	313	29129	100	99	525	527	25	32	22	23	45	40	8	6
Hispanic (03-04)	296	26675	98	98	441	448	57	52	33	34	7	10	3	4
Asian/Pacific Islander (04-05)	NC	1747	NC	100	NC	589	NC	9	NC	9	NC	50	NC	32
Asian/Pacific Islander (03-04)	NC	1575	NC	99	NC	504	NC	18	NC	33	NC	20	NC	29
American Indian/Alaskan Native (04-05)	48	4996	100	100	494	518	42	36	21	25	37	36	0	4
American Indian/Alaskan Native (03-04)	26	4731	87	98	430	438	71	61	21	30	8	7	0	2
White (04-05)	224	38320	98	99	548	568	13	12	17	14	57	55	13	19
White (03-04)	250	37785	100	99	480	482	26	25	42	39	18	21	14	15
Students with Disabilities (04-05)	111	9329	100	100	405	454	57	64	26	18	16	16	1	2
Students with Disabilities (03-04)	93	8802	100	100	416	418	74	79	21	16	4	3	2	1
Students without Disabilities (04-05)	512	68996	100	99	557	561	15	16	18	18	56	52	11	14
Students without Disabilities (03-04)	518	66199	98	99	463	472	41	34	38	38	13	17	8	11
Limited English Proficient Students (04-05)	86	10133	100	100	439	488	32	45	26	25	34	28	7	2
Limited English Proficient Students (03-04)	102	11710	100	100	442	429	59	70	35	25	6	4	0	1
Migrant Students (04-05)	--	83	--	NA	--	520	--	39	--	28	--	30	--	4
Migrant Students (03-04)	NC	709	NC	NA	NC	442	NC	57	NC	34	NC	7	NC	2
Economically Disadvantaged (04-05)	335	33388	97	94	533	530	30	32	22	22	42	40	6	5
Economically Disadvantaged (03-04)	322	29814	NA	NA	445	448	56	53	31	33	9	10	4	4
Non-Economically Disadvantaged (04-05)	288	44937	100	100	528	561	14	13	17	15	55	54	13	18
Non-Economically Disadvantaged (03-04)	289	45170	NA	NA	472	479	31	28	43	38	14	20	12	14

8th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	622	78302	0	99	490	512	16	11	30	25	49	57	5	7
All Students (03-04)	610	74918	99	99	487	497	39	32	21	19	30	35	10	15
Female (04-05)	303	38071	0	99	501	518	13	8	25	24	56	61	7	7
Female (03-04)	311	36805	99	99	491	501	37	28	22	19	31	37	10	16
Male (04-05)	319	40166	0	99	480	507	19	14	34	26	43	54	4	6
Male (03-04)	299	37936	98	99	483	493	42	35	20	18	28	33	10	14
African American (04-05)	35	4064	0	100	479	498	7	14	34	29	59	54	0	3
African American (03-04)	33	3719	97	98	470	481	52	43	23	21	26	29	0	7
Hispanic (04-05)	311	29152	0	99	484	492	18	17	35	34	42	46	4	2
Hispanic (03-04)	297	26645	99	98	472	478	54	46	19	20	24	27	4	6
Asian/Pacific Islander (04-05)	NC	1746	NC	100	NC	542	NC	5	NC	13	NC	66	NC	16
Asian/Pacific Islander (03-04)	NC	1571	NC	99	NC	521	NC	18	NC	15	NC	38	NC	30
American Indian/Alaskan Native (04-05)	48	4993	0	100	459	484	28	19	37	38	35	42	0	1
American Indian/Alaskan Native (03-04)	26	4729	87	98	466	468	59	57	23	19	18	19	0	4
White (04-05)	224	38347	0	99	506	531	12	5	20	17	60	68	8	10
White (03-04)	248	37773	100	99	507	511	20	20	23	18	38	41	19	21
Students with Disabilities (04-05)	112	9353	0	100	377	429	48	40	33	38	19	22	0	1
Students with Disabilities (03-04)	95	8801	100	100	447	448	72	75	21	13	7	10	0	2
Students without Disabilities (04-05)	510	69024	0	99	514	524	9	7	29	23	56	62	6	7
Students without Disabilities (03-04)	515	66117	98	99	492	501	36	28	21	19	32	37	11	16
Limited English Proficient Students (04-05)	86	10140	0	100	397	451	27	28	41	43	31	29	1	1
Limited English Proficient Students (03-04)	102	11706	100	100	470	454	52	71	19	16	28	12	2	1
Migrant Students (04-05)	--	83	--	NA	--	480	--	29	--	36	--	35	--	0
Migrant Students (03-04)	NC	706	NC	NA	NC	467	NC	55	NC	22	NC	20	NC	4
Economically Disadvantaged (04-05)	332	33398	0	94	489	495	22	18	37	35	40	46	2	2
Economically Disadvantaged (03-04)	323	29785	NA	NA	474	477	53	47	18	20	25	26	4	6
Non-Economically Disadvantaged (04-05)	290	44979	0	100	491	525	10	6	22	18	59	66	9	10
Non-Economically Disadvantaged (03-04)	287	45115	NA	NA	501	508	24	23	24	18	35	39	17	20

8th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	619	78094	100	99	517	545	6	3	24	18	69	77	1	2
All Students (03-04)	607	74503	98	99	464	491	16	9	37	32	42	51	5	8
Female (04-05)	305	38025	100	99	535	558	4	2	18	13	77	82	1	2
Female (03-04)	312	36686	99	99	482	506	9	5	35	29	50	57	6	9
Male (04-05)	314	40013	99	99	500	534	9	5	29	23	62	71	0	1
Male (03-04)	295	37644	97	98	445	476	24	13	40	36	32	45	4	6
African American (04-05)	34	4037	100	99	518	532	3	4	21	22	76	73	0	1
African American (03-04)	33	3677	97	97	455	475	19	12	38	36	41	46	3	5
Hispanic (04-05)	310	29068	100	99	510	523	9	5	23	27	67	67	0	1
Hispanic (03-04)	293	26500	97	97	441	467	22	13	42	39	33	44	2	4
Asian/Pacific Islander (04-05)	NC	1743	NC	100	NC	577	NC	2	NC	9	NC	82	NC	8
Asian/Pacific Islander (03-04)	NC	1566	NC	99	NC	537	NC	5	NC	23	NC	55	NC	18
American Indian/Alaskan Native (04-05)	48	4981	100	100	496	526	2	4	40	25	58	70	0	0
American Indian/Alaskan Native (03-04)	26	4695	87	97	439	464	12	14	56	39	32	44	0	3
White (04-05)	223	38265	97	99	531	564	4	2	21	11	74	84	1	3
White (03-04)	249	37606	100	99	491	508	10	6	30	28	51	56	8	10
Students with Disabilities (04-05)	109	9275	100	100	375	444	23	14	47	46	29	39	0	1
Students with Disabilities (03-04)	92	8662	100	100	387	409	54	37	32	42	11	20	3	1
Students without Disabilities (04-05)	510	68892	100	98	547	559	3	2	19	14	78	82	1	2
Students without Disabilities (03-04)	515	65841	98	98	476	499	11	7	38	32	46	53	5	8
Limited English Proficient Students (04-05)	86	10084	100	100	412	474	16	10	32	39	52	50	0	1
Limited English Proficient Students (03-04)	102	11608	100	100	440	430	19	23	46	47	33	28	2	1
Migrant Students (04-05)	--	81	--	NA	--	504	--	12	--	27	--	60	--	0
Migrant Students (03-04)	NC	701	NC	NA	NC	449	NC	17	NC	43	NC	38	NC	1
Economically Disadvantaged (04-05)	332	33296	96	94	516	527	10	5	28	27	62	67	0	0
Economically Disadvantaged (03-04)	322	29587	NA	NA	442	465	22	14	40	40	35	43	2	4
Non-Economically Disadvantaged (04-05)	287	44871	100	100	519	559	3	2	19	12	77	84	1	3
Non-Economically Disadvantaged (03-04)	285	44898	NA	NA	488	507	10	7	34	28	48	55	8	10

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows if your district met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

District AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	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 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.

Below is a list of the Title 1 funded schools in the district that are in School Improvement Status as defined by the Federal No Child Left Behind Act of 2001

Title I School - any school that receives Federal Title I funds; the school agrees to the accountability measures mandated by the No Child Left Behind Act of 2001 (NCLB).

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 implement the restructuring plan.

Out of School Improvement - A Title I school that has made adequate yearly progress (AYP) for two consecutive years and is no longer identified.

For More Information on school improvement status, visit our website at www.ade.az.gov/asd/nclb

Casa Grande Elementary District

School Name	AZ LEARNS		NCLB
	LABEL ES	LABEL HS	AYP
Cactus Middle School	Performing Plus	N/A	Met
Casa Grande Middle School	Performing	N/A	Met
Cholla Elementary School	Performing	N/A	Met
Cottonwood Elementary School	Performing Plus	N/A	Met
Evergreen Elementary School	Performing	N/A	Met
Ironwood School	Performing	N/A	Met
Mesquite Elementary School	Performing Plus	N/A	Met
Palo Verde Elementary School	Performing Plus	N/A	Met
Saguaro Elementary School	Performing Plus	N/A	Met

1 Adequate Yearly Progress, please visit our website at <http://www.ade.az.gov/profile/publicview/aypdistrictlist.asp>.

2 Current Administrator: This includes the most current information ADE has available, please contact the district directly if you feel this information is in error.

3 Enrollment: These enrollment counts represent a head count of all active enrollments on October 1st of each school year. Please note these counts are not unduplicated counts; concurrently enrolled students are counted as having an active membership in each school they are enrolled. Joint technology schools where students are concurrently enrolled are not included, which may additionally overstate aggregated enrollment figures.

4 Arizona Instrument to Measure Standards (AIMS) if applicable. Data reflects grades 3,5,8,10. 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. Mean Scale Scores (MSS). The federal law, No Child Left Behind (NCLB), 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. Data also provides a two year trend analysis of student performance as required by NCLB. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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Printed in Phoenix, Arizona, by the Arizona Department of Education. March 2006

Total cost of printing: 16 Pages X .0318 Per page X 1 Copies = \$0.51

** If total cost of printing = \$0.00, only the electronic version of the report card was created.

** Due to booklet size printing, print copies are produced in multiples of 4.