



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1000 N Amarillo, Casa Grande, AZ 85222

Casa Grande 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
2003-04 Performing
2002-03 Performing

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

School Overview

Principal/Administrator : Mrs. Teena Linch
Schedule : 07:30 AM to 04:00 PM
Grades : K-5
2005 Enrollment : 594
Web Address :
Phone Number : (520) 836-6694
Fax Number : (520) 421-0423
E-mail : teena.linch@cgelem.k121.az.us

Mission

Evergreen provides instructional programs that allow students to achieve state academic standards. We have high expectations of each student academically and behaviorally, and work constantly to ensure each child achieves these expectations.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 Out of Improvement
2002-03 Year 1

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

School / Academic Goals

- Ensure students will meet the Arizona Academic Standards at the current grade levels.
Provide opportunities for growth in leadership, respect for others and problem solving.

Enrollment

October 1, 2004 School Year Student Enrollment : 552
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 60

Instructional Programs

- Ü On-site Special Education
- Ü Gifted
- Ü Title I Support in Reading and Math
- Ü Reading First School

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 50 minutes
First Day of School :	8/11/2005
Last Day of School :	6/1/2006

Shared Responsibilities

School

Evergreen School provides a safe and orderly environment conducive to learning and teaching. We collaborate with parents to maximize student learning and provide opportunities for all students to attain the Arizona State Standards.

Parents

Responsible parents will maintain an open line of communication between the school and home; ensure each child attends school regularly to help the child reach his/her full potential; encourage student citizenship.

Transportation Policy

Elementary students living more than one mile from school will receive bus service. Students must follow all rules and regulations concerning bus transportation. Students not following the rules may lose the privilege of riding the school bus.

School Honors

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

Award/Honor	Year
Ü Casa Grande Elementary Teacher of Year	1995
Ü Student State Poetry Contest Winner	1996
Ü County Anti-drug Poster Winner	1999
Ü Sunrise Optimist Club Youth	2005

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	96	663	79306	97	100	99	418	438	445	19	10	10	8	20	18	58	53	51	14	17	20
All Students (Prior Year)	86	605	75509	100	100	100	524	516	521	14	15	13	16	24	23	33	32	33	37	29	31
Female	60	340	38691	97	100	99	428	438	446	11	10	10	9	17	18	61	55	52	20	18	20
Male	35	321	40583	95	100	99	404	437	445	30	10	11	7	23	18	57	52	50	7	15	21
African American	NC	40	4041	NC	100	99	NC	437	426	NC	15	17	NC	18	23	NC	50	50	NC	18	10
Hispanic	46	352	32869	98	100	99	413	430	429	19	11	15	8	24	25	59	52	51	14	13	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	NC	40	4264	NC	100	100	NC	416	419	NC	26	19	NC	24	30	NC	35	45	NC	15	6
White	36	225	36197	95	99	99	438	452	463	14	6	5	7	13	11	57	58	53	21	23	31
Students with Disabilities	15	71	10321	94	100	100	263	355	389	73	43	30	7	20	27	13	28	34	7	9	9
Students without Disabilities	82	593	69060	99	99	98	455	448	454	6	6	7	10	20	17	68	56	54	16	18	22
Limited English Proficient Students	13	104	15509	100	100	100	238	392	406	45	16	20	9	28	30	45	53	45	0	3	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	54	400	39415	89	96	96	435	434	431	21	13	15	8	24	25	64	52	50	8	11	10
Non-Economically Disadvantaged	43	264	39966	100	100	100	401	443	459	18	7	6	10	14	12	51	55	52	21	25	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	98	665	79395	99	0	99	409	432	446	19	12	9	23	29	25	55	53	55	3	6	11
All Students (Prior Year)	85	604	75492	99	100	100	508	508	519	19	19	12	24	20	16	42	44	47	14	17	24
Female	61	341	38743	98	0	100	421	438	451	11	8	7	19	27	24	66	57	57	4	7	12
Male	36	322	40618	97	0	99	392	426	440	30	16	11	30	32	27	40	48	53	0	4	9
African American	NC	40	4052	NC	0	100	NC	434	434	NC	12	11	NC	35	29	NC	53	54	NC	0	6
Hispanic	47	353	32915	100	0	99	408	427	426	16	12	15	16	34	35	65	50	47	3	4	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	NC	40	4271	NC	0	100	NC	400	420	NC	38	15	NC	26	42	NC	29	41	NC	6	2
White	37	226	36221	97	0	99	425	445	465	14	8	4	28	22	15	55	61	63	3	10	17
Students with Disabilities	17	73	10331	100	0	100	258	340	388	69	50	25	25	24	37	6	24	34	0	2	4
Students without Disabilities	82	593	69139	99	0	99	447	444	454	6	7	7	24	30	24	67	57	58	3	6	11
Limited English Proficient Students	13	104	15545	100	0	100	238	385	399	36	19	21	18	38	42	45	42	35	0	1	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	55	401	39484	90	0	96	431	429	429	18	16	14	26	35	35	56	46	47	0	4	4
Non-Economically Disadvantaged	44	265	39986	100	0	100	387	436	461	20	7	4	23	21	16	53	63	63	5	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	97	658	78869	98	99	99	396	422	442	19	10	6	12	24	21	66	60	63	3	6	10
All Students (Prior Year)	86	601	75053	100	100	99	603	565	597	5	10	7	9	16	12	77	68	72	9	5	9
Female	60	338	38536	97	99	99	423	442	458	9	5	4	4	17	15	83	71	67	4	7	14
Male	36	318	40302	97	99	99	357	403	428	33	15	8	23	31	26	43	49	60	0	4	7
African American	NC	40	4015	NC	100	99	NC	418	430	NC	21	8	NC	9	24	NC	71	61	NC	0	7
Hispanic	47	348	32606	100	100	98	396	418	426	16	9	8	11	29	27	70	56	60	3	5	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	NC	40	4245	NC	100	100	NC	390	423	NC	21	9	NC	29	26	NC	44	61	NC	6	4
White	36	224	36078	95	98	99	417	437	459	14	7	4	14	17	16	68	69	66	4	7	14
Students with Disabilities	16	71	10246	100	100	100	200	300	367	60	41	18	13	23	39	27	31	40	0	5	4
Students without Disabilities	82	588	68697	99	98	98	444	438	454	10	6	4	11	24	18	76	64	67	3	6	11
Limited English Proficient Students	13	101	15339	100	100	100	224	378	399	36	12	11	9	35	31	55	50	54	0	3	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	55	397	39106	90	95	95	409	417	427	21	13	8	15	30	28	62	54	59	3	4	5
Non-Economically Disadvantaged	43	262	39837	100	100	100	385	431	457	18	7	4	8	15	14	72	70	67	3	7	15

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	86	684	78906	98	99	99	509	503	498	7	10	13	13	18	19	46	48	48	34	24	20
All Students (Prior Year)	83	631	76019	99	100	100	526	504	499	10	14	14	26	36	39	9	15	14	55	36	33
Female	39	309	38644	98	99	99	527	513	500	3	5	12	12	19	19	55	48	49	30	27	19
Male	47	376	40236	98	98	99	496	494	497	9	14	15	14	18	19	40	48	46	37	20	20
African American	NC	49	4087	NC	94	99	NC	498	481	NC	20	20	NC	20	24	NC	34	45	NC	26	11
Hispanic	40	355	31938	98	99	99	509	497	481	3	10	19	15	20	25	50	50	46	32	19	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	NC	47	4593	NC	100	100	NC	493	467	NC	15	26	NC	28	29	NC	41	39	NC	15	6
White	31	229	36483	97	100	99	504	515	517	10	6	7	13	14	13	40	48	51	37	32	30
Students with Disabilities	17	110	10664	100	100	100	424	440	430	33	36	42	13	26	27	40	31	26	13	7	5
Students without Disabilities	70	576	68310	99	97	98	531	515	509	0	5	9	13	17	18	47	51	51	40	27	22
Limited English Proficient Students	NC	94	12573	NC	100	100	NC	475	454	NC	12	27	NC	26	30	NC	48	38	NC	14	5
Migrant Students	--	NC	125	--	NC	NA	--	NC	476	--	NC	18	--	NC	35	--	NC	42	--	NC	5
Economically Disadvantaged	46	434	38679	92	94	96	523	500	483	5	12	20	16	22	25	45	48	45	34	19	10
Non-Economically Disadvantaged	41	252	40295	100	100	100	498	509	513	8	6	7	10	13	13	46	48	50	36	32	30

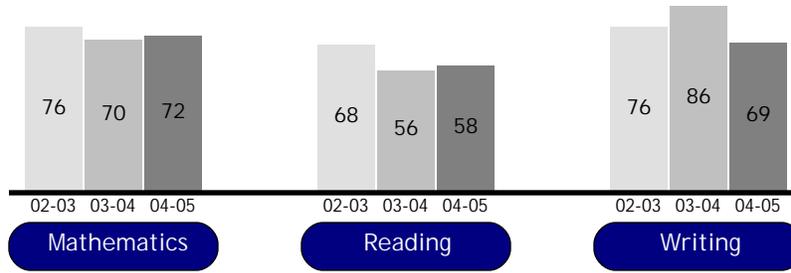
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	684	78908	98	0	99	470	472	484	8	13	10	29	29	23	59	54	58	4	4	9
All Students (Prior Year)	83	629	76020	99	100	100	515	498	503	18	32	25	21	24	23	36	35	40	26	9	12
Female	39	309	38648	98	0	99	487	483	489	6	9	8	24	24	22	70	63	61	0	4	10
Male	47	376	40233	98	0	99	458	462	479	9	17	12	33	33	25	51	46	55	7	4	8
African American	NC	49	4092	NC	0	99	NC	471	473	NC	17	12	NC	31	28	NC	46	54	NC	6	5
Hispanic	40	355	31940	98	0	99	469	465	465	6	14	16	32	33	32	59	52	49	3	2	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	NC	47	4569	NC	0	100	NC	464	457	NC	21	18	NC	31	39	NC	49	41	NC	0	2
White	31	229	36502	97	0	99	466	484	502	10	10	4	30	22	14	53	60	67	7	8	15
Students with Disabilities	17	110	10665	100	0	100	397	415	423	33	41	30	33	33	36	27	24	31	7	1	2
Students without Disabilities	70	576	68312	99	0	98	489	483	493	2	8	7	27	28	21	68	60	62	3	5	10
Limited English Proficient Students	NC	94	12556	NC	0	100	NC	442	436	NC	18	24	NC	37	40	NC	44	35	NC	1	1
Migrant Students	--	NC	125	--	NC	NA	--	NC	457	--	NC	22	--	NC	40	--	NC	38	--	NC	0
Economically Disadvantaged	46	434	38662	92	0	96	487	469	468	3	15	16	26	33	32	66	49	49	5	2	3
Non-Economically Disadvantaged	41	252	40315	100	0	100	455	477	498	13	9	5	31	21	15	54	62	66	3	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	86	682	78750	98	98	99	486	484	500	7	8	6	32	36	29	62	55	63	0	1	2
All Students (Prior Year)	81	624	75673	96	99	100	548	512	530	8	17	12	25	29	25	64	52	58	3	2	4
Female	39	309	38586	98	99	99	516	510	515	3	3	4	21	25	22	76	71	71	0	0	3
Male	47	374	40135	98	98	99	463	462	486	9	12	8	40	46	35	51	41	56	0	1	1
African American	NC	49	4081	NC	94	99	NC	476	488	NC	9	8	NC	46	32	NC	46	59	NC	0	2
Hispanic	40	355	31841	98	99	99	488	482	483	6	8	8	29	35	36	65	56	55	0	0	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	47	4586	NC	100	100	NC	477	481	NC	10	8	NC	38	37	NC	51	54	NC	0	1
White	31	227	36440	97	99	99	474	489	516	7	6	3	43	36	22	50	57	71	0	2	4
Students with Disabilities	17	110	10622	100	100	100	391	397	415	33	32	21	40	50	50	27	18	28	0	0	1
Students without Disabilities	70	574	68196	99	97	98	510	501	513	0	3	3	29	34	25	71	63	69	0	1	3
Limited English Proficient Students	NC	94	12504	NC	100	100	NC	455	451	NC	11	12	NC	42	44	NC	47	43	NC	0	1
Migrant Students	--	NC	126	--	NC	NA	--	NC	464	--	NC	14	--	NC	44	--	NC	41	--	NC	0
Economically Disadvantaged	46	434	38558	92	94	96	509	483	485	0	8	8	26	38	37	74	53	54	0	1	1
Non-Economically Disadvantaged	41	250	40260	100	100	100	465	487	514	13	6	3	36	34	21	51	59	72	0	1	4

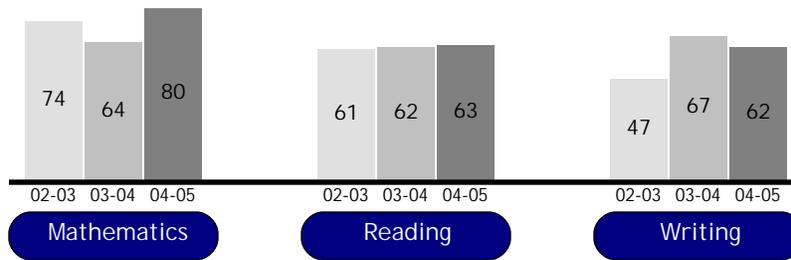
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2004-05

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
2	Reading	92	45	41	50	100	45	NA	58	96	50	45	47
	Language	99	35	34	43	100	33	34	50	96	56	46	47
	Mathematics	97	75	69	57	100	64	67	64	96	51	49	50
3	Reading	97	37	33	47	94	37	NA	55	95	37	39	44
	Language	93	50	41	54	97	47	44	61	95	39	41	44
	Mathematics	97	58	49	54	97	56	54	61	93	47	47	51
4	Reading	99	51	41	52	100	41	NA	56	94	47	44	48
	Language	97	48	39	48	100	41	38	52	94	45	44	49
	Mathematics	100	69	57	57	100	65	58	61	97	55	53	53
5	Reading	95	42	41	50	98	55	NA	55	97	47	44	50
	Language	99	43	37	46	98	49	36	49	97	46	44	50
	Mathematics	100	71	56	57	98	70	56	63	97	53	48	49

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)
- 8 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Curriculum Development
- Ü Parent/Educator Relations
- Ü Student Discipline
- Ü School Safety Issues
- Ü Instructional Strategies

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	31.00
Other Professional Staff	10.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	0	0	0
4 to 6 years	4	1	0	0
7 to 9 years	5	2	0	0
10 or more years	8	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	28
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	6%
Percent of core classes not taught by Hightly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Skills Classroom
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü OASIS

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Recreational Activities
- Ü Counseling Services

School Achievements/Accomplishments 2004-05

- ü One hundred percent (100%) of Evergreen primary teachers are trained in the CLIP Reading Program. Seventy-five percent (75%) of the third and fourth grade teachers are also trained in the CLIP Reading Program.
  
- ü One hundred percent (100%) of Evergreen teachers will attend professional growth workshops this year.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	16	12	12	17
Transfers In Rate <sup>6</sup>	31	28	28	37
Stability Rate <sup>7</sup>	84	87	87	82
Promotion Rate <sup>8</sup>	97	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	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

Evergreen uses a social skills program. It teaches children to change attitudes and behaviors that contribute to violence. The curriculum teaches social skills to reduce impulsive and aggressive behavior and increase levels of social competence.

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) :

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	Teena Linch	(602) 836-6694
Transportation Policy	Paul Potts	(520) 836-2111
Community Resources	Maureen Cox	(520) 836-6694
School Nutrition Programs	Germaine Wiley	(520) 836-2111
Parent Organization	Victoria Taylor	(520) 836-6694
Student Health/Nurse	Roseann Lyttle	(520) 836-6694

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.