

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing
2003-04	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-4
 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 continually work to ensure each child achieves these expectations.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	Out of Improvement

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

School / Academic Goals

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

Enrollment

October 1, 2005 School Year Student Enrollment : 588
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 28

Instructional Programs

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

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 :	5/22/2006

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	102	739	80010	99	100	99	432	438	447	18	11	10	19	24	18	57	53	53	7	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	372	38935	100	100	99	430	437	447	20	10	9	14	24	19	63	57	55	4	9	17
Male	51	367	40974	98	100	98	434	439	448	16	12	11	24	23	18	51	50	52	10	15	19
African American	NC	31	4201	NC	100	99	NC	440	430	NC	3	17	NC	32	23	NC	55	51	NC	10	9
Hispanic	51	382	34545	98	100	99	421	431	432	27	14	14	8	24	24	61	55	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	47	3979	NC	100	96	NC	415	424	NC	15	17	NC	43	30	NC	43	47	NC	NA	6
White	42	274	35142	100	100	99	448	452	465	10	7	5	26	19	11	52	54	56	12	20	28
Students with Disabilities	NC	81	10161	NC	100	93	NC	412	419	NC	33	28	NC	27	28	NC	32	36	NC	7	8
Students without Disabilities	93	658	69849	99	100	100	433	441	451	14	8	7	19	23	17	59	56	56	8	12	19
Limited English Proficient Students	11	100	14013	100	97	97	403	409	413	45	23	24	9	36	34	45	40	39	NA	1	3
Migrant Students	NC	18	603	NC	95	96	NC	443	417	NC	11	22	NC	22	32	NC	44	42	NC	22	4
Economically Disadvantaged	69	490	39029	99	99	98	427	430	432	20	14	14	16	26	25	59	52	52	4	8	9
Non-Economically Disadvantaged	33	249	40981	100	100	100	442	454	462	12	4	6	24	20	13	52	55	54	12	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	102	741	79438	99	100	98	447	446	451	9	11	9	27	27	24	55	54	56	9	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	373	38775	100	100	99	449	450	457	6	8	7	29	27	22	53	54	58	12	11	13
Male	51	368	40560	98	100	97	445	442	446	12	13	12	25	27	25	57	54	54	6	6	9
African American	NC	31	4178	NC	100	98	NC	456	439	NC	3	13	NC	42	29	NC	39	52	NC	16	6
Hispanic	51	383	34297	98	100	98	436	437	434	16	14	14	29	28	31	53	54	50	2	4	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	47	3940	NC	100	95	NC	426	429	NC	17	14	NC	36	36	NC	45	47	NC	2	3
White	42	275	34887	100	100	98	463	461	471	2	6	4	21	22	15	60	57	63	17	15	18
Students with Disabilities	NC	81	9588	NC	100	88	NC	411	416	NC	38	30	NC	31	32	NC	27	34	NC	4	5
Students without Disabilities	93	660	69850	99	100	100	449	450	456	5	7	7	27	27	23	58	57	59	10	9	12
Limited English Proficient Students	11	100	13856	100	97	96	411	410	407	27	24	27	27	42	43	45	34	29	NA	NA	1
Migrant Students	NC	18	600	NC	95	96	NC	432	418	NC	17	22	NC	28	38	NC	56	39	NC	NA	2
Economically Disadvantaged	69	490	38685	99	99	97	441	437	435	10	13	14	29	32	32	57	48	50	4	7	5
Non-Economically Disadvantaged	33	251	40753	100	100	99	460	465	467	6	6	5	24	17	16	52	65	62	18	13	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	102	739	79971	99	100	99	429	415	423	7	7	8	42	49	41	47	42	49	4	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	373	38974	100	100	99	443	426	437	4	6	5	39	40	33	53	51	57	4	2	4
Male	51	366	40895	98	99	98	416	403	410	10	8	10	45	58	47	41	32	41	4	1	2
African American	NC	31	4203	NC	100	99	NC	426	411	NC	6	11	NC	32	45	NC	58	43	NC	3	2
Hispanic	51	382	34481	98	100	99	427	414	410	8	8	10	43	48	46	47	43	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	47	3995	NC	100	96	NC	406	409	NC	13	10	NC	47	47	NC	40	42	NC	NA	1
White	42	274	35150	100	100	99	432	417	437	5	6	5	43	53	35	45	39	56	7	3	5
Students with Disabilities	NC	79	10258	NC	99	94	NC	368	377	NC	24	23	NC	57	51	NC	19	25	NC	NA	1
Students without Disabilities	93	660	69713	99	100	100	432	420	429	4	5	5	43	48	39	48	45	52	4	2	3
Limited English Proficient Students	11	100	13985	100	97	97	410	384	382	9	14	18	55	59	54	36	27	27	NA	NA	0
Migrant Students	NC	18	608	NC	95	97	NC	405	389	NC	11	16	NC	39	50	NC	44	33	NC	6	0
Economically Disadvantaged	69	489	38994	99	99	98	429	409	409	6	9	10	42	51	47	51	40	41	1	1	1
Non-Economically Disadvantaged	33	250	40977	100	100	100	429	427	437	9	5	5	42	44	34	39	46	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	89	703	80147	100	100	99	492	480	482	12	11	11	9	16	17	52	52	49	27	21	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	367	39281	100	100	99	497	486	483	11	10	9	11	12	17	48	54	50	30	24	24
Male	33	336	40780	100	100	98	484	473	482	15	13	12	6	21	17	58	49	48	21	18	24
African American	NC	46	4249	NC	100	99	NC	471	464	NC	13	17	NC	24	22	NC	48	48	NC	15	13
Hispanic	50	381	33494	100	100	99	491	475	466	12	12	15	10	18	23	54	52	49	24	17	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	NC	40	4117	NC	100	96	NC	459	456	NC	25	19	NC	23	27	NC	35	46	NC	18	8
White	30	228	36122	100	100	99	500	493	501	10	7	5	3	11	10	50	54	50	37	29	35
Students with Disabilities	15	85	10295	100	100	92	440	437	443	53	48	33	13	13	26	33	29	33	NA	9	8
Students without Disabilities	74	618	69852	100	100	100	499	485	488	4	6	7	8	17	16	55	55	51	32	22	26
Limited English Proficient Students	NC	86	12722	NC	100	97	NC	446	441	NC	26	27	NC	23	33	NC	47	37	NC	5	3
Migrant Students	NC	20	622	NC	100	97	NC	460	454	NC	20	19	NC	25	30	NC	50	43	NC	5	8
Economically Disadvantaged	49	439	38371	100	100	97	481	471	465	16	14	15	14	19	23	49	49	49	20	17	13
Non-Economically Disadvantaged	40	264	41776	100	100	100	506	496	498	8	6	6	3	11	11	55	56	49	35	27	33

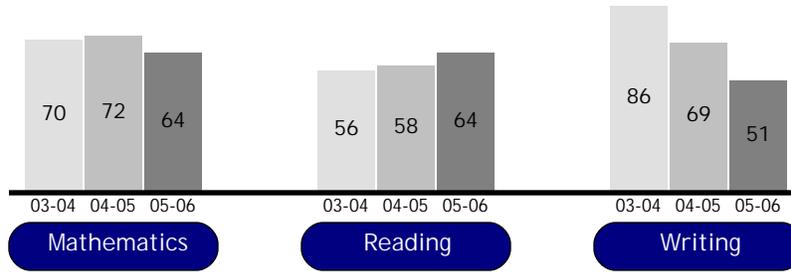
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	702	79686	100	100	98	467	463	470	10	11	11	29	29	24	55	52	57	6	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	367	39163	100	100	99	474	472	475	5	6	9	32	28	22	55	57	60	7	9	10
Male	33	335	40438	100	100	97	455	453	465	18	17	13	24	31	25	55	47	54	3	5	7
African American	NC	46	4228	NC	100	98	NC	462	458	NC	7	15	NC	39	28	NC	43	53	NC	11	4
Hispanic	50	381	33299	100	100	98	464	455	452	8	13	17	30	35	32	60	48	47	2	4	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	NC	40	4087	NC	100	96	NC	446	446	NC	25	16	NC	25	38	NC	48	44	NC	3	2
White	30	227	35914	100	100	98	474	478	489	13	8	5	23	18	15	50	63	67	13	12	14
Students with Disabilities	15	84	9808	100	100	87	407	416	432	40	49	35	53	29	32	7	18	30	NA	5	3
Students without Disabilities	74	618	69878	100	100	100	475	469	475	4	6	8	24	29	23	65	57	61	7	7	9
Limited English Proficient Students	NC	86	12594	NC	100	96	NC	426	422	NC	27	34	NC	49	45	NC	23	21	NC	1	0
Migrant Students	NC	20	611	NC	100	95	NC	438	439	NC	20	22	NC	50	39	NC	25	37	NC	5	2
Economically Disadvantaged	49	439	38095	100	100	97	459	455	452	10	13	17	39	36	32	45	47	48	6	5	3
Non-Economically Disadvantaged	40	263	41591	100	100	99	477	477	486	10	9	6	18	19	16	68	62	65	5	11	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	89	703	80372	100	100	99	479	462	475	4	5	4	25	40	30	70	55	64	1	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	367	39452	100	100	99	493	478	488	2	2	3	20	30	22	77	67	72	2	1	3
Male	33	336	40836	100	100	98	456	445	464	9	7	6	33	51	37	58	41	56	NA	0	1
African American	NC	46	4264	NC	100	99	NC	460	465	NC	2	5	NC	48	35	NC	50	59	NC	NA	1
Hispanic	50	381	33608	100	100	99	481	459	462	4	5	6	26	43	36	68	51	57	2	0	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	40	4128	NC	100	97	NC	441	464	NC	10	4	NC	55	39	NC	35	56	NC	NA	1
White	30	228	36213	100	100	99	478	471	489	3	4	2	17	32	22	80	64	72	NA	1	3
Students with Disabilities	15	85	10526	100	100	94	416	399	427	20	25	15	53	62	53	27	12	31	NA	1	1
Students without Disabilities	74	618	69846	100	100	100	487	470	482	1	2	3	19	37	26	78	61	69	1	0	2
Limited English Proficient Students	NC	86	12747	NC	100	97	NC	428	432	NC	13	12	NC	60	52	NC	27	36	NC	NA	0
Migrant Students	NC	20	621	NC	100	97	NC	434	452	NC	20	9	NC	45	40	NC	35	51	NC	NA	0
Economically Disadvantaged	49	439	38521	100	100	98	471	455	461	6	5	6	27	46	38	67	48	55	NA	NA	1
Non-Economically Disadvantaged	40	264	41851	100	100	100	488	475	489	3	3	3	23	30	22	73	65	72	3	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



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?	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	45	NA	58	96	50	45	47	95	48	44	46
	Language	100	33	34	50	96	56	46	47	95	52	44	48
	Mathematics	100	64	67	64	96	51	49	50	95	37	43	52
3	Reading	94	37	NA	55	95	37	39	44	96	43	43	46
	Language	97	47	44	61	95	39	41	44	96	44	41	46
	Mathematics	97	56	54	61	93	47	47	51	96	39	43	52
4	Reading	100	41	NA	56	94	47	44	48	94	52	48	52
	Language	100	41	38	52	94	45	44	49	94	52	44	52
	Mathematics	100	65	58	61	97	55	53	53	94	61	54	58

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)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 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	26.00
Other Professional Staff	5.00	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	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 Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly 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

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	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

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 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	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 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.