

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

40 N. Roosevelt, 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
2004-05	Performing Plus
2003-04	Performing

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

School Overview

Principal/Administrator : Ms. Dolores Underwood
 Schedule : 07:15 AM to 04:00 PM
 Grades : Pre-K-5
 Web Address :
 Phone Number : (520) 421-1650
 Fax Number : (520) 421-3013
 E-mail : dolores.underwood@cgelem.k12.az.us

Mission

Palo Verde's mission statement, 'Success for All--The responsibility is yours and mine', reflects the philosophy of the school. The staff works diligently to maintain an academic culture and a caring environment that promotes achievement.

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	N/A

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

School / Academic Goals

- ü Palo Verde's goal is to have 75% of all students achieve at or above the 50th percentile in Mathematics on the AIMS/TerraNova Assessment by the year 2007.
- ü By 2008, 75% of all students will achieve at or above the 50th percentile on the AIMS/TerraNova Assessment in Reading.
- ü By 2009, 75% of all students will achieve at or above the 50th percentile on the AIMS/TerraNova Assessment in Language.
- ü Palo Verde will continue to meet AYP (Adequate Yearly Progress).

Enrollment

October 1, 2005 School Year Student Enrollment : 622
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 86

Instructional Programs

- ü At-Risk Preschool
- ü School-Wide Success For All Reading Prog
- ü Tutoring Before/After School
- ü On-Site Special Education
- ü Curriculum Enrichment
- ü Drama/Theatre Integration-Grade 3
- ü KinderSteps (Early Kinder)
- ü MAC-Ro (Math Achievement Club by Rodel)

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/11/2005
Last Day of School :	6/1/2006

Shared Responsibilities

School

Palo Verde commits to establish a school culture of high expectations for academic achievement and student behavior. The staff provides quality instruction through continuous professional development and implements best teaching practices in the classroom. Palo Verde also strives to maintain a safe and nurturing environment by incorporating character education and using positive discipline. The staff provides parent training and welcomes parental involvement.

Parents

Parents are expected to ensure regular attendance and punctuality, purchase school uniforms, provide homework support, adhere to school/district policies, communicate regularly with the school, attend and/or participate in school functions.

Transportation Policy

As a neighborhood school, the majority of Palo Verde students walk or ride their bikes. Preschool, kindergarten, and some special education students are bus riders, who must adhere to bus rules and regulations for the safety of all children.

School Honors

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

Award/Honor	Year
ü Boys & Girls Club Boy & Girl of the Year	2004
ü Outstanding Essay--City of Casa Grande Anniversary	2004
ü Outstanding Art Poster--City of Casa Grande Anniversary	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	85	739	80010	100	100	99	448	438	447	4	11	10	24	24	18	54	53	53	19	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	372	38935	100	100	99	455	437	447	2	10	9	18	24	19	59	57	55	22	9	17
Male	34	367	40974	100	100	98	437	439	448	6	12	11	32	23	18	47	50	52	15	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	64	382	34545	100	100	99	448	431	432	2	14	14	22	24	24	61	55	53	16	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	12	274	35142	100	100	99	445	452	465	17	7	5	25	19	11	25	54	56	33	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	79	658	69849	100	100	100	451	441	451	1	8	7	24	23	17	54	56	56	20	12	19
Limited English Proficient Students	11	100	14013	100	97	97	425	409	413	NA	23	24	36	36	34	64	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	58	490	39029	100	99	98	442	430	432	5	14	14	26	26	25	55	52	52	14	8	9
Non-Economically Disadvantaged	27	249	40981	100	100	100	460	454	462	NA	4	6	19	20	13	52	55	54	30	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	85	741	79438	100	100	98	450	446	451	11	11	9	25	27	24	53	54	56	12	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	373	38775	100	100	99	454	450	457	8	8	7	20	27	22	55	54	58	18	11	13
Male	34	368	40560	100	100	97	443	442	446	15	13	12	32	27	25	50	54	54	3	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	64	383	34297	100	100	98	448	437	434	8	14	14	25	28	31	61	54	50	6	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	12	275	34887	100	100	98	448	461	471	25	6	4	25	22	15	17	57	63	33	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	79	660	69850	100	100	100	454	450	456	8	7	7	25	27	23	54	57	59	13	9	12
Limited English Proficient Students	11	100	13856	100	97	96	415	410	407	9	24	27	64	42	43	27	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	58	490	38685	100	99	97	439	437	435	16	13	14	29	32	32	45	48	50	10	7	5
Non-Economically Disadvantaged	27	251	40753	100	100	99	472	465	467	NA	6	5	15	17	16	70	65	62	15	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	85	739	79971	100	100	99	437	415	423	2	7	8	41	49	41	54	42	49	2	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	373	38974	100	100	99	449	426	437	2	6	5	33	40	33	61	51	57	4	2	4
Male	34	366	40895	100	99	98	419	403	410	3	8	10	53	58	47	44	32	41	NA	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	64	382	34481	100	100	99	440	414	410	NA	8	10	44	48	46	53	43	43	3	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	12	274	35150	100	100	99	406	417	437	17	6	5	42	53	35	42	39	56	NA	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	79	660	69713	100	100	100	443	420	429	NA	5	5	41	48	39	57	45	52	3	2	3
Limited English Proficient Students	11	100	13985	100	97	97	411	384	382	NA	14	18	73	59	54	27	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	58	489	38994	100	99	98	429	409	409	3	9	10	48	51	47	47	40	41	2	1	1
Non-Economically Disadvantaged	27	250	40977	100	100	100	454	427	437	NA	5	5	26	44	34	70	46	56	4	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	98	703	80147	100	100	99	469	480	482	14	11	11	23	16	17	44	52	49	18	21	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	367	39281	100	100	99	475	486	483	16	10	9	16	12	17	47	54	50	20	24	24
Male	43	336	40780	100	100	98	462	473	482	12	13	12	33	21	17	40	49	48	16	18	24
African American	11	46	4249	100	100	99	471	471	464	9	13	17	27	24	22	45	48	48	18	15	13
Hispanic	57	381	33494	100	100	99	474	475	466	12	12	15	21	18	23	49	52	49	18	17	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	13	40	4117	100	100	96	426	459	456	46	25	19	31	23	27	15	35	46	8	18	8
White	16	228	36122	100	100	99	485	493	501	NA	7	5	25	11	10	50	54	50	25	29	35
Students with Disabilities	13	85	10295	100	100	92	421	437	443	54	48	33	15	13	26	23	29	33	8	9	8
Students without Disabilities	85	618	69852	100	100	100	476	485	488	8	6	7	25	17	16	47	55	51	20	22	26
Limited English Proficient Students	19	86	12722	100	100	97	454	446	441	26	26	27	11	23	33	58	47	37	5	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	79	439	38371	100	100	97	464	471	465	15	14	15	27	19	23	41	49	49	18	17	13
Non-Economically Disadvantaged	19	264	41776	100	100	100	491	496	498	11	6	6	11	11	11	58	56	49	21	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	98	702	79686	100	100	98	453	463	470	16	11	11	35	29	24	43	52	57	6	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	367	39163	100	100	99	465	472	475	9	6	9	33	28	22	49	57	60	9	9	10
Male	43	335	40438	100	100	97	438	453	465	26	17	13	37	31	25	35	47	54	2	5	7
African American	11	46	4228	100	100	98	457	462	458	NA	7	15	55	39	28	36	43	53	9	11	4
Hispanic	57	381	33299	100	100	98	454	455	452	12	13	17	42	35	32	40	48	47	5	4	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	13	40	4087	100	100	96	421	446	446	54	25	16	15	25	38	31	48	44	NA	3	2
White	16	227	35914	100	100	98	472	478	489	13	8	5	13	18	15	63	63	67	13	12	14
Students with Disabilities	13	84	9808	100	100	87	400	416	432	69	49	35	8	29	32	15	18	30	8	5	3
Students without Disabilities	85	618	69878	100	100	100	461	469	475	8	6	8	39	29	23	47	57	61	6	7	9
Limited English Proficient Students	19	86	12594	100	100	96	438	426	422	16	27	34	47	49	45	37	23	21	NA	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	79	439	38095	100	100	97	451	455	452	16	13	17	38	36	32	41	47	48	5	5	3
Non-Economically Disadvantaged	19	263	41591	100	100	99	463	477	486	16	9	6	21	19	16	53	62	65	11	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	98	703	80372	100	100	99	459	462	475	5	5	4	42	40	30	52	55	64	1	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	367	39452	100	100	99	474	478	488	2	2	3	33	30	22	64	67	72	2	1	3
Male	43	336	40836	100	100	98	439	445	464	9	7	6	53	51	37	37	41	56	NA	0	1
African American	11	46	4264	100	100	99	465	460	465	NA	2	5	45	48	35	55	50	59	NA	NA	1
Hispanic	57	381	33608	100	100	99	461	459	462	7	5	6	35	43	36	58	51	57	NA	0	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	13	40	4128	100	100	97	414	441	464	8	10	4	77	55	39	15	35	56	NA	NA	1
White	16	228	36213	100	100	99	477	471	489	NA	4	2	38	32	22	56	64	72	6	1	3
Students with Disabilities	13	85	10526	100	100	94	399	399	427	31	25	15	38	62	53	23	12	31	8	1	1
Students without Disabilities	85	618	69846	100	100	100	467	470	482	1	2	3	42	37	26	56	61	69	NA	0	2
Limited English Proficient Students	19	86	12747	100	100	97	436	428	432	11	13	12	47	60	52	42	27	36	NA	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	79	439	38521	100	100	98	457	455	461	4	5	6	43	46	38	53	48	55	NA	NA	1
Non-Economically Disadvantaged	19	264	41851	100	100	100	467	475	489	11	3	3	37	30	22	47	65	72	5	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	88	708	79306	100	100	99	491	507	504	18	12	13	23	18	20	47	50	49	13	20	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	343	38845	100	100	99	495	512	505	10	7	11	27	17	20	51	54	50	12	21	18
Male	47	365	40383	100	100	98	487	502	504	26	16	14	19	18	19	43	46	47	13	20	19
African American	11	42	4171	100	100	98	489	496	485	18	14	20	9	17	26	73	52	44	NA	17	10
Hispanic	61	376	32673	100	100	99	493	501	487	18	12	18	23	20	25	44	50	46	15	18	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	10	56	4034	100	98	97	NA	490	479	NA	20	22	NA	27	29	NA	43	43	NA	11	7
White	NC	229	36234	NC	100	99	NC	520	523	NC	9	6	NC	13	13	NC	51	52	NC	28	28
Students with Disabilities	12	92	10286	100	100	91	444	460	462	67	42	41	17	26	27	8	27	27	8	4	5
Students without Disabilities	76	616	69020	100	100	100	498	513	510	11	7	9	24	17	18	53	53	52	13	23	21
Limited English Proficient Students	13	66	10291	100	100	96	454	464	458	38	32	38	38	33	34	23	30	26	NA	5	2
Migrant Students	NC	17	630	NC	100	95	NC	503	478	NC	12	24	NC	18	27	NC	59	43	NC	12	6
Economically Disadvantaged	72	469	37437	100	100	97	487	497	486	21	14	19	26	22	26	39	49	46	14	16	9
Non-Economically Disadvantaged	16	239	41869	100	100	100	506	527	521	6	6	7	6	11	14	81	53	51	6	30	27

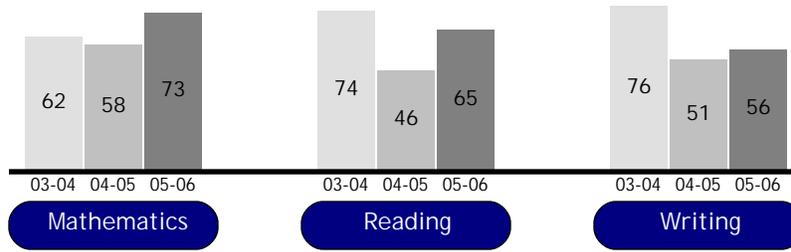
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	706	79000	100	100	98	467	482	489	18	10	10	33	27	24	48	57	58	1	6	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	342	38774	100	99	99	474	490	494	7	4	7	34	25	22	59	64	61	NA	7	10
Male	47	364	40150	100	100	98	460	475	485	28	16	12	32	29	25	38	50	55	2	4	8
African American	11	42	4153	100	100	98	467	482	476	27	12	13	18	26	30	55	57	53	NA	5	4
Hispanic	61	375	32508	100	100	99	468	478	472	15	12	15	36	27	33	48	57	49	2	4	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	10	56	4016	100	98	96	NA	468	467	NA	13	14	NA	43	37	NA	43	46	NA	2	2
White	NC	228	36135	NC	100	98	NC	492	508	NC	8	4	NC	23	14	NC	60	67	NC	9	15
Students with Disabilities	12	90	9991	100	100	88	423	437	449	75	42	33	8	40	36	17	17	29	NA	1	2
Students without Disabilities	76	616	69009	100	100	100	474	488	495	9	6	6	37	25	22	53	63	62	1	6	10
Limited English Proficient Students	13	66	10199	100	100	95	436	444	439	38	36	35	54	41	47	8	23	18	NA	NA	0
Migrant Students	NC	17	629	NC	100	95	NC	467	457	NC	18	22	NC	24	41	NC	59	37	NC	NA	1
Economically Disadvantaged	72	468	37234	100	100	97	463	473	472	22	13	15	31	31	33	46	53	50	1	3	3
Non-Economically Disadvantaged	16	238	41766	100	100	99	482	501	505	NA	5	5	44	19	16	56	65	65	NA	11	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	88	708	79611	100	100	99	475	482	496	7	8	7	53	46	37	40	45	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	343	39016	100	100	99	500	503	511	2	3	4	39	35	29	59	61	66	NA	1	1
Male	47	365	40519	100	100	98	453	462	482	11	13	10	66	56	44	23	31	46	NA	NA	0
African American	11	42	4188	100	100	98	464	464	486	18	14	9	27	40	40	55	45	50	NA	NA	0
Hispanic	61	376	32855	100	100	99	475	478	481	7	10	10	54	49	43	39	41	47	NA	0	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	10	56	3992	100	98	96	NA	465	478	NA	7	10	NA	64	46	NA	29	44	NA	NA	0
White	NC	229	36380	NC	100	99	NC	496	511	NC	5	4	NC	38	30	NC	57	65	NC	0	1
Students with Disabilities	12	92	10664	100	100	94	369	400	440	50	36	23	33	53	54	17	10	22	NA	1	1
Students without Disabilities	76	616	68947	100	100	100	491	493	504	NA	4	4	57	45	34	43	51	61	NA	0	1
Limited English Proficient Students	13	66	10362	100	100	97	447	435	438	15	24	22	69	64	57	15	12	21	NA	NA	NA
Migrant Students	NC	17	636	NC	100	96	NC	463	467	NC	12	14	NC	59	47	NC	29	38	NC	NA	0
Economically Disadvantaged	72	469	37626	100	100	98	468	469	479	8	11	10	58	53	45	33	36	45	NA	0	0
Non-Economically Disadvantaged	16	239	41985	100	100	100	506	507	511	NA	3	4	31	33	30	69	64	65	NA	0	1

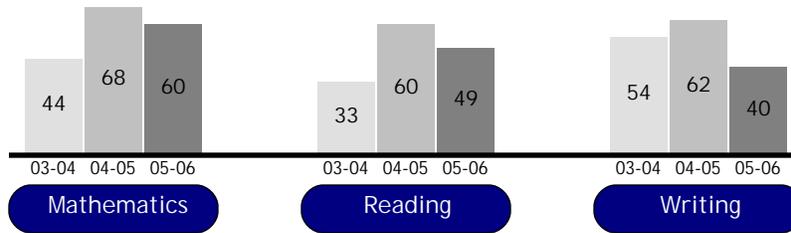
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	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	93	46	NA	58	99	43	45	47	100	39	44	46
	Language	97	25	34	50	99	49	46	47	100	43	44	48
	Mathematics	97	71	67	64	99	50	49	50	100	37	43	52
3	Reading	92	33	NA	55	100	34	39	44	100	37	43	46
	Language	99	42	44	61	100	35	41	44	100	41	41	46
	Mathematics	99	52	54	61	100	38	47	51	100	48	43	52
4	Reading	96	29	NA	56	100	35	44	48	99	35	48	52
	Language	100	36	38	52	100	31	44	49	99	35	44	52
	Mathematics	100	46	58	61	100	48	53	53	99	43	54	58
5	Reading	99	31	NA	55	97	41	44	50	100	34	50	56
	Language	100	32	36	49	97	43	44	50	100	32	46	54
	Mathematics	100	49	56	63	97	43	48	49	100	35	50	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)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Facilitates Curricular Improvements
- Ü Provides Input for Schoolwide Goals
- Ü Makes Recommend on School Safety Issues
- Ü Provides Local Leadership/Representation
- Ü Makes Recommend for School Improvements
- Ü Provides Input Regarding Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	28.25
Other Professional Staff	3.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	1	0	0
4 to 6 years	7	2	0	0
7 to 9 years	6	1	0	0
10 or more years	11	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	24
Teachers with Emergency Certification.	8
Percent of teachers in the school with Emergency/Provisional Certification	20%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Separate Gymnasium from Cafeteria
- Ü Media Center
- Ü Grade-Level Pods

Extracurricular Activities

- Ü Band (Beginning & Intermediate)
- Ü Student Helping Hands Program (Jobs)
- Ü Student Council
- Ü After School Booster/Tutoring Club

Social Services

- Ü Counseling Services
- Ü Student Support Team
- Ü Breakfast/Lunch Programs
- Ü Senior Citizens Volunteer Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Palo Verde received an award from the Rodel Foundation for our performance with the MAC-Ro program for "Meeting Expectations for High Math Achievement."

- ü Demonstrating academic growth on the AIMS/TerraNova.

- ü Refining a district-wide early Kindergarten Program.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	89	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

The following helps to support a safe and healthy learning environment: Teachers focus on establishing structured classroom environments that maintain student engagement. Weekly class council meetings address safety issues for the purpose of resolving concerns. Staffings by a team of educators occur on a regular basis to determine interventions and assistance. A part-time, on-site counselor is available twice a week to provide services for identified students. Safety talks are on-going.

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) :

1

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	Dolores Underwood	(520) 421-1650
Transportation Policy	Paul Potts	(520) 836-5231
Community Resources	Debbie John	(520) 421-1650
School Nutrition Programs	Germaine Wiley	(520) 836-6694
Parent Organization	Martha Aguirre	(520) 836-2111
Student Health/Nurse	Carol Kile	(520) 421-1650

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.

Footnotes

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