



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

300 W Mc Murray Blvd, 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 : Mr. Bill Eddings  
 Schedule : 07:30 AM to 05:00 PM  
 Grades : 6-8  
 2005 Enrollment : 1104  
 Web Address :  
 Phone Number : (520) 836-7310  
 Fax Number : (520) 836-2399  
 E-mail : Beddings@cgelem.k12.az.us

Mission

Mission: Casa Grande Middle School is a diverse learning community that equips students with the skills to move forward academically, strive for individual excellence, master standards, and prepare for life's transitions.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School / Academic Goals

- ü Provision of support and intervention systems to decrease the number of students who fit into the falls far below category and increase the number of students who meet or exceeds the standards in reading and math.
- ü Students and staff will focus on identifying and supporting the victims of bullies and through the development of a curriculum that promotes communication, friendship, and skills create a safe school environment.

Enrollment

October 1, 2004 School Year Student Enrollment : 1060  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 41

Instructional Programs

- ü Gifted
- ü Special Education
- ü Alternative Education
- ü ELL

Calendar Information

Number of Instruction Days :	185
Average Daily Instruction Time :	6 hours 8 minutes
First Day of School :	8/11/2005
Last Day of School :	6/1/2006

Shared Responsibilities

School

Our middle school shall maintain high goals and expectations for all students, will provide a safe and nurturing environment where all students can learn, and will insist that classrooms be free from distractions to allow for maximum learning.

Parents

Communicate regularly with the school, provide a safe, quiet place to complete homework, provide transportation for 95% of school days if suspended from bus, provide necessary nourishment and appropriate clothing.

Transportation Policy

Students who live more than one mile from school are eligible for school transportation. This is a privilege and is not a statutory requirement except for necessary transport of handicapped students as indicated in their respective IEPs.

School Honors

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

Award/Honor	Year
ü Teacher Awarded Silver Apple Award From Channel 3	2004
ü Student Won 2003 Judge Bean Memorial Anti-Drug Poster	2004
ü Teacher Presented at NSTA in Atlanta	2004
ü Various staff members were awarded educational grants.	2005

8th 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	331	623	78250	100	100	99	534	531	548	22	22	21	21	20	18	47	49	48	10	9	13
All Students (Prior Year)	316	611	75001	100	99	99	453	458	468	48	44	37	34	37	36	12	12	16	6	8	10
Female	163	305	38071	100	100	99	538	537	549	17	17	20	22	22	19	53	52	49	7	9	12
Male	168	318	40126	100	100	99	529	524	547	26	28	23	20	17	17	42	46	46	13	10	14
African American	14	34	4058	100	100	99	486	507	523	33	31	32	25	24	22	33	41	41	8	3	5
Hispanic	181	313	29129	100	100	99	528	525	527	24	25	32	23	22	23	44	45	40	9	8	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	24	48	4996	100	100	100	529	494	518	33	42	36	24	21	25	43	37	36	0	0	4
White	109	224	38320	100	98	99	548	548	568	13	13	12	18	17	14	56	57	55	13	13	19
Students with Disabilities	69	111	9329	100	100	100	428	405	454	58	57	64	23	26	18	18	16	16	2	1	2
Students without Disabilities	262	512	68996	100	100	99	559	557	561	13	15	16	21	18	18	55	56	52	12	11	14
Limited English Proficient Students	49	86	10133	100	100	100	462	439	488	28	32	45	30	26	25	35	34	28	7	7	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	188	335	33388	99	97	94	533	533	530	29	30	32	25	22	22	39	42	40	6	6	5
Non-Economically Disadvantaged	143	288	44937	100	100	100	535	528	561	12	14	13	17	17	15	57	55	54	14	13	18

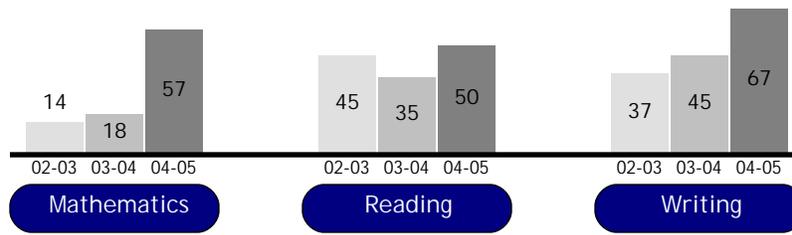
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	329	622	78302	100	0	99	488	490	512	17	16	11	32	30	25	47	49	57	3	5	7
All Students (Prior Year)	316	610	74918	100	99	99	482	487	497	45	39	32	20	21	19	27	30	35	8	10	15
Female	161	303	38082	100	0	99	495	501	518	16	13	8	27	25	24	52	56	61	5	7	7
Male	168	319	40166	100	0	99	480	480	507	18	19	14	38	34	26	41	43	54	2	4	6
African American	14	35	4064	100	0	100	445	479	498	0	7	14	50	34	29	50	59	54	0	0	3
Hispanic	179	311	29152	100	0	99	484	484	492	20	18	17	36	35	34	40	42	46	4	4	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	24	48	4993	100	0	100	481	459	484	19	28	19	52	37	38	29	35	42	0	0	1
White	109	224	38347	100	0	99	497	506	531	14	12	5	22	20	17	61	60	68	3	8	10
Students with Disabilities	70	112	9353	100	0	100	397	377	429	46	48	40	37	33	38	18	19	22	0	0	1
Students without Disabilities	259	510	69024	99	0	99	510	514	524	10	9	7	31	29	23	54	56	62	4	6	7
Limited English Proficient Students	49	86	10140	100	0	100	411	397	451	32	27	28	39	41	43	29	31	29	0	1	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	185	332	33398	98	0	94	484	489	495	24	22	18	41	37	35	34	40	46	2	2	2
Non-Economically Disadvantaged	144	290	44979	100	0	100	491	491	525	10	10	6	23	22	18	62	59	66	5	9	10

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	328	619	78094	100	100	99	512	517	545	8	6	3	25	24	18	67	69	77	0	1	2
All Students (Prior Year)	312	607	74503	99	98	99	461	464	491	16	16	9	38	37	32	41	42	51	4	5	8
Female	163	305	38025	100	100	99	529	535	558	5	4	2	20	18	13	74	77	82	1	1	2
Male	165	314	40013	99	99	99	494	500	534	10	9	5	30	29	23	60	62	71	0	0	1
African American	14	34	4037	100	100	99	478	518	532	8	3	4	17	21	22	75	76	73	0	0	1
Hispanic	179	310	29068	100	100	99	506	510	523	10	9	5	25	23	27	64	67	67	0	0	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	24	48	4981	100	100	100	528	496	526	0	2	4	38	40	25	62	58	70	0	0	0
White	108	223	38265	100	97	99	521	531	564	5	4	2	23	21	11	71	74	84	1	1	3
Students with Disabilities	67	109	9275	100	100	100	390	375	444	23	23	14	50	47	46	27	29	39	0	0	1
Students without Disabilities	261	510	68892	100	100	98	541	547	559	4	3	2	19	19	14	77	78	82	0	1	2
Limited English Proficient Students	49	86	10084	100	100	100	423	412	474	16	16	10	33	32	39	51	52	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	186	332	33296	98	96	94	507	516	527	11	10	5	31	28	27	58	62	67	0	0	0
Non-Economically Disadvantaged	142	287	44871	100	100	100	517	519	559	4	3	2	18	19	12	77	77	84	1	1	3

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)

8th 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.

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
6	Reading	91	41	42	53	98	41	NA	56	97	42	46	51
	Language	93	33	36	45	100	33	40	48	97	39	42	47
	Mathematics	97	51	55	62	100	54	62	66	97	47	51	52
7	Reading	93	40	42	51	96	40	NA	54	97	42	45	50
	Language	93	47	47	54	96	46	48	58	97	45	49	52
	Mathematics	97	47	50	58	98	48	50	62	97	46	49	50
8	Reading	96	42	43	53	96	48	NA	55	99	42	45	51
	Language	95	37	37	49	96	41	43	52	99	43	46	50
	Mathematics	96	44	48	58	96	52	54	61	99	47	49	53

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)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Problem Identification/Solving
- Ü Parent/Educator Relations
- Ü Communication
- Ü School Safety Issues
- Ü School Discipline
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	54.00
Other Professional Staff	2.00	Teacher Aide	23.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	25	3	0	0
4 to 6 years	5	4	0	0
7 to 9 years	4	2	0	0
10 or more years	6	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	141
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	6%

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Library

Extracurricular Activities

- Ü Interscholastic Athletics
- Ü Student Council
- Ü Science Club
- Ü Jazz Band
- Ü Chess Club
- Ü Spanish Club

Social Services

- Ü Breakfast Program
- Ü Juvenile Probation Department
- Ü Counseling Services
- Ü Crisis Intervention

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Writing was a main objective across the curriculum and involved all departments. Writing skills was assessed using the Step-Up-to-Writing method and standardized assessments.
  
- ü CGMS continued to implement best instructional practices in math and reading to increase the percentage of students completing one year's growth as measured by standardized assessments.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	93	95	94	95
Transfers Out Rates <sup>5</sup>	12	12	12	17
Transfers In Rate <sup>6</sup>	26	28	28	37
Stability Rate <sup>7</sup>	87	87	87	82
Promotion Rate <sup>8</sup>	87	96	95	81
Retention Rate <sup>9</sup>	8	1	1	3
Dropout Rate <sup>10</sup>	2	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

Grade level students will be placed in teams with common teachers. Teachers will then be better aware and able to address the concerns of students to promote their success and safety. Students from each grade level will undergo peer mediation training and are our first level of violence prevention. Saturday School Character Classes are made available to those students who will benefit from conflict resolution training.

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) :

51

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	William Eddings	(520) 836-7310
Transportation Policy	Kevin Kelty	(520) 836-2111
Community Resources	Rosendo Ramirez	(520) 836-7310
School Nutrition Programs	Germaine Garcia	(520) 836-7310
Parent Organization	Sylvia Trotter	(520) 836-7310
Student Health/Nurse	Becky Wallace	(520) 836-7310

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."

ACHIEVEMENT PROFILES

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).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* 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.