

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing
2004-05	Performing
2003-04	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
 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)

2005-06	Not Met
2004-05	Met
2003-04	Not 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 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, 2005 School Year Student Enrollment : 1090
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 46

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.	2006

6th 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	371	712	79327	99	99	98	504	526	518	20	14	19	25	19	20	46	48	46	9	19	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	152	331	38961	99	100	98	512	536	520	11	8	16	30	20	20	50	52	48	9	21	16
Male	219	381	40295	98	99	97	499	517	516	26	19	21	22	18	19	43	46	44	9	17	16
African American	32	48	4247	94	96	98	500	516	499	41	27	27	16	13	24	31	44	41	13	17	8
Hispanic	216	381	32327	99	99	98	497	517	499	20	16	27	29	23	25	46	47	41	5	14	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	15	41	4391	100	100	96	506	510	489	7	20	32	40	22	27	47	46	36	7	12	4
White	105	234	36373	99	100	98	518	543	538	15	9	10	19	13	14	51	52	52	14	26	25
Students with Disabilities	55	96	9321	96	99	87	451	462	467	62	54	54	22	22	22	13	19	21	4	5	3
Students without Disabilities	316	616	70006	99	100	100	513	534	524	13	8	14	26	18	19	52	53	49	10	21	18
Limited English Proficient Students	44	63	9431	100	100	95	481	483	466	36	35	53	32	30	27	30	30	18	2	5	1
Migrant Students	NC	15	635	NC	100	94	NC	512	488	NC	27	31	NC	27	29	NC	40	36	NC	7	4
Economically Disadvantaged	259	464	37097	98	99	97	497	514	498	22	17	27	30	24	25	43	46	41	5	13	7
Non-Economically Disadvantaged	112	248	42230	99	100	99	522	548	535	15	9	11	15	9	15	52	53	50	18	29	24

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	367	708	79501	98	99	98	480	489	497	16	12	10	34	29	25	49	57	60	2	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	152	331	39062	99	100	99	488	498	502	9	6	8	34	25	23	57	66	64	1	3	5
Male	215	377	40368	96	98	98	474	481	491	21	16	13	34	32	27	43	50	57	2	2	3
African American	31	47	4279	91	94	99	477	482	485	26	17	14	26	26	30	48	55	54	NA	2	2
Hispanic	213	378	32389	98	98	98	472	482	478	17	14	16	40	34	34	43	51	48	0	1	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	15	41	4401	100	100	96	484	478	473	13	15	17	20	29	40	67	56	43	NA	NA	1
White	105	234	36446	99	100	99	494	504	516	12	7	4	27	21	15	57	68	73	4	4	7
Students with Disabilities	50	91	9411	88	94	88	437	442	453	54	46	36	30	34	36	16	20	26	NA	NA	1
Students without Disabilities	317	617	70090	99	100	100	486	496	502	10	6	7	34	28	24	54	63	65	2	3	5
Limited English Proficient Students	42	61	9401	95	97	94	450	450	443	29	31	40	57	51	46	14	18	14	NA	NA	0
Migrant Students	NC	15	642	NC	100	95	NC	482	465	NC	13	24	NC	40	41	NC	47	35	NC	NA	0
Economically Disadvantaged	256	461	37183	97	99	97	473	481	479	18	14	16	38	34	34	43	50	49	1	1	1
Non-Economically Disadvantaged	111	247	42318	98	100	99	495	505	513	12	7	5	24	17	17	60	71	70	4	4	7

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	373	714	80000	99	100	99	539	548	564	3	3	3	19	17	11	75	75	75	3	5	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	152	331	39288	99	100	99	561	569	579	1	1	2	11	10	6	87	82	77	2	8	16
Male	221	383	40644	99	99	98	523	530	549	5	5	4	24	23	15	67	70	74	3	3	7
African American	34	50	4307	100	100	99	532	544	551	6	4	4	26	20	13	62	70	75	6	6	7
Hispanic	217	382	32672	100	99	99	535	545	548	4	3	4	18	18	14	78	75	76	0	4	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	15	41	4424	100	100	97	554	534	549	NA	5	3	20	24	14	80	71	77	NA	NA	5
White	104	233	36602	98	100	99	545	556	579	2	2	2	19	14	7	73	78	75	6	6	16
Students with Disabilities	54	95	9919	95	98	93	458	477	505	15	14	9	65	55	35	20	31	54	NA	1	2
Students without Disabilities	319	619	70081	100	100	100	552	558	571	2	1	2	11	11	7	84	82	79	3	5	12
Limited English Proficient Students	44	63	9571	100	100	96	501	502	502	9	10	10	30	33	29	61	56	60	NA	2	1
Migrant Students	NC	15	654	NC	100	97	NC	551	534	NC	7	7	NC	7	16	NC	87	74	NC	NA	3
Economically Disadvantaged	262	467	37534	100	100	98	534	540	547	4	3	4	21	21	15	74	73	76	1	3	5
Non-Economically Disadvantaged	111	247	42466	98	100	100	551	563	578	3	2	2	14	11	7	77	80	75	6	8	16

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

7th 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	345	667	78546	100	100	97	535	546	543	20	14	15	19	19	18	48	50	52	12	16	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	160	311	38645	100	100	98	540	550	545	16	11	13	20	17	18	53	54	54	12	17	15
Male	185	356	39792	98	99	97	530	542	542	24	17	17	19	21	17	45	46	50	12	16	15
African American	14	28	4205	100	100	97	522	526	524	NA	7	22	43	39	22	57	43	49	NA	11	7
Hispanic	205	357	31177	99	99	97	526	534	524	25	20	22	18	19	23	51	53	48	6	8	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	19	45	4689	100	100	95	516	530	515	26	18	28	32	24	25	37	51	43	5	7	4
White	102	230	36450	100	100	97	553	568	563	12	7	7	19	17	12	45	45	57	25	31	23
Students with Disabilities	48	84	8093	98	97	82	472	485	489	60	48	50	21	30	24	19	20	23	NA	2	2
Students without Disabilities	297	583	70453	100	100	100	544	553	549	13	10	11	19	18	17	53	54	56	14	18	16
Limited English Proficient Students	41	68	9323	95	94	94	498	505	491	44	38	47	27	26	28	27	32	24	2	3	1
Migrant Students	NC	13	674	NC	100	95	NC	532	515	NC	31	28	NC	15	27	NC	46	40	NC	8	5
Economically Disadvantaged	220	417	34694	98	98	96	523	532	524	24	18	23	22	23	23	50	51	48	5	8	7
Non-Economically Disadvantaged	125	250	43852	100	100	99	556	568	559	13	8	10	15	14	13	46	47	56	26	31	22

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	340	661	79045	98	99	98	501	507	512	13	11	10	33	30	25	47	52	58	7	7	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	158	309	38860	100	100	98	511	517	519	9	8	7	27	24	22	53	60	62	11	9	8
Male	182	352	40075	96	98	97	493	499	505	16	13	12	37	35	28	42	46	54	4	5	6
African American	14	28	4250	100	100	98	475	485	500	7	7	12	50	46	31	43	46	54	NA	NA	3
Hispanic	203	355	31314	98	98	98	491	495	493	16	14	16	35	34	34	45	48	48	4	4	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	19	45	4719	100	100	96	481	492	489	21	18	15	42	31	39	32	47	45	5	4	2
White	99	226	36730	97	99	98	527	531	532	7	6	4	24	21	16	55	60	68	14	14	12
Students with Disabilities	45	81	8552	92	93	87	446	453	463	44	33	35	38	46	40	16	19	23	2	2	1
Students without Disabilities	295	580	70493	99	100	100	509	514	517	8	8	7	32	28	24	52	57	62	8	8	8
Limited English Proficient Students	40	67	9355	93	93	95	456	456	456	40	40	37	43	42	48	18	18	15	NA	NA	0
Migrant Students	NC	13	682	NC	100	96	NC	467	480	NC	38	23	NC	31	37	NC	31	39	NC	NA	1
Economically Disadvantaged	217	413	34922	97	97	96	486	492	493	17	14	15	40	37	34	40	46	48	4	3	3
Non-Economically Disadvantaged	123	248	44123	100	100	99	528	531	527	7	5	6	20	17	18	60	63	66	13	14	11

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	344	667	79657	99	100	99	544	554	566	6	4	3	15	13	8	79	83	87	0	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	161	314	39120	100	100	99	566	573	580	2	2	2	8	6	4	89	92	92	1	1	2
Male	183	353	40423	97	98	98	525	537	553	9	7	5	21	19	12	70	75	83	NA	NA	1
African American	14	28	4290	100	100	99	538	552	560	7	4	4	NA	7	9	93	86	86	NA	4	1
Hispanic	205	358	31642	99	99	99	535	545	552	7	6	5	19	16	11	74	78	84	NA	NA	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	19	46	4760	100	100	97	538	550	547	11	7	5	11	9	14	79	85	81	NA	NA	0
White	101	228	36929	99	100	99	561	567	579	2	2	2	11	9	5	86	89	91	1	0	2
Students with Disabilities	47	84	9069	96	97	92	455	472	508	26	19	11	47	48	30	28	33	58	NA	NA	1
Students without Disabilities	297	583	70588	100	100	100	557	564	573	3	2	2	10	8	5	87	90	91	0	0	1
Limited English Proficient Students	41	69	9521	95	96	96	499	504	507	15	13	13	29	30	24	56	57	63	NA	NA	0
Migrant Students	NC	13	694	NC	100	98	NC	512	546	NC	15	5	NC	23	12	NC	62	82	NC	NA	1
Economically Disadvantaged	221	419	35341	99	99	97	536	545	551	7	5	5	18	17	12	75	78	83	NA	0	0
Non-Economically Disadvantaged	123	248	44316	100	100	100	560	569	578	4	3	2	9	6	5	86	91	90	1	0	2

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

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	379	728	78400	100	100	97	540	549	554	31	24	21	22	20	19	36	44	47	11	11	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	195	366	38686	99	99	98	539	548	554	29	23	20	18	19	20	44	49	49	8	9	12
Male	184	362	39636	100	100	96	541	549	554	32	26	23	27	22	18	27	38	46	15	14	13
African American	26	40	4193	100	100	97	516	523	533	42	38	32	31	25	23	27	38	40	NA	NA	5
Hispanic	187	339	30732	98	99	97	522	532	534	41	34	31	22	22	24	33	39	40	4	6	5
Asian/Pacific Islander	NC	13	1827	NC	100	99	NC	599	594	NC	23	8	NC	8	12	NC	15	49	NC	54	31
American Indian/Alaskan Native	23	39	4536	100	100	95	522	524	528	39	36	35	22	23	25	39	38	37	NA	3	4
White	135	297	37038	100	100	97	571	572	575	12	10	11	22	19	14	43	52	56	23	19	19
Students with Disabilities	64	117	7840	98	100	81	485	488	498	72	66	60	19	24	18	8	9	20	2	1	2
Students without Disabilities	315	611	70560	100	100	99	551	559	560	22	17	17	23	20	19	41	50	50	13	13	14
Limited English Proficient Students	47	73	8956	96	97	95	491	501	502	72	64	56	21	21	25	6	14	18	NA	1	1
Migrant Students	11	15	676	100	100	95	508	504	523	55	60	38	27	27	25	18	13	36	NA	NA	1
Economically Disadvantaged	233	404	33014	99	99	95	523	533	534	40	32	31	23	23	24	33	40	40	4	5	5
Non-Economically Disadvantaged	146	324	45386	100	100	99	567	568	569	16	15	15	21	18	15	40	49	52	23	19	18

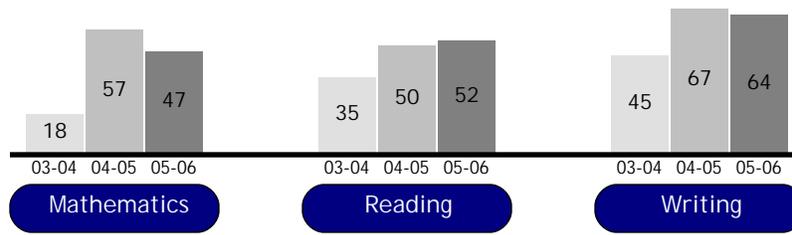
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	381	729	79179	100	100	98	505	512	519	17	15	11	31	28	27	48	53	58	4	4	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	197	368	38974	100	100	99	508	515	524	12	11	8	34	29	25	50	57	61	5	4	5
Male	184	361	40124	100	100	97	503	508	513	23	19	13	28	28	28	46	50	54	3	4	4
African American	26	40	4243	100	100	98	488	493	506	19	20	14	50	43	32	27	35	51	4	3	3
Hispanic	188	338	30987	99	99	98	487	495	498	23	20	17	37	35	36	39	43	45	1	1	1
Asian/Pacific Islander	NC	13	1832	NC	100	99	NC	547	543	NC	15	4	NC	8	17	NC	54	69	NC	23	10
American Indian/Alaskan Native	23	39	4573	100	100	96	497	497	494	13	18	16	35	31	41	52	49	42	NA	3	1
White	136	298	37467	100	100	98	534	534	539	9	7	5	18	19	17	64	67	70	9	7	8
Students with Disabilities	66	118	8567	100	100	88	451	452	467	58	55	39	33	31	38	9	14	22	NA	NA	1
Students without Disabilities	315	611	70612	100	100	99	517	522	524	9	7	7	30	27	25	56	61	62	5	5	5
Limited English Proficient Students	48	74	9013	98	99	95	450	459	461	50	45	40	44	43	48	6	12	12	NA	NA	0
Migrant Students	11	15	680	100	100	96	476	473	487	36	40	20	27	33	43	36	27	36	NA	NA	1
Economically Disadvantaged	234	403	33345	99	99	96	488	496	499	24	22	17	37	32	36	38	44	46	1	2	1
Non-Economically Disadvantaged	147	326	45834	100	100	99	533	532	533	7	6	7	21	23	19	63	64	67	9	7	7

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	379	728	79734	100	100	99	530	540	554	6	4	3	30	27	19	64	68	78	0	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	196	367	39243	100	100	99	547	555	568	2	1	2	24	19	12	74	79	85	1	1	1
Male	183	361	40413	100	100	98	513	524	541	11	7	4	36	35	26	54	57	70	NA	1	0
African American	26	40	4285	100	100	99	531	534	548	4	3	3	31	35	22	65	63	74	NA	NA	0
Hispanic	187	338	31254	98	99	99	516	525	539	10	7	5	33	31	25	57	62	70	NA	NA	0
Asian/Pacific Islander	NC	13	1837	NC	100	99	NC	564	579	NC	8	1	NC	23	9	NC	62	87	NC	8	2
American Indian/Alaskan Native	23	39	4613	100	100	97	520	522	535	4	3	4	39	36	29	57	62	67	NA	NA	0
White	135	297	37668	100	100	99	551	559	569	1	1	1	22	20	13	76	78	85	1	1	1
Students with Disabilities	65	117	8943	100	100	92	463	469	495	22	18	11	62	64	51	17	18	38	NA	NA	1
Students without Disabilities	314	611	70791	100	100	100	544	552	561	3	2	2	23	20	15	74	78	83	0	1	0
Limited English Proficient Students	47	73	9138	96	97	97	463	478	492	19	16	13	64	53	46	17	30	40	NA	NA	NA
Migrant Students	11	15	687	100	100	97	463	466	528	27	33	6	45	40	28	27	27	65	NA	NA	NA
Economically Disadvantaged	233	403	33718	99	99	97	519	527	538	8	6	5	36	33	26	56	61	69	NA	NA	0
Non-Economically Disadvantaged	146	325	46016	100	100	100	549	556	567	3	2	2	18	20	14	77	77	84	1	1	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)

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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 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
6	Reading	98	41	NA	56	97	42	46	51	98	44	52	56
	Language	100	33	40	48	97	39	42	47	98	35	44	50
	Mathematics	100	54	62	66	97	47	51	52	99	46	58	58
7	Reading	96	40	NA	54	97	42	45	50	99	46	50	54
	Language	96	46	48	58	97	45	49	52	99	50	54	58
	Mathematics	98	48	50	62	97	46	49	50	99	46	52	54
8	Reading	96	48	NA	55	99	42	45	51	100	48	52	58
	Language	96	41	43	52	99	43	46	50	100	46	48	56
	Mathematics	96	52	54	61	99	47	49	53	100	44	52	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)
- 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 Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Highly 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 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	92	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

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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

41

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 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.

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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