



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1460 N. Pinal Avenue, 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 : Dr. Shirley Howell
Schedule : 07:00 AM to 04:00 PM
Grades : K-5
Web Address :
Phone Number : (520) 836-5086
Fax Number : (520) 836-2203
E-mail : shirley.howell@cgelem.k12.az.us

Mission

Success for Every One: The responsibility is yours and mine.

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

- U Increase student academic achievement as follows: By 2007, 75% of all students will achieve at or above the 50th percentile on the AIMS/DPA in Mathematics; by 2008 in Reading; by 2009 in Language/Writing
U To establish an atmosphere at Ironwood where all students and family members feel welcome, informed, respected, safe and valued so that optimal learning takes place.

Enrollment

October 1, 2005 School Year Student Enrollment : 551
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 57

Instructional Programs

- ü Reading First School
- ü Gifted - Curriculum Enrichment
- ü Specialized SSKI Program

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

Success for everyone. The responsibility is yours and mine. By working as a learning community composed of children, staff, families, and residents, Ironwood children will achieve their learning potential.

Parents

Parents are responsible for keeping children healthy, providing adequate clothing and nourishment, seeing that children are in school on time daily. When parents partner with the Ironwood School Community, academic growth will result.

Transportation Policy

Elementary students living more than one mile from school are eligible for bus service. Students must follow all rules and regulations concerning bus transportation in order to ensure the safety of all children.

School Honors

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

Award/Honor	Year
ü Recipient of Reading First Grant	2003
ü Received Sustaining Year 4 of Reading First Grant	2006
ü Recipients of Educational Partners Mini Grants	2004
ü Recipients of Educational Partners Mini Grants	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	98	739	80010	100	100	99	434	438	447	14	11	10	26	24	18	50	53	53	10	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	372	38935	100	100	99	433	437	447	14	10	9	26	24	19	50	57	55	10	9	17
Male	48	367	40974	100	100	98	435	439	448	15	12	11	25	23	18	50	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	54	382	34545	100	100	99	429	431	432	19	14	14	26	24	24	50	55	53	6	8	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	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	36	274	35142	100	100	99	447	452	465	6	7	5	22	19	11	53	54	56	19	20	28
Students with Disabilities	16	81	10161	100	100	93	430	412	419	38	33	28	13	27	28	31	32	36	19	7	8
Students without Disabilities	82	658	69849	100	100	100	435	441	451	10	8	7	28	23	17	54	56	56	9	12	19
Limited English Proficient Students	11	100	14013	100	97	97	411	409	413	18	23	24	45	36	34	27	40	39	9	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	63	490	39029	98	99	98	425	430	432	21	14	14	27	26	25	46	52	52	6	8	9
Non-Economically Disadvantaged	35	249	40981	100	100	100	450	454	462	3	4	6	23	20	13	57	55	54	17	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	98	741	79438	100	100	98	438	446	451	12	11	9	32	27	24	51	54	56	5	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	373	38775	100	100	99	444	450	457	6	8	7	40	27	22	44	54	58	10	11	13
Male	48	368	40560	100	100	97	432	442	446	19	13	12	23	27	25	58	54	54	NA	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	54	383	34297	100	100	98	431	437	434	17	14	14	31	28	31	48	54	50	4	4	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	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	36	275	34887	100	100	98	455	461	471	6	6	4	25	22	15	61	57	63	8	15	18
Students with Disabilities	16	81	9588	100	100	88	427	411	416	31	38	30	25	31	32	38	27	34	6	4	5
Students without Disabilities	82	660	69850	100	100	100	440	450	456	9	7	7	33	27	23	54	57	59	5	9	12
Limited English Proficient Students	11	100	13856	100	97	96	404	410	407	27	24	27	45	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	63	490	38685	98	99	97	429	437	435	16	13	14	38	32	32	43	48	50	3	7	5
Non-Economically Disadvantaged	35	251	40753	100	100	99	456	465	467	6	6	5	20	17	16	66	65	62	9	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	98	739	79971	100	100	99	409	415	423	6	7	8	58	49	41	34	42	49	2	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	373	38974	100	100	99	426	426	437	2	6	5	48	40	33	48	51	57	2	2	4
Male	48	366	40895	100	99	98	391	403	410	10	8	10	69	58	47	19	32	41	2	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	54	382	34481	100	100	99	405	414	410	6	8	10	63	48	46	30	43	43	2	1	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	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	36	274	35150	100	100	99	420	417	437	3	6	5	56	53	35	39	39	56	3	3	5
Students with Disabilities	16	79	10258	100	99	94	387	368	377	6	24	23	75	57	51	19	19	25	NA	NA	1
Students without Disabilities	82	660	69713	100	100	100	413	420	429	6	5	5	55	48	39	37	45	52	2	2	3
Limited English Proficient Students	11	100	13985	100	97	97	408	384	382	NA	14	18	64	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	63	489	38994	98	99	98	401	409	409	8	9	10	62	51	47	30	40	41	NA	1	1
Non-Economically Disadvantaged	35	250	40977	100	100	100	422	427	437	3	5	5	51	44	34	40	46	56	6	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	85	703	80147	100	100	99	486	480	482	9	11	11	14	16	17	49	52	49	27	21	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	367	39281	100	100	99	492	486	483	9	10	9	9	12	17	51	54	50	31	24	24
Male	40	336	40780	100	100	98	481	473	482	10	13	12	20	21	17	48	49	48	23	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	52	381	33494	100	100	99	481	475	466	10	12	15	17	18	23	54	52	49	19	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	24	228	36122	100	100	99	505	493	501	8	7	5	4	11	10	42	54	50	46	29	35
Students with Disabilities	11	85	10295	100	100	92	442	437	443	45	48	33	9	13	26	36	29	33	9	9	8
Students without Disabilities	74	618	69852	100	100	100	493	485	488	4	6	7	15	17	16	51	55	51	30	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	55	439	38371	100	100	97	478	471	465	11	14	15	16	19	23	51	49	49	22	17	13
Non-Economically Disadvantaged	30	264	41776	100	100	100	502	496	498	7	6	6	10	11	11	47	56	49	37	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	84	702	79686	100	100	98	464	463	470	8	11	11	29	29	24	56	52	57	7	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	367	39163	100	100	99	468	472	475	9	6	9	24	28	22	60	57	60	7	9	10
Male	39	335	40438	100	100	97	461	453	465	8	17	13	33	31	25	51	47	54	8	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	52	381	33299	100	100	98	453	455	452	12	13	17	37	35	32	48	48	47	4	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	23	227	35914	100	100	98	490	478	489	4	8	5	4	18	15	78	63	67	13	12	14
Students with Disabilities	10	84	9808	100	100	87	NA	416	432	NA	49	35	NA	29	32	NA	18	30	NA	5	3
Students without Disabilities	74	618	69878	100	100	100	470	469	475	5	6	8	27	29	23	59	57	61	8	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	55	439	38095	100	100	97	458	455	452	9	13	17	36	36	32	51	47	48	4	5	3
Non-Economically Disadvantaged	29	263	41591	100	100	99	477	477	486	7	9	6	14	19	16	66	62	65	14	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	85	703	80372	100	100	99	455	462	475	6	5	4	40	40	30	54	55	64	NA	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	367	39452	100	100	99	470	478	488	4	2	3	29	30	22	67	67	72	NA	1	3
Male	40	336	40836	100	100	98	437	445	464	8	7	6	53	51	37	40	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	52	381	33608	100	100	99	460	459	462	4	5	6	40	43	36	56	51	57	NA	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	24	228	36213	100	100	99	452	471	489	13	4	2	21	32	22	67	64	72	NA	1	3
Students with Disabilities	11	85	10526	100	100	94	401	399	427	18	25	15	82	62	53	NA	12	31	NA	1	1
Students without Disabilities	74	618	69846	100	100	100	463	470	482	4	2	3	34	37	26	62	61	69	NA	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	55	439	38521	100	100	98	446	455	461	5	5	6	49	46	38	45	48	55	NA	NA	1
Non-Economically Disadvantaged	30	264	41851	100	100	100	470	475	489	7	3	3	23	30	22	70	65	72	NA	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	90	708	79306	100	100	99	499	507	504	16	12	13	13	18	20	58	50	49	13	20	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	343	38845	100	100	99	505	512	505	5	7	11	14	17	20	71	54	50	10	21	18
Male	48	365	40383	100	100	98	495	502	504	25	16	14	13	18	19	46	46	47	17	20	19
African American	NC	42	4171	NC	100	98	NC	496	485	NC	14	20	NC	17	26	NC	52	44	NC	17	10
Hispanic	56	376	32673	100	100	99	498	501	487	11	12	18	14	20	25	64	50	46	11	18	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	NC	56	4034	NC	98	97	NC	490	479	NC	20	22	NC	27	29	NC	43	43	NC	11	7
White	22	229	36234	100	100	99	510	520	523	18	9	6	14	13	13	45	51	52	23	28	28
Students with Disabilities	17	92	10286	100	100	91	450	460	462	53	42	41	24	26	27	24	27	27	NA	4	5
Students without Disabilities	73	616	69020	100	100	100	511	513	510	7	7	9	11	17	18	66	53	52	16	23	21
Limited English Proficient Students	NC	66	10291	NC	100	96	NC	464	458	NC	32	38	NC	33	34	NC	30	26	NC	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	58	469	37437	100	100	97	489	497	486	21	14	19	16	22	26	55	49	46	9	16	9
Non-Economically Disadvantaged	32	239	41869	100	100	100	518	527	521	6	6	7	9	11	14	63	53	51	22	30	27

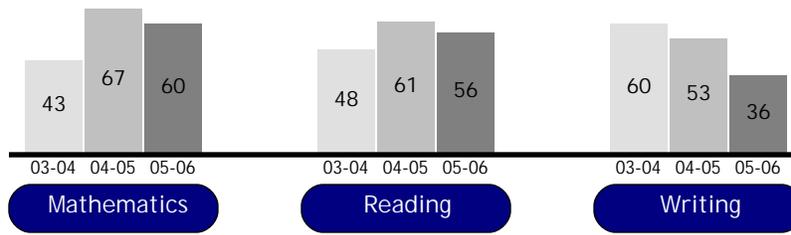
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	706	79000	100	100	98	474	482	489	12	10	10	34	27	24	48	57	58	6	6	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	342	38774	100	99	99	480	490	494	5	4	7	29	25	22	67	64	61	NA	7	10
Male	47	364	40150	100	100	98	469	475	485	19	16	12	38	29	25	32	50	55	11	4	8
African American	NC	42	4153	NC	100	98	NC	482	476	NC	12	13	NC	26	30	NC	57	53	NC	5	4
Hispanic	56	375	32508	100	100	99	471	478	472	9	12	15	41	27	33	48	57	49	2	4	3
Asian/Pacific Islander	--	NC	2142	--	NC	98	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	NC	56	4016	NC	98	96	NC	468	467	NC	13	14	NC	43	37	NC	43	46	NC	2	2
White	21	228	36135	100	100	98	479	492	508	19	8	4	19	23	14	52	60	67	10	9	15
Students with Disabilities	16	90	9991	100	100	88	436	437	449	50	42	33	31	40	36	13	17	29	6	1	2
Students without Disabilities	73	616	69009	100	100	100	483	488	495	4	6	6	34	25	22	56	63	62	5	6	10
Limited English Proficient Students	NC	66	10199	NC	100	95	NC	444	439	NC	36	35	NC	41	47	NC	23	18	NC	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	57	468	37234	98	100	97	465	473	472	14	13	15	40	31	33	44	53	50	2	3	3
Non-Economically Disadvantaged	32	238	41766	100	100	99	491	501	505	9	5	5	22	19	16	56	65	65	13	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	90	708	79611	100	100	99	464	482	496	14	8	7	44	46	37	41	45	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	343	39016	100	100	99	490	503	511	7	3	4	40	35	29	52	61	66	NA	1	1
Male	48	365	40519	100	100	98	441	462	482	21	13	10	48	56	44	31	31	46	NA	NA	0
African American	NC	42	4188	NC	100	98	NC	464	486	NC	14	9	NC	40	40	NC	45	50	NC	NA	0
Hispanic	56	376	32855	100	100	99	478	478	481	7	10	10	55	49	43	38	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	NC	56	3992	NC	98	96	NC	465	478	NC	7	10	NC	64	46	NC	29	44	NC	NA	0
White	22	229	36380	100	100	99	452	496	511	23	5	4	23	38	30	55	57	65	NA	0	1
Students with Disabilities	17	92	10664	100	100	94	357	400	440	47	36	23	53	53	54	NA	10	22	NA	1	1
Students without Disabilities	73	616	68947	100	100	100	489	493	504	7	4	4	42	45	34	51	51	61	NA	0	1
Limited English Proficient Students	NC	66	10362	NC	100	97	NC	435	438	NC	24	22	NC	64	57	NC	12	21	NC	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	58	469	37626	100	100	98	447	469	479	19	11	10	53	53	45	28	36	45	NA	0	0
Non-Economically Disadvantaged	32	239	41985	100	100	100	495	507	511	6	3	4	28	33	30	66	64	65	NA	0	1

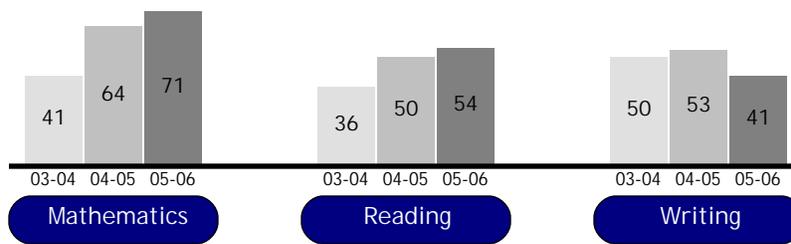
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	89	35	NA	58	98	45	45	47	100	44	44	46
	Language	93	29	34	50	98	40	46	47	100	41	44	48
	Mathematics	93	66	67	64	99	44	49	50	100	44	43	52
3	Reading	100	31	NA	55	94	37	39	44	100	34	43	46
	Language	100	32	44	61	94	39	41	44	100	35	41	46
	Mathematics	100	41	54	61	94	47	47	51	100	39	43	52
4	Reading	96	37	NA	56	100	41	44	48	100	50	48	52
	Language	100	35	38	52	100	42	44	49	100	48	44	52
	Mathematics	100	59	58	61	100	50	53	53	100	58	54	58
5	Reading	96	38	NA	55	98	43	44	50	100	46	50	56
	Language	100	32	36	49	98	39	44	50	100	44	46	54
	Mathematics	100	52	56	63	98	44	48	49	100	46	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)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Academic Improvement
- Ü Instructional Strategies
- Ü Budgetary Issues
- Ü School Activities
- Ü School Safety Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	33.50
Other Professional Staff	2.50	Teacher Aide	9.50

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	3	2	0	0
7 to 9 years	3	2	0	0
10 or more years	11	9	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	29
Teachers with Emergency Certification.	7
Percent of teachers in the school with Emergency/Provisional Certification	20%
Percent of core classes not taught by Highly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü Young Olympians Program
- Ü Young Authors
- Ü After School Program

Social Services

- Ü Behavior Intervention Specialist
- Ü Truancy Intervention Specialist
- Ü Breakfast/Lunch Programs
- Ü Crisis Prevention Intervention

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü 96 percent of the kindergarten students scored at Benchmark on the DIBELS test used to evaluate progress for the Reading First Grant.
- ü 80 percent of first grade students scored at Benchmark on the DIBELS test used to evaluate progress for the Reading First Grant.
- ü Professional development was provided by national experts to staff from Reading First Grant funds.
- ü Named a Beacon School by the Arizona Department of Education for academic success in second and third grades based on DIBELS test results.

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	93	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 school wide discipline policy is positive and allows for zero tolerance of fighting. Interventions include the classroom and family support services of the Behavior Intervention Specialist and the Truancy Intervention Specialist.

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) :

8

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	Shirley Howell	(520) 836-5086
Transportation Policy	Kevin Kelty	(520) 836-2111
Community Resources	Martha Aguirre	(520) 876-3614
School Nutrition Programs	Germaine Garcia	(520) 426-9475
Parent Organization	Karen Johnson	(520) 836-5086
Student Health/Nurse	Debby Limon	(520) 836-5086

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 552 Copies = \$215.00

** 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.