



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1220 E. Kortsen Road, 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)

2004-05 Performing Plus
2003-04 Highly Performing
2002-03 New School

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

School Overview

Principal/Administrator : Mr. Jeff Lavender
Schedule : 07:00 AM to 05:00 PM
Grades : 6-8
2005 Enrollment : 1025
Web Address : www.cgelem.k12.az.us
Phone Number : (520) 421-3330
Fax Number : (520) 421-7425
E-mail : jeff.lavender@cgelem.k12.az.us

Mission

Our mission is to enlighten, empower, enrich, educate. We set high academic and behavioral standards. Our curriculum is based on the Arizona Academic Standards. Staff and students share responsibility for mastering the Arizona Academic Standards.

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

- By teaching to the Arizona Academic Standards while closely monitoring teachers, we feel confident that students will pass AIMS. We have gone to a block schedule to help assist students with re-teaching if necessary.
By identifying the weak areas in the DPA, teachers are aware of the specific areas that need strengthening. Students will be assessed every two weeks to be sure that they are on target.

Enrollment

October 1, 2004 School Year Student Enrollment : 943
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 50

Instructional Programs

- Ü Gifted
- Ü Honors Classes
- Ü Alternative Education
- Ü ESL

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 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; distribute the parent/student handbook, report cards, progress reports, newsletter and standardized achievement test results to students' parents in a timely manner.

Parents

If a student is suspended from a bus, parents are responsible for providing transportation. Parents will ensure that students attend at least 94% of 180 school days. Parents are responsible for students wearing appropriate clothing.

Transportation Policy

Students who live more than one mile from school are eligible for transportation. Transportation is a privilege extended to students by the district and is not a statutory requirement. We provide necessary transportation for handicapped students.

School Honors

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

Award/Honor	Year
Ü American Legion Citizenship Award	2002
Ü American Legion Citizenship Award	2003
Ü American Legion Citizenship Award	2004
Ü American Legion Citizenship Award	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	292	623	78250	100	100	99	527	531	548	23	22	21	18	20	18	50	49	48	9	9	13
All Students (Prior Year)	295	611	75001	97	99	99	463	458	468	41	44	37	39	37	36	11	12	16	9	8	10
Female	142	305	38071	100	100	99	536	537	549	16	17	20	22	22	19	50	52	49	11	9	12
Male	150	318	40126	100	100	99	519	524	547	30	28	23	14	17	17	50	46	46	7	10	14
African American	20	34	4058	100	100	99	522	507	523	29	31	32	24	24	22	47	41	41	0	3	5
Hispanic	132	313	29129	100	100	99	521	525	527	26	25	32	20	22	23	46	45	40	8	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	460	494	518	50	42	36	18	21	25	32	37	36	0	0	4
White	115	224	38320	95	98	99	548	548	568	13	13	12	15	17	14	58	57	55	13	13	19
Students with Disabilities	42	111	9329	95	100	100	371	405	454	56	57	64	31	26	18	13	16	16	0	1	2
Students without Disabilities	250	512	68996	100	100	99	555	557	561	17	15	16	16	18	18	57	56	52	10	11	14
Limited English Proficient Students	37	86	10133	100	100	100	406	439	488	38	32	45	21	26	25	33	34	28	8	7	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	147	335	33388	93	97	94	533	533	530	31	30	32	18	22	22	46	42	40	5	6	5
Non-Economically Disadvantaged	145	288	44937	100	100	100	522	528	561	15	14	13	18	17	15	54	55	54	13	13	18

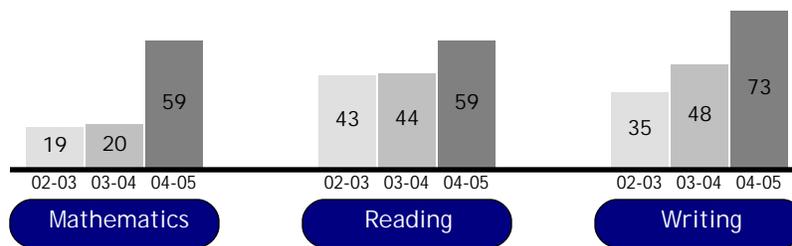
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	293	622	78302	100	0	99	493	490	512	15	16	11	27	30	25	52	49	57	7	5	7
All Students (Prior Year)	294	610	74918	97	99	99	492	487	497	34	39	32	22	21	19	32	30	35	12	10	15
Female	142	303	38082	100	0	99	507	501	518	9	13	8	23	25	24	59	56	61	9	7	7
Male	151	319	40166	100	0	99	481	480	507	20	19	14	30	34	26	44	43	54	6	4	6
African American	21	35	4064	100	0	100	502	479	498	12	7	14	24	34	29	65	59	54	0	0	3
Hispanic	132	311	29152	100	0	99	483	484	492	16	18	17	35	35	34	45	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	437	459	484	36	28	19	23	37	38	41	35	42	0	0	1
White	115	224	38347	95	0	99	515	506	531	10	12	5	19	20	17	58	60	68	13	8	10
Students with Disabilities	42	112	9353	95	0	100	348	377	429	51	48	40	28	33	38	21	19	22	0	0	1
Students without Disabilities	251	510	69024	100	0	99	519	514	524	8	9	7	26	29	23	57	56	62	9	6	7
Limited English Proficient Students	37	86	10140	100	0	100	378	397	451	21	27	28	44	41	43	33	31	29	3	1	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	147	332	33398	93	0	94	496	489	495	19	22	18	31	37	35	47	40	46	2	2	2
Non-Economically Disadvantaged	146	290	44979	100	0	100	491	491	525	10	10	6	22	22	18	56	59	66	12	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	291	619	78094	100	100	99	523	517	545	5	6	3	22	24	18	72	69	77	1	1	2
All Students (Prior Year)	295	607	74503	97	98	99	468	464	491	16	16	9	36	37	32	42	42	51	6	5	8
Female	142	305	38025	100	100	99	542	535	558	2	4	2	15	18	13	81	77	82	2	1	2
Male	149	314	40013	99	99	99	506	500	534	7	9	5	28	29	23	64	62	71	0	0	1
African American	20	34	4037	100	100	99	545	518	532	0	3	4	24	21	22	76	76	73	0	0	1
Hispanic	131	310	29068	100	100	99	515	510	523	8	9	5	20	23	27	71	67	67	1	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	466	496	526	5	2	4	41	40	25	55	58	70	0	0	0
White	115	223	38265	95	97	99	541	531	564	3	4	2	20	21	11	76	74	84	1	1	3
Students with Disabilities	42	109	9275	95	100	100	354	375	444	23	23	14	44	47	46	33	29	39	0	0	1
Students without Disabilities	249	510	68892	100	100	98	553	547	559	2	3	2	18	19	14	79	78	82	1	1	2
Limited English Proficient Students	37	86	10084	100	100	100	397	412	474	15	16	10	31	32	39	54	52	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	146	332	33296	92	96	94	527	516	527	8	10	5	25	28	27	67	62	67	0	0	0
Non-Economically Disadvantaged	145	287	44871	100	100	100	520	519	559	2	3	2	19	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	95	43	42	53	97	51	NA	56	97	50	46	51
	Language	96	39	36	45	97	50	40	48	97	45	42	47
	Mathematics	99	61	55	62	97	71	62	66	96	55	51	52
7	Reading	99	44	42	51	98	48	NA	54	96	49	45	50
	Language	97	47	47	54	99	50	48	58	96	54	49	52
	Mathematics	100	53	50	58	99	53	50	62	96	53	49	50
8	Reading	100	44	43	53	99	48	NA	55	97	47	45	51
	Language	99	36	37	49	100	45	43	52	97	48	46	50
	Mathematics	99	53	48	58	100	57	54	61	97	51	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/

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

- 3 School Administrator(s)
- 1 Non-certified Employee(s)
- 6 Teacher(s)
- 6 Parent(s)
- 0 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	50.00
Other Professional Staff	5.00	Teacher Aide	22.50

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	140
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Science Lab
- Ü Library

Extracurricular Activities

- Ü Inter-scholastic Athletics
- Ü Science Club
- Ü Spirit Line
- Ü Student Council
- Ü Chess Club
- Ü Pep Band

Social Services

- Ü Cities in Schools--Family Res. Center
- Ü Juvenile Probation Department
- Ü Crisis Intervention
- Ü Community Classes

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- Established a Gold Scholars Program. This program is to help disadvantaged students achieve to college. It is a type of mentoring/scholarship program for students from all ethnic groups.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	15	12	12	17
Transfers In Rate ⁶	29	28	28	37
Stability Rate ⁷	84	87	87	82
Promotion Rate ⁸	86	96	95	81
Retention Rate ⁹	7	1	1	3
Dropout Rate ¹⁰	4	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	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

Through the auspices of our school counselors, school resource officer, and probation officer, cultural sensitivity training and team building activities will be provided for the entire school, staff, and students in addition to the current peer mediation program.

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) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Jeff Lavender	(520) 421-3330
Transportation Policy	Kevin Kelty	(520) 836-2111
Community Resources	Margie Apodaca	(520) 836-2111
School Nutrition Programs	Carmel Valdez	(520) 421-3330
Parent Organization	Carmen Benevidez	(520) 421-3330
Student Health/Nurse	Dawn Jones-Baer	(520) 421-3330

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 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.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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