



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Highly Performing
2004-05	Performing Plus
2003-04	Highly Performing

(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
 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)

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 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.
- ü 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, 2005 School Year Student Enrollment : 1009
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 80

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

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	341	712	79327	100	99	98	549	526	518	8	14	19	12	19	20	51	48	46	29	19	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	179	331	38961	100	100	98	557	536	520	6	8	16	11	20	20	53	52	48	31	21	16
Male	162	381	40295	100	99	97	540	517	516	10	19	21	13	18	19	49	46	44	27	17	16
African American	16	48	4247	100	96	98	548	516	499	NA	27	27	6	13	24	69	44	41	25	17	8
Hispanic	165	381	32327	99	99	98	543	517	499	10	16	27	16	23	25	49	47	41	25	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	26	41	4391	100	100	96	512	510	489	27	20	32	12	22	27	46	46	36	15	12	4
White	129	234	36373	100	100	98	563	543	538	3	9	10	8	13	14	53	52	52	36	26	25
Students with Disabilities	41	96	9321	100	99	87	480	462	467	44	54	54	22	22	22	27	19	21	7	5	3
Students without Disabilities	300	616	70006	100	100	100	556	534	524	3	8	14	10	18	19	55	53	49	32	21	18
Limited English Proficient Students	19	63	9431	100	100	95	489	483	466	32	35	53	26	30	27	32	30	18	11	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	205	464	37097	100	99	97	535	514	498	11	17	27	17	24	25	50	46	41	22	13	7
Non-Economically Disadvantaged	136	248	42230	100	100	99	569	548	535	4	9	11	4	9	15	54	53	50	39	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	341	708	79501	100	99	98	500	489	497	7	12	10	23	29	25	67	57	60	3	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	179	331	39062	100	100	99	508	498	502	4	6	8	18	25	23	74	66	64	4	3	5
Male	162	377	40368	100	98	98	491	481	491	10	16	13	28	32	27	60	50	57	2	2	3
African American	16	47	4279	100	94	99	493	482	485	NA	17	14	25	26	30	69	55	54	6	2	2
Hispanic	165	378	32389	99	98	98	495	482	478	10	14	16	27	34	34	61	51	48	2	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	26	41	4401	100	100	96	475	478	473	15	15	17	35	29	40	50	56	43	NA	NA	1
White	129	234	36446	100	100	99	512	504	516	2	7	4	16	21	15	77	68	73	5	4	7
Students with Disabilities	41	91	9411	100	94	88	448	442	453	37	46	36	39	34	36	24	20	26	NA	NA	1
Students without Disabilities	300	617	70090	100	100	100	506	496	502	3	6	7	21	28	24	73	63	65	4	3	5
Limited English Proficient Students	19	61	9401	100	97	94	450	450	443	37	31	40	37	51	46	26	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	205	461	37183	100	99	97	492	481	479	9	14	16	30	34	34	59	50	49	2	1	1
Non-Economically Disadvantaged	136	247	42318	100	100	99	513	505	513	3	7	5	12	17	17	80	71	70	5	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	341	714	80000	100	100	99	559	548	564	2	3	3	15	17	11	75	75	75	7	5	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	179	331	39288	100	100	99	576	569	579	1	1	2	10	10	6	77	82	77	12	8	16
Male	162	383	40644	100	99	98	540	530	549	4	5	4	21	23	15	73	70	74	2	3	7
African American	16	50	4307	100	100	99	568	544	551	NA	4	4	6	20	13	88	70	75	6	6	7
Hispanic	165	382	32672	99	99	99	558	545	548	1	3	4	19	18	14	70	75	76	9	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	26	41	4424	100	100	97	522	534	549	8	5	3	27	24	14	65	71	77	NA	NA	5
White	129	233	36602	100	100	99	565	556	579	2	2	2	9	14	7	82	78	75	6	6	16
Students with Disabilities	41	95	9919	100	98	93	506	477	505	12	14	9	41	55	35	44	31	54	2	1	2
Students without Disabilities	300	619	70081	100	100	100	565	558	571	1	1	2	12	11	7	80	82	79	8	5	12
Limited English Proficient Students	19	63	9571	100	100	96	505	502	502	11	10	10	42	33	29	42	56	60	5	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	205	467	37534	100	100	98	549	540	547	3	3	4	20	21	15	71	73	76	6	3	5
Non-Economically Disadvantaged	136	247	42466	100	100	100	573	563	578	1	2	2	8	11	7	82	80	75	9	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	322	667	78546	100	100	97	558	546	543	8	14	15	20	19	18	51	50	52	21	16	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	151	311	38645	99	100	98	562	550	545	7	11	13	15	17	18	56	54	54	23	17	15
Male	171	356	39792	100	99	97	555	542	542	10	17	17	24	21	17	47	46	50	19	16	15
African American	14	28	4205	100	100	97	531	526	524	14	7	22	36	39	22	29	43	49	21	11	7
Hispanic	152	357	31177	99	99	97	545	534	524	12	20	22	21	19	23	57	53	48	11	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	26	45	4689	100	100	95	541	530	515	12	18	28	19	24	25	62	51	43	8	7	4
White	128	230	36450	100	100	97	580	568	563	3	7	7	16	17	12	45	45	57	36	31	23
Students with Disabilities	36	84	8093	95	97	82	506	485	489	31	48	50	42	30	24	22	20	23	6	2	2
Students without Disabilities	286	583	70453	100	100	100	563	553	549	6	10	11	17	18	17	55	54	56	23	18	16
Limited English Proficient Students	27	68	9323	93	94	94	517	505	491	30	38	47	26	26	28	41	32	24	4	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	197	417	34694	98	98	96	543	532	524	11	18	23	24	23	23	53	51	48	11	8	7
Non-Economically Disadvantaged	125	250	43852	100	100	99	581	568	559	4	8	10	12	14	13	48	47	56	36	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	321	661	79045	99	99	98	514	507	512	8	11	10	27	30	25	58	52	58	7	7	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	151	309	38860	99	100	98	523	517	519	6	8	7	20	24	22	67	60	62	7	9	8
Male	170	352	40075	99	98	97	505	499	505	10	13	12	33	35	28	50	46	54	7	5	6
African American	14	28	4250	100	100	98	495	485	500	7	7	12	43	46	31	50	46	54	NA	NA	3
Hispanic	152	355	31314	99	98	98	500	495	493	10	14	16	34	34	34	53	48	48	3	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	26	45	4719	100	100	96	499	492	489	15	18	15	23	31	39	58	47	45	4	4	2
White	127	226	36730	100	99	98	535	531	532	5	6	4	18	21	16	64	60	68	13	14	12
Students with Disabilities	36	81	8552	95	93	87	462	453	463	19	33	35	56	46	40	22	19	23	3	2	1
Students without Disabilities	285	580	70493	100	100	100	519	514	517	7	8	7	23	28	24	62	57	62	8	8	8
Limited English Proficient Students	27	67	9355	93	93	95	456	456	456	41	40	37	41	42	48	19	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	196	413	34922	98	97	96	500	492	493	11	14	15	35	37	34	53	46	48	2	3	3
Non-Economically Disadvantaged	125	248	44123	100	100	99	535	531	527	4	5	6	14	17	18	66	63	66	15	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	323	667	79657	100	100	99	564	554	566	2	4	3	11	13	8	87	83	87	0	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	153	314	39120	100	100	99	580	573	580	1	2	2	3	6	4	95	92	92	1	1	2
Male	170	353	40423	99	98	98	549	537	553	4	7	5	17	19	12	79	75	83	NA	NA	1
African American	14	28	4290	100	100	99	566	552	560	NA	4	4	14	7	9	79	86	86	7	4	1
Hispanic	153	358	31642	99	99	99	559	545	552	3	6	5	13	16	11	84	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	27	46	4760	100	100	97	558	550	547	4	7	5	7	9	14	89	85	81	NA	NA	0
White	127	228	36929	100	100	99	572	567	579	2	2	2	8	9	5	91	89	91	NA	0	2
Students with Disabilities	37	84	9069	97	97	92	497	472	508	11	19	11	49	48	30	41	33	58	NA	NA	1
Students without Disabilities	286	583	70588	100	100	100	571	564	573	1	2	2	6	8	5	93	90	91	0	0	1
Limited English Proficient Students	28	69	9521	97	96	96	510	504	507	11	13	13	32	30	24	57	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	198	419	35341	99	99	97	556	545	551	3	5	5	15	17	12	81	78	83	1	0	0
Non-Economically Disadvantaged	125	248	44316	100	100	100	577	569	578	2	3	2	3	6	5	95	91	90	NA	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	349	728	78400	100	100	97	558	549	554	18	24	21	18	20	19	53	44	47	11	11	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	171	366	38686	99	99	98	559	548	554	16	23	20	19	19	20	56	49	49	10	9	12
Male	178	362	39636	100	100	96	558	549	554	20	26	23	17	22	18	50	38	46	13	14	13
African American	14	40	4193	100	100	97	538	523	533	29	38	32	14	25	23	57	38	40	NA	NA	5
Hispanic	152	339	30732	100	99	97	544	532	534	25	34	31	21	22	24	47	39	40	7	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	16	39	4536	89	100	95	526	524	528	31	36	35	25	23	25	38	38	37	6	3	4
White	162	297	37038	100	100	97	574	572	575	9	10	11	15	19	14	60	52	56	15	19	19
Students with Disabilities	53	117	7840	100	100	81	491	488	498	58	66	60	30	24	18	11	9	20	NA	1	2
Students without Disabilities	296	611	70560	100	100	99	567	559	560	10	17	17	16	20	19	60	50	50	14	13	14
Limited English Proficient Students	26	73	8956	100	97	95	518	501	502	50	64	56	19	21	25	27	14	18	4	1	1
Migrant Students	NC	15	676	NC	100	95	NC	504	523	NC	60	38	NC	27	25	NC	13	36	NC	NA	1
Economically Disadvantaged	171	404	33014	99	99	95	546	533	534	22	32	31	22	23	24	50	40	40	6	5	5
Non-Economically Disadvantaged	178	324	45386	100	100	99	570	568	569	13	15	15	15	18	15	56	49	52	16	19	18

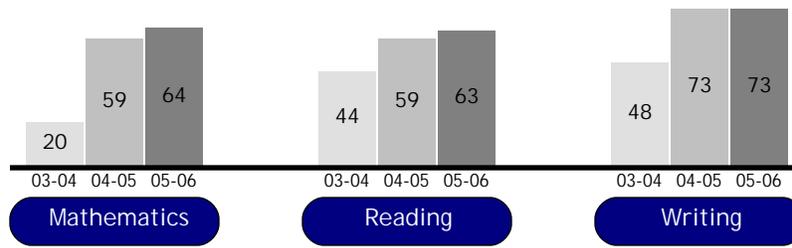
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	348	729	79179	100	100	98	519	512	519	12	15	11	25	28	27	59	53	58	4	4	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	171	368	38974	99	100	99	524	515	524	9	11	8	23	29	25	64	57	61	4	4	5
Male	177	361	40124	100	100	97	515	508	513	14	19	13	28	28	28	54	50	54	5	4	4
African American	14	40	4243	100	100	98	502	493	506	21	20	14	29	43	32	50	35	51	NA	3	3
Hispanic	150	338	30987	99	99	98	506	495	498	16	20	17	32	35	36	49	43	45	3	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	16	39	4573	89	100	96	498	497	494	25	18	16	25	31	41	44	49	42	6	3	1
White	162	298	37467	100	100	98	533	534	539	6	7	5	20	19	17	70	67	70	5	7	8
Students with Disabilities	52	118	8567	100	100	88	455	452	467	52	55	39	29	31	38	19	14	22	NA	NA	1
Students without Disabilities	296	611	70612	100	100	99	528	522	524	5	7	7	25	27	25	66	61	62	5	5	5
Limited English Proficient Students	26	74	9013	100	99	95	477	459	461	35	45	40	42	43	48	23	12	12	NA	NA	0
Migrant Students	NC	15	680	NC	100	96	NC	473	487	NC	40	20	NC	33	43	NC	27	36	NC	NA	1
Economically Disadvantaged	169	403	33345	98	99	96	507	496	499	19	22	17	26	32	36	52	44	46	3	2	1
Non-Economically Disadvantaged	179	326	45834	100	100	99	531	532	533	5	6	7	25	23	19	65	64	67	5	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	349	728	79734	100	100	99	551	540	554	2	4	3	24	27	19	72	68	78	1	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	171	367	39243	99	100	99	565	555	568	1	1	2	14	19	12	85	79	85	1	1	1
Male	178	361	40413	100	100	98	536	524	541	4	7	4	34	35	26	61	57	70	1	1	0
African American	14	40	4285	100	100	99	541	534	548	NA	3	3	43	35	22	57	63	74	NA	NA	0
Hispanic	151	338	31254	100	99	99	537	525	539	4	7	5	29	31	25	67	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	16	39	4613	89	100	97	526	522	535	NA	3	4	31	36	29	69	62	67	NA	NA	0
White	162	297	37668	100	100	99	566	559	569	1	1	1	18	20	13	80	78	85	1	1	1
Students with Disabilities	52	117	8943	100	100	92	480	469	495	13	18	11	67	64	51	19	18	38	NA	NA	1
Students without Disabilities	297	611	70791	100	100	100	560	552	561	0	2	2	17	20	15	82	78	83	1	1	0
Limited English Proficient Students	26	73	9138	100	97	97	505	478	492	12	16	13	35	53	46	54	30	40	NA	NA	NA
Migrant Students	NC	15	687	NC	100	97	NC	466	528	NC	33	6	NC	40	28	NC	27	65	NC	NA	NA
Economically Disadvantaged	170	403	33718	98	99	97	540	527	538	4	6	5	28	33	26	68	61	69	NA	NA	0
Non-Economically Disadvantaged	179	325	46016	100	100	100	562	556	567	1	2	2	21	20	14	77	77	84	2	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	97	51	NA	56	97	50	46	51	98	59	52	56
	Language	97	50	40	48	97	45	42	47	98	54	44	50
	Mathematics	97	71	62	66	96	55	51	52	98	68	58	58
7	Reading	98	48	NA	54	96	49	45	50	97	54	50	54
	Language	99	50	48	58	96	54	49	52	97	58	54	58
	Mathematics	99	53	50	62	96	53	49	50	98	59	52	54
8	Reading	99	48	NA	55	97	47	45	51	97	58	52	58
	Language	100	45	43	52	97	48	46	50	97	52	48	56
	Mathematics	100	57	54	61	97	51	49	53	97	61	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

- 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 Certification.	5
Percent of teachers in the school with Emergency/Provisional Certification	10%
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 2005-06

School Achievements/Accomplishments 2005-06

ü Cactus Middle School was awarded an Arizona Highly Performing School for the second year in a row.

ü Our Mock Trial Team won the Pinal County Mock Trial Championship for the third time in four years.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	88	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

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 2005-06 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."

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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