

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7150 E Silver Saddle Road, Flagstaff, AZ 86004

Flagstaff Unified 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 Plus
2003-04 Performing

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

School Overview

Principal/Administrator : Dr. Patricia L. Horn
Schedule : 08:00 AM to 04:00 PM
Grades : K-6
Web Address : flagstaff.k12.az.us/cromer/
Phone Number : (928) 773-4150
Fax Number : (928) 526-8985
E-mail : phorn@fusd1.org

Mission

Cromer's mission is to ensure each child a quality education. We value an atmosphere of RESPECT, a SAFE and NURTURING environment and EDUCATIONAL EXCELLENCE. We provide a learning environment that enables all students to reach their full potential.

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

- ü All students will continue to increase their ability to read and comprehend in various literary forms.
- ü All students will continue to increase their knowledge and ability to apply mathematical concepts and processes in real-world situations.
- ü All students will come to school on time daily, ready to learn.
- ü Parents, teachers, administrators, students and staff will work together to provide the best learning experience possible for all children.

Enrollment

October 1, 2005 School Year Student Enrollment : 598
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 11

Instructional Programs

- ü Talented and Gifted Program
- ü Tuition-Free Full-day Kindergartens
- ü Special Education Resource Program
- ü Project L.I.F.E. Environmental Program
- ü Music, Art and PE Specialists
- ü Special Ed Behavior Support Program
- ü Title I Reading Program
- ü Accelerated Reader Computer Program

Calendar Information

Number of Instruction Days :	183
Average Daily Instruction Time :	5 hours 15 minutes
First Day of School :	8/23/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

Our responsibilities include hiring the best possible teachers and staff, and delivering quality instruction based on the Arizona Standards. We provide students with a positive learning experience by teaching and instilling the six traits of CHARACTER COUNTS! while encouraging them to become life-long learners. We enforce high academic and behavior standards for students. Our teachers promote regular home/school communication through tracked homework and distribution of school handbooks.

Parents

Parents are responsible for the physical and emotional well-being of their children, for good attendance, and for partnering with the school in their child's education. Parents should support homework, attend conferences, communicate with teachers, and stay informed on school issues by reading school newsletters. Their presence as volunteers at the school, either in the classrooms, as PTO members or by supporting school-sponsored events is encouraged and appreciated.

Transportation Policy

Cromer Elementary School is located within a rural community. The Flagstaff Unified School District provides bus transportation services to students who reside in the Cromer attendance area, outside a half-mile radius of Cromer Elementary School. A strict code of conduct is enforced for students to be eligible for bus service. Special education students who have curb-to-curb transportation service to Cromer School on their IEP are eligible for bus transportation to our school.

School Honors

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

Award/Honor	Year
ü Northern Arizona University Music Camp Scholarships	2005
ü Kiwanis Top Student Awards	2005
ü Coconino Country Poetry Contest Winners	2005
ü Embry Riddle Aeronautical University Science Winners	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	88	794	80010	100	99	99	454	448	447	7	9	10	14	17	18	57	57	53	23	17	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	386	38935	100	99	99	454	450	447	8	8	9	15	18	19	52	54	55	25	20	17
Male	40	406	40974	100	99	98	455	447	448	5	10	11	13	16	18	63	59	52	20	15	19
African American	--	15	4201	--	100	99	--	432	430	--	13	17	--	27	23	--	53	51	--	7	9
Hispanic	NC	161	34545	NC	98	99	NC	436	432	NC	11	14	NC	24	24	NC	53	53	NC	12	9
Asian/Pacific Islander	--	15	2068	--	100	99	--	482	474	--	7	4	--	7	10	--	47	50	--	40	36
American Indian/Alaskan Native	14	170	3979	100	98	96	429	430	424	21	17	17	29	24	30	43	52	47	7	7	6
White	68	431	35142	100	100	99	461	460	465	4	5	5	12	11	11	56	61	56	28	23	28
Students with Disabilities	15	163	10161	100	99	93	411	421	419	20	25	28	33	28	28	47	40	36	NA	7	8
Students without Disabilities	73	631	69849	100	99	100	463	455	451	4	5	7	10	14	17	59	61	56	27	20	19
Limited English Proficient Students	NC	111	14013	NC	97	97	NC	407	413	NC	30	24	NC	38	34	NC	31	39	NC	2	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	26	346	39029	100	98	98	436	432	432	12	14	14	23	26	25	58	51	52	8	9	9
Non-Economically Disadvantaged	62	448	40981	100	100	100	462	461	462	5	6	6	10	10	13	56	61	54	29	24	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	88	778	79438	100	97	98	450	455	451	9	8	9	22	22	24	64	57	56	6	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	380	38775	100	97	99	456	462	457	4	6	7	25	23	22	69	57	58	2	14	13
Male	40	396	40560	100	97	97	443	449	446	15	11	12	18	22	25	58	56	54	10	10	9
African American	--	15	4178	--	100	98	--	448	439	--	13	13	--	13	29	--	60	52	--	13	6
Hispanic	NC	158	34297	NC	96	98	NC	441	434	NC	11	14	NC	30	31	NC	54	50	NC	4	5
Asian/Pacific Islander	--	14	2063	--	93	99	--	486	475	--	7	3	--	7	15	--	50	63	--	36	20
American Indian/Alaskan Native	14	167	3940	100	96	95	433	433	429	14	13	14	36	34	36	43	51	47	7	2	3
White	68	422	34887	100	98	98	453	469	471	9	6	4	21	16	15	65	60	63	6	18	18
Students with Disabilities	15	147	9588	100	89	88	384	418	416	47	27	30	40	34	32	13	35	34	NA	4	5
Students without Disabilities	73	631	69850	100	99	100	464	463	456	1	4	7	18	20	23	74	62	59	7	14	12
Limited English Proficient Students	NC	106	13856	NC	92	96	NC	404	407	NC	26	27	NC	50	43	NC	24	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	26	337	38685	100	95	97	437	435	435	19	14	14	23	33	32	54	48	50	4	5	5
Non-Economically Disadvantaged	62	441	40753	100	99	99	455	471	467	5	4	5	21	14	16	68	64	62	6	18	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	88	786	79971	100	98	99	431	426	423	3	8	8	41	39	41	55	50	49	1	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	383	38974	100	98	99	444	442	437	4	4	5	25	30	33	69	61	57	2	4	4
Male	40	401	40895	100	98	98	415	410	410	3	10	10	60	48	47	38	39	41	NA	2	2
African American	--	15	4203	--	100	99	--	409	411	--	13	11	--	40	45	--	40	43	--	7	2
Hispanic	NC	163	34481	NC	99	99	NC	411	410	NC	12	10	NC	47	46	NC	39	43	NC	2	1
Asian/Pacific Islander	--	14	2067	--	93	99	--	441	449	--	NA	4	--	43	28	--	43	60	--	14	8
American Indian/Alaskan Native	14	168	3995	100	97	96	426	413	409	7	10	10	36	45	47	57	43	42	NA	1	1
White	68	424	35150	100	98	99	432	437	437	3	5	5	41	34	35	54	58	56	1	4	5
Students with Disabilities	15	154	10258	100	93	94	368	379	377	20	25	23	67	47	51	13	27	25	NA	1	1
Students without Disabilities	73	632	69713	100	100	100	443	436	429	NA	3	5	36	37	39	63	56	52	1	3	3
Limited English Proficient Students	NC	111	13985	NC	97	97	NC	378	382	NC	22	18	NC	54	54	NC	24	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	26	343	38994	100	97	98	421	411	409	4	10	10	46	47	47	50	41	41	NA	1	1
Non-Economically Disadvantaged	62	443	40977	100	99	100	435	437	437	3	5	5	39	33	34	56	57	56	2	5	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	91	829	80147	99	99	99	480	478	482	14	12	11	8	16	17	57	50	49	21	22	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	388	39281	97	99	99	486	482	483	6	11	9	8	16	17	64	48	50	22	24	24
Male	55	439	40780	100	98	98	476	474	482	20	14	12	7	16	17	53	51	48	20	19	24
African American	--	18	4249	--	95	99	--	460	464	--	6	17	--	28	22	--	56	48	--	11	13
Hispanic	NC	186	33494	NC	97	99	NC	458	466	NC	22	15	NC	19	23	NC	49	49	NC	10	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	21	197	4117	100	99	96	454	452	456	24	18	19	14	26	27	57	51	46	5	4	8
White	61	418	36122	100	100	99	490	499	501	8	6	5	7	10	10	59	50	50	26	34	35
Students with Disabilities	26	196	10295	100	97	92	429	443	443	50	33	33	12	24	26	35	36	33	4	8	8
Students without Disabilities	65	633	69852	98	100	100	499	489	488	NA	6	7	6	14	16	66	55	51	28	26	26
Limited English Proficient Students	NC	127	12722	NC	98	97	NC	427	441	NC	37	27	NC	31	33	NC	31	37	NC	1	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	27	363	38371	100	98	97	460	455	465	26	20	15	7	23	23	52	50	49	15	7	13
Non-Economically Disadvantaged	64	466	41776	98	100	100	489	496	498	9	7	6	8	10	11	59	50	49	23	33	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	90	822	79686	98	98	98	466	469	470	12	11	11	19	24	24	63	56	57	6	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	385	39163	97	98	99	482	478	475	6	8	9	14	22	22	72	60	60	8	11	10
Male	54	435	40438	98	97	97	455	460	465	17	15	13	22	26	25	57	53	54	4	6	7
African American	--	18	4228	--	95	98	--	463	458	--	11	15	--	17	28	--	67	53	--	6	4
Hispanic	NC	186	33299	NC	97	98	NC	451	452	NC	20	17	NC	31	32	NC	45	47	NC	3	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	20	193	4087	95	97	96	449	443	446	20	13	16	25	42	38	55	43	44	NA	1	2
White	61	415	35914	100	99	98	475	488	489	7	7	5	16	13	15	69	67	67	8	13	14
Students with Disabilities	25	189	9808	96	94	87	414	433	432	44	31	35	28	37	32	28	30	30	NA	3	3
Students without Disabilities	65	633	69878	98	100	100	486	479	475	NA	6	8	15	20	23	77	64	61	8	10	9
Limited English Proficient Students	NC	124	12594	NC	95	96	NC	418	422	NC	34	34	NC	51	45	NC	15	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	26	358	38095	96	96	97	450	446	452	23	19	17	23	36	32	54	44	48	NA	2	3
Non-Economically Disadvantaged	64	464	41591	98	100	99	473	486	486	8	6	6	17	15	16	67	66	65	8	13	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	90	824	80372	98	98	99	466	474	475	7	4	4	32	31	30	61	63	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	387	39452	97	99	99	489	491	488	NA	2	3	25	21	22	75	74	72	NA	3	3
Male	54	435	40836	98	97	98	451	460	464	11	6	6	37	40	37	52	53	56	NA	1	1
African American	--	17	4264	--	89	99	--	480	465	--	NA	5	--	29	35	--	71	59	--	NA	1
Hispanic	NC	187	33608	NC	98	99	NC	457	462	NC	9	6	NC	36	36	NC	55	57	NC	1	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	20	198	4128	95	99	97	460	461	464	10	4	4	30	39	39	60	56	56	NA	1	1
White	61	412	36213	100	98	99	468	488	489	5	2	2	34	26	22	61	70	72	NA	3	3
Students with Disabilities	25	192	10526	96	95	94	412	441	427	20	8	15	60	56	53	20	35	31	NA	1	1
Students without Disabilities	65	632	69846	98	99	100	487	484	482	2	2	3	22	24	26	77	72	69	NA	2	2
Limited English Proficient Students	NC	127	12747	NC	98	97	NC	435	432	NC	10	12	NC	56	52	NC	33	36	NC	1	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	27	365	38521	100	98	98	451	458	461	7	5	6	48	41	38	44	54	55	NA	0	1
Non-Economically Disadvantaged	63	459	41851	97	98	100	473	487	489	6	3	3	25	24	22	68	70	72	NA	3	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	96	833	79306	99	99	99	512	505	504	11	11	13	10	18	20	51	53	49	27	18	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	408	38845	98	100	99	520	507	505	5	9	11	10	18	20	55	54	50	30	18	18
Male	56	425	40383	100	99	98	506	503	504	16	13	14	11	17	19	48	52	47	25	17	19
African American	--	21	4171	--	95	98	--	486	485	--	24	20	--	19	26	--	52	44	--	5	10
Hispanic	14	174	32673	100	100	99	496	484	487	14	22	18	21	21	25	43	49	46	21	7	10
Asian/Pacific Islander	NC	17	2147	NC	100	99	NC	541	539	NC	6	5	NC	NA	10	NC	41	46	NC	53	40
American Indian/Alaskan Native	11	192	4034	100	99	97	492	486	479	18	16	22	18	27	29	55	49	43	9	8	7
White	69	429	36234	100	99	99	518	521	523	10	4	6	7	13	13	52	57	52	30	26	28
Students with Disabilities	23	150	10286	100	97	91	449	462	462	43	38	41	22	31	27	35	28	27	NA	3	5
Students without Disabilities	73	683	69020	99	100	100	531	514	510	1	6	9	7	15	18	56	59	52	36	21	21
Limited English Proficient Students	--	83	10291	--	99	96	--	446	458	--	46	38	--	36	34	--	18	26	--	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	32	363	37437	97	98	97	499	484	486	13	19	19	16	25	26	59	50	46	13	7	9
Non-Economically Disadvantaged	64	470	41869	100	100	100	518	521	521	11	6	7	8	13	14	47	56	51	34	26	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	96	830	79000	99	99	98	495	495	489	8	8	10	17	20	24	64	61	58	11	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	407	38774	98	99	99	504	500	494	3	6	7	18	17	22	65	63	61	15	14	10
Male	56	423	40150	100	99	98	489	489	485	13	10	12	16	22	25	63	59	55	9	9	8
African American	--	21	4153	--	95	98	--	470	476	--	14	13	--	33	30	--	52	53	--	NA	4
Hispanic	14	173	32508	100	100	98	477	475	472	14	15	15	36	29	33	36	50	49	14	5	3
Asian/Pacific Islander	NC	17	2142	NC	100	99	NC	524	510	NC	NA	4	NC	12	14	NC	76	67	NC	12	16
American Indian/Alaskan Native	11	190	4016	100	98	96	481	473	467	18	14	14	18	32	37	55	53	46	9	2	2
White	69	429	36135	100	99	98	501	513	508	6	3	4	13	10	14	70	69	67	12	18	15
Students with Disabilities	23	147	9991	100	95	88	443	449	449	35	33	33	43	37	36	22	29	29	NA	1	2
Students without Disabilities	73	683	69009	99	100	100	511	504	495	NA	3	6	8	16	22	77	68	62	15	13	10
Limited English Proficient Students	--	80	10199	--	95	95	--	433	439	--	41	35	--	46	47	--	13	18	--	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	32	360	37234	97	97	97	486	474	472	13	14	15	25	30	33	53	53	50	9	3	3
Non-Economically Disadvantaged	64	470	41766	100	100	99	500	511	505	6	4	5	13	12	16	69	67	65	13	17	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	95	834	79611	98	100	99	491	498	496	6	6	7	43	38	37	51	56	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	412	39016	98	100	99	517	513	511	NA	4	4	28	29	29	73	66	66	NA	1	1
Male	55	422	40519	98	99	98	472	483	482	11	9	10	55	46	44	35	45	46	NA	NA	0
African American	--	21	4188	--	95	98	--	452	486	--	19	9	--	52	40	--	29	50	--	NA	0
Hispanic	13	173	32855	93	100	99	489	478	481	8	12	10	38	44	43	54	45	47	NA	NA	0
Asian/Pacific Islander	NC	17	2149	NC	100	100	NC	526	519	NC	NA	4	NC	35	24	NC	59	70	NC	6	2
American Indian/Alaskan Native	11	191	3992	100	99	96	457	481	478	27	10	10	36	45	46	36	45	44	NA	NA	0
White	69	432	36380	100	100	99	496	515	511	3	3	4	45	31	30	52	66	65	NA	0	1
Students with Disabilities	22	148	10664	96	96	94	434	445	440	23	20	23	73	59	54	5	21	22	NA	NA	1
Students without Disabilities	73	686	68947	99	100	100	507	509	504	1	3	4	34	33	34	64	63	61	NA	0	1
Limited English Proficient Students	--	81	10362	--	96	97	--	429	438	--	25	22	--	59	57	--	16	21	--	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	31	362	37626	94	98	98	493	479	479	3	10	10	52	47	45	45	44	45	NA	NA	0
Non-Economically Disadvantaged	64	472	41985	100	100	100	490	513	511	8	4	4	39	31	30	53	65	65	NA	1	1

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

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	91	742	79327	100	98	98	511	516	518	15	18	19	25	20	20	46	48	46	13	14	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	377	38961	100	98	98	516	519	520	13	15	16	22	22	20	51	48	48	13	15	16
Male	46	365	40295	100	98	97	507	513	516	17	21	21	28	19	19	41	48	44	13	13	16
African American	--	17	4247	--	100	98	--	490	499	--	29	27	--	29	24	--	35	41	--	6	8
Hispanic	NC	153	32327	NC	97	98	NC	497	499	NC	31	27	NC	22	25	NC	43	41	NC	5	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	20	169	4391	100	97	96	487	495	489	25	21	32	35	33	27	40	40	36	NA	6	4
White	64	395	36373	100	99	98	522	533	538	11	11	10	20	15	14	50	53	52	19	21	25
Students with Disabilities	14	142	9321	100	95	87	461	464	467	50	54	54	36	28	22	14	17	21	NA	1	3
Students without Disabilities	77	600	70006	100	99	100	520	528	524	9	9	14	23	19	19	52	55	49	16	17	18
Limited English Proficient Students	NC	63	9431	NC	94	95	NC	458	466	NC	59	53	NC	33	27	NC	8	18	NC	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	30	306	37097	100	97	97	500	498	498	13	24	27	33	26	25	53	44	41	NA	6	7
Non-Economically Disadvantaged	61	436	42230	100	99	99	517	529	535	16	14	11	21	17	15	43	50	50	20	20	24

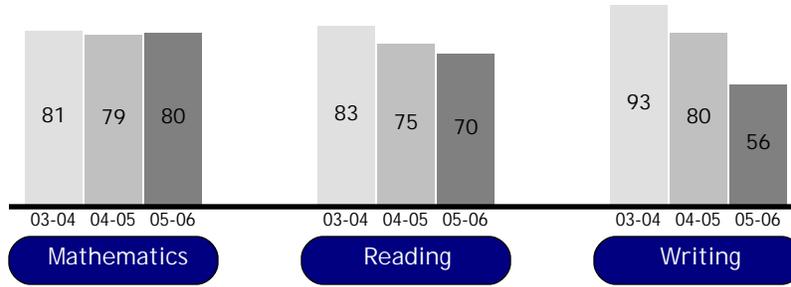
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	742	79501	100	98	98	499	501	497	8	9	10	24	24	25	65	62	60	3	5	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	377	39062	100	98	99	508	506	502	2	7	8	20	20	23	76	67	64	2	6	5
Male	46	365	40368	100	98	98	489	496	491	13	10	13	28	28	27	54	57	57	4	5	3
African American	--	17	4279	--	100	99	--	483	485	--	6	14	--	41	30	--	47	54	--	6	2
Hispanic	NC	153	32389	NC	97	98	NC	484	478	NC	16	16	NC	29	34	NC	52	48	NC	2	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	20	169	4401	100	97	96	473	477	473	20	13	17	45	38	40	25	47	43	10	1	1
White	64	395	36446	100	99	99	510	518	516	3	4	4	16	15	15	80	73	73	2	8	7
Students with Disabilities	14	142	9411	100	95	88	438	455	453	43	31	36	50	46	36	7	23	26	NA	1	1
Students without Disabilities	77	600	70090	100	99	100	510	511	502	1	4	7	19	19	24	75	71	65	4	6	5
Limited English Proficient Students	NC	64	9401	NC	96	94	NC	439	443	NC	44	40	NC	48	46	NC	8	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	30	306	37183	100	97	97	484	483	479	13	13	16	30	31	34	57	55	49	NA	1	1
Non-Economically Disadvantaged	61	436	42318	100	99	99	506	514	513	5	6	5	21	19	17	69	67	70	5	8	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	91	724	80000	100	96	99	567	577	564	3	3	3	9	6	11	81	74	75	7	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	372	39288	100	97	99	588	590	579	NA	2	2	4	3	6	82	71	77	13	23	16
Male	46	352	40644	100	95	98	547	563	549	7	3	4	13	10	15	80	78	74	NA	9	7
African American	--	17	4307	--	100	99	--	559	551	--	NA	4	--	18	13	--	76	75	--	6	7
Hispanic	NC	151	32672	NC	96	99	NC	554	548	NC	7	4	NC	8	14	NC	75	76	NC	11	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	20	167	4424	100	95	97	538	560	549	5	2	3	10	8	14	85	85	77	NA	5	5
White	64	381	36602	100	95	99	578	594	579	3	2	2	6	4	7	81	70	75	9	24	16
Students with Disabilities	14	124	9919	100	83	93	492	525	505	7	6	9	36	27	35	57	65	54	NA	2	2
Students without Disabilities	77	600	70081	100	99	100	581	587	571	3	2	2	4	2	7	86	76	79	8	20	12
Limited English Proficient Students	NC	62	9571	NC	93	96	NC	490	502	NC	18	10	NC	19	29	NC	63	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	30	303	37534	100	96	98	541	557	547	7	4	4	13	8	15	80	82	76	NA	6	5
Non-Economically Disadvantaged	61	421	42466	100	96	100	580	591	578	2	2	2	7	5	7	82	69	75	10	24	16

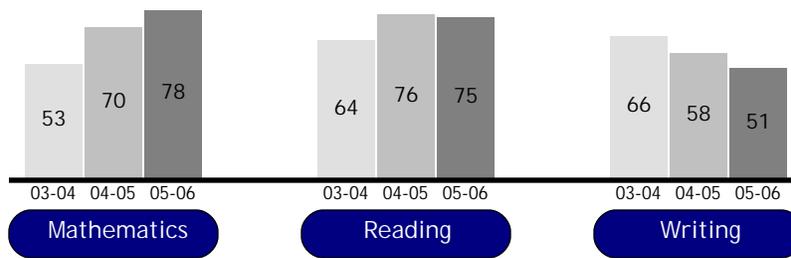
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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	91	66	NA	58	96	53	52	47	99	48	50	46
	Language	96	57	52	50	96	56	51	47	99	48	52	48
	Mathematics	96	74	68	64	99	63	55	50	99	59	50	52
3	Reading	92	71	NA	55	98	53	48	44	100	52	52	46
	Language	95	73	63	61	98	48	43	44	100	48	46	46
	Mathematics	92	79	65	61	98	56	50	51	100	58	56	52
4	Reading	100	65	NA	56	99	61	55	48	97	50	50	52
	Language	100	55	56	52	99	57	54	49	98	48	50	52
	Mathematics	100	65	63	61	100	62	56	53	98	59	56	58
5	Reading	100	66	NA	55	98	56	54	50	98	67	63	56
	Language	99	63	55	49	98	53	52	50	98	61	58	54
	Mathematics	98	79	69	63	98	47	49	49	98	59	54	52
6	Reading	96	67	NA	56	100	56	56	51	100	56	58	56
	Language	95	53	58	48	100	51	50	47	100	44	50	50
	Mathematics	96	76	76	66	100	55	57	52	100	54	58	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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Mission/Goals
- Ü School Improvement Planning
- Ü School Safety Issues
- Ü Family/School Relationships
- Ü Soft Capital and Tax Credit Budget
- Ü Administrative Advise ment

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	36.00
Other Professional Staff	5.50	Teacher Aide	18.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	2	3	0	0
7 to 9 years	3	1	0	0
10 or more years	10	14	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	34
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Computer Lab
- Ü All-weather Artificial Turf Soccer Field
- Ü Separate Commons/Cafeteria and Gym

Extracurricular Activities

- Ü Student Council
- Ü Chess Club
- Ü After-School Homework Club
- Ü 5th and 6th Grade Band
- Ü 5th and 6th Grade Strings
- Ü 4th Grade Choir
- Ü Evening Cub Scouts/4-H Club
- Ü Cromer Postal Service (Wee Deliver)

Social Services

- Ü Breakfast Program
- Ü Free & Reduced Lunch Program
- Ü Full-Time Nursing Services
- Ü Full-Time Counseling Services
- Ü Psychological Testing Services
- Ü Partnership with The Guidance Center
- Ü Native American Counseling Services
- Ü Before/After School FACTS Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Increased library circulation and number of students passing Accelerated Reader comprehension tests.

- ü High number of participants in school science fair. Top awards at NAU and Coconino County Science Fair. Best of Show at Embry Riddle Aeronautical University Science Fair.

- ü Increased emphasis on writing with many wonderful bulletin boards displaying students' work. Numerous winners in District Poetry Contest.

- ü Weekly winners recognized for demonstrating respect, citizenship, responsibility and other CHARACTER COUNTS! traits.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	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

Cromer has a strict discipline policy that is fair, consistent and communicated to all. Our playground is supervised by professionally trained staff. Social skills are emphasized daily by classroom teachers. We are a CHARACTER COUNTS! school, and we frequently send home parent communication regarding behavior expectations. The CC! program helps students develop into caring citizens. When problems do occur, in addition to disciplinary action, a referral is made to our school counselor.

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) :

4

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	Patricia L. Horn, Ed.D. - Principal	(928) 773-4151
Transportation Policy	Dan McCoy - Transportation Director	(928) 773-4171
Community Resources	Joe Rauschenbach - Counselor	(623) 773-4150
School Nutrition Programs	Vicky Dolan - Cafeteria Manager	(928) 773-4156
Parent Organization	Becky Lango - PTO President	(928) 526-3167
Student Health/Nurse	Mary Lotten - School Nurse	(928) 773-4152

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.

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