



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

501 N 36th Street, Phoenix, AZ 85008

Balsz 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	Performing
2002-03	Underperforming

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

School Overview

Principal/Administrator : Dr. Jeanne Sorci
 Schedule : 07:30 AM to 04:30 PM
 Grades : K-8
 2005 Enrollment : 652
 Web Address : www.balsz.k12.az.us
 Phone Number : (602) 629-6600
 Fax Number : (602) 629-6604
 E-mail : jsorci@balsz.k12.az.us

Mission

Crockett School works with our community to: provide a safe and nurturing environment, meet the educational needs of all students and staff, expand children's horizons and opportunities, value cultural diversity without judgment or bias and encourage life long learning. We strive to maintain a standard of academic excellence by fostering discipline, curiosity, responsibility, high expectations and resourcefulness. We achieve this vision through relationships built on trust and consistency.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	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

- ü To promote family involvement through the sharing of meaningful information about each child's progress and needs; adult education classes; and teaching parents about our curriculum.
- ü To improve student achievement in math, reading and writing.
- ü To promote a safe and orderly environment through the development of student responsibility and social skills.

Enrollment

October 1, 2004 School Year Student Enrollment : 641
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 26

Instructional Programs

- ü SRA Mastery Reading
- ü SRA Corrective Reading
- ü Step Up to Writing Program
- ü McGraw Hill Math K-6 & Saxon Math 7-8
- ü Into English & Language for Learning
- ü Friends and Phonics
- ü Accelerated Reader
- ü Accelerated Math

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/1/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

Crockett Elementary School works to provide:

a safe and orderly campus, quality instruction, continuous improvement based on data analysis, consistent (minimum 8 times a year) communication with parents in Spanish and/or English and implementation of the State Standards.

The school newsletter is published every other week in Spanish and English.

Parents

Parents have agreed to: promote good attendance, establish a time and place for homework, support school rules, read with their children, keep in touch with teachers through regular visits, phone calls, written communications and parent meetings.

Transportation Policy

The Balsz District transports first through eighth grade students that live more than 1 mile from the school and Kindergarteners that live 1/2 mile or more from the school. We also transport Special Needs students requiring accommodations and students who cross a major street without a crossing guard.

Transportation is a privilege. Students are expected to maintain appropriate behaviors on the bus.

School Honors

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

Award/Honor	Year
ü 2nd Place - Arizona State Stock Market Contest	2001
ü Outstanding Young Woman of the Year District 8	2001
ü Outstanding Young Man of the Year District 8	2003
ü Outstanding Young Woman of the Year District 8	2003

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	80	436	79306	99	99	99	408	426	445	11	16	10	26	20	18	59	55	51	4	9	20
All Students (Prior Year)	83	401	75509	99	99	100	490	507	521	28	17	13	28	27	23	24	34	33	20	22	31
Female	40	230	38691	100	99	99	392	424	446	14	16	10	29	22	18	51	54	52	6	8	20
Male	40	206	40583	95	99	99	425	427	445	9	15	11	23	18	18	66	57	50	3	10	21
African American	NC	42	4041	NC	100	99	NC	428	426	NC	23	17	NC	12	23	NC	58	50	NC	8	10
Hispanic	69	315	32869	97	99	99	413	426	429	11	16	15	26	22	25	57	54	51	5	9	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	NC	33	4264	NC	100	100	NC	441	419	NC	18	19	NC	6	30	NC	71	45	NC	6	6
White	NC	38	36197	NC	90	99	NC	424	463	NC	10	5	NC	13	11	NC	60	53	NC	17	31
Students with Disabilities	12	44	10321	100	100	100	256	314	389	27	38	30	55	36	27	18	23	34	0	3	9
Students without Disabilities	68	392	69060	99	98	98	437	440	454	8	13	7	20	18	17	66	59	54	5	10	22
Limited English Proficient Students	48	174	15509	98	100	100	395	404	406	12	18	20	29	27	30	60	51	45	0	3	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	75	422	39415	93	96	96	433	437	431	11	15	15	23	19	25	62	56	50	5	9	10
Non-Economically Disadvantaged	NC	14	39966	NC	0	100	NC	82	459	NC	27	6	NC	45	12	NC	27	52	NC	0	30

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	81	438	79395	100	0	99	395	418	446	14	13	9	51	36	25	34	47	55	1	3	11
All Students (Prior Year)	80	400	75492	95	99	100	495	504	519	24	23	12	24	24	16	48	39	47	4	15	24
Female	40	230	38743	100	0	100	383	422	451	11	12	7	57	39	24	29	45	57	3	4	12
Male	41	208	40618	98	0	99	406	414	440	17	15	11	44	33	27	39	50	53	0	2	9
African American	NC	42	4052	NC	0	100	NC	426	434	NC	15	11	NC	27	29	NC	54	54	NC	4	6
Hispanic	70	317	32915	99	0	99	396	417	426	16	15	15	52	38	35	31	44	47	2	2	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	NC	33	4271	NC	0	100	NC	437	420	NC	0	15	NC	41	42	NC	53	41	NC	6	2
White	NC	38	36221	NC	0	99	NC	426	465	NC	0	4	NC	23	15	NC	70	63	NC	7	17
Students with Disabilities	12	45	10331	100	0	100	258	316	388	27	23	25	36	36	37	36	41	34	0	0	4
Students without Disabilities	69	393	69139	100	0	99	420	431	454	12	12	7	53	36	24	33	48	58	2	3	11
Limited English Proficient Students	48	174	15545	98	0	100	378	389	399	17	23	21	58	46	42	25	31	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	76	424	39484	94	0	96	418	429	429	13	13	14	51	37	35	34	47	47	1	3	4
Non-Economically Disadvantaged	NC	14	39986	NC	0	100	NC	87	461	NC	27	4	NC	18	16	NC	55	63	NC	0	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	80	438	78869	99	99	99	396	418	442	4	9	6	34	22	21	61	64	63	1	5	10
All Students (Prior Year)	82	400	75053	98	99	99	538	567	597	8	9	7	24	16	12	64	71	72	4	4	9
Female	39	230	38536	100	99	99	394	430	458	0	6	4	40	23	15	57	65	67	3	6	14
Male	41	208	40302	98	100	99	397	405	428	8	12	8	28	22	26	64	63	60	0	3	7
African American	NC	41	4015	NC	98	99	NC	408	430	NC	12	8	NC	38	24	NC	46	61	NC	4	7
Hispanic	69	316	32606	97	99	98	397	416	426	5	10	8	32	22	27	61	64	60	2	4	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	33	4245	NC	100	100	NC	452	423	NC	0	9	NC	24	26	NC	76	61	NC	0	4
White	NC	40	36078	NC	95	99	NC	430	459	NC	6	4	NC	13	16	NC	71	66	NC	10	14
Students with Disabilities	12	44	10246	100	100	100	231	270	367	18	31	18	36	26	39	45	41	40	0	3	4
Students without Disabilities	68	394	68697	99	98	98	426	436	454	2	6	4	33	22	18	63	67	67	2	5	11
Limited English Proficient Students	47	173	15339	96	100	100	383	384	399	4	13	11	35	30	31	62	56	54	0	2	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	75	424	39106	93	96	95	419	429	427	3	9	8	34	23	28	61	64	59	1	5	5
Non-Economically Disadvantaged	NC	14	39837	NC	0	100	NC	91	457	NC	18	4	NC	9	14	NC	73	67	NC	0	15

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	74	378	78906	99	99	99	450	476	498	14	18	13	30	25	19	48	49	48	8	8	20
All Students (Prior Year)	73	372	76019	95	98	100	489	485	499	15	17	14	42	47	39	15	17	14	27	19	33
Female	31	176	38644	97	98	99	420	471	500	12	17	12	27	25	19	54	51	49	8	7	19
Male	42	201	40236	98	99	99	470	480	497	17	19	15	33	25	19	42	47	46	8	9	20
African American	NC	44	4087	NC	98	99	NC	458	481	NC	29	20	NC	19	24	NC	45	45	NC	6	11
Hispanic	64	285	31938	97	98	99	454	474	481	14	19	19	29	26	25	48	47	46	9	8	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	NC	15	4593	NC	94	100	NC	493	467	NC	0	26	NC	36	29	NC	64	39	NC	0	6
White	NC	28	36483	NC	100	99	NC	510	517	NC	0	7	NC	18	13	NC	71	51	NC	12	30
Students with Disabilities	13	54	10664	100	100	100	266	403	430	50	48	42	25	20	27	25	30	26	0	2	5
Students without Disabilities	61	324	68310	97	97	98	493	488	509	6	13	9	31	26	18	53	52	51	10	9	22
Limited English Proficient Students	33	128	12573	100	100	100	419	450	454	22	29	27	32	32	30	41	37	38	5	2	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	68	370	38679	91	97	96	489	484	483	12	18	20	30	25	25	49	49	45	9	8	10
Non-Economically Disadvantaged	NC	NC	40295	NC	NC	100	NC	NC	513	NC	NC	7	NC	NC	13	NC	NC	50	NC	NC	30

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	74	378	78908	99	0	99	423	455	484	19	19	10	38	33	23	41	45	58	2	2	9
All Students (Prior Year)	73	373	76020	95	99	100	499	496	503	27	33	25	23	23	23	46	37	40	4	8	12
Female	31	176	38648	97	0	99	397	453	489	23	18	8	19	32	22	58	47	61	0	2	10
Male	42	201	40233	98	0	99	440	457	479	17	20	12	53	34	25	28	43	55	3	2	8
African American	NC	44	4092	NC	0	99	NC	435	473	NC	35	12	NC	23	28	NC	42	54	NC	0	5
Hispanic	64	285	31940	97	0	99	427	454	465	16	19	16	43	36	32	39	43	49	2	1	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	NC	15	4569	NC	0	100	NC	462	457	NC	9	18	NC	55	39	NC	36	41	NC	0	2
White	NC	28	36502	NC	0	99	NC	497	502	NC	0	4	NC	6	14	NC	76	67	NC	18	15
Students with Disabilities	13	54	10665	100	0	100	263	401	423	33	30	30	33	36	36	33	30	31	0	5	2
Students without Disabilities	61	324	68312	97	0	98	461	465	493	16	18	7	39	33	21	43	48	62	2	2	10
Limited English Proficient Students	33	128	12556	100	0	100	393	428	436	20	31	24	54	41	40	27	27	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	68	370	38662	91	0	96	459	463	468	18	19	16	39	33	32	42	45	49	2	2	3
Non-Economically Disadvantaged	NC	NC	40315	NC	NC	100	NC	NC	498	NC	NC	5	NC	NC	15	NC	NC	66	NC	NC	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	74	381	78750	99	99	99	455	486	500	5	6	6	41	36	29	54	58	63	0	1	2
All Students (Prior Year)	73	370	75673	95	98	100	536	524	530	4	15	12	31	30	25	65	52	58	0	3	4
Female	31	176	38586	97	98	99	436	498	515	4	2	4	31	29	22	65	68	71	0	1	3
Male	42	204	40135	98	100	99	467	476	486	6	9	8	50	41	35	44	49	56	0	1	1
African American	NC	44	4081	NC	98	99	NC	451	488	NC	13	8	NC	45	32	NC	42	59	NC	0	2
Hispanic	64	287	31841	97	99	99	457	487	483	5	6	8	41	35	36	54	59	55	0	0	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	16	4586	NC	100	100	NC	501	481	NC	0	8	NC	36	37	NC	64	54	NC	0	1
White	NC	28	36440	NC	100	99	NC	524	516	NC	0	3	NC	24	22	NC	65	71	NC	12	4
Students with Disabilities	13	55	10622	100	100	100	258	407	415	17	13	21	67	58	50	17	27	28	0	2	1
Students without Disabilities	61	326	68196	97	98	98	502	500	513	2	4	3	35	32	25	63	63	69	0	0	3
Limited English Proficient Students	33	128	12504	100	100	100	419	456	451	7	9	12	56	51	44	37	40	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	68	373	38558	91	98	96	494	494	485	4	6	8	40	35	37	56	58	54	0	1	1
Non-Economically Disadvantaged	NC	NC	40260	NC	NC	100	NC	NC	514	NC	NC	3	NC	NC	21	NC	NC	72	NC	NC	4

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	67	305	78250	100	100	99	499	536	548	59	29	21	24	19	18	17	43	48	0	9	13
All Students (Prior Year)	84	306	75001	97	100	99	456	470	468	45	33	37	41	40	36	10	17	16	4	10	10
Female	29	137	38071	100	100	99	513	537	549	52	25	20	24	23	19	24	46	49	0	6	12
Male	38	168	40126	100	99	99	489	535	547	64	33	23	24	15	17	12	40	46	0	12	14
African American	NC	37	4058	NC	95	99	NC	500	523	NC	35	32	NC	17	22	NC	43	41	NC	4	5
Hispanic	63	216	29129	100	99	99	501	536	527	56	31	32	25	20	23	18	41	40	0	9	6
Asian/Pacific Islander	--	NC	1747	--	NC	100	--	NC	589	--	NC	9	--	NC	9	--	NC	50	--	NC	32
American Indian/Alaskan Native	--	16	4996	--	100	100	--	549	518	--	20	36	--	27	25	--	47	36	--	7	4
White	--	33	38320	--	97	99	--	559	568	--	17	12	--	8	14	--	58	55	--	17	19
Students with Disabilities	18	41	9329	100	98	100	461	442	454	89	84	64	11	14	18	0	3	16	0	0	2
Students without Disabilities	49	264	68996	100	100	99	517	552	561	45	20	16	30	19	18	25	50	52	0	11	14
Limited English Proficient Students	29	90	10133	100	100	100	486	500	488	71	47	45	24	25	25	5	27	28	0	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	67	301	33388	100	98	94	499	540	530	59	29	32	24	18	22	17	43	40	0	9	5
Non-Economically Disadvantaged	--	NC	44937	--	NC	100	--	NC	561	--	NC	13	--	NC	15	--	NC	54	--	NC	18

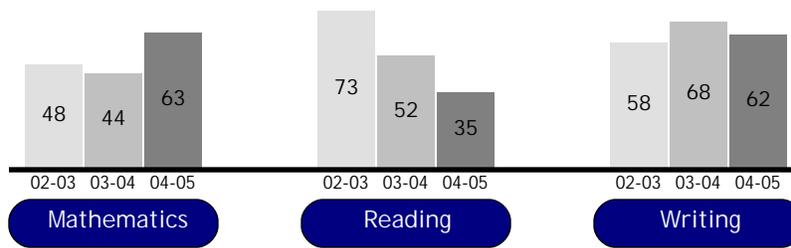
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	306	78302	100	0	99	462	489	512	43	22	11	38	31	25	19	45	57	0	2	7
All Students (Prior Year)	83	302	74918	95	98	99	473	479	497	51	43	32	22	20	19	27	32	35	0	5	15
Female	29	137	38082	100	0	99	476	496	518	28	15	8	40	32	24	32	50	61	0	3	7
Male	38	169	40166	100	0	99	451	483	507	55	27	14	36	31	26	9	41	54	0	1	6
African American	NC	37	4064	NC	0	100	NC	461	498	NC	22	14	NC	39	29	NC	39	54	NC	0	3
Hispanic	63	216	29152	100	0	99	462	488	492	44	23	17	36	33	34	20	42	46	0	1	2
Asian/Pacific Islander	--	NC	1746	--	NC	100	--	NC	542	--	NC	5	--	NC	13	--	NC	66	--	NC	16
American Indian/Alaskan Native	--	16	4993	--	0	100	--	503	484	--	7	19	--	27	38	--	67	42	--	0	1
White	--	34	38347	--	0	99	--	519	531	--	16	5	--	16	17	--	60	68	--	8	10
Students with Disabilities	18	42	9353	100	0	100	437	417	429	67	55	40	33	42	38	0	3	22	0	0	1
Students without Disabilities	49	264	69024	100	0	99	473	502	524	33	16	7	40	29	23	28	53	62	0	2	7
Limited English Proficient Students	29	90	10140	100	0	100	452	456	451	53	40	28	39	39	43	8	22	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	67	301	33398	100	0	94	462	494	495	43	22	18	38	31	35	19	46	46	0	2	2
Non-Economically Disadvantaged	--	NC	44979	--	NC	100	--	NC	525	--	NC	6	--	NC	18	--	NC	66	--	NC	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	67	305	78094	100	100	99	495	520	545	12	8	3	36	26	18	52	66	77	0	0	2
All Students (Prior Year)	84	299	74503	97	97	99	462	494	491	14	11	9	43	32	32	43	49	51	0	8	8
Female	29	136	38025	100	99	99	526	535	558	8	6	2	20	17	13	72	76	82	0	1	2
Male	38	169	40013	100	100	99	471	507	534	15	9	5	48	34	23	36	57	71	0	0	1
African American	NC	36	4037	NC	92	99	NC	490	532	NC	18	4	NC	18	22	NC	64	73	NC	0	1
Hispanic	63	216	29068	100	99	99	498	520	523	11	7	5	36	29	27	53	64	67	0	0	1
Asian/Pacific Islander	--	NC	1743	--	NC	100	--	NC	577	--	NC	2	--	NC	9	--	NC	82	--	NC	8
American Indian/Alaskan Native	--	16	4981	--	100	100	--	555	526	--	0	4	--	20	25	--	73	70	--	7	0
White	--	34	38265	--	100	99	--	528	564	--	8	2	--	16	11	--	76	84	--	0	3
Students with Disabilities	18	42	9275	100	100	100	424	416	444	33	26	14	50	58	46	17	16	39	0	0	1
Students without Disabilities	49	263	68892	100	100	98	527	539	559	3	4	2	30	20	14	68	75	82	0	0	2
Limited English Proficient Students	29	89	10084	100	99	100	483	476	474	11	14	10	47	43	39	42	42	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	67	300	33296	100	98	94	495	525	527	12	7	5	36	26	27	52	67	67	0	0	0
Non-Economically Disadvantaged	--	NC	44871	--	NC	100	--	NC	559	--	NC	2	--	NC	12	--	NC	84	--	NC	3

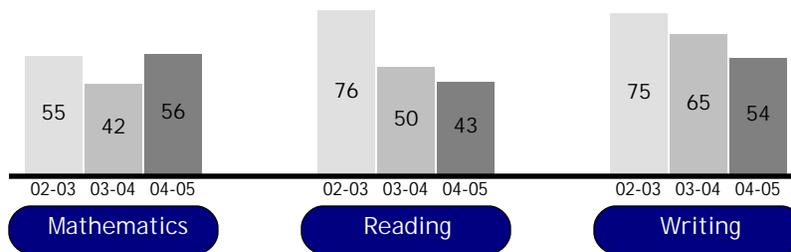
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

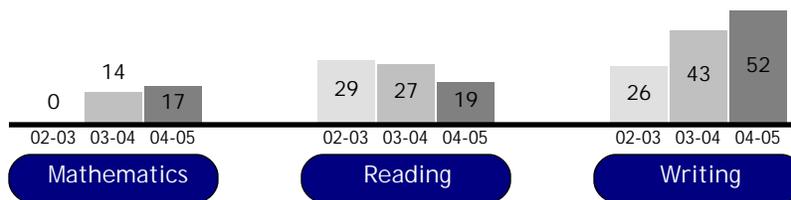
3rd Grade Proficiency



5th Grade Proficiency



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
2	Reading	72	21	38	50	76	42	NA	58	100	31	33	47
	Language	80	11	26	43	87	28	32	50	100	37	38	47
	Mathematics	82	21	49	57	94	47	55	64	100	42	39	50
3	Reading	86	20	33	47	85	30	NA	55	95	26	33	44
	Language	87	24	39	54	97	35	51	61	95	31	36	44
	Mathematics	87	28	46	54	97	38	56	61	94	41	44	51
4	Reading	74	24	36	52	80	38	NA	56	100	29	36	48
	Language	81	24	34	48	92	39	47	52	100	31	38	49
	Mathematics	81	28	48	57	90	45	57	61	100	35	44	53
5	Reading	79	38	38	50	95	45	NA	55	92	39	39	50
	Language	82	35	39	46	96	49	45	49	92	39	38	50
	Mathematics	82	53	50	57	96	60	64	63	92	42	41	49
6	Reading	88	29	35	53	100	55	NA	56	97	39	43	51
	Language	93	21	29	45	100	54	40	48	97	38	40	47
	Mathematics	96	34	45	62	100	78	60	66	97	42	48	52
7	Reading	94	26	33	51	97	36	NA	54	100	33	39	50
	Language	96	34	41	54	100	34	47	58	100	44	45	52
	Mathematics	96	29	50	58	100	60	60	62	100	41	43	50
8	Reading	83	26	35	53	93	40	NA	55	100	22	38	51
	Language	87	23	34	49	99	37	43	52	100	28	40	50
	Mathematics	87	30	48	58	99	54	65	61	100	28	46	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

2 School Administrator(s)
 1 Non-certified Employee(s)
 2 Teacher(s)
 2 Parent(s)
 1 Community Member(s)
 0 Student(s)

Council Duties

Ü Parent/Educator Relations
 Ü School and Community Safety Issues
 Ü Extracurricular Activities
 Ü School Improvement - Consolidated Plan
 Ü Curriculum

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	42.50
Other Professional Staff	4.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	2	0	0
4 to 6 years	6	2	0	0
7 to 9 years	3	1	0	0
10 or more years	8	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	73
Teachers with Emergency Certificaton.	4
Percent of teachers in the school with Emergency/Provisional Certification	8%
Percent of core classes not taught by Highly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

Ü Library
 Ü 3 Computer Labs
 Ü Gym
 Ü Live Broadcast Studio

Extracurricular Activities

Ü Girls Interschol Athletics - 4 sports
 Ü Boys Interschol Athletics - 4 sports
 Ü Phoenix Parks & Rec. Afterschool Program
 Ü Peer Mediators
 Ü Student Council - Leadership Forum
 Ü Dance Team / Cheer
 Ü After School Tutoring
 Ü Guitar Club / Chess Club

Social Services

Ü Onsite Medical Clinic - 1 day a week
 Ü Full time Registered Nurse
 Ü School Resource Officer
 Ü Adult ESL Classes - 2 Nights a Week
 Ü Certified School Counselor
 Ü Open Gym - Monday & Wed 6 - 8 pm
 Ü Monthly St. Mary's Food Distribution
 Ü Dental Sealants for 2nd and 6th grades

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Each grade level analyzed student achievement data for the year, including quarterly assessments (NWEA) to determine student need, grouping for instruction on specific objectives, tutoring and curriculum mapping for the year.
- ü Crockett School has increased the effective use of technology in the classroom. Six teachers are now trained to train other staff in technology integration in the classroom.
- ü Students have demonstrated good gains in writing skills. Programs used are: Step Up to Writing, Four Square Method, Sitton Spelling and focus on the Six Traits of Writing.
- ü The implementation of the Saxon Math program in grades 7 and 8 has shown great promise in increasing student skills in Math. Students were also targeted for tutoring on specific state standards based on school assessments.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	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	94	96	95	81
Retention Rate ⁹	2	1	1	3
Dropout Rate ¹⁰	1	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

A full time SRO provides preventative interventions each day resulting in only 3 reported crimes on our campus. These were vandalism (2) and illegal substances (1) on campus. Crockett has a successful school wide behavior management program sponsored by ASU and ABI. Our counselor teaches classes on social skills, anger management and small group counseling. Our campus is closed; all visitors check-in at the school office.

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) :

3

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	Jeanne Sorci	(602) 629-6600
Transportation Policy	Doyel Chancey	(602) 629-6480
Community Resources	Kathy Putman - School Nurse	(602) 629-6611
School Nutrition Programs	Shawn Stevenson	(602) 629-6440
Parent Organization	TBA	(602) 629-6600
Student Health/Nurse	Kathy Putman	(602) 629-6611

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.

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 16 Pages X .0318 Per page X 250 Copies = \$127.00

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

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