

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5455 E. Littletown Rd., Tucson, AZ 85706

Sunnyside 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
2003-04	Failing

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

School Overview

Principal/Administrator : Mr. John E Robertson
 Schedule : 07:00 AM to 05:00 PM
 Grades : Pre-K-5
 Web Address : www.susd12.org
 Phone Number : (520) 545-2600
 Fax Number : (520) 545-2616
 E-mail : johnr@susd12.org

Mission

Craycroft Elementary School is an educational learning community committed to making sure that no student is left behind in the educational process.

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	Out of Improvement

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Increase the percentage of students meeting or exceeding the Arizona Reading Standards for grades three and five as measured by the Arizona Instrument to Measure Standards(AIMS/DPA).
- ü Increase the percentage of students meeting or exceeding the Arizona Mathematics Standards for grades three and five as measured by the Arizona Instrument to Measure Standards(AIMS/DPA).
- ü Increase the percentage of students meeting or exceeding the Arizona Writing Standards for grades three and five as measured by the Arizona Instrument to Measure Standards(AIMS/DPA).

Enrollment

October 1, 2005 School Year Student Enrollment : 665
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 15

Instructional Programs

- ü Preschool
- ü Full-day Kindergarten
- ü Research Based Reading Program
- ü SEI (Structured English Immersion)
- ü On-site Special Education Resource

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 35 minutes
First Day of School :	8/10/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Support parents in the education of their children. Hold high expectations for the school and students. Instruct using best practices and strategies that are founded on scientifically based research. Communicate with families on a regular basis. Provide a safe and productive learning environment. Respect the cultures of students and families.

Parents

Provide proper clothing and nourishment. Have high expectations for child. Ensure child attends school regularly and on time. Provide time for schoolwork and check on its progress. Understand and support school policies. Communicate regularly with the school.

Transportation Policy

Per Board Policy #E280, transportation is provided to special education students who require transportation and K-5 students living beyond a 1-mile radius.

School Honors

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

Award/Honor	Year
ü Accredited by North Central Association	2004
ü Growing With Children's Legislative Garden Grant	2004
ü Reading First Grant Recipient	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	109	1372	80010	97	99	99	438	442	447	7	9	10	23	21	18	63	57	53	6	13	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	674	38935	96	99	99	433	443	447	10	9	9	23	19	19	62	59	55	6	13	17
Male	57	697	40974	98	99	98	442	441	448	5	9	11	23	22	18	65	56	52	7	12	19
African American	NC	22	4201	NC	92	99	NC	443	430	NC	5	17	NC	18	23	NC	68	51	NC	9	9
Hispanic	85	1215	34545	97	99	99	436	442	432	7	9	14	21	21	24	67	57	53	5	13	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	51	3979	NC	100	96	NC	424	424	NC	18	17	NC	25	30	NC	55	47	NC	2	6
White	13	78	35142	100	100	99	452	457	465	8	6	5	8	14	11	69	55	56	15	24	28
Students with Disabilities	11	201	10161	92	98	93	426	409	419	9	32	28	18	30	28	73	34	36	NA	3	8
Students without Disabilities	98	1171	69849	98	99	100	439	447	451	7	5	7	23	19	17	62	61	56	7	14	19
Limited English Proficient Students	29	518	14013	100	99	97	423	426	413	10	15	24	34	31	34	55	47	39	NA	6	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	96	1217	39029	98	99	98	435	440	432	8	10	14	25	22	25	60	56	52	6	12	9
Non-Economically Disadvantaged	13	155	40981	93	100	100	458	453	462	NA	6	6	8	13	13	85	65	54	8	17	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	109	1369	79438	97	99	98	445	438	451	8	12	9	28	31	24	61	52	56	4	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	674	38775	96	99	99	450	444	457	6	9	7	27	28	22	62	57	58	6	5	13
Male	57	694	40560	98	98	97	440	431	446	11	15	12	28	35	25	60	47	54	2	3	9
African American	NC	22	4178	NC	92	98	NC	438	439	NC	5	13	NC	41	29	NC	50	52	NC	5	6
Hispanic	85	1212	34297	97	99	98	443	436	434	11	13	14	28	32	31	58	51	50	4	4	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	51	3940	NC	100	95	NC	431	429	NC	10	14	NC	35	36	NC	55	47	NC	NA	3
White	13	78	34887	100	100	98	457	461	471	NA	4	4	23	23	15	69	60	63	8	13	18
Students with Disabilities	11	200	9588	92	97	88	414	394	416	27	39	30	36	39	32	36	21	34	NA	2	5
Students without Disabilities	98	1169	69850	98	99	100	448	445	456	6	7	7	27	30	23	63	58	59	4	5	12
Limited English Proficient Students	29	515	13856	100	99	96	423	412	407	14	23	27	38	44	43	48	33	29	NA	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	96	1214	38685	98	98	97	442	435	435	8	13	14	29	33	32	59	50	50	3	4	5
Non-Economically Disadvantaged	13	155	40753	93	100	99	468	456	467	8	6	5	15	18	16	69	67	62	8	9	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	113	1378	79971	100	100	99	428	430	423	7	5	8	35	35	41	56	57	49	2	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	677	38974	100	100	99	442	443	437	7	4	5	28	28	33	61	65	57	4	4	4
Male	59	700	40895	100	99	98	415	417	410	7	7	10	42	43	47	51	49	41	NA	1	2
African American	NC	23	4203	NC	96	99	NC	434	411	NC	4	11	NC	30	45	NC	65	43	NC	NA	2
Hispanic	88	1220	34481	100	99	99	427	429	410	8	6	10	36	35	46	53	57	43	2	2	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	51	3995	NC	100	96	NC	425	409	NC	4	10	NC	45	47	NC	47	42	NC	4	1
White	13	78	35150	100	100	99	426	440	437	8	3	5	23	35	35	69	60	56	NA	3	5
Students with Disabilities	12	202	10258	100	98	94	408	385	377	NA	14	23	58	56	51	42	29	25	NA	0	1
Students without Disabilities	101	1176	69713	100	100	100	430	437	429	8	4	5	33	32	39	57	62	52	2	3	3
Limited English Proficient Students	29	516	13985	100	99	97	424	407	382	7	8	18	38	49	54	55	42	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	98	1221	38994	100	99	98	430	428	409	6	6	10	36	37	47	56	55	41	2	2	1
Non-Economically Disadvantaged	15	157	40977	100	100	100	416	446	437	13	4	5	33	24	34	53	69	56	NA	3	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	108	1368	80147	98	99	99	457	470	482	19	13	11	30	22	17	41	50	49	10	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	692	39281	98	100	99	459	470	483	14	12	9	33	22	17	39	51	50	14	15	24
Male	59	676	40780	98	98	98	455	470	482	24	14	12	27	22	17	42	48	48	7	16	24
African American	NC	18	4249	NC	100	99	NC	476	464	NC	17	17	NC	11	22	NC	56	48	NC	17	13
Hispanic	83	1205	33494	99	99	99	451	470	466	23	13	15	33	22	23	35	49	49	10	16	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	58	4117	NC	98	96	NC	457	456	NC	16	19	NC	31	27	NC	50	46	NC	3	8
White	16	81	36122	100	99	99	476	471	501	6	14	5	25	20	10	56	52	50	13	15	35
Students with Disabilities	17	202	10295	94	94	92	423	429	443	41	38	33	47	34	26	12	26	33	NA	2	8
Students without Disabilities	91	1166	69852	99	100	100	463	477	488	15	8	7	26	20	16	46	54	51	12	18	26
Limited English Proficient Students	29	534	12722	100	99	97	436	448	441	34	20	27	38	32	33	24	43	37	3	5	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	88	1225	38371	98	99	97	452	469	465	22	13	15	32	23	23	38	49	49	9	15	13
Non-Economically Disadvantaged	20	143	41776	100	100	100	480	485	498	10	9	6	20	14	11	55	56	49	15	21	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	108	1368	79686	98	99	98	450	451	470	16	17	11	36	34	24	47	46	57	1	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	692	39163	98	100	99	456	454	475	10	12	9	39	35	22	49	50	60	2	2	10
Male	59	676	40438	98	98	97	445	447	465	20	21	13	34	34	25	46	42	54	NA	4	7
African American	NC	18	4228	NC	100	98	NC	476	458	NC	6	15	NC	33	28	NC	44	53	NC	17	4
Hispanic	83	1205	33299	99	99	98	445	450	452	19	17	17	40	35	32	40	45	47	1	3	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	58	4087	NC	98	96	NC	448	446	NC	21	16	NC	22	38	NC	57	44	NC	NA	2
White	16	81	35914	100	99	98	467	459	489	NA	11	5	31	33	15	69	53	67	NA	2	14
Students with Disabilities	17	203	9808	94	94	87	416	411	432	29	47	35	65	39	32	6	12	30	NA	2	3
Students without Disabilities	91	1165	69878	99	100	100	457	457	475	13	11	8	31	34	23	55	52	61	1	3	9
Limited English Proficient Students	29	534	12594	100	99	96	419	425	422	31	29	34	48	49	45	21	22	21	NA	1	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	88	1225	38095	98	99	97	445	448	452	18	17	17	39	36	32	42	44	48	1	3	3
Non-Economically Disadvantaged	20	143	41591	100	100	99	473	471	486	5	11	6	25	22	16	70	59	65	NA	8	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	110	1375	80372	100	99	99	464	468	475	5	6	4	43	29	30	52	64	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	694	39452	100	100	99	476	478	488	2	3	3	30	24	22	68	71	72	NA	1	3
Male	60	681	40836	100	99	98	455	458	464	7	8	6	53	35	37	38	56	56	2	1	1
African American	NC	18	4264	NC	100	99	NC	502	465	NC	NA	5	NC	22	35	NC	61	59	NC	17	1
Hispanic	85	1212	33608	100	99	99	464	468	462	4	6	6	46	29	36	51	65	57	NA	1	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	58	4128	NC	98	97	NC	473	464	NC	2	4	NC	40	39	NC	59	56	NC	NA	1
White	16	81	36213	100	99	99	459	468	489	6	5	2	44	37	22	44	54	72	6	4	3
Students with Disabilities	18	206	10526	100	95	94	461	419	427	NA	19	15	56	49	53	44	30	31	NA	2	1
Students without Disabilities	92	1169	69846	100	100	100	465	476	482	5	3	3	40	26	26	53	70	69	1	1	2
Limited English Proficient Students	29	536	12747	100	99	97	450	447	432	3	8	12	66	43	52	31	48	36	NA	1	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	90	1232	38521	100	99	98	462	466	461	3	6	6	46	30	38	51	63	55	NA	1	1
Non-Economically Disadvantaged	20	143	41851	100	100	100	474	485	489	10	4	3	30	22	22	55	70	72	5	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	95	1284	79306	99	99	99	486	492	504	20	18	13	28	23	20	44	47	49	7	12	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	596	38845	100	100	99	479	492	505	32	16	11	18	23	20	42	49	50	8	13	18
Male	57	688	40383	98	99	98	490	492	504	12	19	14	35	23	19	46	46	47	7	12	19
African American	NC	31	4171	NC	100	98	NC	488	485	NC	19	20	NC	26	26	NC	45	44	NC	10	10
Hispanic	70	1122	32673	99	99	99	480	491	487	26	18	18	29	23	25	39	47	46	7	12	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	56	4034	NC	100	97	NC	484	479	NC	16	22	NC	30	29	NC	43	43	NC	11	7
White	18	71	36234	100	100	99	512	506	523	6	14	6	17	18	13	67	51	52	11	17	28
Students with Disabilities	17	240	10286	94	98	91	452	448	462	41	52	41	41	28	27	18	18	27	NA	2	5
Students without Disabilities	78	1044	69020	100	100	100	493	501	510	15	10	9	26	22	18	50	54	52	9	15	21
Limited English Proficient Students	20	363	10291	100	99	96	463	463	458	25	34	38	50	33	34	25	28	26	NA	4	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	76	1130	37437	99	99	97	485	490	486	22	19	19	29	23	26	41	46	46	8	12	9
Non-Economically Disadvantaged	19	154	41869	100	100	100	488	504	521	11	8	7	26	19	14	58	59	51	5	14	27

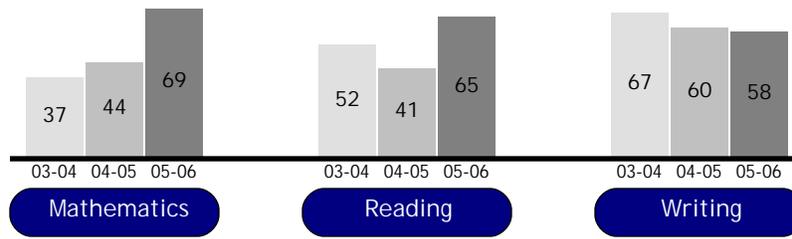
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	1271	79000	99	98	98	469	471	489	8	14	10	46	33	24	42	49	58	3	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	590	38774	100	99	99	477	476	494	5	11	7	42	32	22	50	55	61	3	2	10
Male	57	681	40150	98	98	98	464	466	485	11	18	12	49	35	25	37	45	55	4	3	8
African American	NC	29	4153	NC	97	98	NC	461	476	NC	14	13	NC	52	30	NC	31	53	NC	3	4
Hispanic	70	1114	32508	99	98	98	464	470	472	10	14	15	49	34	33	39	50	49	3	2	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	56	4016	NC	100	96	NC	462	467	NC	18	14	NC	32	37	NC	48	46	NC	2	2
White	18	68	36135	100	97	98	492	490	508	6	12	4	33	24	14	56	53	67	6	12	15
Students with Disabilities	17	227	9991	94	93	88	437	432	449	35	44	33	47	39	36	18	17	29	NA	NA	2
Students without Disabilities	78	1044	69009	100	100	100	476	478	495	3	8	6	46	32	22	47	57	62	4	3	10
Limited English Proficient Students	20	359	10199	100	98	95	441	442	439	10	33	35	75	48	47	15	18	18	NA	1	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	76	1118	37234	99	98	97	468	468	472	8	15	15	50	35	33	38	47	50	4	2	3
Non-Economically Disadvantaged	19	153	41766	100	100	99	476	486	505	11	7	5	32	22	16	58	67	65	NA	5	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	96	1288	79611	100	100	99	488	492	496	6	7	7	42	35	37	51	57	56	1	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	596	39016	100	100	99	491	505	511	8	5	4	39	28	29	50	67	66	3	0	1
Male	58	692	40519	100	99	98	485	481	482	5	9	10	43	42	44	52	49	46	NA	NA	0
African American	NC	30	4188	NC	100	98	NC	483	486	NC	13	9	NC	37	40	NC	50	50	NC	NA	0
Hispanic	71	1126	32855	100	100	99	487	493	481	8	7	10	34	34	43	58	59	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	57	3992	NC	100	96	NC	492	478	NC	5	10	NC	46	46	NC	49	44	NC	NA	0
White	18	71	36380	100	100	99	493	491	511	NA	6	4	56	49	30	39	44	65	6	1	1
Students with Disabilities	18	241	10664	100	99	94	459	439	440	11	22	23	50	59	54	39	20	22	NA	NA	1
Students without Disabilities	78	1047	68947	100	100	100	494	504	504	5	4	4	40	30	34	54	66	61	1	0	1
Limited English Proficient Students	20	364	10362	100	99	97	480	458	438	5	15	22	55	54	57	40	31	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	77	1134	37626	100	99	98	486	490	479	8	8	10	39	36	45	52	56	45	1	0	0
Non-Economically Disadvantaged	19	154	41985	100	100	100	494	510	511	NA	3	4	53	31	30	47	66	65	NA	NA	1

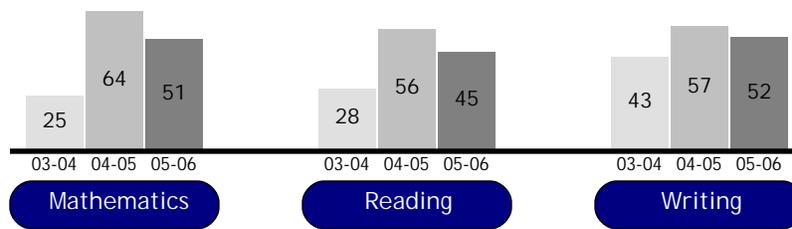
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	34	NA	58	99	43	38	47	99	43	35	46
	Language	100	22	28	50	99	43	39	47	99	44	37	48
	Mathematics	100	39	49	64	99	45	42	50	99	50	43	52
3	Reading	96	44	NA	55	100	30	33	44	100	35	34	46
	Language	96	48	53	61	100	34	34	44	100	37	35	46
	Mathematics	96	43	54	61	100	35	41	51	100	43	46	52
4	Reading	100	37	NA	56	99	39	39	48	100	34	37	52
	Language	100	36	41	52	99	38	38	49	100	34	37	52
	Mathematics	100	41	50	61	99	35	44	53	100	39	48	58
5	Reading	100	34	NA	55	100	45	40	50	100	35	39	56
	Language	100	34	39	49	100	43	39	50	100	37	37	54
	Mathematics	100	36	52	63	100	40	39	49	100	35	41	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Goal Setting
- Ü Shared Decision Making
- Ü Implement School Improvement Plan
- Ü Monitor Student Achievement
- Ü Promote Positive Change/Attitudes
- Ü School/Business/Community Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	30.00
Other Professional Staff	7.50	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	3	2	0	0
7 to 9 years	7	2	0	0
10 or more years	14	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	28
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Health/Science Lab
- Ü Computer Lab
- Ü Cooking Lab

Extracurricular Activities

- Ü Student Council
- Ü Choir
- Ü Student Safety Patrol
- Ü Band
- Ü Orchestra

Social Services

- Ü Full-time nurse on staff for students
- Ü Family Literacy Program
- Ü Boy Scouts
- Ü Family Wellness Center (in District)

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Craycroft was accredited by The North Central Association Commission on Accreditation and School Improvement in 2004.

- ü Craycroft was awarded a three-year Reading First sub-grant from the Arizona Department of Education. As part of the grant, each of the school's kindergarten through third grade teachers have been trained in research based reading instruction.

- ü Craycroft successfully launched the Accelerated Reader program in the intermediate grades. The Accelerated Reader program is designed to promote reading and gives the teacher useful and ongoing data on each student's literary skill development.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	92	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

A full-time campus monitor is present at the school, as well as a Student Safety Patrol. An on-site prevention specialist works with students, families, and staff. Students school-wide receive violence prevention instruction from the Second Steps Program. The D.A.R.E. program provides lessons to fifth grade students taught by a deputy from the Pima County Sherriff's Department.

A full-time nurse and counselor are both available to students during school hours.

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	John E. Robertson	(520) 545-2600
Transportation Policy	John Smead	(520) 545-2106
Community Resources	Alma Garcia	(520) 545-2607
School Nutrition Programs	Faye Coffee	(520) 545-2614
Parent Organization	Martha Miranda	(520) 545-2600
Student Health/Nurse	Donna Belcher	(520) 545-2611

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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** 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.