



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2803 W 20th St, Yuma, AZ 85364

Crane Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Laura Hurt
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-6
 Web Address : www.craneschools.org
 Phone Number : (928) 373-3600
 Fax Number : (928) 343-1583
 E-mail : lhurt@crane.apscc.k12.az.us

Mission

We are dedicated to creating and maintaining an environment which nurtures the academic and social growth of our students. Our goal is for every student to master the Arizona Academic Standards.

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 Reading is our number one target area this year. We have implemented a structured 120 minute reading block for all of our grade levels.
- ü Language is another target area. We are implementing a focused language arts block daily, as well as daily individualized tutoring for students in need. Mastering the state Language Arts Standards is our goal for all students.
- ü Math is another target area. Our goal is for all students to master the Arizona state standards.

Enrollment

October 1, 2005 School Year Student Enrollment : 778
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 20

Instructional Programs

- Ü Gifted
- Ü ELL
- Ü On-site Special Education
- Ü 120 minute uninterrupted reading block
- Ü Harcourt Trophies core reading program
- Ü Excel math program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 5 minutes
First Day of School :	8/8/2005
Last Day of School :	6/14/2006

Shared Responsibilities

School

We encourage parents to be partners with us in their child's education. Our PTO/Site Council involve parents in our planning and decision making. Each student receives a handbook and individual classroom rules at the start of each school year.

Parents

Parents are encouraged to communicate freely with teachers and take advantage of our parent/teacher conference times. Parents are asked to see that their child comes to school rested, nourished and prepared to learn every day.

Transportation Policy

The Crane Elementary School District provides transportation for pupils in compliance with state law and regulations. Students who reside in the district and whose place of residence is more than one mile from Pueblo are eligible to ride the bus.

School Honors

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

Award/Honor	Year
Ü Spotlight on Success School - Ariz. Dept. of Ed.	2005
Ü Highly Performing School	2006
Ü Reading First School	2004
Ü Yuma County Teacher of the Year Finalist	2004

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	114	669	80010	93	97	99	458	439	447	1	11	10	18	24	18	64	53	53	17	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	322	38935	95	98	99	458	440	447	NA	10	9	19	22	19	66	57	55	16	10	17
Male	56	346	40974	92	96	98	458	439	448	2	11	11	18	25	18	63	50	52	18	14	19
African American	NC	16	4201	NC	100	99	NC	454	430	NC	6	17	NC	25	23	NC	44	51	NC	25	9
Hispanic	76	501	34545	93	97	99	450	432	432	1	12	14	22	27	24	66	54	53	11	7	9
Asian/Pacific Islander	NC	15	2068	NC	100	99	NC	490	474	NC	7	4	NC	7	10	NC	47	50	NC	40	36
American Indian/Alaskan Native	NC	12	3979	NC	100	96	NC	422	424	NC	17	17	NC	33	30	NC	42	47	NC	8	6
White	20	125	35142	91	95	99	478	463	465	NA	6	5	15	14	11	60	55	56	25	26	28
Students with Disabilities	20	86	10161	71	81	93	452	424	419	NA	21	28	25	33	28	70	38	36	5	8	8
Students without Disabilities	94	583	69849	100	100	100	459	441	451	1	9	7	17	23	17	63	56	56	19	13	19
Limited English Proficient Students	14	212	14013	78	95	97	426	412	413	NA	20	24	43	38	34	57	41	39	NA	1	3
Migrant Students	NC	57	603	NC	92	96	NC	423	417	NC	16	22	NC	32	32	NC	51	42	NC	2	4
Economically Disadvantaged	59	488	39029	88	95	98	447	432	432	2	13	14	27	28	25	63	51	52	8	8	9
Non-Economically Disadvantaged	55	181	40981	100	100	100	469	459	462	NA	5	6	9	13	13	65	61	54	25	22	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	117	666	79438	96	97	98	464	445	451	1	10	9	21	27	24	65	54	56	14	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	322	38775	97	98	99	471	449	457	NA	8	7	14	26	22	71	56	58	15	10	13
Male	58	343	40560	95	95	97	456	442	446	2	11	12	28	29	25	59	52	54	12	8	9
African American	NC	16	4178	NC	100	98	NC	458	439	NC	6	13	NC	13	29	NC	75	52	NC	6	6
Hispanic	78	495	34297	95	96	98	455	438	434	1	12	14	26	31	31	65	52	50	8	5	5
Asian/Pacific Islander	NC	15	2063	NC	100	99	NC	485	475	NC	NA	3	NC	20	15	NC	40	63	NC	40	20
American Indian/Alaskan Native	NC	11	3940	NC	92	95	NC	446	429	NC	NA	14	NC	55	36	NC	27	47	NC	18	3
White	21	129	34887	95	98	98	484	468	471	NA	4	4	10	16	15	67	63	63	24	17	18
Students with Disabilities	23	84	9588	82	79	88	452	428	416	NA	21	30	26	25	32	65	48	34	9	6	5
Students without Disabilities	94	582	69850	100	100	100	466	448	456	1	8	7	19	28	23	65	55	59	15	9	12
Limited English Proficient Students	15	206	13856	83	92	96	420	409	407	7	22	27	60	49	43	33	29	29	NA	0	1
Migrant Students	NC	58	600	NC	94	96	NC	420	418	NC	24	22	NC	33	38	NC	40	39	NC	3	2
Economically Disadvantaged	62	486	38685	93	95	97	449	438	435	2	12	14	29	31	32	61	50	50	8	7	5
Non-Economically Disadvantaged	55	180	40753	100	100	99	480	466	467	NA	3	5	11	18	16	69	64	62	20	14	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	116	676	79971	95	98	99	448	424	423	1	7	8	30	39	41	66	51	49	3	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	324	38974	97	98	99	465	438	437	NA	3	5	17	34	33	80	60	57	3	3	4
Male	57	351	40895	93	98	98	431	412	410	2	10	10	44	45	47	53	43	41	2	1	2
African American	NC	16	4203	NC	100	99	NC	405	411	NC	13	11	NC	44	45	NC	44	43	NC	NA	2
Hispanic	78	505	34481	95	98	99	442	419	410	1	8	10	32	42	46	65	49	43	1	2	1
Asian/Pacific Islander	NC	15	2067	NC	100	99	NC	465	449	NC	NA	4	NC	33	28	NC	67	60	NC	NA	8
American Indian/Alaskan Native	NC	12	3995	NC	100	96	NC	398	409	NC	17	10	NC	50	47	NC	33	42	NC	NA	1
White	20	128	35150	91	97	99	475	443	437	NA	5	5	10	29	35	80	62	56	10	5	5
Students with Disabilities	22	93	10258	79	88	94	430	390	377	NA	17	23	36	49	51	64	33	25	NA	NA	1
Students without Disabilities	94	583	69713	100	100	100	451	429	429	1	5	5	29	38	39	67	54	52	3	2	3
Limited English Proficient Students	15	215	13985	83	96	97	415	392	382	NA	13	18	73	58	54	27	29	27	NA	NA	0
Migrant Students	NC	60	608	NC	97	97	NC	403	389	NC	15	16	NC	42	50	NC	43	33	NC	NA	0
Economically Disadvantaged	61	494	38994	91	96	98	437	417	409	2	8	10	33	44	47	66	47	41	NA	1	1
Non-Economically Disadvantaged	55	182	40977	100	100	100	460	443	437	NA	4	5	27	27	34	67	64	56	5	4	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	116	683	80147	99	97	99	500	487	482	3	8	11	15	15	17	46	52	49	36	25	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	350	39281	98	99	99	497	484	483	2	8	9	22	15	17	41	55	50	35	22	24
Male	70	333	40780	100	95	98	503	491	482	4	8	12	10	14	17	49	49	48	37	29	24
African American	NC	13	4249	NC	100	99	NC	499	464	NC	8	17	NC	15	22	NC	46	48	NC	31	13
Hispanic	78	510	33494	100	97	99	493	481	466	4	9	15	17	15	23	47	55	49	32	20	14
Asian/Pacific Islander	NC	10	2103	NC	100	99	NC	NA	515	NC	NA	4	NC	NA	8	NC	NA	44	NC	NA	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	30	146	36122	97	97	99	511	507	501	3	3	5	13	14	10	37	41	50	47	42	35
Students with Disabilities	12	69	10295	75	70	92	470	459	443	8	26	33	25	26	26	50	35	33	17	13	8
Students without Disabilities	104	614	69852	100	100	100	504	490	488	3	6	7	13	14	16	45	54	51	38	27	26
Limited English Proficient Students	23	196	12722	96	92	97	475	455	441	4	16	27	17	27	33	61	51	37	17	6	3
Migrant Students	NC	54	622	NC	93	97	NC	473	454	NC	13	19	NC	13	30	NC	56	43	NC	19	8
Economically Disadvantaged	59	488	38371	95	94	97	491	480	465	3	9	15	20	17	23	46	55	49	31	20	13
Non-Economically Disadvantaged	57	195	41776	100	100	100	510	506	498	4	6	6	9	10	11	46	45	49	42	39	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	117	685	79686	100	97	98	473	464	470	8	10	11	25	31	24	59	52	57	9	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	350	39163	100	99	99	469	466	475	9	9	9	21	26	22	64	57	60	6	7	10
Male	70	335	40438	100	96	97	475	461	465	7	11	13	27	36	25	56	46	54	10	7	7
African American	NC	13	4228	NC	100	98	NC	465	458	NC	8	15	NC	46	28	NC	31	53	NC	15	4
Hispanic	79	511	33299	100	97	98	463	456	452	10	12	17	34	35	32	52	50	47	4	3	3
Asian/Pacific Islander	NC	10	2097	NC	100	99	NC	NA	490	NC	NA	5	NC	NA	13	NC	NA	68	NC	NA	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	30	147	35914	97	98	98	495	488	489	3	5	5	7	17	15	70	60	67	20	18	14
Students with Disabilities	13	71	9808	81	72	87	444	439	432	31	24	35	23	37	32	38	35	30	8	4	3
Students without Disabilities	104	614	69878	100	100	100	476	466	475	5	9	8	25	30	23	62	54	61	9	7	9
Limited English Proficient Students	23	196	12594	96	92	96	444	429	422	17	23	34	39	49	45	43	27	21	NA	NA	0
Migrant Students	NC	54	611	NC	93	95	NC	446	439	NC	17	22	NC	37	39	NC	44	37	NC	2	2
Economically Disadvantaged	59	487	38095	95	94	97	459	455	452	12	12	17	37	35	32	46	49	48	5	3	3
Non-Economically Disadvantaged	58	198	41591	100	100	99	487	484	486	3	6	6	12	20	16	72	59	65	12	16	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	116	706	80372	99	100	99	481	475	475	2	3	4	27	30	30	70	66	64	2	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	362	39452	100	100	99	482	481	488	4	3	3	23	23	22	70	72	72	2	1	3
Male	69	344	40836	99	98	98	481	469	464	NA	3	6	29	36	37	70	59	56	1	1	1
African American	NC	13	4264	NC	100	99	NC	487	465	NC	NA	5	NC	23	35	NC	69	59	NC	8	1
Hispanic	78	530	33608	100	100	99	478	471	462	1	4	6	28	31	36	69	65	57	1	1	1
Asian/Pacific Islander	NC	10	2098	NC	100	99	NC	NA	500	NC	NA	2	NC	NA	16	NC	NA	75	NC	NA	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	30	149	36213	97	99	99	492	486	489	3	3	2	20	26	22	73	68	72	3	3	3
Students with Disabilities	13	92	10526	81	93	94	445	429	427	8	13	15	38	53	53	54	33	31	NA	1	1
Students without Disabilities	103	614	69846	100	100	100	485	481	482	1	2	3	25	26	26	72	71	69	2	1	2
Limited English Proficient Students	22	211	12747	92	99	97	474	446	432	NA	7	12	32	50	52	68	44	36	NA	NA	0
Migrant Students	NC	56	621	NC	97	97	NC	471	452	NC	4	9	NC	29	40	NC	68	51	NC	NA	0
Economically Disadvantaged	58	507	38521	94	98	98	475	469	461	2	4	6	28	31	38	71	64	55	NA	0	1
Non-Economically Disadvantaged	58	199	41851	100	100	100	488	491	489	2	2	3	26	26	22	69	69	72	3	4	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	100	682	79306	97	94	99	533	509	504	3	9	13	11	19	20	55	51	49	31	20	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	332	38845	100	97	99	530	508	505	2	9	11	11	19	20	59	53	50	28	20	18
Male	54	350	40383	93	92	98	535	510	504	4	9	14	11	20	19	52	50	47	33	21	19
African American	NC	22	4171	NC	92	98	NC	512	485	NC	9	20	NC	14	26	NC	55	44	NC	23	10
Hispanic	64	501	32673	96	94	99	525	500	487	2	10	18	14	23	25	59	52	46	25	15	10
Asian/Pacific Islander	NC	14	2147	NC	100	99	NC	565	539	NC	NA	5	NC	NA	10	NC	64	46	NC	36	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	23	139	36234	100	96	99	556	536	523	9	6	6	4	9	13	30	47	52	57	38	28
Students with Disabilities	NC	59	10286	NC	56	91	NC	480	462	NC	25	41	NC	29	27	NC	39	27	NC	7	5
Students without Disabilities	92	623	69020	99	100	100	533	511	510	2	8	9	12	18	18	55	53	52	30	22	21
Limited English Proficient Students	12	152	10291	80	85	96	507	466	458	NA	26	38	17	37	34	83	36	26	NA	1	2
Migrant Students	NC	79	630	NC	93	95	NC	494	478	NC	11	24	NC	27	27	NC	51	43	NC	11	6
Economically Disadvantaged	49	493	37437	94	92	97	521	501	486	2	11	19	16	22	26	61	51	46	20	16	9
Non-Economically Disadvantaged	51	189	41869	100	100	100	544	531	521	4	5	7	6	11	14	49	52	51	41	31	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	101	684	79000	98	94	98	507	485	489	1	8	10	17	28	24	66	57	58	16	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	333	38774	100	97	99	516	490	494	NA	8	7	13	24	22	70	61	61	17	8	10
Male	55	351	40150	95	92	98	498	480	485	2	8	12	20	32	25	64	54	55	15	7	8
African American	NC	22	4153	NC	92	98	NC	481	476	NC	5	13	NC	27	30	NC	64	53	NC	5	4
Hispanic	65	500	32508	97	94	98	494	476	472	2	9	15	18	32	33	74	55	49	6	3	3
Asian/Pacific Islander	NC	14	2142	NC	100	99	NC	536	510	NC	NA	4	NC	7	14	NC	57	67	NC	36	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	23	142	36135	100	98	98	540	512	508	NA	2	4	9	15	14	52	63	67	39	19	15
Students with Disabilities	NC	61	9991	NC	58	88	NC	457	449	NC	26	33	NC	31	36	NC	39	29	NC	3	2
Students without Disabilities	92	623	69009	99	100	100	508	487	495	NA	6	6	16	28	22	67	59	62	16	8	10
Limited English Proficient Students	13	153	10199	87	85	95	470	441	439	8	27	35	31	56	47	62	17	18	NA	NA	0
Migrant Students	NC	80	629	NC	94	95	NC	468	457	NC	16	22	NC	35	41	NC	44	37	NC	5	1
Economically Disadvantaged	49	493	37234	94	92	97	491	476	472	NA	10	15	27	32	33	65	55	50	8	4	3
Non-Economically Disadvantaged	52	191	41766	100	100	99	521	507	505	2	3	5	8	18	16	67	64	65	23	16	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	100	721	79611	97	100	99	512	499	496	3	6	7	26	34	37	70	60	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	346	39016	100	100	99	531	511	511	2	3	4	9	27	29	87	68	66	2	1	1
Male	54	375	40519	93	98	98	497	487	482	4	7	10	41	41	44	56	51	46	NA	0	0
African American	NC	23	4188	NC	96	98	NC	494	486	NC	9	9	NC	39	40	NC	52	50	NC	NA	0
Hispanic	64	532	32855	96	100	99	504	495	481	5	6	10	23	37	43	72	57	47	NA	0	0
Asian/Pacific Islander	NC	14	2149	NC	100	100	NC	524	519	NC	7	4	NC	14	24	NC	79	70	NC	NA	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	23	145	36380	100	100	99	539	511	511	NA	4	4	22	27	30	74	67	65	4	2	1
Students with Disabilities	NC	97	10664	NC	92	94	NC	453	440	NC	14	23	NC	57	54	NC	29	22	NC	NA	1
Students without Disabilities	92	624	68947	99	100	100	513	505	504	3	4	4	25	31	34	71	64	61	1	1	1
Limited English Proficient Students	12	175	10362	80	98	97	476	460	438	8	14	22	42	57	57	50	29	21	NA	NA	NA
Migrant Students	NC	83	636	NC	98	96	NC	494	467	NC	10	14	NC	31	47	NC	58	38	NC	1	0
Economically Disadvantaged	49	530	37626	94	99	98	501	492	479	6	6	10	24	39	45	69	55	45	NA	0	0
Non-Economically Disadvantaged	51	191	41985	100	100	100	523	519	511	NA	4	4	27	21	30	71	73	65	2	2	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	125	712	79327	98	95	98	544	528	518	3	12	19	14	19	20	62	51	46	21	18	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	355	38961	99	96	98	548	529	520	3	10	16	13	19	20	61	53	48	23	18	16
Male	55	356	40295	96	94	97	540	527	516	4	14	21	15	19	19	64	49	44	18	19	16
African American	NC	17	4247	NC	89	98	NC	509	499	NC	24	27	NC	29	24	NC	35	41	NC	12	8
Hispanic	76	506	32327	97	95	98	539	520	499	3	14	27	17	22	25	61	50	41	20	14	8
Asian/Pacific Islander	NC	11	1939	NC	92	99	NC	515	556	NC	9	6	NC	27	10	NC	45	47	NC	18	36
American Indian/Alaskan Native	NC	10	4391	NC	83	96	NC	NA	489	NC	NA	32	NC	NA	27	NC	NA	36	NC	NA	4
White	34	168	36373	100	98	98	566	555	538	NA	7	10	6	9	14	68	53	52	26	32	25
Students with Disabilities	NC	56	9321	NC	62	87	NC	481	467	NC	38	54	NC	27	22	NC	32	21	NC	4	3
Students without Disabilities	119	656	70006	99	100	100	546	531	524	3	10	14	13	18	19	62	52	49	21	20	18
Limited English Proficient Students	11	132	9431	92	90	95	497	485	466	18	36	53	27	29	27	45	33	18	9	3	1
Migrant Students	NC	64	635	NC	93	94	NC	509	488	NC	17	31	NC	27	29	NC	45	36	NC	11	4
Economically Disadvantaged	68	504	37097	96	93	97	536	519	498	6	15	27	16	22	25	57	49	41	21	14	7
Non-Economically Disadvantaged	57	208	42230	100	100	99	555	550	535	NA	5	11	11	12	15	68	54	50	21	29	24

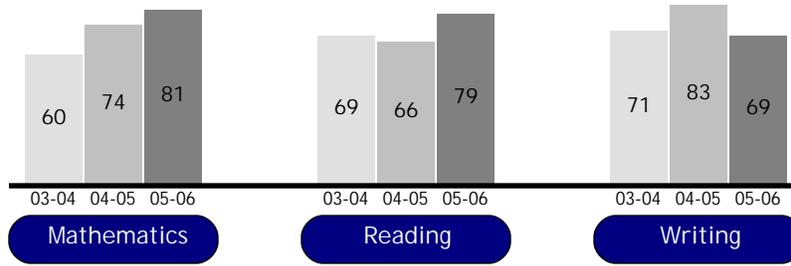
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	127	716	79501	99	96	98	506	496	497	3	8	10	20	26	25	74	63	60	2	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	360	39062	99	97	99	509	501	502	3	7	8	21	27	23	71	63	64	4	3	5
Male	57	355	40368	100	94	98	501	491	491	4	10	13	19	25	27	77	63	57	NA	2	3
African American	NC	18	4279	NC	95	99	NC	489	485	NC	6	14	NC	33	30	NC	56	54	NC	6	2
Hispanic	78	507	32389	100	95	98	499	488	478	3	9	16	28	32	34	68	58	48	1	1	1
Asian/Pacific Islander	NC	11	1936	NC	92	99	NC	487	519	NC	18	3	NC	9	14	NC	73	73	NC	NA	9
American Indian/Alaskan Native	NC	11	4401	NC	92	96	NC	483	473	NC	27	17	NC	9	40	NC	64	43	NC	NA	1
White	34	169	36446	100	98	99	524	522	516	NA	4	4	9	9	15	88	79	73	3	7	7
Students with Disabilities	NC	58	9411	NC	64	88	NC	456	453	NC	29	36	NC	40	36	NC	31	26	NC	NA	1
Students without Disabilities	119	658	70090	99	100	100	508	499	502	3	7	7	19	25	24	76	66	65	3	3	5
Limited English Proficient Students	12	128	9401	100	88	94	455	453	443	25	28	40	58	52	46	17	20	14	NA	NA	0
Migrant Students	NC	66	642	NC	96	95	NC	474	465	NC	20	24	NC	36	41	NC	44	35	NC	NA	0
Economically Disadvantaged	69	506	37183	97	93	97	500	488	479	6	10	16	23	30	34	68	58	49	3	2	1
Non-Economically Disadvantaged	58	210	42318	100	100	99	512	514	513	NA	3	5	17	16	17	81	77	70	2	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	127	741	80000	99	99	99	584	574	564	1	1	3	3	7	11	82	80	75	14	11	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	367	39288	100	99	99	593	587	579	NA	1	2	1	5	6	80	78	77	18	16	16
Male	56	373	40644	98	99	98	572	562	549	2	2	4	5	10	15	84	82	74	9	6	7
African American	NC	19	4307	NC	100	99	NC	584	551	NC	NA	4	NC	5	13	NC	84	75	NC	11	7
Hispanic	77	526	32672	99	99	99	584	569	548	NA	2	4	3	8	14	84	82	76	13	9	6
Asian/Pacific Islander	NC	12	1945	NC	100	99	NC	547	592	NC	8	1	NC	8	4	NC	75	69	NC	8	25
American Indian/Alaskan Native	NC	11	4424	NC	92	97	NC	568	549	NC	NA	3	NC	18	14	NC	73	77	NC	9	5
White	34	173	36602	100	100	99	593	592	579	NA	1	2	3	5	7	76	76	75	21	18	16
Students with Disabilities	NC	81	9919	NC	89	93	NC	527	505	NC	5	9	NC	25	35	NC	69	54	NC	1	2
Students without Disabilities	120	660	70081	100	100	100	586	580	571	1	1	2	2	5	7	83	82	79	15	12	12
Limited English Proficient Students	12	141	9571	100	97	96	523	534	502	8	4	10	17	18	29	75	78	60	NA	NA	1
Migrant Students	NC	66	654	NC	96	97	NC	561	534	NC	2	7	NC	9	16	NC	88	74	NC	2	3
Economically Disadvantaged	69	527	37534	97	97	98	583	569	547	1	2	4	1	8	15	81	82	76	16	8	5
Non-Economically Disadvantaged	58	214	42466	100	100	100	585	588	578	NA	1	2	5	6	7	83	76	75	12	17	16

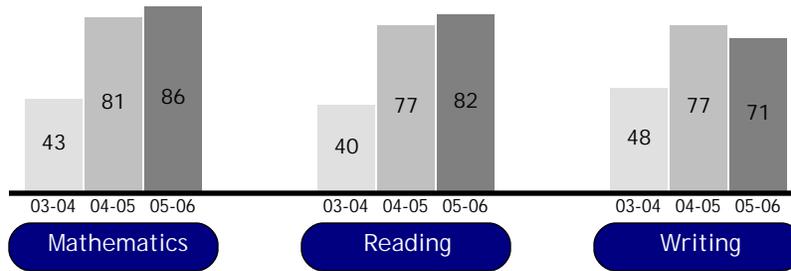
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	87	56	NA	58	97	44	41	47	96	46	41	46
	Language	98	46	53	50	97	48	44	47	96	59	52	48
	Mathematics	98	67	77	64	97	50	43	50	96	61	48	52
3	Reading	98	50	NA	55	97	45	38	44	93	50	41	46
	Language	99	54	62	61	97	46	41	44	92	48	41	46
	Mathematics	99	58	70	61	97	53	47	51	90	67	50	52
4	Reading	99	53	NA	56	98	53	43	48	98	54	48	52
	Language	99	51	51	52	98	54	44	49	98	50	46	52
	Mathematics	99	83	72	61	98	65	55	53	97	63	61	58
5	Reading	100	44	NA	55	99	52	45	50	99	68	52	56
	Language	100	37	48	49	99	56	48	50	98	63	48	54
	Mathematics	100	70	72	63	99	50	48	49	98	61	52	52
6	Reading	96	50	NA	56	97	56	53	51	100	63	56	56
	Language	98	45	49	48	97	52	48	47	100	58	48	50
	Mathematics	96	73	78	66	96	61	61	52	99	73	63	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

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

Council Duties

- Ü Curriculum Development
- Ü Parent/Educator Relations
- Ü Extracurricular Activities
- Ü School Safety Issues
- Ü New Curriculum Previewing

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	39.00
Other Professional Staff	4.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	2	0	0
4 to 6 years	3	1	0	0
7 to 9 years	3	1	0	0
10 or more years	10	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	34
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 One Computer Lab
- Ü Library/Media Center

Extracurricular Activities

- Ü Football
- Ü Softball
- Ü Soccer
- Ü Computer Club

Social Services

- Ü Counseling Services
- Ü Crisis Intervention
- Ü Clothing/Food Banks
- Ü Breakfast/Lunch Programs

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Every grade level now has a scientifically-based core reading program - Harcourt Trophies and each grade level has an uninterrupted reading block.

- ü We are implementing an intensive language arts program which incorporates a core reading program - Harcourt Trophies Reading Program. All K-3 teachers have been trained in using this reading program and are teaching a 120-minute reading block.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	88	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We are partners with Yuma Police Department as they provide immediate assistance when needed. We also partner with a middle school across the street who has a full-time school resource police office in the event we need law enforcement.

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) :

2

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	Laura Hurt	(928) 373-3600
Transportation Policy	Margaret Wapler	(928) 373-3465
Community Resources	Laura Hurt	(928) 373-3600
School Nutrition Programs	Jane Johnson	(928) 373-3480
Parent Organization	Elaine Reichelt	(928) 373-3600
Student Health/Nurse	JoAnna Martin	(928) 373-3600

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.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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