



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4450 West 32nd Street, 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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Linda J. Huff
Schedule : 08:00 AM to 04:30 PM
Grades : 7-8
Web Address : www.craneschools.org
Phone Number : (928) 373-3200
Fax Number : (928) 344-6821
E-mail : lhuff@apscc.org

Mission

'The mission of Crane Middle School is to provide all students a safe, supportive environment where academic excellence is encouraged, individual strengths and talents are fostered, and respect for the rights of others prevails.'
CRMS is a Professional Learning Community that believes that all students can succeed in learning. It is our commitment to ensure that happens.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Not Met
2003-04 Not Met

School Improvement Status (b)

2005-06 Corrective Action
2004-05 SI Year 2
2003-04 Year 1

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

School / Academic Goals

- Student Achievement: review and revise our strategic plan for improving instruction, leadership, and communication to maximize student achievement in our school.
Student Achievement: increase the percentage of 2005-2006 students meeting/exceeding the standards in reading, math, and language as measured by the AIMS Dual Purpose Assessment.
Student Achievement: provide target reading instruction for students reading below grade level through an intensive intervention program to increase the number of students reading at or above grade level.
Teacher Practice: increase student achievement in reading and math by school-wide implementation of research-based effective instructional practices to engage and support all students in learning.

Enrollment

October 1, 2005 School Year Student Enrollment : 844
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- ü Standards-Based/Integrated Curriculum
- ü Double-dose Language Arts Curriculum
- ü Reading Intervention Program
- ü ELL Program
- ü Migrant Advisor and Parent Liaison
- ü Exceptional Student Svc.-LD, ED, HI, SMR
- ü Alternative Program for At-Risk Students
- ü Technology-based Learning

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	6/15/2006

Shared Responsibilities

School

District Pledge: Our Goal is Clear, All Students will Achieve the Standards, This Responsibility is Mine! School responsibilities include holding high academic standards, setting achievement goals and behavior expectations for students, distribution of handbooks, school policies, and other materials, and regular home/school communication through PTA, site council, team letters, and school newsletters.

Parents

Parents, please ensure that your student attends school every day, encourage good study habits and the completion of all assignments, check your child's handbook on a regular basis for daily work, monitoring progress, and communicating with teachers.

Transportation Policy

Our 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 Crane Middle School are eligible to ride the bus.

School Honors

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

Award/Honor	Year
ü National Science Teacher of the Year - Challenger LC	2004
ü Yuma County Middle Level Teacher of the Year	2003
ü Arizona Middle Level Principal of the Year, NASSP/MetL	2002
ü Yuma County Middle Level Teacher of the Year	2002

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	430	682	78546	98	98	97	545	549	543	17	13	15	16	17	18	52	52	52	15	18	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	210	327	38645	98	98	98	551	553	545	12	11	13	14	15	18	55	54	54	19	20	15
Male	219	354	39792	98	97	97	538	545	542	21	16	17	17	18	17	49	51	50	12	16	15
African American	NC	10	4205	NC	100	97	NC	NA	524	NC	NA	22	NC	NA	22	NC	NA	49	NC	NA	7
Hispanic	346	502	31177	98	98	97	543	544	524	18	16	22	16	18	23	51	50	48	15	16	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	NC	10	4689	NC	91	95	NC	NA	515	NC	NA	28	NC	NA	25	NC	NA	43	NC	NA	4
White	72	153	36450	97	97	97	559	567	563	11	5	7	11	12	12	61	59	57	17	24	23
Students with Disabilities	59	83	8093	91	86	82	482	489	489	56	48	50	32	30	24	12	20	23	NA	1	2
Students without Disabilities	371	599	70453	99	99	100	554	556	549	11	9	11	13	15	17	58	57	56	18	20	16
Limited English Proficient Students	111	151	9323	94	94	94	503	503	491	39	35	47	26	30	28	33	33	24	2	2	1
Migrant Students	69	79	674	93	94	95	534	534	515	17	18	28	22	22	27	51	51	40	10	10	5
Economically Disadvantaged	308	439	34694	96	95	96	540	539	524	19	17	23	17	19	23	48	49	48	16	14	7
Non-Economically Disadvantaged	122	243	43852	100	100	99	557	565	559	10	6	10	15	13	13	61	57	56	15	24	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	427	685	79045	97	98	98	506	513	512	14	11	10	24	22	25	57	61	58	5	6	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	209	327	38860	97	98	98	519	522	519	7	6	7	20	18	22	67	67	62	6	8	8
Male	217	357	40075	97	98	97	495	504	505	20	15	12	28	25	28	48	56	54	3	5	6
African American	NC	11	4250	NC	100	98	NC	498	500	NC	9	12	NC	27	31	NC	64	54	NC	NA	3
Hispanic	343	504	31314	97	98	98	504	506	493	15	13	16	25	24	34	55	58	48	5	5	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	NC	10	4719	NC	91	96	NC	NA	489	NC	NA	15	NC	NA	39	NC	NA	45	NC	NA	2
White	72	153	36730	97	97	98	521	534	532	7	3	4	19	14	16	68	69	68	6	13	12
Students with Disabilities	56	86	8552	86	90	87	449	458	463	50	37	35	38	40	40	13	23	23	NA	NA	1
Students without Disabilities	371	599	70493	99	99	100	515	520	517	8	7	7	22	19	24	64	66	62	5	7	8
Limited English Proficient Students	108	152	9355	92	94	95	461	463	456	41	37	37	39	39	48	19	23	15	1	1	0
Migrant Students	69	79	682	93	94	96	489	490	480	25	25	23	28	25	37	48	49	39	NA	NA	1
Economically Disadvantaged	306	441	34922	95	96	96	502	503	493	16	14	15	26	26	34	54	56	48	4	5	3
Non-Economically Disadvantaged	121	244	44123	100	100	99	517	529	527	8	5	6	21	15	18	65	70	66	6	9	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	435	694	79657	99	99	99	570	579	566	3	2	3	6	5	8	91	92	87	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	212	331	39120	99	99	99	585	591	580	1	1	2	4	3	4	95	94	92	NA	2	2
Male	222	362	40423	99	99	98	555	567	553	5	3	5	9	7	12	87	90	83	NA	1	1
African American	NC	11	4290	NC	100	99	NC	576	560	NC	NA	4	NC	NA	9	NC	100	86	NC	NA	1
Hispanic	352	514	31642	100	100	99	567	574	552	3	2	5	7	6	11	90	90	84	NA	1	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	NC	11	4760	NC	100	97	NC	572	547	NC	NA	5	NC	NA	14	NC	100	81	NC	NA	0
White	70	151	36929	95	96	99	585	595	579	3	1	2	3	1	5	94	95	91	NA	2	2
Students with Disabilities	59	89	9069	91	93	92	521	533	508	12	8	11	17	15	30	71	75	58	NA	2	1
Students without Disabilities	376	605	70588	100	100	100	577	585	573	2	1	2	5	3	5	94	94	91	NA	1	1
Limited English Proficient Students	113	157	9521	96	98	96	530	537	507	6	5	13	18	15	24	76	80	63	NA	1	0
Migrant Students	72	82	694	97	98	98	564	566	546	1	1	5	7	7	12	82	90	82	NA	1	1
Economically Disadvantaged	311	447	35341	97	97	97	564	570	551	3	2	5	8	7	12	89	90	83	NA	1	0
Non-Economically Disadvantaged	124	247	44316	100	100	100	584	595	578	2	2	2	2	1	5	95	95	90	NA	2	2

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	426	702	78400	98	98	97	541	549	554	25	21	21	25	23	19	44	48	47	6	8	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	196	340	38686	98	98	98	532	545	554	28	22	20	30	25	20	38	46	49	4	6	12
Male	230	362	39636	99	97	96	548	553	554	23	20	23	21	21	18	48	49	46	8	10	13
African American	NC	19	4193	NC	100	97	NC	542	533	NC	26	32	NC	26	23	NC	47	40	NC	NA	5
Hispanic	351	518	30732	98	98	97	536	541	534	28	25	31	26	25	24	42	44	40	5	6	5
Asian/Pacific Islander	NC	11	1827	NC	92	99	NC	596	594	NC	NA	8	NC	18	12	NC	55	49	NC	27	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	57	150	37038	97	97	97	567	575	575	9	9	11	21	14	14	60	62	56	11	15	19
Students with Disabilities	65	93	7840	100	94	81	496	500	498	66	59	60	22	26	18	12	14	20	NA	1	2
Students without Disabilities	361	609	70560	98	98	99	548	556	560	18	15	17	26	22	19	49	53	50	7	9	14
Limited English Proficient Students	127	174	8956	98	97	95	506	508	502	50	47	56	27	32	25	22	21	18	1	1	1
Migrant Students	62	80	676	98	98	95	520	521	523	34	33	38	24	28	25	42	40	36	NA	NA	1
Economically Disadvantaged	295	427	33014	98	97	95	533	536	534	28	25	31	27	27	24	42	44	40	3	4	5
Non-Economically Disadvantaged	131	275	45386	99	99	99	558	569	569	19	14	15	21	17	15	47	54	52	12	15	18

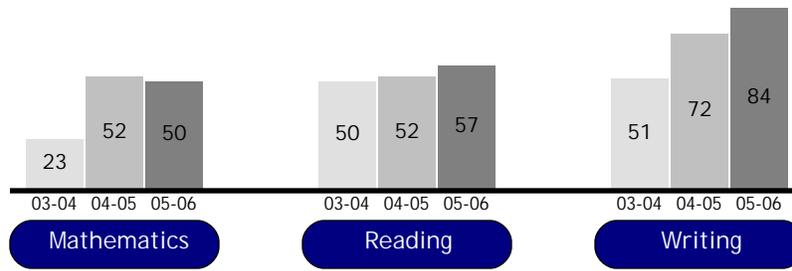
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	422	705	79179	97	98	98	513	516	519	13	12	11	30	28	27	55	57	58	2	3	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	193	339	38974	97	98	99	512	518	524	10	9	8	35	30	25	53	57	61	2	3	5
Male	229	366	40124	98	98	97	513	514	513	15	15	13	26	25	28	56	57	54	3	3	4
African American	NC	19	4243	NC	100	98	NC	532	506	NC	5	14	NC	26	32	NC	68	51	NC	NA	3
Hispanic	348	520	30987	97	98	98	507	507	498	14	15	17	34	33	36	50	49	45	2	3	1
Asian/Pacific Islander	NC	11	1832	NC	92	99	NC	538	543	NC	NA	4	NC	18	17	NC	82	69	NC	NA	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	56	151	37467	95	97	98	546	546	539	5	5	5	5	8	17	84	82	70	5	5	8
Students with Disabilities	61	96	8567	97	97	88	461	460	467	43	44	39	44	44	38	13	13	22	NA	NA	1
Students without Disabilities	361	609	70612	98	98	99	520	524	524	8	7	7	28	25	25	61	64	62	3	3	5
Limited English Proficient Students	125	174	9013	97	97	95	471	469	461	28	29	40	53	56	48	19	16	12	NA	NA	0
Migrant Students	60	78	680	95	95	96	493	493	487	15	14	20	37	40	43	47	45	36	2	1	1
Economically Disadvantaged	291	428	33345	97	97	96	506	505	499	14	15	17	34	33	36	51	51	46	2	1	1
Non-Economically Disadvantaged	131	277	45834	99	100	99	527	534	533	11	9	7	23	19	19	63	67	67	4	5	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	428	712	79734	99	99	99	565	567	554	2	2	3	13	12	19	84	85	78	0	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	197	343	39243	99	99	99	572	577	568	2	1	2	9	8	12	89	89	85	1	1	1
Male	231	369	40413	99	99	98	559	559	541	3	3	4	17	16	26	81	81	70	NA	NA	0
African American	NC	19	4285	NC	100	99	NC	571	548	NC	5	3	NC	11	22	NC	84	74	NC	NA	0
Hispanic	353	525	31254	99	99	99	562	563	539	2	2	5	14	14	25	84	83	70	NA	0	0
Asian/Pacific Islander	NC	12	1837	NC	100	99	NC	592	579	NC	NA	1	NC	NA	9	NC	100	87	NC	NA	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	57	152	37668	97	98	99	584	581	569	NA	NA	1	9	8	13	89	90	85	2	2	1
Students with Disabilities	63	97	8943	100	98	92	523	518	495	10	9	11	30	32	51	60	58	38	NA	1	1
Students without Disabilities	365	615	70791	99	99	100	572	574	561	1	1	2	10	9	15	88	89	83	0	1	0
Limited English Proficient Students	127	176	9138	98	98	97	530	528	492	4	5	13	28	30	46	69	65	40	NA	NA	NA
Migrant Students	61	79	687	97	96	97	542	545	528	5	4	6	11	14	28	84	82	65	NA	NA	NA
Economically Disadvantaged	294	431	33718	98	98	97	560	560	538	3	2	5	13	14	26	84	84	69	NA	0	0
Non-Economically Disadvantaged	134	281	46016	100	100	100	577	579	567	1	1	2	14	10	14	84	87	84	1	1	1

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

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

8th Grade Proficiency



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

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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

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

**Met Graduation Rate:**

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

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	98	57	NA	54	99	44	46	50	98	48	52	54
	Language	99	65	65	58	99	48	50	52	99	50	54	58
	Mathematics	98	75	74	62	98	50	52	50	99	54	58	54
8	Reading	98	53	NA	55	99	44	46	51	97	50	54	58
	Language	98	52	57	52	99	44	47	50	98	48	52	56
	Mathematics	98	62	64	61	99	49	51	53	98	48	56	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/](http://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)
- 3 Non-certified Employee(s)
- 12 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 850 Student(s)

Council Duties

- ü Maximize Student Achievement
- ü School Improvement Planning
- ü School/Business/Community Relations
- ü Curriculum and Program Development
- ü Increase Parent Involvement/Volunteers
- ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	46.00
Other Professional Staff	3.00	Teacher Aide	16.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	20	3	1	1
4 to 6 years	7	5	0	0
7 to 9 years	2	2	0	0
10 or more years	7	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	34
Teachers with Emergency Certification.	7
Percent of teachers in the school with Emergency/Provisional Certification	14%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Networked Computer Labs (3)
- ü Internet Mini-lab in Media Center
- ü Broadcast Media Studio
- ü Multi-media/Large group meeting room

Extracurricular Activities

- ü Interscholastic Athletic Program
- ü Academic Pentathlon/MathCounts
- ü National Junior Honor Society
- ü Student Council
- ü Cougar Ambassadors (PR)
- ü Challenger Learning Center/Mars Program
- ü Yearbook
- ü Chess Club

Social Services

- ü DES Services
- ü Crisis Incident Management Team
- ü The Excel Group - Health Services
- ü Saddles of Joy
- ü Family Literacy Program
- ü School Bell
- ü Parents Anonymous
- ü Amberly's Place

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Crane Middle School increased the number of students meeting and exceeding the standards in writing by 10%.
  
- ü Crane Middle School made Adequate Yearly Progress in reading in the student subgroup of English Language Learners!
  
- ü Crane Middle School made Adequate Yearly Progress in math in the student subgroup of English Language Learners!
  
- ü Crane Middle School maintained its AZ Learns Profile status as a Performing Plus school.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	87	89	88	73
Graduation Rate <sup>6</sup>	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

CRMS implements a consistent, progressive schoolwide discipline plan. We have a comprehensive Crisis Management Plan, Law-Related Education, peer mediation, and our counselors are engaged in the CCBG program.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

12

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	Linda J. Huff	(928) 373-3200
Transportation Policy	Margaret Wapler	(928) 373-3400
Community Resources	Ken Vandersloot	(928) 373-3200
School Nutrition Programs	Jane Johnson	(928) 373-3400
Parent Organization	Michael Badgley	(928) 373-3200
Student Health/Nurse	Tyrina Ruda	(928) 373-3200

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](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

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