



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3200 W 16th 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	Performing
2004-05	Excelling
2003-04	Highly Performing

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

School Overview

Principal/Administrator : Mr. Mike Wehrer
 Schedule : 07:00 AM to 04:00 PM
 Grades : K-6
 Web Address : www.craneschools.org
 Phone Number : (928) 373-3700
 Fax Number : (928) 783-2635
 E-mail : mwehrer@crane.apsc.k12.az.us

Mission

Reagan School's mission is to establish within students a strong foundation for lifelong learning. Our school will provide quality learning opportunities each day for every student. We will encourage students' love for learning, prepare them to make wise decisions and encourage them to accept responsibility for their own behavior. This mission will be accomplished through a partnership of home, school and community. As a result, we hope to produce responsible, caring and well-rounded citizens.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06	Warning Year
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 Provide a foundation to all students, ensuring that all will excel academically, physically and socially on the elementary level and beyond.
- ü Teach children to believe in themselves, their abilities and to maximize their potential.
- ü To provide reading intervention to those students who fall below grade level at our school. Reading Interventions will be delivered by skilled teachers and will be at the instructional level of each student.
- ü Reagan School is committed to professional development of its teachers. Through staff meetings, and staff development we will continue to work on applying 'best teaching practices' in the classroom. Classroom data drives instruction at our school.

Enrollment

October 1, 2005 School Year Student Enrollment : 765
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 10

Instructional Programs

- ü Strong Emphasis on Reading and Math
- ü Spalding Phonics
- ü Schoolwide Assertive Discipline
- ü On-site Special Education Programs
- ü On-site Reading Intervention

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/8/2005
Last Day of School :	6/15/2006

Shared Responsibilities

School

Reagan School has the responsibility of providing for parents a safe learning environment for their children to be nurtured. Parents are partners with Reagan School to ensure that we produce responsible, caring and well-rounded citizens.

Parents

Parent involvement is vital to the success of Reagan School. Parents are strongly encouraged to participate in the development of new programs, become familiar with existing programs and become an active partner in their student's education.

Transportation Policy

Reagan School provides transportation to the neighborhood students who reside outside of a mile radius of the school. Parents of other students must provide their own transportation or allow their students to walk to school.

School Honors

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

Award/Honor	Year
ü Awarded 'Highly Performing' by State Department of Ed	2003
ü Yuma County's New Teacher of the Year	2003
ü Top Scores for AIMS in Yuma County	2003
ü Boys and Girls Athletic Championships	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	100	669	80010	96	97	99	453	439	447	12	11	10	19	24	18	44	53	53	25	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	322	38935	98	98	99	457	440	447	9	10	9	15	22	19	53	57	55	23	10	17
Male	47	346	40974	94	96	98	448	439	448	15	11	11	23	25	18	34	50	52	28	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	66	501	34545	94	97	99	444	432	432	15	12	14	15	27	24	52	54	53	18	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	30	125	35142	100	95	99	465	463	465	7	6	5	23	14	11	33	55	56	37	26	28
Students with Disabilities	NC	86	10161	NC	81	93	NC	424	419	NC	21	28	NC	33	28	NC	38	36	NC	8	8
Students without Disabilities	94	583	69849	100	100	100	453	441	451	11	9	7	19	23	17	47	56	56	23	13	19
Limited English Proficient Students	35	212	14013	92	95	97	420	412	413	26	20	24	20	38	34	49	41	39	6	1	3
Migrant Students	13	57	603	100	92	96	441	423	417	15	16	22	8	32	32	69	51	42	8	2	4
Economically Disadvantaged	53	488	39029	93	95	98	437	432	432	19	13	14	19	28	25	47	51	52	15	8	9
Non-Economically Disadvantaged	47	181	40981	100	100	100	470	459	462	4	5	6	19	13	13	40	61	54	36	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	99	666	79438	95	97	98	443	445	451	11	10	9	26	27	24	51	54	56	12	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	322	38775	96	98	99	447	449	457	12	8	7	21	26	22	54	56	58	13	10	13
Male	47	343	40560	94	95	97	438	442	446	11	11	12	32	29	25	47	52	54	11	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	65	495	34297	93	96	98	432	438	434	15	12	14	28	31	31	49	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	30	129	34887	100	98	98	464	468	471	3	4	4	20	16	15	57	63	63	20	17	18
Students with Disabilities	NC	84	9588	NC	79	88	NC	428	416	NC	21	30	NC	25	32	NC	48	34	NC	6	5
Students without Disabilities	94	582	69850	100	100	100	442	448	456	11	8	7	28	28	23	51	55	59	11	9	12
Limited English Proficient Students	34	206	13856	89	92	96	408	409	407	26	22	27	35	49	43	35	29	29	3	0	1
Migrant Students	13	58	600	100	94	96	431	420	418	23	24	22	15	33	38	46	40	39	15	3	2
Economically Disadvantaged	52	486	38685	91	95	97	427	438	435	19	12	14	27	31	32	46	50	50	8	7	5
Non-Economically Disadvantaged	47	180	40753	100	100	99	461	466	467	2	3	5	26	18	16	55	64	62	17	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	99	676	79971	95	98	99	423	424	423	8	7	8	31	39	41	60	51	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	324	38974	94	98	99	437	438	437	4	3	5	29	34	33	65	60	57	2	3	4
Male	48	351	40895	96	98	98	408	412	410	13	10	10	33	45	47	54	43	41	NA	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	65	505	34481	93	98	99	416	419	410	9	8	10	32	42	46	57	49	43	2	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	30	128	35150	100	97	99	443	443	437	3	5	5	30	29	35	67	62	56	NA	5	5
Students with Disabilities	NC	93	10258	NC	88	94	NC	390	377	NC	17	23	NC	49	51	NC	33	25	NC	NA	1
Students without Disabilities	94	583	69713	100	100	100	421	429	429	9	5	5	31	38	39	60	54	52	1	2	3
Limited English Proficient Students	34	215	13985	89	96	97	384	392	382	18	13	18	44	58	54	38	29	27	NA	NA	0
Migrant Students	13	60	608	100	97	97	422	403	389	NA	15	16	54	42	50	46	43	33	NA	NA	0
Economically Disadvantaged	52	494	38994	91	96	98	410	417	409	10	8	10	44	44	47	44	47	41	2	1	1
Non-Economically Disadvantaged	47	182	40977	100	100	100	437	443	437	6	4	5	17	27	34	77	64	56	NA	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	101	683	80147	98	97	99	481	487	482	16	8	11	15	15	17	43	52	49	27	25	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	350	39281	100	99	99	480	484	483	19	8	9	10	15	17	48	55	50	23	22	24
Male	53	333	40780	96	95	98	481	491	482	13	8	12	19	14	17	38	49	48	30	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	60	510	33494	97	97	99	460	481	466	25	9	15	15	15	23	47	55	49	13	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	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	33	146	36122	100	97	99	513	507	501	NA	3	5	15	14	10	36	41	50	48	42	35
Students with Disabilities	11	69	10295	85	70	92	446	459	443	36	26	33	18	26	26	36	35	33	9	13	8
Students without Disabilities	90	614	69852	100	100	100	484	490	488	13	6	7	14	14	16	43	54	51	29	27	26
Limited English Proficient Students	36	196	12722	100	92	97	439	455	441	33	16	27	22	27	33	42	51	37	3	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	61	488	38371	95	94	97	460	480	465	20	9	15	21	17	23	48	55	49	11	20	13
Non-Economically Disadvantaged	40	195	41776	100	100	100	511	506	498	10	6	6	5	10	11	35	45	49	50	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	101	685	79686	98	97	98	463	464	470	13	10	11	30	31	24	47	52	57	11	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	350	39163	100	99	99	470	466	475	13	9	9	23	26	22	54	57	60	10	7	10
Male	53	335	40438	96	96	97	458	461	465	13	11	13	36	36	25	40	46	54	11	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	60	511	33299	97	97	98	444	456	452	17	12	17	38	35	32	42	50	47	3	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	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	33	147	35914	100	98	98	495	488	489	9	5	5	9	17	15	61	60	67	21	18	14
Students with Disabilities	11	71	9808	85	72	87	433	439	432	NA	24	35	55	37	32	45	35	30	NA	4	3
Students without Disabilities	90	614	69878	100	100	100	466	466	475	14	9	8	27	30	23	47	54	61	12	7	9
Limited English Proficient Students	36	196	12594	100	92	96	424	429	422	22	23	34	53	49	45	25	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	61	487	38095	95	94	97	443	455	452	18	12	17	36	35	32	44	49	48	2	3	3
Non-Economically Disadvantaged	40	198	41591	100	100	99	494	484	486	5	6	6	20	20	16	50	59	65	25	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	102	706	80372	99	100	99	472	475	475	4	3	4	28	30	30	67	66	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	362	39452	100	100	99	483	481	488	2	3	3	21	23	22	77	72	72	NA	1	3
Male	54	344	40836	98	98	98	463	469	464	6	3	6	35	36	37	57	59	56	2	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	61	530	33608	98	100	99	458	471	462	7	4	6	30	31	36	64	65	57	NA	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	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	33	149	36213	100	99	99	494	486	489	NA	3	2	27	26	22	73	68	72	NA	3	3
Students with Disabilities	11	92	10526	85	93	94	450	429	427	NA	13	15	45	53	53	55	33	31	NA	1	1
Students without Disabilities	91	614	69846	100	100	100	474	481	482	4	2	3	26	26	26	68	71	69	1	1	2
Limited English Proficient Students	36	211	12747	100	99	97	436	446	432	8	7	12	44	50	52	47	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	61	507	38521	95	98	98	454	469	461	7	4	6	31	31	38	62	64	55	NA	0	1
Non-Economically Disadvantaged	41	199	41851	100	100	100	499	491	489	NA	2	3	24	26	22	73	69	72	2	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	102	682	79306	96	94	99	502	509	504	16	9	13	20	19	20	45	51	49	20	20	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	332	38845	100	97	99	496	508	505	15	9	11	20	19	20	47	53	50	17	20	18
Male	43	350	40383	91	92	98	510	510	504	16	9	14	19	20	19	42	50	47	23	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	54	501	32673	95	94	99	473	500	487	26	10	18	28	23	25	39	52	46	7	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	38	139	36234	100	96	99	530	536	523	5	6	6	11	9	13	53	47	52	32	38	28
Students with Disabilities	12	59	10286	75	56	91	453	480	462	25	25	41	42	29	27	33	39	27	NA	7	5
Students without Disabilities	90	623	69020	100	100	100	507	511	510	14	8	9	17	18	18	47	53	52	22	22	21
Limited English Proficient Students	30	152	10291	94	85	96	452	466	458	40	26	38	40	37	34	20	36	26	NA	1	2
Migrant Students	10	79	630	100	93	95	NA	494	478	NA	11	24	NA	27	27	NA	51	43	NA	11	6
Economically Disadvantaged	53	493	37437	95	92	97	478	501	486	23	11	19	26	22	26	42	51	46	9	16	9
Non-Economically Disadvantaged	49	189	41869	98	100	100	527	531	521	8	5	7	12	11	14	49	52	51	31	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	95	94	98	479	485	489	11	8	10	33	28	24	50	57	58	7	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	333	38774	98	97	99	479	490	494	10	8	7	33	24	22	50	61	61	7	8	10
Male	43	351	40150	91	92	98	478	480	485	12	8	12	33	32	25	49	54	55	7	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	53	500	32508	93	94	98	454	476	472	21	9	15	45	32	33	32	55	49	2	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	38	142	36135	100	98	98	507	512	508	NA	2	4	18	15	14	68	63	67	13	19	15
Students with Disabilities	11	61	9991	69	58	88	441	457	449	36	26	33	18	31	36	45	39	29	NA	3	2
Students without Disabilities	90	623	69009	100	100	100	483	487	495	8	6	6	34	28	22	50	59	62	8	8	10
Limited English Proficient Students	30	153	10199	94	85	95	433	441	439	33	27	35	60	56	47	7	17	18	NA	NA	0
Migrant Students	10	80	629	100	94	95	NA	468	457	NA	16	22	NA	35	41	NA	44	37	NA	5	1
Economically Disadvantaged	52	493	37234	93	92	97	457	476	472	17	10	15	42	32	33	40	55	50	NA	4	3
Non-Economically Disadvantaged	49	191	41766	98	100	99	501	507	505	4	3	5	22	18	16	59	64	65	14	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	103	721	79611	97	100	99	504	499	496	7	6	7	26	34	37	66	60	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	346	39016	100	100	99	505	511	511	7	3	4	20	27	29	73	68	66	NA	1	1
Male	44	375	40519	94	98	98	502	487	482	7	7	10	34	41	44	57	51	46	2	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	55	532	32855	96	100	99	480	495	481	11	6	10	36	37	43	53	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	38	145	36380	100	100	99	527	511	511	3	4	4	16	27	30	79	67	65	3	2	1
Students with Disabilities	13	97	10664	81	92	94	476	453	440	8	14	23	46	57	54	46	29	22	NA	NA	1
Students without Disabilities	90	624	68947	100	100	100	508	505	504	7	4	4	23	31	34	69	64	61	1	1	1
Limited English Proficient Students	30	175	10362	94	98	97	451	460	438	20	14	22	43	57	57	37	29	21	NA	NA	NA
Migrant Students	10	83	636	100	98	96	NA	494	467	NA	10	14	NA	31	47	NA	58	38	NA	1	0
Economically Disadvantaged	54	530	37626	96	99	98	482	492	479	9	6	10	41	39	45	50	55	45	NA	0	0
Non-Economically Disadvantaged	49	191	41985	98	100	100	528	519	511	4	4	4	10	21	30	84	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	129	712	79327	95	95	98	539	528	518	9	12	19	13	19	20	53	51	46	25	18	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	69	355	38961	99	96	98	537	529	520	9	10	16	16	19	20	49	53	48	26	18	16
Male	60	356	40295	91	94	97	542	527	516	10	14	21	10	19	19	57	49	44	23	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	73	506	32327	95	95	98	524	520	499	15	14	27	16	22	25	55	50	41	14	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	49	168	36373	100	98	98	567	555	538	NA	7	10	6	9	14	51	53	52	43	32	25
Students with Disabilities	11	56	9321	65	62	87	500	481	467	36	38	54	18	27	22	36	32	21	9	4	3
Students without Disabilities	118	656	70006	99	100	100	543	531	524	7	10	14	13	18	19	54	52	49	26	20	18
Limited English Proficient Students	25	132	9431	96	90	95	490	485	466	36	36	53	24	29	27	36	33	18	4	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	91	93	97	524	519	498	16	15	27	15	22	25	54	49	41	15	14	7
Non-Economically Disadvantaged	61	208	42230	100	100	99	557	550	535	2	5	11	11	12	15	51	54	50	36	29	24

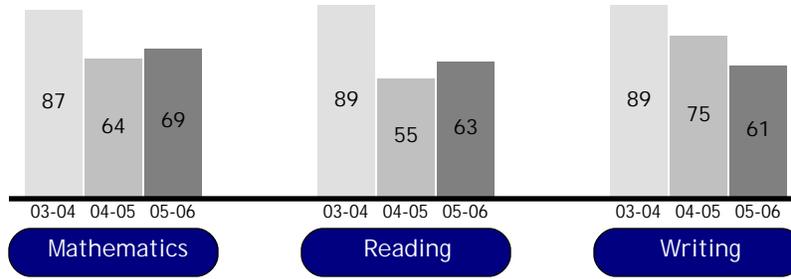
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	131	716	79501	96	96	98	502	496	497	7	8	10	27	26	25	61	63	60	5	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	69	360	39062	99	97	99	510	501	502	6	7	8	26	27	23	62	63	64	6	3	5
Male	62	355	40368	94	94	98	494	491	491	8	10	13	27	25	27	60	63	57	5	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	74	507	32389	96	95	98	486	488	478	9	9	16	39	32	34	49	58	48	3	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	49	169	36446	100	98	99	534	522	516	NA	4	4	6	9	15	84	79	73	10	7	7
Students with Disabilities	12	58	9411	71	64	88	453	456	453	42	29	36	42	40	36	17	31	26	NA	NA	1
Students without Disabilities	119	658	70090	100	100	100	507	499	502	3	7	7	25	25	24	66	66	65	6	3	5
Limited English Proficient Students	25	128	9401	96	88	94	455	453	443	20	28	40	60	52	46	20	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	70	506	37183	93	93	97	484	488	479	11	10	16	36	30	34	50	58	49	3	2	1
Non-Economically Disadvantaged	61	210	42318	100	100	99	523	514	513	2	3	5	16	16	17	74	77	70	8	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	131	741	80000	96	99	99	588	574	564	2	1	3	2	7	11	76	80	75	19	11	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	367	39288	100	99	99	597	587	579	1	1	2	1	5	6	73	78	77	24	16	16
Male	61	373	40644	92	99	98	577	562	549	3	2	4	3	10	15	80	82	74	13	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	73	526	32672	95	99	99	574	569	548	4	2	4	4	8	14	77	82	76	15	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	50	173	36602	100	100	99	609	592	579	NA	1	2	NA	5	7	74	76	75	26	18	16
Students with Disabilities	11	81	9919	65	89	93	568	527	505	NA	5	9	NA	25	35	91	69	54	9	1	2
Students without Disabilities	120	660	70081	100	100	100	589	580	571	3	1	2	3	5	7	75	82	79	20	12	12
Limited English Proficient Students	25	141	9571	96	97	96	528	534	502	12	4	10	4	18	29	84	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	68	527	37534	91	97	98	570	569	547	4	2	4	4	8	15	81	82	76	10	8	5
Non-Economically Disadvantaged	63	214	42466	100	100	100	606	588	578	NA	1	2	NA	6	7	71	76	75	29	17	16

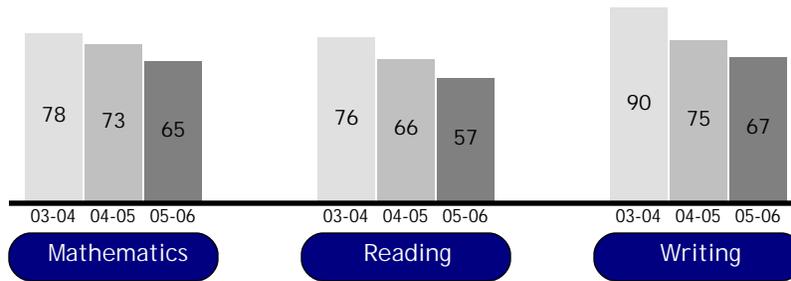
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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?	N
	Met Test Objectives?	Y
	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
2	Reading	100	77	NA	58	99	40	41	47	100	35	41	46
	Language	100	64	53	50	99	41	44	47	100	43	52	48
	Mathematics	100	89	77	64	100	47	43	50	100	50	48	52
3	Reading	98	73	NA	55	98	39	38	44	96	39	41	46
	Language	97	78	62	61	98	41	41	44	96	37	41	46
	Mathematics	98	88	70	61	95	48	47	51	97	56	50	52
4	Reading	96	70	NA	56	95	48	43	48	96	48	48	52
	Language	98	66	51	52	95	46	44	49	96	44	46	52
	Mathematics	99	83	72	61	95	55	55	53	96	63	61	58
5	Reading	92	73	NA	55	96	47	45	50	93	48	52	56
	Language	97	68	48	49	96	49	48	50	95	50	48	54
	Mathematics	97	84	72	63	96	51	48	49	94	46	52	52
6	Reading	97	79	NA	56	97	59	53	51	98	56	56	56
	Language	98	73	49	48	97	53	48	47	96	52	48	50
	Mathematics	98	92	78	66	97	68	61	52	96	68	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)
- 4 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Sustaining Crane School Board Policies
- Ü Sustaining Reagan Philosophy
- Ü Monitoring Academic Progress of Reagan
- Ü School Safety Issues/Dress Code
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	36.00
Other Professional Staff	6.00	Teacher Aide	14.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	21	3	0	0
4 to 6 years	3	0	0	0
7 to 9 years	1	0	0	0
10 or more years	11	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	61
Teachers with Emergency Certification.	5
Percent of teachers in the school with Emergency/Provisional Certification	13%
Percent of core classes not taught by Highly Qualified Teachers	1%

Resources Available at School Site

Special Facilities

- Ü Reading Intervention Room
- Ü Library

Extracurricular Activities

- Ü Student Council
- Ü Gifted Program
- Ü Beginning and Intermediate Band
- Ü Football, Softball and Soccer
- Ü Track Club

Social Services

- Ü DES Services
- Ü Parenting Assistance
- Ü Counseling Services
- Ü City of Yuma
- Ü YRMC School-based Health Center

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Students in grades two through six took the AIMS/DPA test. Crane School District surpassed all schools in the county.

- ü Ronald Reagan School was given a highly performing label by the Arizona State Department of Education. It was the only elementary school in Yuma County to receive this label.

- ü Reagan's sixth graders in the 2002-2003 and 2003-2004 school year were recognized as among the top math students in the state. Data was supplied on the Stanford 9 Achievement Test.

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	87	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 have implemented a Crisis Intervention Plan in coordination with local fire and police agencies. Reagan holds monthly fire, earthquake and lock-down drills. In addition Reagan School is a smoke-free environment school.

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) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Mike Wehrer	(928) 373-3700
Transportation Policy	Margaret Wapler	(928) 373-3465
Community Resources	Diana Arroyo-Gonzalez	(928) 373-3725
School Nutrition Programs	Jane Johnson	(928) 373-3480
Parent Organization	Dana Bash	(928) 373-3700
Student Health/Nurse	Robin Edwards	(928) 373-3715

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 10 Copies = \$4.00

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

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