

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2926 South 21st Drive, 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	N/A

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

### School Overview

Principal/Administrator : Mrs. Laurie Doering  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : Pre-K-6  
 Web Address : www.ldoering@crane.apsc.k12.az.us  
 Phone Number : (928) 373-5500  
 Fax Number : (928) 373-5599  
 E-mail : ldoering@apsc.org

### Mission

Gary A. Knox's mission is to ensure that all students will achieve the standards. Our goal is to provide all students with the opportunity to excel in academics as well as in meeting their behavioral and emotional needs. Our school will apply best practices to develop Critical Thinking Skills. We will work through a partnership with the home and community to prepare students to lead productive and successful lives as caring and responsible citizens.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	N/A

#### 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 Increase critical thinking strategies during instructional time to extend, challenge and stimulate their learning.
- ü Increase number of students meeting and exceeding State Standards across the curriculum. Integrate science and social studies standards in the areas of reading, writing, and math.
- ü To establish and build character education by promoting parent communications and encourage parent/community involvement. It will empower all the stakeholders in the process.
- ü Educating the whole child in believing in themselves and their abilities to become productive citizens.

### Enrollment

October 1, 2005 School Year Student Enrollment : 668  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- ü Harcourt Reading Program
- ü Tutorial/Reading Intervention Programs
- ü Competency Guidance Programs
- ü Critical Thinking
- ü EL Program
- ü Little Gems Preschool
- ü Exceptional Student Services Preschool
- 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 :	6/15/2006

Shared Responsibilities

School

It is our commitment to provide an academic curriculum based on the state standards in a safe and nurturing environment. We are committed in establishing an environment of learners with parents and community playing an active part. It is a win-win proposition for all!

Responsibilities include: site-based councils; PTO; midterm reports; standards based report cards; newsletters; parent conferences; curriculum program overviews; recruiting of volunteers; monthly meetings with principal.

Parents

Parent involvement is the key to the success of Gary A. Knox Elementary. Parents are strongly encouraged to participate in the school community and become an active partner in their student's education.

Transportation Policy

The Crane Elementary District provides transportation for pupils in compliance with state law and regulations. Bus riding is a privilege which may be suspended if students do not follow safety rules.

School Honors

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

Award/Honor	Year
ü Yuma County Teacher of the Year- Intermediate recipient	2005
ü Yuma County Teacher of the Year finalist	2005
ü District flag football and girls softball champions	2005

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	90	669	80010	97	97	99	436	439	447	11	11	10	17	24	18	63	53	53	9	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	322	38935	96	98	99	434	440	447	13	10	9	17	22	19	64	57	55	6	10	17
Male	43	346	40974	98	96	98	439	439	448	9	11	11	16	25	18	63	50	52	12	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	58	501	34545	97	97	99	433	432	432	10	12	14	22	27	24	60	54	53	7	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	24	125	35142	96	95	99	445	463	465	8	6	5	4	14	11	75	55	56	13	26	28
Students with Disabilities	14	86	10161	100	81	93	431	424	419	29	21	28	14	33	28	43	38	36	14	8	8
Students without Disabilities	76	583	69849	96	100	100	437	441	451	8	9	7	17	23	17	67	56	56	8	13	19
Limited English Proficient Students	21	212	14013	91	95	97	415	412	413	19	20	24	24	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	63	488	39029	98	95	98	434	432	432	14	13	14	22	28	25	51	51	52	13	8	9
Non-Economically Disadvantaged	27	181	40981	93	100	100	440	459	462	4	5	6	4	13	13	93	61	54	NA	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	90	666	79438	97	97	98	448	445	451	9	10	9	27	27	24	60	54	56	4	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	322	38775	96	98	99	454	449	457	4	8	7	28	26	22	64	56	58	4	10	13
Male	43	343	40560	98	95	97	442	442	446	14	11	12	26	29	25	56	52	54	5	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	58	495	34297	97	96	98	445	438	434	10	12	14	29	31	31	55	52	50	5	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	24	129	34887	96	98	98	456	468	471	4	4	4	21	16	15	75	63	63	NA	17	18
Students with Disabilities	14	84	9588	100	79	88	416	428	416	21	21	30	29	25	32	50	48	34	NA	6	5
Students without Disabilities	76	582	69850	96	100	100	454	448	456	7	8	7	26	28	23	62	55	59	5	9	12
Limited English Proficient Students	21	206	13856	91	92	96	416	409	407	19	22	27	48	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	63	486	38685	98	95	97	444	438	435	11	12	14	30	31	32	54	50	50	5	7	5
Non-Economically Disadvantaged	27	180	40753	93	100	99	458	466	467	4	3	5	19	18	16	74	64	62	4	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	91	676	79971	98	98	99	431	424	423	5	7	8	35	39	41	56	51	49	3	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	324	38974	98	98	99	435	438	437	8	3	5	25	34	33	60	60	57	6	3	4
Male	43	351	40895	98	98	98	426	412	410	2	10	10	47	45	47	51	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	59	505	34481	98	98	99	429	419	410	5	8	10	37	42	46	56	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	24	128	35150	96	97	99	447	443	437	NA	5	5	33	29	35	58	62	56	8	5	5
Students with Disabilities	14	93	10258	100	88	94	384	390	377	14	17	23	50	49	51	36	33	25	NA	NA	1
Students without Disabilities	77	583	69713	97	100	100	440	429	429	4	5	5	32	38	39	60	54	52	4	2	3
Limited English Proficient Students	22	215	13985	96	96	97	409	392	382	9	13	18	50	58	54	41	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	64	494	38994	100	96	98	422	417	409	6	8	10	39	44	47	55	47	41	NA	1	1
Non-Economically Disadvantaged	27	182	40977	93	100	100	452	443	437	4	4	5	26	27	34	59	64	56	11	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	100	683	80147	100	97	99	483	487	482	7	8	11	14	15	17	56	52	49	23	25	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	350	39281	100	99	99	476	484	483	8	8	9	19	15	17	56	55	50	17	22	24
Male	37	333	40780	97	95	98	494	491	482	5	8	12	5	14	17	57	49	48	32	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	79	510	33494	100	97	99	480	481	466	8	9	15	13	15	23	59	55	49	20	20	14
Asian/Pacific Islander	--	10	2103	--	100	99	--	NA	515	--	NA	4	--	NA	8	--	NA	44	--	NA	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	20	146	36122	100	97	99	498	507	501	5	3	5	15	14	10	45	41	50	35	42	35
Students with Disabilities	11	69	10295	92	70	92	416	459	443	55	26	33	27	26	26	18	35	33	NA	13	8
Students without Disabilities	89	614	69852	100	100	100	491	490	488	1	6	7	12	14	16	61	54	51	26	27	26
Limited English Proficient Students	28	196	12722	100	92	97	460	455	441	11	16	27	21	27	33	61	51	37	7	6	3
Migrant Students	14	54	622	100	93	97	481	473	454	7	13	19	NA	13	30	79	56	43	14	19	8
Economically Disadvantaged	69	488	38371	99	94	97	475	480	465	10	9	15	13	17	23	58	55	49	19	20	13
Non-Economically Disadvantaged	31	195	41776	100	100	100	500	506	498	NA	6	6	16	10	11	52	45	49	32	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	97	685	79686	98	97	98	461	464	470	10	10	11	28	31	24	57	52	57	5	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	350	39163	98	99	99	462	466	475	10	9	9	27	26	22	57	57	60	7	7	10
Male	37	335	40438	97	96	97	460	461	465	11	11	13	30	36	25	57	46	54	3	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	77	511	33299	99	97	98	456	456	452	13	12	17	29	35	32	56	50	47	3	3	3
Asian/Pacific Islander	--	10	2097	--	100	99	--	NA	490	--	NA	5	--	NA	13	--	NA	68	--	NA	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	19	147	35914	95	98	98	484	488	489	NA	5	5	21	17	15	63	60	67	16	18	14
Students with Disabilities	NC	71	9808	NC	72	87	NC	439	432	NC	24	35	NC	37	32	NC	35	30	NC	4	3
Students without Disabilities	89	614	69878	100	100	100	465	466	475	7	9	8	29	30	23	58	54	61	6	7	9
Limited English Proficient Students	27	196	12594	96	92	96	429	429	422	30	23	34	41	49	45	30	27	21	NA	NA	0
Migrant Students	14	54	611	100	93	95	443	446	439	14	17	22	36	37	39	50	44	37	NA	2	2
Economically Disadvantaged	66	487	38095	94	94	97	450	455	452	14	12	17	33	35	32	53	49	48	NA	3	3
Non-Economically Disadvantaged	31	198	41591	100	100	99	485	484	486	3	6	6	16	20	16	65	59	65	16	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	101	706	80372	100	100	99	482	475	475	4	3	4	22	30	30	71	66	64	3	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	362	39452	100	100	99	488	481	488	3	3	3	21	23	22	73	72	72	3	1	3
Male	38	344	40836	100	98	98	472	469	464	5	3	6	24	36	37	68	59	56	3	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	80	530	33608	100	100	99	479	471	462	4	4	6	23	31	36	74	65	57	NA	1	1
Asian/Pacific Islander	--	10	2098	--	100	99	--	NA	500	--	NA	2	--	NA	16	--	NA	75	--	NA	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	20	149	36213	100	99	99	493	486	489	5	3	2	20	26	22	60	68	72	15	3	3
Students with Disabilities	12	92	10526	100	93	94	386	429	427	33	13	15	50	53	53	17	33	31	NA	1	1
Students without Disabilities	89	614	69846	100	100	100	495	481	482	NA	2	3	18	26	26	79	71	69	3	1	2
Limited English Proficient Students	28	211	12747	100	99	97	452	446	432	4	7	12	50	50	52	46	44	36	NA	NA	0
Migrant Students	14	56	621	100	97	97	485	471	452	NA	4	9	21	29	40	79	68	51	NA	NA	0
Economically Disadvantaged	70	507	38521	100	98	98	474	469	461	6	4	6	21	31	38	73	64	55	NA	0	1
Non-Economically Disadvantaged	31	199	41851	100	100	100	500	491	489	NA	2	3	23	26	22	68	69	72	10	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	85	682	79306	100	94	99	505	509	504	11	9	13	20	19	20	53	51	49	16	20	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	332	38845	98	97	99	504	508	505	13	9	11	18	19	20	53	53	50	18	20	18
Male	45	350	40383	100	92	98	506	510	504	9	9	14	22	20	19	53	50	47	16	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	65	501	32673	100	94	99	499	500	487	12	10	18	22	23	25	52	52	46	14	15	10
Asian/Pacific Islander	--	14	2147	--	100	99	--	565	539	--	NA	5	--	NA	10	--	64	46	--	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	16	139	36234	94	96	99	535	536	523	NA	6	6	19	9	13	50	47	52	31	38	28
Students with Disabilities	15	59	10286	94	56	91	454	480	462	47	25	41	27	29	27	27	39	27	NA	7	5
Students without Disabilities	70	623	69020	100	100	100	516	511	510	3	8	9	19	18	18	59	53	52	20	22	21
Limited English Proficient Students	19	152	10291	100	85	96	466	466	458	26	26	38	32	37	34	42	36	26	NA	1	2
Migrant Students	11	79	630	100	93	95	495	494	478	18	11	24	27	27	27	45	51	43	9	11	6
Economically Disadvantaged	56	493	37437	98	92	97	493	501	486	13	11	19	27	22	26	50	51	46	11	16	9
Non-Economically Disadvantaged	29	189	41869	100	100	100	529	531	521	7	5	7	7	11	14	59	52	51	28	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	84	684	79000	99	94	98	482	485	489	10	8	10	24	28	24	60	57	58	7	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	333	38774	98	97	99	484	490	494	10	8	7	20	24	22	63	61	61	8	8	10
Male	44	351	40150	100	92	98	480	480	485	9	8	12	27	32	25	57	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	65	500	32508	100	94	98	476	476	472	11	9	15	26	32	33	60	55	49	3	3	3
Asian/Pacific Islander	--	14	2142	--	100	99	--	536	510	--	NA	4	--	7	14	--	57	67	--	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	15	142	36135	88	98	98	505	512	508	NA	2	4	20	15	14	60	63	67	20	19	15
Students with Disabilities	14	61	9991	88	58	88	447	457	449	36	26	33	29	31	36	36	39	29	NA	3	2
Students without Disabilities	70	623	69009	100	100	100	489	487	495	4	6	6	23	28	22	64	59	62	9	8	10
Limited English Proficient Students	19	153	10199	100	85	95	446	441	439	26	27	35	42	56	47	32	17	18	NA	NA	0
Migrant Students	11	80	629	100	94	95	472	468	457	18	16	22	27	35	41	45	44	37	9	5	1
Economically Disadvantaged	55	493	37234	96	92	97	471	476	472	13	10	15	27	32	33	58	55	50	2	4	3
Non-Economically Disadvantaged	29	191	41766	100	100	99	502	507	505	3	3	5	17	18	16	62	64	65	17	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	86	721	79611	100	100	99	502	499	496	7	6	7	30	34	37	63	60	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	346	39016	100	100	99	509	511	511	5	3	4	32	27	29	63	68	66	NA	1	1
Male	45	375	40519	100	98	98	496	487	482	9	7	10	29	41	44	62	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	65	532	32855	100	100	99	505	495	481	5	6	10	34	37	43	62	57	47	NA	0	0
Asian/Pacific Islander	--	14	2149	--	100	100	--	524	519	--	7	4	--	14	24	--	79	70	--	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	17	145	36380	100	100	99	490	511	511	12	4	4	24	27	30	65	67	65	NA	2	1
Students with Disabilities	16	97	10664	100	92	94	450	453	440	25	14	23	44	57	54	31	29	22	NA	NA	1
Students without Disabilities	70	624	68947	100	100	100	514	505	504	3	4	4	27	31	34	70	64	61	NA	1	1
Limited English Proficient Students	19	175	10362	100	98	97	470	460	438	5	14	22	68	57	57	26	29	21	NA	NA	NA
Migrant Students	11	83	636	100	98	96	497	494	467	9	10	14	36	31	47	55	58	38	NA	1	0
Economically Disadvantaged	57	530	37626	100	99	98	493	492	479	9	6	10	37	39	45	54	55	45	NA	0	0
Non-Economically Disadvantaged	29	191	41985	100	100	100	519	519	511	3	4	4	17	21	30	79	73	65	NA	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	94	712	79327	97	95	98	539	528	518	9	12	19	12	19	20	57	51	46	22	18	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	355	38961	96	96	98	541	529	520	2	10	16	11	19	20	66	53	48	20	18	16
Male	50	356	40295	98	94	97	537	527	516	14	14	21	12	19	19	50	49	44	24	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	64	506	32327	97	95	98	536	520	499	9	14	27	8	22	25	63	50	41	20	14	8
Asian/Pacific Islander	--	11	1939	--	92	99	--	515	556	--	9	6	--	27	10	--	45	47	--	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	26	168	36373	100	98	98	555	555	538	4	7	10	12	9	14	54	53	52	31	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	87	656	70006	99	100	100	543	531	524	6	10	14	13	18	19	57	52	49	24	20	18
Limited English Proficient Students	20	132	9431	100	90	95	510	485	466	15	36	53	20	29	27	60	33	18	5	3	1
Migrant Students	15	64	635	100	93	94	542	509	488	7	17	31	13	27	29	53	45	36	27	11	4
Economically Disadvantaged	52	504	37097	95	93	97	529	519	498	12	15	27	13	22	25	62	49	41	13	14	7
Non-Economically Disadvantaged	42	208	42230	100	100	99	551	550	535	5	5	11	10	12	15	52	54	50	33	29	24

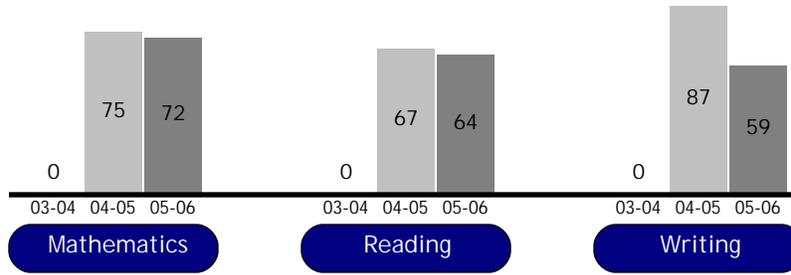
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	716	79501	97	96	98	501	496	497	7	8	10	22	26	25	70	63	60	NA	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	360	39062	98	97	99	511	501	502	2	7	8	18	27	23	80	63	64	NA	3	5
Male	49	355	40368	96	94	98	491	491	491	12	10	13	27	25	27	61	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	63	507	32389	95	95	98	497	488	478	6	9	16	27	32	34	67	58	48	NA	1	1
Asian/Pacific Islander	--	11	1936	--	92	99	--	487	519	--	18	3	--	9	14	--	73	73	--	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	27	169	36446	100	98	99	516	522	516	7	4	4	7	9	15	85	79	73	NA	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	88	658	70090	100	100	100	503	499	502	5	7	7	23	25	24	73	66	65	NA	3	5
Limited English Proficient Students	19	128	9401	95	88	94	472	453	443	16	28	40	47	52	46	37	20	14	NA	NA	0
Migrant Students	15	66	642	100	96	95	496	474	465	13	20	24	27	36	41	60	44	35	NA	NA	0
Economically Disadvantaged	52	506	37183	95	93	97	491	488	479	10	10	16	33	30	34	58	58	49	NA	2	1
Non-Economically Disadvantaged	42	210	42318	100	100	99	512	514	513	5	3	5	10	16	17	86	77	70	NA	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	97	741	80000	100	99	99	578	574	564	2	1	3	3	7	11	82	80	75	12	11	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	367	39288	98	99	99	594	587	579	2	1	2	NA	5	6	78	78	77	20	16	16
Male	52	373	40644	100	99	98	565	562	549	2	2	4	6	10	15	87	82	74	6	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	65	526	32672	98	99	99	571	569	548	3	2	4	3	8	14	83	82	76	11	9	6
Asian/Pacific Islander	--	12	1945	--	100	99	--	547	592	--	8	1	--	8	4	--	75	69	--	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	27	173	36602	100	100	99	600	592	579	NA	1	2	NA	5	7	81	76	75	19	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	88	660	70081	100	100	100	584	580	571	1	1	2	2	5	7	83	82	79	14	12	12
Limited English Proficient Students	20	141	9571	100	97	96	547	534	502	5	4	10	5	18	29	90	78	60	NA	NA	1
Migrant Students	15	66	654	100	96	97	578	561	534	NA	2	7	7	9	16	93	88	74	NA	2	3
Economically Disadvantaged	54	527	37534	98	97	98	573	569	547	2	2	4	4	8	15	87	82	76	7	8	5
Non-Economically Disadvantaged	43	214	42466	100	100	100	584	588	578	2	1	2	2	6	7	77	76	75	19	17	16

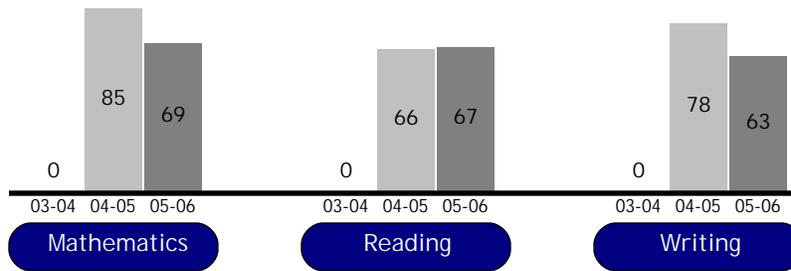
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	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	--	--	NA	58	99	43	41	47	98	50	41	46
	Language	--	--	53	50	99	48	44	47	98	56	52	48
	Mathematics	--	--	77	64	98	46	43	50	98	48	48	52
3	Reading	--	--	NA	55	99	38	38	44	98	43	41	46
	Language	--	--	62	61	99	44	41	44	98	46	41	46
	Mathematics	--	--	70	61	99	51	47	51	98	52	50	52
4	Reading	--	--	NA	56	99	42	43	48	98	46	48	52
	Language	--	--	51	52	99	39	44	49	100	46	46	52
	Mathematics	--	--	72	61	99	52	55	53	100	63	61	58
5	Reading	--	--	NA	55	99	48	45	50	99	48	52	56
	Language	--	--	48	49	99	49	48	50	100	46	48	54
	Mathematics	--	--	72	63	99	53	48	49	100	54	52	52
6	Reading	--	--	NA	56	100	53	53	51	98	59	56	56
	Language	--	--	49	48	100	49	48	47	100	56	48	50
	Mathematics	--	--	78	66	100	63	61	52	99	75	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/](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)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Curriculum Development and Review
- Ü Student Assessment Information
- Ü Parent Surveys
- Ü Student Progress

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	34.00
Other Professional Staff	2.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	2	0	0
4 to 6 years	6	1	0	0
7 to 9 years	0	4	0	0
10 or more years	7	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	34
Teachers with Emergency Certification.	5
Percent of teachers in the school with Emergency/Provisional Certification	14%
Percent of core classes not taught by Highly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Study Hall
- Ü Intervention Room
- Ü Little Gems Preschool

Extracurricular Activities

- Ü Student Sports-- 6th grade students
- Ü YMCA
- Ü Before and After School Tutorials
- Ü Peer Mediation
- Ü Student Council
- Ü Squire, Page, Knight Program
- Ü School wide Winter festival program

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü School Counseling Programs
- Ü Parenting Assistance Services
- Ü Community Intervention Services
- Ü Partnership with Yuma Co. Health Dept.
- Ü YMCA
- Ü Customer Service Training

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Entire staff is trained and implementing the Intervention process to ensure the academic growth of every student.
  
- ü All K-6 grade teachers have been trained on the DIBELS program which helps monitor students progress in reading and predicts reading success.
  
- ü Highly ranked in the county-wide T4S (Teach for Success) protocol which is assessed annually.
  
- ü All teachers are implementing the Harcourt Trophies Reading Program which is a research based program for a TOTAL reading program.

Student Activity Rates for School Year 2005-06

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

Our incident count is at 0 and we plan on keeping it that way! We believe in being proactive and taking measures to avoid possible problems. We believe in educating the whole child by involving parents and community resources to aid in the process. Our comprehensive counseling program is designed for the entire school. This development-oriented program provides the individual with essential skills and competencies, allowing the successful evolution of becoming a productive citizen.

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	Laurie Doering	(928) 373-5500
Transportation Policy	Margaret Wapler	(928) 373-3465
Community Resources	Chris Weigel	(928) 373-3428
School Nutrition Programs	Jane Johson	(928) 373-3481
Parent Organization	Amy Gill	(928) 373-5500
Student Health/Nurse	Melissa Martinez/Jill Walton	(928) 373-3514

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.

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.