

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

910 S. Ave. C, 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)

2004-05	Performing
2003-04	N/A
2002-03	N/A

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Not Met
2003-04	N/A
2002-03	N/A

School Improvement Status (b)

2004-05	Warning Year
2003-04	N/A
2002-03	N/A

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

School Overview

Principal/Administrator : Mrs. Connie Lynn Jerpseth
 Schedule : 07:45 AM to 03:45 PM
 Grades : Pre-K-3
 2005 Enrollment : 628
 Web Address : www.familyeducation.com/az/crane_eleme
 Phone Number : (928) 373-5600
 Fax Number : (928) 373-5699
 E-mail : cjerpset@crane.apsc.k12.az.us

Mission

The mission of Salida del Sol is for all staff members, students and families to work together to assure that every student is reading at grade-level with fluency and comprehension. High quality instruction combined with standards-based curriculum will provide for our success.

School / Academic Goals

- ü Improve student academic performance in reading by focusing reading instruction on the Arizona Academic Standards and emphasizing the five national elements of reading: phonemic awareness, phonics, vocabulary, comprehension and fluency.
- ü Improve students' writing skills using the Arizona State Writing Standards by emphasizing the writing process and the 6-Trait writing rubric. A wide variety of genres will be introduced and practiced.
- ü Improve student academic performance in the five strands of math by focusing on the Arizona Academic Standards. Emphasis is given to math facts and learning math skills using manipulatives.
- ü Close the learning gap of our students learning English as a second language through more intensive, small group instruction.

Enrollment

October 1, 2004 School Year Student Enrollment : 657
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 3

Instructional Programs

- ü Harcourt Brace Trophies Reading Program
- ü Six Trait Writing Instruction
- ü Excel Math
- ü Scott Foresman Math
- ü Reading Mastery
- ü Language for Learning

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

The school has a responsibility to ensure that staff provides an academic curriculum based on the Arizona Academic Standards; frequent communication with parents; a safe, caring environment in which all students can succeed; and appropriate daily homework.

Parents

The school asks that parents send children to school on time every day, rested, with homework completed; spend time each day reading, writing, talking or listening; reinforce school rules; attend conferences; set up a quiet study time.

Transportation Policy

The Crane Elementary School 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 Special Area Teacher of the Year	2004
ü Successful Elem School Selected by Bill Gates Institute	2003
ü NYREA School of Merit	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	140	663	79306	100	99	99	420	436	445	14	10	10	34	22	18	49	55	51	4	13	20
All Students (Prior Year)	--	654	75509	--	98	100	--	531	521	--	10	13	--	21	23	--	29	33	--	40	31
Female	78	340	38691	100	100	99	418	432	446	14	10	10	30	21	18	52	58	52	3	10	20
Male	61	322	40583	100	99	99	423	441	445	13	10	11	39	23	18	43	51	50	4	16	21
African American	--	11	4041	--	100	99	--	444	426	--	0	17	--	50	23	--	20	50	--	30	10
Hispanic	120	491	32869	100	99	99	418	426	429	15	13	15	34	25	25	48	55	51	3	7	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	--	10	4264	--	100	100	--	463	419	--	0	19	--	20	30	--	40	45	--	40	6
White	15	143	36197	100	100	99	434	467	463	7	3	5	36	10	11	50	57	53	7	30	31
Students with Disabilities	24	93	10321	100	100	100	377	388	389	42	30	30	42	27	27	16	31	34	0	12	9
Students without Disabilities	116	570	69060	98	98	98	429	444	454	8	7	7	32	21	17	56	58	54	4	13	22
Limited English Proficient Students	78	239	15509	100	100	100	410	411	406	16	17	20	40	32	30	44	48	45	0	3	5
Migrant Students	NC	12	118	NC	NA	NA	NC	440	419	NC	8	25	NC	17	21	NC	75	50	NC	0	3
Economically Disadvantaged	138	452	39415	100	97	96	420	427	431	14	13	15	33	25	25	50	54	50	4	8	10
Non-Economically Disadvantaged	NC	211	39966	NC	100	100	NC	455	459	NC	4	6	NC	15	12	NC	57	52	NC	24	30

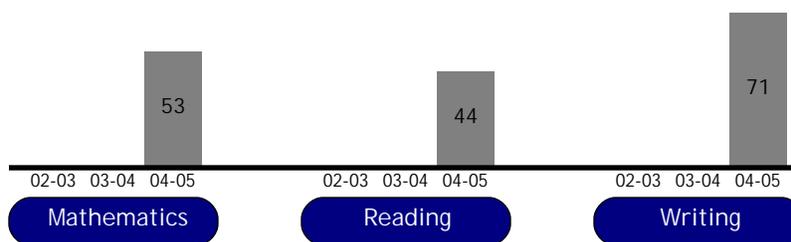
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	141	666	79395	100	0	99	419	439	446	19	10	9	37	31	25	41	50	55	3	10	11
All Students (Prior Year)	--	662	75492	--	100	100	--	518	519	--	13	12	--	15	16	--	47	47	--	25	24
Female	78	341	38743	100	0	100	423	440	451	13	8	7	41	30	24	43	55	57	3	8	12
Male	62	324	40618	100	0	99	415	439	440	28	12	11	32	32	27	38	45	53	2	11	9
African American	--	11	4052	--	0	100	--	456	434	--	10	11	--	30	29	--	30	54	--	30	6
Hispanic	121	493	32915	100	0	99	416	428	426	20	12	15	39	36	35	38	47	47	3	5	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	--	10	4271	--	0	100	--	464	420	--	0	15	--	20	42	--	60	41	--	20	2
White	15	144	36221	100	0	99	435	472	465	14	3	4	29	14	15	57	60	63	0	22	17
Students with Disabilities	25	93	10331	100	0	100	380	391	388	30	23	25	50	36	37	20	31	34	0	9	4
Students without Disabilities	116	573	69139	98	0	99	428	447	454	17	8	7	34	30	24	46	53	58	3	10	11
Limited English Proficient Students	79	240	15545	100	0	100	406	410	399	22	16	21	45	44	42	33	39	35	0	1	1
Migrant Students	NC	12	120	NC	NA	NA	NC	437	414	NC	0	20	NC	42	45	NC	58	35	NC	0	0
Economically Disadvantaged	139	453	39484	100	0	96	420	427	429	19	13	14	36	37	35	42	46	47	3	4	4
Non-Economically Disadvantaged	NC	213	39986	NC	0	100	NC	463	461	NC	4	4	NC	19	16	NC	58	63	NC	20	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	140	662	78869	100	99	99	426	444	442	6	6	6	24	16	21	70	70	63	1	7	10
All Students (Prior Year)	--	654	75053	--	98	99	--	599	597	--	9	7	--	11	12	--	70	72	--	11	9
Female	78	339	38536	100	99	99	437	450	458	2	5	4	16	12	15	83	75	67	0	8	14
Male	61	322	40302	100	99	99	411	437	428	11	7	8	35	21	26	52	64	60	2	7	7
African American	--	11	4015	--	100	99	--	495	430	--	0	8	--	10	24	--	70	61	--	20	7
Hispanic	120	491	32606	100	99	98	424	432	426	6	8	8	22	18	27	70	70	60	1	4	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	--	10	4245	--	100	100	--	453	423	--	0	9	--	20	26	--	80	61	--	0	4
White	15	142	36078	100	100	99	438	475	459	0	2	4	36	10	16	64	72	66	0	16	14
Students with Disabilities	24	93	10246	100	100	100	364	382	367	21	12	18	42	35	39	37	49	40	0	4	4
Students without Disabilities	116	569	68697	98	98	98	440	453	454	2	5	4	20	13	18	77	73	67	1	8	11
Limited English Proficient Students	78	239	15339	100	100	100	418	416	399	6	9	11	26	24	31	68	66	54	0	1	3
Migrant Students	NC	12	119	NC	NA	NA	NC	454	402	NC	0	16	NC	17	30	NC	83	53	NC	0	1
Economically Disadvantaged	138	451	39106	100	97	95	426	436	427	6	7	8	24	19	28	69	69	59	1	4	5
Non-Economically Disadvantaged	NC	211	39837	NC	100	100	NC	460	457	NC	4	4	NC	11	14	NC	72	67	NC	13	15

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



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 2004-05

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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	54	50	--	--	NA	58	97	33	41	47
	Language	--	--	41	43	--	--	53	50	97	32	44	47
	Mathematics	--	--	66	57	--	--	77	64	98	35	43	50
3	Reading	--	--	43	47	--	--	NA	55	100	28	38	44
	Language	--	--	50	54	--	--	62	61	100	30	41	44
	Mathematics	--	--	59	54	--	--	70	61	100	38	47	51

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)
- 3 Teacher(s)
- 3 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Input about instruction and curriculum
- Ü Input regarding fulfilling mission/goals
- Ü Input regarding SIP
- Ü Input pertaining to school environment

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	41.50
Other Professional Staff	1.50	Teacher Aide	16.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	0	0	0
4 to 6 years	6	2	0	0
7 to 9 years	0	2	0	0
10 or more years	4	9	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	34
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü Computer Lab for Students
- Ü Science Lab for Students
- Ü Library
- Ü Art, Music and P.E. classes

Extracurricular Activities

- Ü Homework Help/Book Exchg. Before School
- Ü After School/Intersession/Summer Program

Social Services

- Ü YRMC School-based Health Center
- Ü Adult Education through Family Literacy
- Ü Free Breakfast and Lunch Programs

School Achievements/Accomplishments 2004-05

- ü The percent of students achieving benchmark on the end of the year kindergarten 2005 DIBELS reading assessment was 80%, significantly higher compared to the fall assessment percentage of 12%.
- ü A comparison between 2004 and 2005 AIMS math scores shows an increase of 9% in third grade.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	17	12	12	17
Transfers In Rate ⁶	55	28	28	37
Stability Rate ⁷	82	87	87	82
Promotion Rate ⁸	99	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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 model and practice lifeskills of cooperation and kindness, responsibility and integrity, problem solving and common sense, and personal best and effort. We ensure that several adults are on duty and visible before, during and after school.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

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	Connie Jerpseth	(928) 373-5600
Transportation Policy	Margaret Wapler	(928) 373-3465
Community Resources	Candy Murray	(928) 373-5600
School Nutrition Programs	Jane Johnson	(928) 373-3911
Parent Organization	Sandra Pino	(928) 373-5600
Student Health/Nurse	Celina Gonzalez	(928) 373-5615

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 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.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

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

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

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