

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

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

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

School Overview

Principal/Administrator : Mrs. Connie Lynn Jerpseth
 Schedule : 07:45 AM to 03:45 PM
 Grades : Pre-K-3
 Web Address : www.familyeducation.com/az/crane_eleme
 Phone Number : (928) 373-5600
 Fax Number : (928) 373-5699
 E-mail : cjerpseth@ss.craneschools.org

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.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Not Met
2003-04	N/A

School Improvement Status (b)

2005-06	SI Year 1
2004-05	Warning Year
2003-04	N/A

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

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, 2005 School Year Student Enrollment : 639
 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 Harcourt Brace Trophies Reading Program
- ü Six Trait Writing Instruction
- ü Excel Math
- ü Scott Foresman Math
- ü Reading Mastery
- ü Language for Learning
- ü Writing Up a Storm

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	155	669	80010	97	97	99	417	439	447	21	11	10	35	24	18	40	53	53	4	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	322	38935	100	98	99	413	440	447	24	10	9	32	22	19	42	57	55	1	10	17
Male	84	346	40974	93	96	98	421	439	448	18	11	11	38	25	18	38	50	52	6	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	138	501	34545	99	97	99	415	432	432	21	12	14	36	27	24	40	54	53	3	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	12	125	35142	80	95	99	442	463	465	17	6	5	25	14	11	50	55	56	8	26	28
Students with Disabilities	14	86	10161	74	81	93	390	424	419	50	21	28	29	33	28	21	38	36	NA	8	8
Students without Disabilities	141	583	69849	100	100	100	420	441	451	18	9	7	36	23	17	42	56	56	4	13	19
Limited English Proficient Students	84	212	14013	98	95	97	406	412	413	24	20	24	43	38	34	33	41	39	NA	1	3
Migrant Students	17	57	603	89	92	96	405	423	417	29	16	22	29	32	32	41	51	42	NA	2	4
Economically Disadvantaged	152	488	39029	96	95	98	418	432	432	19	13	14	36	28	25	41	51	52	4	8	9
Non-Economically Disadvantaged	NC	181	40981	NC	100	100	NC	459	462	NC	5	6	NC	13	13	NC	61	54	NC	22	27

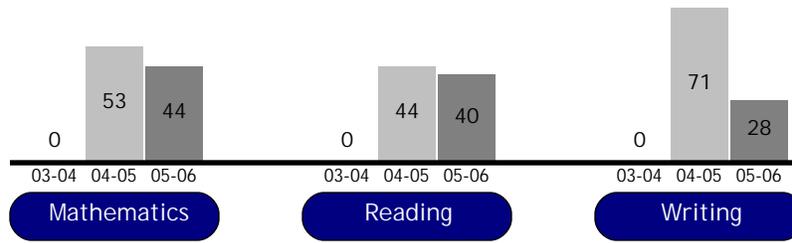
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	159	666	79438	100	97	98	422	445	451	21	10	9	38	27	24	36	54	56	4	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	322	38775	100	98	99	422	449	457	21	8	7	38	26	22	37	56	58	4	10	13
Male	88	343	40560	98	95	97	422	442	446	22	11	12	38	29	25	36	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	140	495	34297	100	96	98	419	438	434	22	12	14	39	31	31	35	52	50	4	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	14	129	34887	93	98	98	442	468	471	21	4	4	21	16	15	50	63	63	7	17	18
Students with Disabilities	18	84	9588	95	79	88	385	428	416	61	21	30	22	25	32	17	48	34	NA	6	5
Students without Disabilities	141	582	69850	100	100	100	426	448	456	16	8	7	40	28	23	39	55	59	5	9	12
Limited English Proficient Students	86	206	13856	100	92	96	401	409	407	30	22	27	49	49	43	21	29	29	NA	0	1
Migrant Students	19	58	600	100	94	96	393	420	418	47	24	22	32	33	38	21	40	39	NA	3	2
Economically Disadvantaged	156	486	38685	98	95	97	423	438	435	21	12	14	38	31	32	37	50	50	4	7	5
Non-Economically Disadvantaged	NC	180	40753	NC	100	99	NC	466	467	NC	3	5	NC	18	16	NC	64	62	NC	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	157	676	79971	99	98	99	396	424	423	14	7	8	58	39	41	27	51	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	324	38974	100	98	99	411	438	437	4	3	5	61	34	33	34	60	57	NA	3	4
Male	87	351	40895	97	98	98	383	412	410	22	10	10	55	45	47	21	43	41	2	1	2
African American	NC	16	4203	NC	100	99	NC	405	411	NC	13	11	NC	44	45	NC	44	43	NC	NA	2
Hispanic	138	505	34481	99	98	99	394	419	410	13	8	10	59	42	46	27	49	43	1	2	1
Asian/Pacific Islander	NC	15	2067	NC	100	99	NC	465	449	NC	NA	4	NC	33	28	NC	67	60	NC	NA	8
American Indian/Alaskan Native	NC	12	3995	NC	100	96	NC	398	409	NC	17	10	NC	50	47	NC	33	42	NC	NA	1
White	14	128	35150	93	97	99	400	443	437	29	5	5	43	29	35	29	62	56	NA	5	5
Students with Disabilities	18	93	10258	95	88	94	339	390	377	50	17	23	39	49	51	11	33	25	NA	NA	1
Students without Disabilities	139	583	69713	99	100	100	402	429	429	9	5	5	60	38	39	29	54	52	1	2	3
Limited English Proficient Students	85	215	13985	99	96	97	383	392	382	15	13	18	64	58	54	21	29	27	NA	NA	0
Migrant Students	19	60	608	100	97	97	356	403	389	37	15	16	47	42	50	16	43	33	NA	NA	0
Economically Disadvantaged	154	494	38994	97	96	98	397	417	409	14	8	10	58	44	47	27	47	41	1	1	1
Non-Economically Disadvantaged	NC	182	40977	NC	100	100	NC	443	437	NC	4	5	NC	27	34	NC	64	56	NC	4	5

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 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	NA	58	97	33	41	47	94	35	41	46
	Language	--	--	53	50	97	32	44	47	94	52	52	48
	Mathematics	--	--	77	64	98	35	43	50	94	37	48	52
3	Reading	--	--	NA	55	100	28	38	44	99	25	41	46
	Language	--	--	62	61	100	30	41	44	99	27	41	46
	Mathematics	--	--	70	61	100	38	47	51	96	34	50	52

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 Certification.	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

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	89	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 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 2005-06 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 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

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

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Total cost of printing: 12 Pages X .0243 Per page X 10 Copies = \$3.00

** 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.