

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Mary Elizabeth Post School

Yuma Elementary District
400 5th Street, Yuma, AZ 85364

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Principal: Mrs. J. Lynn O'Connor
Schedule: 7:30 AM to 5:00 PM
Web Address: www.yumaed.org
E-mail: loconnor@yumaed.org

Grades: 4-6
2002 Enrollment: 325
Phone: (928) 782-2561
Fax: (928) 329-0489

∨ School Overview ∨

Mission

Our Mission at Mary Elizabeth Post School is to challenge and encourage ALL LEARNERS to be responsible, productive citizens that demonstrate academic excellence. We will achieve this mission by using the most current educational research, technology, lifeskills and lifelong guidelines. We will enhance this process by including parents, families and community into our learning network.

Organization and Philosophy

- w Research Based Assessment/Instruction
- w Research Literacy Based Instruction
- w Standards Driven Planning/Instruction
- w Collaboration and Integration

Instructional Programs

- w Literacy For All Students
- w Differentiated Instruction
- w Effective Classroom Management
- w Schoolwide Title I Programming
- w On-site Special Education Resource Class
- w Fine Arts and Gifted Programs
- w Extended Day Intervention Strategies
- w Life Skills-based Behavioral Program

School/Academic Goals

- w All students will be able to read and write at or above grade level by June 2003.
- w All students will achieve at least 1.3 years' growth on the Y-DALT assessment in all areas.
- w 75% of the students in the 1st quartile will move one or two quartiles in all areas.
- w 50% of students to be at Meets or Exceeds in Reading and Writing. 35% of students to be at Meets or Exceeds in Math.

Enrollment

October 1, 2001 School Year Student Enrollment:	322
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	55

¹ For an explanation of the Achievement Profiles, please visit <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.

∨ **School Site Council** ∨

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- W Assist in Development of School Goals
- W Curriculum, Standards and Alignment
- W Community/School Relations
- W Volunteer Programs - School Based
- W Extracurricular Activities/Fund Raisers
- W School Safety Issues

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	22.50
Other Professional Staff	1.50	Teacher Aide	5.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

All staff members have the responsibility of providing a safe, nurturing, braincompatible environment that focuses on collaboration, assessment, planning, differentiated instruction and intervention. We make a positive difference in the lives of learners! We work as a team with staff, parents, community and students to meet individual needs. Students will acquire basic academic skills and higher-order thinking skills that will enable them to become productive citizens in our community and world.

Parents

Proud Post Puma Parent responsibilities are to actively participate in the learning lives of their students and act in partnership with the school to provide positive support regarding student attendance, assignments and attitudes. Interaction at, and with, the school will foster respect for the school rules, relationships and responsibilities. The support given by parents/guardians to students makes a positive difference in the lives of the learners and in the total educational community.

∨ **Transportation Policy** ∨

The Yuma School District #1 Transportation Policy provides bus service for all students who live within the school boundaries. This service is not provided for students who live less than a mile from the school. Special Education students are accommodated according to their Individual Education Program (IEP).

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/12/02
Average Daily Instruction Time:	6 hrs. 15 min.	Last Day of School:	5/30/03

Operates on Traditional Schedule

Report Card Release Dates

10/23/02	1/8/03	3/19/03	5/30/03
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Additional Calendar/Report Card Information

Deficiency notices are sent to parents in addition to phone calls by teachers and the principal. Specific contracts, general notes, and school information is sent home to enhance learning and family/community interaction. Parents are strongly encouraged to attend school with students if it is viewed as an additional element for positive student growth and development of specific positive behaviors! Parents are invited to come to the school as volunteers and attend all programs.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Auditorium to Seat 1300	W Multipurpose Building
W Library	W Discovery Club

Extracurricular Activities

W Proud Post Puma Student Council	W Extended Day Interventions/Sat. School
W Trail Blazers (Hiking)	W Choir/Band
W Current Events/Math Challenge/Writing	W Field Trips
W Homework Club	W Discovery Club

School/Community Resources

W Breakfast and Lunch Program	W Reading Is Freedom Literacy Volunteers
W Pecan Grove Clinic	W Yuma Ballet Academy
W Yuma High School Students Assistants	W ABCs of Baseball, AZ Public Service
W Arizona Western College, Staff Support	W NAU/Yuma Staff Support

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|--|--|
| <p>W Using Lifeskills we teach important lifelong learning to students. They have a sense of responsibility to our community. Our students donate food items, clothing and time to and for many community services and activities. Our students are visible!</p> | <p>W Sportsmanship is an integral part of citizenship. Our students are very much involved in the area of intermural sports. The physical education program focuses on individual goal setting.</p> |
| <p>W Mary Elizabeth Post Student Council assists in raising funds for end-of-the-year field trips. Students run a Snack Shack during lunch. This process increases skills in the area of organization, teamwork, and financial responsibility!</p> | <p>W Lunch on the Lawn Literacy Day with Yuma City Employees reading to and with students. A grand event! Students then participated in Young Author's Day in Casa Grande, AZ bringing their stories back to the school community to share. Enrichment!!</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	96.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	27.5 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	3.4 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	16.7 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.1 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.9 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Northend Reg. Spelling Bee Top Ten Participants	2002
Yuma Masonic Essay 1st place 2 4th & 2 6th gr. winners	2002
95 Participants Elks Poetry Cont. 1 & 2 place winners	2001
United Way 100% Participation Award	2001

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 5		Number Tested	MS	FFB	A	M	E
Reading	School	99	487	38%	28%	29%	4%
	State	61305	505	21%	20%	43%	15%
Writing	School	99	472	37%	31%	30%	1%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	98	457	33%	46%	10%	11%
	State	61760	494	14%	40%	12%	34%

Legend

MS	- The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
FFB	- Percent of students who Fell Far Below the standard
A	- Percent of students who Approached the standard
M	- Percent of students who Met the standard
E	- Percent of students who Exceeded the standard

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
4	Reading	92	37	53	100	27	54	85	29	54	80	30	55	72	44	55
	Language	100	34	47	100	31	49	94	31	48	95	30	50	76	40	50
	Mathematics	100	42	51	100	31	54	94	41	55	93	42	57	76	50	58
5	Reading	94	22	51	100	34	51	84	26	51	100	24	51	74	32	53
	Language	96	20	42	100	31	44	93	27	45	100	23	45	84	27	47
	Mathematics	95	28	51	100	46	54	91	33	55	100	30	57	84	42	59
6	Reading	93	25	53	100	26	54	100	34	53	96	27	54	82	34	56
	Language	100	13	41	100	15	44	100	28	44	95	18	45	90	24	47
	Mathematics	100	31	57	100	34	59	100	49	60	99	40	63	90	45	65

∨ Measure of Academic Progress ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 3-4	98	69
Grades 4-5	61	60
Grades 5-6	80	84
Grades 6-7	***	***

*Less than 10 students matched

**No information available

***Not applicable

∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our schoolwide Discipline Plan keeps discipline problems to a minimum by early intervention. Lunch detention is used as a time for reflection and dialogue with the detention teacher regarding specific behavior. The Student Handbook outlines infractions and consequences. Safety issues are addressed continuously. Lifeskills are highlighted through morning announcements with visual reminders throughout the school. Proud Post Pumas have positive If it is to be, it is up to me attitudes!

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

2

School uniforms are not required at this school.

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.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,514	\$885,271
Classroom Supplies	NDS	NDS
Administration	\$425	\$149,728
Support Services-Students	\$184	\$64,781
Other Support Services and Operations	\$615	\$216,528
Total Expenditures- All Categories 2000-2001	NDS	NDS

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Lynn O'Connor	(928) 782-2561	
Transportation Policy	Thomas Rushin	(928) 341-9076	
Community Resources	Peggy Lund	(928) 343-0800	364
School Nutrition Programs	Karen Johnson	(928) 343-0800	341
Parent Organization	Jean Lawrence	(928) 782-2561	
Student Health/Nurse	Jannet Banks	(928) 783-6636	

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.

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