

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

400 West 5th Street, Yuma, AZ 85364

Yuma 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	Performing

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

School Overview

Principal/Administrator : Mr. Jorge Zepeda
 Schedule : 07:00 AM to 03:30 PM
 Grades : 4-6
 Web Address :
 Phone Number : (928) 502-7800
 Fax Number : (928) 502-7818
 E-mail : jzepeda@yumaed.org

Mission

At Mary Elizabeth Post School, staff and families challenge and encourage ALL LEARNERS to be responsible, productive citizens. Demonstration of academic excellence and lifelong learning is paramount. 'Reading is Freedom' for ALL 'Post Students!' Each person takes the responsibility to help others. Our learning community takes pride in being caretakers of learning. Attitude is everything!

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06	SI Year 2
2004-05	SI Year 2
2003-04	Year 2

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

School / Academic Goals

- ü All students will be able to read and write at or above grade level by June 2007.
- ü All students will achieve at least six percent growth on state assessment in all areas reading, math, and writing.

Enrollment

October 1, 2005 School Year Student Enrollment : 331
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 8

Instructional Programs

- 'Literacy For All Students'
- Grade level Interventions
- Effective Classroom Management
- Schoolwide Title I Programming
- MAPS Behavior Management Program
- Leadership Program Az. National guard
- 21st Century Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/21/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

All staff members provide a safe, nurturing, environment that focuses on collaboration, assessment, planning, differentiated instruction and interventions. Students will acquire academic skills to become productive citizens of society through active engagement. Parents are kept informed regarding all aspects of school life through a school newsletter.

Parents

Parents actively participate in the learning of their students and act in partnership with the school to provide positive support regarding student attendance, assignments and attitudes. Parents are partners with us and are encouraged to be actively engaged in learning. Opportunities for interaction are provided during the school year. Volunteers are always welcomed and utilized.

Transportation Policy

The Yuma School District One Transportation Policy provides bus service for all students within the school boundaries. Students living within a mile, walk. Special Education students are accommodated according to their Individual Education Program.

School Honors

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

Award/Honor	Year
• Northend Spelling Bee Top Ten Participants & Champion!	2004
• Yuma Masonic Essay Winners	2004
• Current Events Challenge - 4th Place	2004
• Participants Elks Poetry Contest- 6 Winners	2004

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	1117	80147	97	99	99	449	466	482	21	13	11	34	21	17	35	54	49	11	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	548	39281	100	99	99	454	467	483	17	12	9	32	21	17	37	55	50	15	12	24
Male	60	569	40780	95	98	98	445	466	482	23	14	12	35	22	17	33	53	48	8	11	24
African American	NC	39	4249	NC	98	99	NC	449	464	NC	18	17	NC	31	22	NC	46	48	NC	5	13
Hispanic	90	722	33494	97	98	99	445	459	466	22	15	15	34	26	23	34	52	49	9	8	14
Asian/Pacific Islander	--	13	2103	--	100	99	--	528	515	--	8	4	--	8	8	--	31	44	--	54	45
American Indian/Alaskan Native	NC	19	4117	NC	100	96	NC	466	456	NC	16	19	NC	5	27	NC	68	46	NC	11	8
White	NC	322	36122	NC	99	99	NC	483	501	NC	9	5	NC	12	10	NC	60	50	NC	18	35
Students with Disabilities	18	114	10295	100	92	92	404	423	443	83	46	33	11	25	26	NA	25	33	6	3	8
Students without Disabilities	83	1003	69852	97	99	100	458	471	488	7	9	7	39	21	16	42	57	51	12	12	26
Limited English Proficient Students	45	278	12722	98	97	97	436	441	441	33	23	27	33	35	33	24	38	37	9	3	3
Migrant Students	14	116	622	93	96	97	432	448	454	29	17	19	43	34	30	29	46	43	NA	3	8
Economically Disadvantaged	100	765	38371	97	97	97	449	458	465	21	16	15	33	26	23	35	50	49	11	7	13
Non-Economically Disadvantaged	NC	352	41776	NC	100	100	NC	485	498	NC	6	6	NC	12	11	NC	63	49	NC	20	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	100	1116	79686	96	98	98	448	459	470	15	13	11	36	30	24	47	54	57	2	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	548	39163	100	99	99	455	463	475	10	11	9	34	26	22	54	58	60	2	4	10
Male	59	568	40438	94	98	97	444	455	465	19	14	13	37	33	25	42	51	54	2	3	7
African American	NC	38	4228	NC	95	98	NC	447	458	NC	18	15	NC	34	28	NC	45	53	NC	3	4
Hispanic	89	721	33299	96	98	98	444	450	452	16	15	17	39	35	32	44	49	47	1	1	3
Asian/Pacific Islander	--	13	2097	--	100	99	--	498	490	--	8	5	--	8	13	--	69	68	--	15	14
American Indian/Alaskan Native	NC	19	4087	NC	100	96	NC	466	446	NC	11	16	NC	21	38	NC	68	44	NC	NA	2
White	NC	323	35914	NC	99	98	NC	481	489	NC	7	5	NC	19	15	NC	66	67	NC	9	14
Students with Disabilities	17	113	9808	94	91	87	402	416	432	65	45	35	24	29	32	6	24	30	6	2	3
Students without Disabilities	83	1003	69878	97	99	100	458	464	475	5	9	8	39	30	23	55	58	61	1	4	9
Limited English Proficient Students	45	277	12594	98	97	96	427	425	422	22	27	34	56	48	45	20	24	21	2	1	0
Migrant Students	14	116	611	93	96	95	446	438	439	NA	19	22	36	44	39	64	36	37	NA	1	2
Economically Disadvantaged	99	764	38095	96	97	97	449	450	452	15	16	17	35	35	32	47	47	48	2	2	3
Non-Economically Disadvantaged	NC	352	41591	NC	100	99	NC	480	486	NC	6	6	NC	18	16	NC	70	65	NC	6	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	103	1118	80372	99	99	99	463	478	475	4	3	4	40	26	30	56	70	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	550	39452	100	99	99	485	488	488	NA	2	3	24	21	22	76	77	72	NA	1	3
Male	62	568	40836	98	98	98	449	469	464	6	5	6	50	31	37	44	64	56	NA	0	1
African American	NC	39	4264	NC	98	99	NC	454	465	NC	10	5	NC	36	35	NC	54	59	NC	NA	1
Hispanic	92	724	33608	99	98	99	460	476	462	4	3	6	41	28	36	54	69	57	NA	0	1
Asian/Pacific Islander	--	13	2098	--	100	99	--	509	500	--	8	2	--	NA	16	--	92	75	--	NA	7
American Indian/Alaskan Native	NC	19	4128	NC	100	97	NC	477	464	NC	5	4	NC	11	39	NC	84	56	NC	NA	1
White	NC	321	36213	NC	99	99	NC	486	489	NC	2	2	NC	22	22	NC	75	72	NC	1	3
Students with Disabilities	18	109	10526	100	88	94	413	420	427	11	17	15	67	49	53	22	33	31	NA	1	1
Students without Disabilities	85	1009	69846	99	100	100	474	484	482	2	2	3	34	23	26	64	74	69	NA	1	2
Limited English Proficient Students	46	276	12747	100	96	97	446	456	432	7	7	12	52	40	52	41	53	36	NA	0	0
Migrant Students	14	115	621	93	95	97	463	465	452	7	5	9	43	36	40	50	59	51	NA	NA	0
Economically Disadvantaged	102	767	38521	99	97	98	463	473	461	4	4	6	40	30	38	56	66	55	NA	0	1
Non-Economically Disadvantaged	NC	351	41851	NC	100	100	NC	489	489	NC	2	3	NC	18	22	NC	79	72	NC	1	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	96	1160	79306	99	97	99	469	488	504	27	16	13	32	24	20	41	51	49	NA	8	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	543	38845	100	96	99	472	489	505	16	14	11	40	23	20	44	55	50	NA	8	18
Male	53	615	40383	98	97	98	467	487	504	36	18	14	26	25	19	38	49	47	NA	8	19
African American	NC	36	4171	NC	90	98	NC	479	485	NC	17	20	NC	39	26	NC	33	44	NC	11	10
Hispanic	85	727	32673	99	97	99	470	480	487	29	20	18	28	26	25	42	51	46	NA	3	10
Asian/Pacific Islander	NC	16	2147	NC	100	99	NC	514	539	NC	NA	5	NC	25	10	NC	63	46	NC	13	40
American Indian/Alaskan Native	NC	14	4034	NC	100	97	NC	477	479	NC	14	22	NC	43	29	NC	29	43	NC	14	7
White	NC	367	36234	NC	98	99	NC	504	523	NC	9	6	NC	19	13	NC	54	52	NC	17	28
Students with Disabilities	NC	125	10286	NC	86	91	NC	454	462	NC	44	41	NC	29	27	NC	23	27	NC	4	5
Students without Disabilities	87	1035	69020	99	98	100	472	492	510	24	13	9	32	24	18	44	55	52	NA	9	21
Limited English Proficient Students	34	235	10291	100	95	96	445	458	458	56	40	38	29	29	34	15	30	26	NA	1	2
Migrant Students	12	110	630	92	94	95	457	469	478	50	28	24	25	29	27	25	42	43	NA	1	6
Economically Disadvantaged	96	765	37437	99	96	97	469	478	486	27	21	19	32	28	26	41	48	46	NA	3	9
Non-Economically Disadvantaged	--	395	41869	--	99	100	--	507	521	--	8	7	--	17	14	--	58	51	--	17	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	96	1170	79000	99	98	98	462	478	489	19	13	10	38	28	24	44	55	58	NA	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	549	38774	100	98	99	470	484	494	5	11	7	44	24	22	51	60	61	NA	5	10
Male	53	619	40150	98	98	98	455	474	485	30	14	12	32	31	25	38	50	55	NA	5	8
African American	NC	36	4153	NC	90	98	NC	476	476	NC	6	13	NC	36	30	NC	53	53	NC	6	4
Hispanic	85	733	32508	99	97	98	461	468	472	20	16	15	36	33	33	44	50	49	NA	1	3
Asian/Pacific Islander	NC	16	2142	NC	100	99	NC	496	510	NC	6	4	NC	19	14	NC	63	67	NC	13	16
American Indian/Alaskan Native	NC	14	4016	NC	100	96	NC	472	467	NC	7	14	NC	36	37	NC	57	46	NC	NA	2
White	NC	371	36135	NC	99	98	NC	498	508	NC	6	4	NC	17	14	NC	64	67	NC	12	15
Students with Disabilities	NC	135	9991	NC	93	88	NC	443	449	NC	41	33	NC	33	36	NC	23	29	NC	2	2
Students without Disabilities	87	1035	69009	99	98	100	464	483	495	16	9	6	38	27	22	46	59	62	NA	5	10
Limited English Proficient Students	34	241	10199	100	97	95	431	439	439	44	37	35	50	46	47	6	17	18	NA	NA	0
Migrant Students	12	111	629	92	95	95	442	455	457	33	27	22	50	38	41	17	34	37	NA	1	1
Economically Disadvantaged	96	773	37234	99	97	97	462	468	472	19	17	15	38	32	33	44	49	50	NA	2	3
Non-Economically Disadvantaged	--	397	41766	--	100	99	--	498	505	--	5	5	--	18	16	--	66	65	--	11	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	96	1173	79611	99	98	99	478	495	496	10	7	7	44	37	37	46	56	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	556	39016	100	99	99	508	513	511	NA	2	4	40	30	29	60	67	66	NA	1	1
Male	53	615	40519	98	97	98	453	480	482	19	10	10	47	43	44	34	47	46	NA	NA	0
African American	NC	38	4188	NC	95	98	NC	497	486	NC	8	9	NC	26	40	NC	66	50	NC	NA	0
Hispanic	85	734	32855	99	97	99	476	486	481	12	8	10	41	42	43	47	50	47	NA	0	0
Asian/Pacific Islander	NC	16	2149	NC	100	100	NC	526	519	NC	NA	4	NC	25	24	NC	75	70	NC	NA	2
American Indian/Alaskan Native	NC	14	3992	NC	100	96	NC	480	478	NC	14	10	NC	43	46	NC	43	44	NC	NA	0
White	NC	371	36380	NC	99	99	NC	513	511	NC	4	4	NC	29	30	NC	67	65	NC	1	1
Students with Disabilities	NC	128	10664	NC	88	94	NC	443	440	NC	18	23	NC	62	54	NC	20	22	NC	NA	1
Students without Disabilities	87	1045	68947	99	99	100	482	502	504	9	5	4	44	34	34	47	61	61	NA	0	1
Limited English Proficient Students	34	237	10362	100	96	97	436	446	438	24	19	22	53	57	57	24	24	21	NA	NA	NA
Migrant Students	12	109	636	92	93	96	457	470	467	17	12	14	50	51	47	33	37	38	NA	NA	0
Economically Disadvantaged	96	774	37626	99	97	98	478	483	479	10	9	10	44	42	45	46	49	45	NA	0	0
Non-Economically Disadvantaged	--	399	41985	--	100	100	--	518	511	--	2	4	--	26	30	--	71	65	--	1	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	114	1192	79327	98	97	98	484	494	518	35	26	19	32	28	20	29	41	46	4	5	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	593	38961	98	99	98	481	494	520	36	25	16	32	31	20	29	39	48	3	5	16
Male	55	599	40295	98	94	97	488	495	516	35	27	21	33	25	19	29	43	44	4	6	16
African American	NC	31	4247	NC	97	98	NC	502	499	NC	26	27	NC	26	24	NC	39	41	NC	10	8
Hispanic	100	804	32327	98	97	98	483	486	499	37	30	27	32	32	25	28	35	41	3	3	8
Asian/Pacific Islander	--	13	1939	--	93	99	--	538	556	--	8	6	--	15	10	--	62	47	--	15	36
American Indian/Alaskan Native	NC	21	4391	NC	100	96	NC	492	489	NC	29	32	NC	19	27	NC	52	36	NC	NA	4
White	NC	323	36373	NC	96	98	NC	512	538	NC	16	10	NC	18	14	NC	54	52	NC	11	25
Students with Disabilities	13	107	9321	93	75	87	449	458	467	69	59	54	23	21	22	8	20	21	NA	1	3
Students without Disabilities	101	1085	70006	99	99	100	489	498	524	31	23	14	34	28	19	32	43	49	4	6	18
Limited English Proficient Students	41	249	9431	100	95	95	464	461	466	46	55	53	41	29	27	12	15	18	NA	1	1
Migrant Students	15	113	635	94	96	94	474	477	488	53	42	31	20	29	29	27	27	36	NA	2	4
Economically Disadvantaged	113	788	37097	97	96	97	484	485	498	35	32	27	33	30	25	28	35	41	4	3	7
Non-Economically Disadvantaged	NC	404	42230	NC	99	99	NC	513	535	NC	15	11	NC	23	15	NC	53	50	NC	10	24

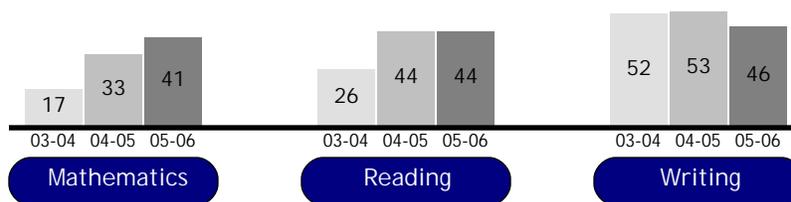
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	114	1207	79501	98	98	98	470	486	497	17	12	10	45	32	25	37	54	60	2	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	595	39062	97	99	99	472	489	502	14	9	8	45	33	23	38	55	64	3	3	5
Male	56	612	40368	100	97	98	469	483	491	20	14	13	45	32	27	36	53	57	NA	2	3
African American	NC	31	4279	NC	97	99	NC	493	485	NC	6	14	NC	39	30	NC	52	54	NC	3	2
Hispanic	100	814	32389	98	98	98	467	476	478	18	14	16	46	39	34	35	46	48	1	1	1
Asian/Pacific Islander	--	13	1936	--	93	99	--	523	519	--	8	3	--	15	14	--	77	73	--	NA	9
American Indian/Alaskan Native	NC	21	4401	NC	100	96	NC	493	473	NC	NA	17	NC	38	40	NC	62	43	NC	NA	1
White	NC	328	36446	NC	98	99	NC	510	516	NC	6	4	NC	16	15	NC	72	73	NC	6	7
Students with Disabilities	12	121	9411	86	85	88	432	452	453	50	35	36	50	36	36	NA	29	26	NA	1	1
Students without Disabilities	102	1086	70090	100	100	100	475	490	502	13	9	7	44	32	24	41	57	65	2	3	5
Limited English Proficient Students	40	253	9401	100	97	94	442	446	443	33	32	40	60	55	46	8	13	14	NA	NA	0
Migrant Students	16	115	642	100	97	95	452	460	465	25	26	24	63	44	41	13	30	35	NA	NA	0
Economically Disadvantaged	113	800	37183	97	97	97	470	474	479	17	16	16	44	39	34	37	45	49	2	1	1
Non-Economically Disadvantaged	NC	407	42318	NC	100	99	NC	509	513	NC	4	5	NC	18	17	NC	72	70	NC	6	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	114	1216	80000	98	99	99	546	561	564	5	3	3	11	8	11	82	82	75	2	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	598	39288	98	100	99	558	575	579	3	2	2	8	6	6	85	82	77	3	10	16
Male	55	618	40644	98	97	98	533	549	549	7	5	4	13	11	15	80	81	74	NA	3	7
African American	NC	31	4307	NC	97	99	NC	562	551	NC	3	4	NC	3	13	NC	84	75	NC	10	7
Hispanic	100	820	32672	98	99	99	541	555	548	6	4	4	12	9	14	81	83	76	1	4	6
Asian/Pacific Islander	--	14	1945	--	100	99	--	594	592	--	7	1	--	NA	4	--	71	69	--	21	25
American Indian/Alaskan Native	NC	21	4424	NC	100	97	NC	583	549	NC	NA	3	NC	5	14	NC	90	77	NC	5	5
White	NC	330	36602	NC	99	99	NC	575	579	NC	2	2	NC	7	7	NC	79	75	NC	11	16
Students with Disabilities	13	126	9919	93	88	93	465	498	505	23	11	9	31	29	35	46	60	54	NA	NA	2
Students without Disabilities	101	1090	70081	99	100	100	556	568	571	3	3	2	8	6	7	87	84	79	2	7	12
Limited English Proficient Students	41	257	9571	100	98	96	516	519	502	12	10	10	15	18	29	73	72	60	NA	1	1
Migrant Students	16	115	654	100	97	97	508	528	534	13	10	7	19	16	16	69	70	74	NA	4	3
Economically Disadvantaged	113	805	37534	97	98	98	546	554	547	5	4	4	11	10	15	82	82	76	2	4	5
Non-Economically Disadvantaged	NC	411	42466	NC	100	100	NC	576	578	NC	2	2	NC	5	7	NC	82	75	NC	11	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)

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?	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
4	Reading	97	40	NA	56	100	32	43	48	98	34	43	52
	Language	99	37	44	52	100	34	44	49	99	35	44	52
	Mathematics	99	38	54	61	100	37	48	53	99	39	52	58
5	Reading	97	35	NA	55	97	35	46	50	99	37	48	56
	Language	100	27	44	49	97	34	44	50	99	28	44	54
	Mathematics	100	34	55	63	97	31	42	49	99	32	43	52
6	Reading	95	40	NA	56	100	41	47	51	100	37	48	56
	Language	97	33	42	48	100	34	42	47	100	28	39	50
	Mathematics	97	50	61	66	100	39	44	52	100	34	43	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Assist in Development of School Goals
- Ü School Safety Issues
- Ü Community/School Relations
- Ü Volunteer Programs - School Based
- Ü Extracurricular Activities/Fund Raisers

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	18.50
Other Professional Staff	3.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	3	0	0	0
7 to 9 years	1	0	0	0
10 or more years	12	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	3
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	10%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Auditorium Seating for 1300
- Ü Multi-purpose Building
- Ü School Library
- Ü Yuma City Park/Swimming Pool

Extracurricular Activities

- Ü Post Puma Student Council
- Ü Turkey Trot and Fitness Day
- Ü Literacy On The Lawn
- Ü Puma Beginning Band
- Ü Puma Intermediate Band
- Ü Puma Marching Band
- Ü Student Council

Social Services

- Ü Breakfast and Lunch Program
- Ü Reading Is Freedom Literacy Volunteers
- Ü Pal Mediation Program
- Ü School Bell Clothing Program
- Ü Masonic Assistance Program
- Ü Olweus Bullying Prevention

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü 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!
- ü Post students assist Habitat for Humanity by providing thousands of cans to help garner funds to build a house. They also supported. Students are engaged and care about their school & community.
- ü Mary Elizabeth Post students took fourth in the 'Current Events Challenge' and eighth in the 'Math Challenge.' Interaction with other learners allows our students to stretch, strive and succeed.
- ü The Gila & Lower Colorado River Discovery Learning Center partnership allows classrooms to have hands-on experience with science, social studies and math in a rich historical venue. The learning was filled with real day-to-day needs.

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	93	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

Discipline is minimal due to early intervention projects and programs. Internal discipline forms are used daily. The Student Handbook outlines safety issues, infractions and consequences. Post Pumas have 'If it is to be, it is up to me!' attitudes. Parents are supportive and involved in plans for student interventions in all areas of learning. The lines of communication are 'open' and running strong at our fine, fine 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	Jorge Zepeda	(928) 502-7800
Transportation Policy	Thomas Rushin	(928) 502-4300
Community Resources	Geoffrey Dewhurst	(928) 502-4300
School Nutrition Programs	Karen Johnson	(928) 502-4430
Parent Organization	Pamela Harper	(928) 782-1557
Student Health/Nurse	Delora Delozier	(928) 783-6626

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.

Footnotes

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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