ARIZONA DEPARTMENT OF EDUCATION

Tom Horne, Superintendent of Public Instruction

Roosevelt School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

550 5th St, Yuma, AZ 85364

Yuma Elementary District

AZ LEARNS[1]

Elementary Achievement Profile (a)

2003-04	Underperforming
2002-03	Underperforming
2001-02	Maintaining

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

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

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.

School Overview

Principal/Administrator :	Ms. Karen Conde
Schedule :	7:30 AM to 3:30 PM
Grades :	K-3
2004 Enrollment :	425
Web Address :	
Phone Number :	(928) 502-8150
Fax Number :	(928) 502-8228
E-mail :	kconde@yumaed.org

Mission

Our Mission at Roosevelt is to challenge and encourage all learners to be responsible, productive citizens that demonstrate academic excellence. We achieve this by providing quality learning experiences in a nurturing environment.

School / Academic Goals

- All schools in Yuma School District #1 have a district goal that all students will be reading on grade level by the end of the 2002-03 school year.
- All students will demonstrate one year of growth in math, reading and writing as measured by Y-DALT.

Enrollment

October 1, 2003 School Year Student Enrollment : 416

Accepting New Students in 2004-05 Under Open Enrollment Law :[2] Yes

Number of Students Attending Under Open Enrollment in 2003-04 : 35

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- Gifted Classes
- Full-Day Kindergarten
- On-Site Special Education
- Reading First School

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/11/2004
Last Day of School :	6/3/2005

Shared Responsibilities

School

All staff members have the responsibility to provide a safe, nurturing and educational environment that focuses on assessment, collaboration, intervention, planning and appropriate instruction.

Parents

Parents are responsible to provide a safe, nurturing home and to participate in the educational lives of their children. Parents should also act in partnership with the school to provide support to ensure children attend school on a consistent basis.

Transportation Policy

Yuma School District One provides transportaion to students who live more than one mile from school.

School Honors

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

Award/Honor	Year

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [3]

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	105	1170	75509	100	99	100	490	508	521	29	15	13	32	30	23	23	34	33	16	21	31
All Students (Prior Year)	127	1169	75372	100	99	100	484	508	523	24	12	9	48	35	25	18	35	36	10	19	30
Female	49	548	37013	100	100	100	497	510	522	28	15	12	31	29	24	22	32	33	19	23	31
Male	56	622	38430	100	99	99	486	506	521	29	15	14	32	30	22	24	35	33	15	20	31
African American	NC	43	3660	NC	100	99	NC	515	496	NC	12	24	NC	36	31	NC	24	28	NC	29	18
Hispanic	95	740	30486	100	100	99	489	498	505	29	18	18	35	35	29	22	32	32	14	15	21
Asian/Pacific Islander	NC	15	1780	NC	94	98	NC	537	549	NC	15	5	NC	8	13	NC	31	33	NC	46	50
American Indian/Alaskan Native	--	13	4075	--	100	100	--	500	486	--	31	28	--	31	34	--	8	26	--	31	12
White	NC	359	35192	NC	98	99	NC	521	534	NC	11	8	NC	22	19	NC	39	35	NC	28	39
Students with Disabilities	11	113	9708	100	100	100	490	496	489	40	24	32	40	30	27	0	28	24	20	19	17
Students without Disabilities	94	1057	65801	98	99	98	490	509	525	28	15	11	31	30	23	25	34	34	16	22	33
Limited English Proficient Students	62	393	16928	100	99	100	497	490	485	20	21	29	40	39	33	20	29	26	20	10	12
Migrant Students	11	102	750				469	494	499	33	26	21	67	38	29	0	9	30	0	26	20
Economically Disadvantaged	74	692	36411				497	498	503	21	18	19	35	35	29	29	32	32	15	15	20
Non-Economically Disadvantaged	31	478	39040				473	520	534	48	12	8	24	23	19	10	36	34	19	28	39

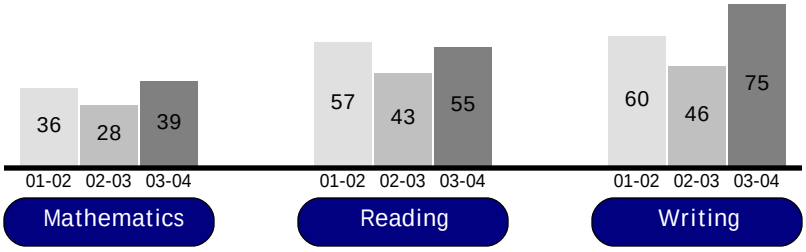
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	1166	75492	100	99	100	502	509	519	20	14	12	25	25	16	49	46	47	6	15	24
All Students (Prior Year)	127	1166	75221	100	99	100	496	511	523	22	12	8	35	24	16	40	52	56	3	12	21
Female	48	542	37014	98	99	100	507	513	523	13	12	10	23	22	15	57	50	48	7	17	27
Male	56	624	38400	100	99	99	498	505	516	26	17	14	26	27	17	44	43	47	5	13	21
African American	NC	42	3665	NC	100	99	NC	517	505	NC	10	20	NC	24	22	NC	46	43	NC	20	14
Hispanic	94	736	30438	100	99	99	501	500	508	19	18	17	29	32	21	46	43	47	7	7	15
Asian/Pacific Islander	NC	13	1773	NC	81	98	NC	531	534	NC	9	4	NC	9	10	NC	45	50	NC	36	36
American Indian/Alaskan Native	--	13	4081	--	100	100	--	518	498	--	23	25	--	23	26	--	23	40	--	31	8
White	NC	361	35177	NC	99	99	NC	521	528	NC	9	8	NC	15	13	NC	51	49	NC	24	31
Students with Disabilities	11	110	9707	100	100	100	502	494	495	50	26	33	0	22	21	50	43	33	0	9	13
Students without Disabilities	93	1056	65785	97	99	98	502	510	522	19	14	10	25	25	16	49	46	49	6	15	26
Limited English Proficient Students	62	390	16905	100	99	100	504	492	489	14	22	34	28	39	28	52	36	32	7	3	6
Migrant Students	11	111	763				488	490	499	33	30	21	0	35	30	67	28	40	0	8	8
Economically Disadvantaged	73	677	36302				507	503	507	13	17	18	27	30	21	54	43	46	6	10	14
Non-Economically Disadvantaged	31	489	39164				491	516	528	38	11	8	19	19	13	38	49	48	5	21	31

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	104	1163	75053	100	99	99	560	556	597	6	10	7	20	17	12	69	70	72	6	3	9
All Students (Prior Year)	125	1151	73654	100	97	99	502	515	530	25	16	9	29	19	13	43	62	70	3	3	7
Female	49	544	36872	100	100	99	588	582	621	3	5	5	16	13	9	72	77	74	9	5	12
Male	55	619	38109	100	98	99	536	534	573	8	15	10	23	20	14	67	63	69	3	2	6
African American	NC	43	3636	NC	100	99	NC	568	568	NC	12	12	NC	12	16	NC	67	67	NC	10	6
Hispanic	94	736	30235	100	99	98	558	547	575	7	11	9	18	20	14	70	65	70	5	4	6
Asian/Pacific Islander	NC	13	1768	NC	81	98	NC	620	651	NC	9	3	NC	0	5	NC	82	72	NC	9	19
American Indian/Alaskan Native	--	13	4044	--	100	99	--	542	550	--	15	13	--	31	17	--	46	66	--	8	4
White	NC	357	35028	NC	98	99	NC	568	613	NC	9	6	NC	12	10	NC	76	73	NC	2	11
Students with Disabilities	11	110	9625	100	100	100	500	500	530	0	29	21	25	13	21	75	56	55	0	2	4
Students without Disabilities	93	1053	65428	97	98	98	563	559	604	6	9	6	19	17	11	69	70	73	6	4	10
Limited English Proficient Students	61	389	16765	98	98	100	577	535	525	7	12	17	7	22	20	79	63	60	7	3	2
Migrant Students	11	111	752				613	544	562	0	13	9	0	15	18	67	70	68	33	3	5
Economically Disadvantaged	74	675	36077				569	547	566	2	10	10	20	22	16	71	65	69	8	3	5
Non-Economically Disadvantaged	30	488	38950				535	567	618	15	10	5	20	11	9	65	75	73	0	3	12

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 2003-04

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

		2001-2002				2002-2003				2003-2004			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	36	35	44	96	45	45	50	84	34	NA	58
	Language	100	26	29	39	96	34	36	43	94	26	41	50
	Mathematics	100	51	51	52	98	60	57	57	93	36	60	64
3	Reading	100	22	36	43	98	29	37	47	100	34	NA	55
	Language	100	30	45	50	98	34	43	54	100	38	48	61
	Mathematics	100	34	47	50	97	30	49	54	100	36	54	61

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	Council Duties
1 School Administrator(s)	ü School Safety Issues
1 Non-certified Employee(s)	ü Parent/School Relationships
4 Teacher(s)	ü Assessment of School Needs
3 Parent(s)	
1 Community Member(s)	
0 Student(s)	

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	27.00
Other Professional Staff	4.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	23
Core academic classes taught by Highly Qualified (NCLB) teachers.	63
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- ü Library
- ü Computers in All Classrooms

Extracurricular Activities

- ü Field Trips
- ü Student of the Month

Social Services

- ü United Way Programs
- ü Crossroads Mission
- ü Parent/Teacher Organization

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- Third grade students surpassed the expected growth of one year in math and reading as measured by Y-DALT.

- A significant number of kindergarten students achieved significant growth as measured by the districts initial and end of the year assessments.

Student Activity Rates for School Year 2003-04

		Arizona		
	% School	% K-6	% 7-8	% 9-12
Attendance Rate [4]	94	95	93	95
Transfers Out [5]	0	21	20	24
Transfers In[6](Within District)	5	2	2	2
Transfers In[7] (Out of District)	0	10	9	9
Promotion Rate [8]	99	98	98	94
Retention Rate [9]	0	1	1	5
Dropout Rate [10]	--	NA		3
Status Unknown [11]	--			2
Graduation Rate [12]	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	29	23

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 2003-04. 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 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

School Safety

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

All staff members are charged with the responsiblity of providing and promoting a safe and orderly climate. By early intervention and the use of school and classroom discipline plans, problems are keep to a minimum.

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) : 0

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.

Contacts

	Name	Phone Number
School Site Council	Karen Conde	(928) 502-8150
Transportation Policy	Tom Dyson	(928) 783-1010
Community Resources	Courtney Starkey	(928) 502-8155
School Nutrition Programs	Karen Johnson	(928) 502-4311
Parent Organization	Karen Conde	(928) 502-8150
Student Health/Nurse	Nancy Terry	(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."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled 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. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 425 Copies = $162.00

** 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.