



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

550 5th St, 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)

2004-05	Performing Plus
2003-04	Underperforming
2002-03	Underperforming

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

School Overview

Principal/Administrator : Ms. Karen Conde
 Schedule : 07:30 AM to 03:30 PM
 Grades : K-3
 2005 Enrollment : 366
 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.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Not Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

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

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

School / Academic Goals

- ü 80% of Students will Benchmark in DIBELS by May 2006.
- ü All students will demonstrate one year of growth in math, reading and writing as measured by Terra Nova and AIMS/DPA.
- ü All Roosevelt Students will reach 28 of the 36 points in the District Writing Assesment for 2006.

Enrollment

October 1, 2004 School Year Student Enrollment : 416
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 30

Instructional Programs

- Ü Gifted Classes
- Ü Full-Day Kindergarten
- Ü On-Site Special Education
- Ü Reading First School
- Ü 21st Century Grant

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	9/6/2005
Last Day of School :	6/15/2006

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
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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	107	1151	79306	96	99	99	420	429	445	20	14	10	27	23	18	52	54	51	1	9	20
All Students (Prior Year)	105	1170	75509	100	99	100	490	508	521	29	15	13	32	30	23	23	34	33	16	21	31
Female	51	579	38691	96	99	99	421	432	446	22	13	10	20	24	18	56	56	52	2	8	20
Male	56	572	40583	97	99	99	418	427	445	19	14	11	33	23	18	48	52	50	0	10	21
African American	NC	41	4041	NC	100	99	NC	434	426	NC	7	17	NC	33	23	NC	57	50	NC	3	10
Hispanic	94	743	32869	97	99	99	417	420	429	23	17	15	26	29	25	49	49	51	1	4	10
Asian/Pacific Islander	NC	15	1935	NC	100	99	NC	434	474	NC	15	3	NC	8	9	NC	38	48	NC	38	40
American Indian/Alaskan Native	NC	15	4264	NC	88	100	NC	444	419	NC	7	19	NC	14	30	NC	71	45	NC	7	6
White	NC	337	36197	NC	99	99	NC	450	463	NC	6	5	NC	11	11	NC	64	53	NC	19	31
Students with Disabilities	14	122	10321	100	100	100	393	366	389	57	41	30	29	25	27	14	29	34	0	5	9
Students without Disabilities	93	1029	69060	95	98	98	424	437	454	14	10	7	27	23	17	58	57	54	1	10	22
Limited English Proficient Students	47	320	15509	98	100	100	415	404	406	29	23	20	23	33	30	47	43	45	2	2	5
Migrant Students	21	23	118	NA	NA	NA	403	405	419	43	39	25	29	30	21	24	26	50	5	4	3
Economically Disadvantaged	106	822	39415	96	97	96	420	425	431	20	17	15	27	28	25	52	50	50	1	5	10
Non-Economically Disadvantaged	--	329	39966	--	100	100	--	441	459	--	6	6	--	10	12	--	64	52	--	19	30

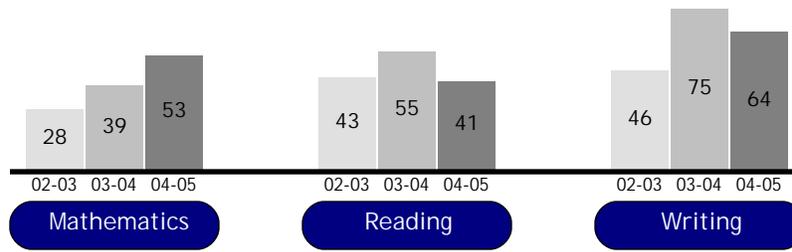
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	1156	79395	98	0	99	422	434	446	11	11	9	48	31	25	39	53	55	2	6	11
All Students (Prior Year)	104	1166	75492	100	99	100	502	509	519	20	14	12	25	25	16	49	46	47	6	15	24
Female	52	581	38743	98	0	100	423	440	451	14	9	7	40	31	24	45	54	57	0	6	12
Male	57	575	40618	98	0	99	422	428	440	8	13	11	55	31	27	34	52	53	4	5	9
African American	NC	41	4052	NC	0	100	NC	436	434	NC	7	11	NC	33	29	NC	53	54	NC	7	6
Hispanic	95	745	32915	98	0	99	419	422	426	12	15	15	49	37	35	39	46	47	0	2	4
Asian/Pacific Islander	NC	15	1936	NC	0	99	NC	429	468	NC	15	3	NC	8	14	NC	69	63	NC	8	19
American Indian/Alaskan Native	NC	17	4271	NC	0	100	NC	450	420	NC	0	15	NC	25	42	NC	75	41	NC	0	2
White	NC	338	36221	NC	0	99	NC	459	465	NC	3	4	NC	17	15	NC	66	63	NC	14	17
Students with Disabilities	14	123	10331	100	0	100	382	364	388	57	33	25	29	36	37	14	31	34	0	0	4
Students without Disabilities	95	1033	69139	97	0	99	429	443	454	2	8	7	52	30	24	43	56	58	2	7	11
Limited English Proficient Students	47	321	15545	98	0	100	415	403	399	15	20	21	50	43	42	35	37	35	0	1	1
Migrant Students	21	24	120	NA	NA	NA	409	409	414	19	21	20	52	50	45	29	29	35	0	0	0
Economically Disadvantaged	108	827	39484	98	0	96	422	428	429	11	14	14	48	37	35	39	48	47	2	2	4
Non-Economically Disadvantaged	--	329	39986	--	0	100	--	450	461	--	4	4	--	15	16	--	67	63	--	15	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	108	1151	78869	97	99	99	429	422	442	7	9	6	28	28	21	58	57	63	6	6	10
All Students (Prior Year)	104	1163	75053	100	99	99	560	556	597	6	10	7	20	17	12	69	70	72	6	3	9
Female	51	579	38536	96	99	99	439	436	458	7	7	4	17	23	15	67	62	67	10	8	14
Male	57	572	40302	98	99	99	421	409	428	8	10	8	38	32	26	51	53	60	4	5	7
African American	NC	41	4015	NC	100	99	NC	424	430	NC	7	8	NC	43	24	NC	40	61	NC	10	7
Hispanic	94	741	32606	97	99	98	427	413	426	9	10	8	28	32	27	57	55	60	6	3	5
Asian/Pacific Islander	NC	15	1925	NC	100	99	NC	432	471	NC	8	3	NC	15	11	NC	62	64	NC	15	22
American Indian/Alaskan Native	NC	17	4245	NC	100	100	NC	421	423	NC	13	9	NC	13	26	NC	75	61	NC	0	4
White	NC	337	36078	NC	99	99	NC	442	459	NC	6	4	NC	18	16	NC	63	66	NC	12	14
Students with Disabilities	14	123	10246	100	100	100	398	341	367	7	21	18	50	42	39	36	34	40	7	3	4
Students without Disabilities	94	1028	68697	96	98	98	434	432	454	7	7	4	25	26	18	62	60	67	6	7	11
Limited English Proficient Students	46	318	15339	96	100	100	419	396	399	10	12	11	29	35	31	58	52	54	3	1	3
Migrant Students	20	23	119	NA	NA	NA	423	414	402	5	9	16	30	30	30	65	61	53	0	0	1
Economically Disadvantaged	107	823	39106	97	97	95	429	417	427	7	10	8	28	32	28	58	54	59	6	4	5
Non-Economically Disadvantaged	--	328	39837	--	100	100	--	436	457	--	6	4	--	16	14	--	65	67	--	12	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	45	45	50	84	34	NA	58	99	35	43	47
	Language	96	34	36	43	94	26	41	50	99	40	45	47
	Mathematics	98	60	57	57	93	36	60	64	100	28	43	50
3	Reading	98	29	37	47	100	34	NA	55	98	29	39	44
	Language	98	34	43	54	100	38	48	61	98	29	40	44
	Mathematics	97	30	49	54	100	36	54	61	96	37	44	51

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

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

School Site Council

Council Composition

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

Council Duties

- Ü School Safety Issues
- Ü Parent/School Relationships
- Ü Assessment of School Needs
- Ü School Improvement Plan

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	25.00
Other Professional Staff	4.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	21
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	4%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Computers in All Classrooms

Extracurricular Activities

- Ü Field Trips
- Ü Student of the Month
- Ü Extended Day
- Ü Readers Are Leaders
- Ü Benchmark Celebrations

Social Services

- Ü United Way Programs
- Ü Crossroads Mission
- Ü Parent/Teacher Organization
- Ü PATHS
- Ü Olweus Bullying Prevention
- Ü Safe and Health School Grant

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü 70% of Kindergarten Benchmarked in the DIBELS Spring Assessment.

- ü 65% of Third Grade Passed the AIMS/DPS Writing.

- ü Second Grade had a 50% improvement in Language Scores on the Stanford-TerraNovae from Spring 2004 to Spring 2005.

- ü First Grade DIBELS scores improved by 50% from 2004 to 2005.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	15	12	12	17
Transfers In Rate ⁶	41	28	28	37
Stability Rate ⁷	84	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	2	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

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

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

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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Karen Conde	(928) 502-8150
Transportation Policy	Bob Lawson	(928) 580-1080
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		(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.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

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

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

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

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

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

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

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

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

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

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