



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2245 S. Arizona Ave, 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)

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

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

School Overview

Principal/Administrator : Mr. Rusty Tyndall
 Schedule : 7:30 AM to 3:30 PM
 Grades : 6-8
 2004 Enrollment : 686
 Web Address : www.gilavista.org
 Phone Number : (928) 782-5174
 Fax Number : (928) 782-1483
 E-mail : rtyndall@yumaed.org

Mission

Our mission is to provide outstanding instruction, promote positive social interaction, and produce exemplary students through a cooperative partnership between parents, students and the staff. Our progress toward these goals is embodied in our motto, 'You Just Can't Hide That Gila Monster Pride.'

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Not Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	Corrective Action
2002-03	Year 2
2001-02	N/A

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

School / Academic Goals

- Ü Gila Vista will establish quality educational programs that are congruent with the Arizona Academic Standards.
- Ü Students will demonstrate quality work in reading, writing and mathematics that will place them on or above grade level by the end of the eighth grade.

Enrollment

October 1, 2003 School Year Student Enrollment : 662
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 70

Instructional Programs

- ü Advanced Placement Classes
- ü SRA Corrective Reading Program
- ü Two Period Literacy Block
- ü Band, Orchestra and Choir Offerings
- ü Elective Classes by Semester
- ü On-Site Special Education
- ü After-School Program

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/11/2004
Last Day of School :	6/2/2005

Shared Responsibilities

School

We provide a quality education in a safe environment. Students are given a daily planner to assist in organization. Frequent parental contact and team conferencing encompass positive events, as well as educational or discipline process issues.

Parents

We expect parents to communicate family needs to the school, support and participate in the educational program, insist on attendance and set high expectations for their children. We encourage parent-teacher communication through various methods.

Transportation Policy

Busing is provided for attendance area students living one mile or more from school. Students with IEPs receive district transportation, if specified. Busing is also provided for students who participate in the After-School program.

School Honors

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

Award/Honor	Year
ü Boys Track Champions, Fiesta Bowl Cheer Champions	2004
ü Boys and Girls Softball, Girls Volleyball Champions	2003
ü Odyssey of the Mind - 3rd Place in the State	2003
ü Girls Softball, Boys Basketball, Cheer Champions	2002

8th 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	290	1183	75001	96	99	99	447	445	468	56	57	37	29	31	36	10	9	16	5	4	10
All Students (Prior Year)	269	1100	71167	99	98	99	445	444	463	56	53	38	35	39	41	8	6	14	1	2	7
Female	152	567	36846	96	99	99	450	445	468	52	55	36	33	35	38	10	8	16	5	3	10
Male	138	616	37974	97	99	99	443	444	467	60	59	39	24	28	34	10	9	16	6	4	11
African American	NC	33	3720	NC	89	98	NC	429	446	NC	72	53	NC	25	33	NC	3	9	NC	0	4
Hispanic	196	800	26675	97	99	98	440	438	448	61	63	52	26	29	34	9	6	10	4	2	4
Asian/Pacific Islander	NC	14	1575	NC	100	99	NC	491	504	NC	25	18	NC	25	33	NC	33	20	NC	17	29
American Indian/Alaskan Native	--	NC	4731	--	NC	98	--	NC	438	--	NC	61	--	NC	30	--	NC	7	--	NC	2
White	78	321	37785	96	98	99	463	458	482	41	44	25	37	36	39	12	13	21	9	7	15
Students with Disabilities	44	130	8802	98	97	100	418	413	418	81	84	79	12	12	16	4	2	3	4	1	1
Students without Disabilities	246	1053	66199	96	99	99	450	447	472	53	54	34	31	33	38	11	9	17	6	4	11
Limited English Proficient Students	87	413	11710	95	96	100	421	422	429	74	78	70	22	20	25	4	2	4	0	1	1
Migrant Students	32	125	709				431	430	442	67	73	57	20	23	34	13	3	7	0	2	2
Economically Disadvantaged	182	616	29814				440	439	448	64	63	53	20	28	33	11	6	10	4	3	4
Non-Economically Disadvantaged	108	567	45170				456	450	479	44	51	28	40	34	38	9	11	20	7	4	14

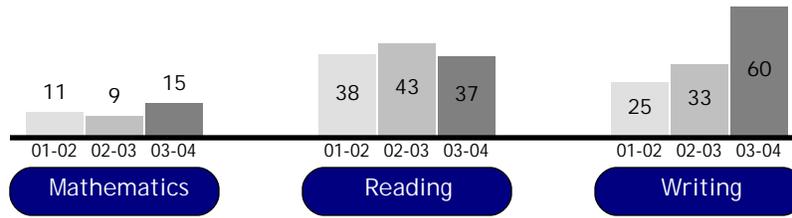
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	294	1188	74918	98	99	99	486	483	497	41	42	32	22	20	19	27	31	35	10	7	15
All Students (Prior Year)	269	1100	71100	99	98	99	492	487	502	33	34	25	24	25	21	33	34	40	10	7	15
Female	153	568	36805	97	99	99	488	486	501	38	40	28	24	22	19	29	31	37	10	7	16
Male	141	620	37936	99	100	99	483	481	493	44	44	35	20	18	18	26	31	33	10	7	14
African American	NC	34	3719	NC	92	98	NC	470	481	NC	50	43	NC	28	21	NC	22	29	NC	0	7
Hispanic	198	802	26645	98	100	98	476	473	478	47	50	46	23	21	20	24	25	27	5	3	6
Asian/Pacific Islander	NC	14	1571	NC	100	99	NC	517	521	NC	17	18	NC	17	15	NC	33	38	NC	33	30
American Indian/Alaskan Native	NC	NC	4729	NC	NC	98	NC	NC	468	NC	NC	57	NC	NC	19	NC	NC	19	NC	NC	4
White	78	322	37773	96	98	99	507	503	511	26	26	20	21	18	18	34	42	41	19	14	21
Students with Disabilities	44	130	8801	98	97	100	463	448	448	63	76	75	31	13	13	0	10	10	6	1	2
Students without Disabilities	250	1058	66117	98	100	99	487	486	501	39	39	28	21	21	19	29	32	37	10	7	16
Limited English Proficient Students	87	413	11706	95	96	100	456	456	454	67	70	71	24	20	16	9	9	12	0	0	1
Migrant Students	32	125	706				471	459	467	60	65	55	20	15	22	13	18	20	7	2	4
Economically Disadvantaged	183	616	29785				474	474	477	53	51	47	20	21	20	18	23	26	8	5	6
Non-Economically Disadvantaged	111	572	45115				500	492	508	25	34	23	24	19	18	39	37	39	12	9	20

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	291	1175	74503	97	98	99	493	478	491	7	8	9	33	40	32	54	49	51	6	3	8
All Students (Prior Year)	253	1032	69001	93	92	96	482	477	490	22	27	17	45	43	37	33	30	45	0	0	1
Female	153	565	36686	97	99	99	501	486	506	5	4	5	28	38	29	59	55	57	8	3	9
Male	138	610	37644	97	98	98	485	470	476	10	11	13	39	43	36	48	44	45	3	3	6
African American	NC	33	3677	NC	89	97	NC	462	475	NC	10	12	NC	42	36	NC	48	46	NC	0	5
Hispanic	198	795	26500	98	99	97	483	467	467	9	9	13	34	43	39	54	46	44	3	2	4
Asian/Pacific Islander	NC	13	1566	NC	100	99	NC	533	537	NC	0	5	NC	33	23	NC	58	55	NC	8	18
American Indian/Alaskan Native	NC	NC	4695	NC	NC	97	NC	NC	464	NC	NC	14	NC	NC	39	NC	NC	44	NC	NC	3
White	77	318	37606	95	97	99	522	500	508	3	4	6	30	34	28	56	57	56	11	5	10
Students with Disabilities	41	124	8662	91	93	100	419	419	409	13	23	37	81	64	42	6	13	20	0	0	1
Students without Disabilities	250	1051	65841	98	99	98	499	482	499	7	7	7	30	38	32	57	52	53	6	3	8
Limited English Proficient Students	85	405	11608	92	94	100	443	443	430	17	14	23	46	53	47	37	32	28	0	1	1
Migrant Students	33	123	701				455	440	449	7	19	17	53	48	43	40	33	38	0	0	1
Economically Disadvantaged	181	609	29587				473	466	465	10	9	14	39	44	40	48	45	43	2	2	4
Non-Economically Disadvantaged	110	566	44898				519	489	507	4	6	7	26	37	28	60	53	55	10	4	10

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)

8th 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. 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?	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 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

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	--	--	42	49	--	--	45	53	82	50	NA	56
	Language	--	--	34	42	--	--	40	45	89	43	42	48
	Mathematics	--	--	54	58	--	--	57	62	88	65	61	66
7	Reading	100	32	37	48	97	43	42	51	93	48	NA	54
	Language	100	39	39	51	100	45	45	54	97	57	55	58
	Mathematics	100	38	41	54	100	47	47	58	98	46	48	62
8	Reading	100	35	39	49	99	44	43	53	98	44	NA	55
	Language	100	26	33	46	100	38	37	49	98	39	39	52
	Mathematics	100	37	41	54	100	46	47	58	98	46	45	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

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

Council Duties

- Ü Budget
- Ü Communication Issues
- Ü Curriculum Support
- Ü Extracurricular Activities
- Ü School Safety Issues
- Ü School Climate

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	41.00
Other Professional Staff	3.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	0	0
4 to 6 years	8	1	0	0
7 to 9 years	1	1	0	0
10 or more years	7	13	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 26
 Core academic classes taught by Highly Qualified (NCLB) teachers. 160
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Cafetorium
- Ü Library/Media Center
- Ü Computer Lab
- Ü Gymnasium

Extracurricular Activities

- Ü Athletics/Intramurals
- Ü Odyssey of the Mind
- Ü National Junior Honor Society
- Ü After-School Program
- Ü Clubs
- Ü After School Program

Social Services

- Ü Breakfast/Lunch Programs
- Ü Peer Mediation
- Ü Recreational Activities
- Ü Community Use of All Facilities

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Forty-eight percent of our students made honor roll with a 3.0 or better GPA each of the four quarters for the 2003-04 school year.
- ü Ten percent of our students had perfect attendance for the 2003-04 school year. The overall attendance rate was ninety-six percent for the entire school year.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	97	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	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 5-6	81	75
Grades 6-7	65	38
Grades 7-8	73	71

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

A Crisis Management plan provides procedures in crisis situations and gives directives regarding actions to be taken. A School Resource Officer and a Probation Officer promote safety; provide law-related education; and assist with security issues.

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) :

12

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	Rusty Tyndall	(928) 782-5174
Transportation Policy	Tom Dyson	(928) 502-4774
Community Resources	Rusty Tyndall	(928) 782-5174
School Nutrition Programs	Karen Johnson	(928) 782-6581
Parent Organization	Nathan Portman	(928) 782-5174
Student Health/Nurse	Linda Winters	(928) 782-5174

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.

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.

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 0 Copies = \$0.00

** 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.