



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2250 8th Avenue, 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 Maintaining

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

School Overview

Principal/Administrator : Mr. Alan Sullivan
Schedule : 7:30 AM to 3:30 PM
Grades : 6-8
2004 Enrollment : 763
Web Address :
Phone Number : (928) 782-6546
Fax Number : (928) 782-4596
E-mail : asullivan@yumaed.org

Mission

An interdisciplinary teamed middle school atmosphere for students to achieve their emotional and academic potential is provided. Daily homeroom, electives, intramurals, clubs, incentive and recognition programs encourage personal discovery/growth.

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.

School / Academic Goals

- ü Reading and writing will be taught across the curriculum. Students will demonstrate quality work that will show expected growth in learning with emphasis on raising reading levels and math skills.
- ü Quality work will be measured through school generated rubrics, portfolios, pre and post tests, performances by either demonstration or exhibition, as well as on the AIMS and Stanford 9 tests.

Enrollment

October 1, 2003 School Year Student Enrollment : 781
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 50

Instructional Programs

- ü Advanced Placement English/Math
- ü High School Honors Algebra
- ü Corrective Reading Classes (SRA)
- ü Law-related Education
- ü Extended Day Instruction

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 :	6/3/2005

Shared Responsibilities

School

We provide a quality education in a safe learning environment for all students. Team/teacher conferences with parents encompass positive events & academic progress. Mid-term progress reports & standards based report cards are provided to parents.

Parents

Parents should communicate family needs to school, support and participate in the educational program, insist on attendance, and set high expectations for their children. A variety of parent opportunities for involvement are available and encouraged.

Transportation Policy

Busing is provided for attendance-area for students one mile or more from school. Students with IEPs requiring transportation receive appropriate services. Parents of non-attendance area students provide transportation to/from school for their child.

School Honors

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

Award/Honor	Year
ü State Odyssey of the Mind Teams	2004
ü State Cheerleading Champions	2004
ü Yuma county Current Events Challenge Champions	2004
ü Athletic Conference Champions 1997-2003	2003

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	284	1183	75001	100	99	99	459	445	468	41	57	37	40	31	36	13	9	16	5	4	10
All Students (Prior Year)	251	1100	71167	98	98	99	456	444	463	40	53	38	48	39	41	9	6	14	3	2	7
Female	126	567	36846	100	99	99	458	445	468	40	55	36	46	35	38	11	8	16	3	3	10
Male	158	616	37974	100	99	99	461	444	467	43	59	39	35	28	34	15	9	16	7	4	11
African American	12	33	3720	100	89	98	438	429	446	58	72	53	42	25	33	0	3	9	0	0	4
Hispanic	183	800	26675	100	99	98	453	438	448	47	63	52	40	29	34	10	6	10	3	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	NC	4731	NC	NC	98	NC	NC	438	NC	NC	61	NC	NC	30	NC	NC	7	NC	NC	2
White	81	321	37785	100	98	99	474	458	482	30	44	25	39	36	39	21	13	21	10	7	15
Students with Disabilities	31	130	8802	100	97	100	420	413	418	78	84	79	22	12	16	0	2	3	0	1	1
Students without Disabilities	253	1053	66199	100	99	99	462	447	472	39	54	34	41	33	38	14	9	17	6	4	11
Limited English Proficient Students	66	413	11710	97	96	100	439	422	429	64	78	70	30	20	25	2	2	4	4	1	1
Migrant Students	NC	125	709				NC	430	442	NC	73	57	NC	23	34	NC	3	7	NC	2	2
Economically Disadvantaged	143	616	29814				456	439	448	46	63	53	40	28	33	7	6	10	6	3	4
Non-Economically Disadvantaged	141	567	45170				463	450	479	37	51	28	39	34	38	19	11	20	5	4	14

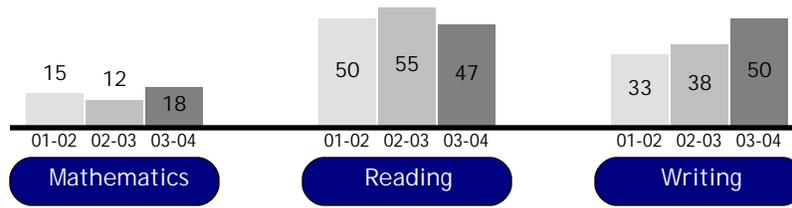
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	284	1188	74918	100	99	99	493	483	497	29	42	32	24	20	19	40	31	35	7	7	15
All Students (Prior Year)	251	1100	71100	98	98	99	501	487	502	20	34	25	24	25	21	44	34	40	11	7	15
Female	126	568	36805	100	99	99	491	486	501	31	40	28	25	22	19	38	31	37	6	7	16
Male	158	620	37936	100	100	99	494	481	493	28	44	35	23	18	18	41	31	33	8	7	14
African American	12	34	3719	100	92	98	482	470	481	42	50	43	25	28	21	33	22	29	0	0	7
Hispanic	183	802	26645	100	100	98	486	473	478	32	50	46	29	21	20	37	25	27	2	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	81	322	37773	100	98	99	504	503	511	23	26	20	14	18	18	47	42	41	16	14	21
Students with Disabilities	31	130	8801	100	97	100	454	448	448	72	76	75	11	13	13	17	10	10	0	1	2
Students without Disabilities	253	1058	66117	100	100	99	496	486	501	26	39	28	25	21	19	41	32	37	8	7	16
Limited English Proficient Students	66	413	11706	97	96	100	474	456	454	47	70	71	32	20	16	21	9	12	0	0	1
Migrant Students	NC	125	706				NC	459	467	NC	65	55	NC	15	22	NC	18	20	NC	2	4
Economically Disadvantaged	143	616	29785				486	474	477	33	51	47	27	21	20	37	23	26	3	5	6
Non-Economically Disadvantaged	141	572	45115				500	492	508	27	34	23	20	19	18	42	37	39	11	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	283	1175	74503	100	98	99	469	478	491	8	8	9	42	40	32	49	49	51	1	3	8
All Students (Prior Year)	248	1032	69001	97	92	96	486	477	490	18	27	17	44	43	37	38	30	45	0	0	1
Female	126	565	36686	100	99	99	471	486	506	3	4	5	44	38	29	53	55	57	0	3	9
Male	157	610	37644	99	98	98	467	470	476	11	11	13	41	43	36	45	44	45	2	3	6
African American	12	33	3677	100	89	97	463	462	475	0	10	12	50	42	36	50	48	46	0	0	5
Hispanic	182	795	26500	99	99	97	464	467	467	8	9	13	46	43	39	44	46	44	2	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	81	318	37606	100	97	99	481	500	508	8	4	6	35	34	28	57	57	56	0	5	10
Students with Disabilities	31	124	8662	100	93	100	416	419	409	33	23	37	56	64	42	11	13	20	0	0	1
Students without Disabilities	252	1051	65841	100	99	98	473	482	499	6	7	7	41	38	32	51	52	53	1	3	8
Limited English Proficient Students	66	405	11608	97	94	100	457	443	430	11	14	23	49	53	47	38	32	28	2	1	1
Migrant Students	NC	123	701				NC	440	449	NC	19	17	NC	48	43	NC	33	38	NC	0	1
Economically Disadvantaged	142	609	29587				459	466	465	10	9	14	46	44	40	43	45	43	2	2	4
Non-Economically Disadvantaged	141	566	44898				478	489	507	6	6	7	39	37	28	54	53	55	1	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.

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?	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	100	45	42	49	98	48	45	53	97	54	NA	56
	Language	100	41	34	42	98	47	40	45	98	49	42	48
	Mathematics	100	61	54	58	100	56	57	62	98	66	61	66
7	Reading	100	48	37	48	99	54	42	51	98	55	NA	54
	Language	100	50	39	51	99	62	45	54	99	64	55	58
	Mathematics	100	50	41	54	100	62	47	58	99	57	48	62
8	Reading	100	44	39	49	99	55	43	53	100	51	NA	55
	Language	100	40	33	46	100	48	37	49	100	45	39	52
	Mathematics	100	45	41	54	100	53	47	58	100	53	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)
- 0 Student(s)

Council Duties

- Ü Budget
- Ü Literacy Framework
- Ü Curriculum
- Ü Extracurricular Activities
- Ü School Safety
- Ü School Climate

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	42.00
Other Professional Staff	4.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	2	0	0
4 to 6 years	7	2	0	0
7 to 9 years	1	2	0	0
10 or more years	4	19	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.	115
Teachers with Emergency Certificaton.	10

Resources Available at School Site

Special Facilities

- Ü Gymnasium
- Ü Library/Media Center

Extracurricular Activities

- Ü Yuma Interscholastic Association (SYCIA)
- Ü Band
- Ü Odyssey of the Mind
- Ü MathCounts

Social Services

- Ü School Resource Officer
- Ü Juvenile Probation Officer
- Ü Recreational Activities
- Ü Parent Resource Center

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Quarterly assemblies are held to recognize students who achieve the following: Honor roll with a 3.5 GPA or better; Principal's Award for straight As; and perfect attendance.
- ü An Honors Dinner is held in May to recognize academic achievements. Students receive certificates and plaques for the following: Four Quarter Honor Roll, MathCounts, Academic Pentathlon, Academic Excellence, OM, Geography Bee and Spelling Bee.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	1	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	98	98	98	94
Retention Rate ⁹	1	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	70	65
Grades 6-7	69	53
Grades 7-8	67	51

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 Safe Schools grant allows for the inclusion of a School Resource Officer and Probation Officer on campus. Both are involved in teaching Law-Related education classes, peer mediation training and being a visible presence on campus.

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) :

7

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	Alan Sullivan	(928) 782-6546
Transportation Policy	Robert Lawson	(928) 341-9076
Community Resources	Peggy Lund	(928) 502-4300
School Nutrition Programs	Karen Johnson	(928) 502-4300
Parent Organization	Marilynn Orman	(928) 782-6546
Student Health/Nurse	Ellen Espil	(928) 782-6546

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.