



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

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

School Overview

Principal/Administrator : Mr. Alan Sullivan
Schedule : 07:30 AM to 03:30 PM
Grades : 6-8
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)

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

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 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/DPA test.

Enrollment

October 1, 2005 School Year Student Enrollment : 843
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 30

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
- ü Math Intervention Classes

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	9/6/2005
Last Day of School :	6/15/2006

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	2005
ü State Cheerleading Champions	2006
ü Yuma county Current Events Challenge Runnerup	2006
ü Athletic Conference Champions 1997-2006	2006

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	197	1192	79327	92	97	98	505	494	518	23	26	19	24	28	20	43	41	46	10	5	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	96	593	38961	99	99	98	507	494	520	21	25	16	28	31	20	39	39	48	13	5	16
Male	101	599	40295	86	94	97	502	495	516	25	27	21	20	25	19	48	43	44	8	6	16
African American	NC	31	4247	NC	97	98	NC	502	499	NC	26	27	NC	26	24	NC	39	41	NC	10	8
Hispanic	128	804	32327	91	97	98	496	486	499	25	30	27	28	32	25	42	35	41	5	3	8
Asian/Pacific Islander	NC	13	1939	NC	93	99	NC	538	556	NC	8	6	NC	15	10	NC	62	47	NC	15	36
American Indian/Alaskan Native	NC	21	4391	NC	100	96	NC	492	489	NC	29	32	NC	19	27	NC	52	36	NC	NA	4
White	58	323	36373	92	96	98	522	512	538	17	16	10	17	18	14	43	54	52	22	11	25
Students with Disabilities	10	107	9321	38	75	87	NA	458	467	NA	59	54	NA	21	22	NA	20	21	NA	1	3
Students without Disabilities	187	1085	70006	99	99	100	506	498	524	21	23	14	24	28	19	44	43	49	11	6	18
Limited English Proficient Students	22	249	9431	73	95	95	459	461	466	55	55	53	36	29	27	9	15	18	NA	1	1
Migrant Students	12	113	635	92	96	94	506	477	488	25	42	31	33	29	29	25	27	36	17	2	4
Economically Disadvantaged	128	788	37097	90	96	97	496	485	498	27	32	27	25	30	25	41	35	41	6	3	7
Non-Economically Disadvantaged	69	404	42230	96	99	99	521	513	535	14	15	11	22	23	15	46	53	50	17	10	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	204	1207	79501	95	98	98	492	486	497	8	12	10	24	32	25	66	54	60	2	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	96	595	39062	99	99	99	497	489	502	3	9	8	30	33	23	65	55	64	2	3	5
Male	108	612	40368	92	97	98	488	483	491	13	14	13	18	32	27	68	53	57	2	2	3
African American	NC	31	4279	NC	97	99	NC	493	485	NC	6	14	NC	39	30	NC	52	54	NC	3	2
Hispanic	132	814	32389	94	98	98	484	476	478	10	14	16	27	39	34	63	46	48	NA	1	1
Asian/Pacific Islander	NC	13	1936	NC	93	99	NC	523	519	NC	8	3	NC	15	14	NC	77	73	NC	NA	9
American Indian/Alaskan Native	NC	21	4401	NC	100	96	NC	493	473	NC	NA	17	NC	38	40	NC	62	43	NC	NA	1
White	61	328	36446	97	98	99	511	510	516	7	6	4	13	16	15	74	72	73	7	6	7
Students with Disabilities	17	121	9411	65	85	88	453	452	453	35	35	36	29	36	36	35	29	26	NA	1	1
Students without Disabilities	187	1086	70090	99	100	100	496	490	502	6	9	7	23	32	24	69	57	65	2	3	5
Limited English Proficient Students	25	253	9401	83	97	94	448	446	443	32	32	40	44	55	46	24	13	14	NA	NA	0
Migrant Students	13	115	642	100	97	95	485	460	465	23	26	24	23	44	41	54	30	35	NA	NA	0
Economically Disadvantaged	134	800	37183	94	97	97	486	474	479	10	16	16	26	39	34	63	45	49	1	1	1
Non-Economically Disadvantaged	70	407	42318	97	100	99	505	509	513	4	4	5	19	18	17	73	72	70	4	6	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	212	1216	80000	99	99	99	562	561	564	4	3	3	7	8	11	84	82	75	5	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	97	598	39288	100	100	99	586	575	579	1	2	2	1	6	6	89	82	77	9	10	16
Male	115	618	40644	97	97	98	542	549	549	7	5	4	11	11	15	80	81	74	2	3	7
African American	NC	31	4307	NC	97	99	NC	562	551	NC	3	4	NC	3	13	NC	84	75	NC	10	7
Hispanic	140	820	32672	99	99	99	558	555	548	4	4	4	6	9	14	87	83	76	3	4	6
Asian/Pacific Islander	NC	14	1945	NC	100	99	NC	594	592	NC	7	1	NC	NA	4	NC	71	69	NC	21	25
American Indian/Alaskan Native	NC	21	4424	NC	100	97	NC	583	549	NC	NA	3	NC	5	14	NC	90	77	NC	5	5
White	61	330	36602	97	99	99	563	575	579	5	2	2	8	7	7	80	79	75	7	11	16
Students with Disabilities	23	126	9919	88	88	93	488	498	505	22	11	9	22	29	35	57	60	54	NA	NA	2
Students without Disabilities	189	1090	70081	100	100	100	571	568	571	2	3	2	5	6	7	87	84	79	6	7	12
Limited English Proficient Students	29	257	9571	97	98	96	505	519	502	17	10	10	10	18	29	72	72	60	NA	1	1
Migrant Students	13	115	654	100	97	97	555	528	534	NA	10	7	15	16	16	85	70	74	NA	4	3
Economically Disadvantaged	141	805	37534	99	98	98	561	554	547	4	4	4	6	10	15	87	82	76	4	4	5
Non-Economically Disadvantaged	71	411	42466	99	100	100	563	576	578	4	2	2	8	5	7	79	82	75	8	11	16

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

7th 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	294	1184	78546	93	97	97	534	525	543	13	21	15	24	24	18	55	48	52	8	6	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	142	583	38645	96	97	98	541	527	545	8	18	13	21	24	18	62	53	54	9	5	15
Male	152	599	39792	90	95	97	527	522	542	17	24	17	27	25	17	49	44	50	7	7	15
African American	22	38	4205	88	90	97	511	520	524	23	21	22	36	26	22	41	53	49	NA	NA	7
Hispanic	185	775	31177	93	97	97	526	514	524	15	26	22	28	28	23	51	42	48	5	3	7
Asian/Pacific Islander	NC	12	1940	NC	86	99	NC	571	580	NC	NA	5	NC	17	9	NC	67	53	NC	17	33
American Indian/Alaskan Native	NC	12	4689	NC	100	95	NC	522	515	NC	42	28	NC	17	25	NC	25	43	NC	17	4
White	83	347	36450	94	96	97	553	547	563	5	9	7	13	16	12	67	62	57	14	13	23
Students with Disabilities	18	119	8093	46	81	82	485	480	489	50	59	50	28	21	24	22	20	23	NA	NA	2
Students without Disabilities	276	1065	70453	99	99	100	537	530	549	10	17	11	24	25	17	58	51	56	8	7	16
Limited English Proficient Students	46	274	9323	84	95	94	494	489	491	37	48	47	37	32	28	22	19	24	4	1	1
Migrant Students	20	136	674	91	96	95	513	503	515	25	36	28	35	32	27	35	30	40	5	2	5
Economically Disadvantaged	163	744	34694	93	97	96	524	514	524	17	27	23	28	27	23	51	43	48	5	3	7
Non-Economically Disadvantaged	131	440	43852	93	96	99	545	542	559	8	11	10	20	20	13	61	58	56	11	12	22

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	308	1199	79045	97	98	98	511	506	512	6	10	10	26	27	25	64	58	58	4	5	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	148	591	38860	100	99	98	521	514	519	3	7	7	21	23	22	72	66	62	4	4	8
Male	160	606	40075	95	96	97	502	498	505	9	14	12	30	32	28	57	50	54	4	5	6
African American	25	41	4250	100	98	98	502	506	500	4	10	12	36	24	31	56	61	54	4	5	3
Hispanic	193	782	31314	97	98	98	504	494	493	8	13	16	31	33	34	59	51	48	3	2	2
Asian/Pacific Islander	NC	12	1949	NC	86	99	NC	539	536	NC	NA	4	NC	17	15	NC	75	66	NC	8	15
American Indian/Alaskan Native	NC	11	4719	NC	100	96	NC	522	489	NC	NA	15	NC	18	39	NC	82	45	NC	NA	2
White	86	353	36730	98	98	98	529	530	532	5	4	4	12	16	16	78	70	68	6	10	12
Students with Disabilities	32	136	8552	82	93	87	463	464	463	38	38	35	38	36	40	25	26	23	NA	NA	1
Students without Disabilities	276	1063	70493	99	99	100	517	511	517	3	7	7	24	26	24	68	62	62	4	5	8
Limited English Proficient Students	51	279	9355	93	97	95	467	462	456	29	30	37	47	50	48	24	20	15	NA	NA	0
Migrant Students	22	137	682	100	97	96	486	480	480	23	25	23	41	36	37	32	37	39	5	1	1
Economically Disadvantaged	172	751	34922	98	98	96	503	495	493	9	13	15	30	32	34	59	53	48	2	2	3
Non-Economically Disadvantaged	136	448	44123	96	98	99	522	524	527	4	5	6	21	20	18	70	66	66	6	9	11

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	312	1216	79657	98	99	99	572	570	566	4	3	3	5	6	8	91	90	87	0	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	148	595	39120	100	99	99	591	588	580	1	1	2	3	3	4	95	95	92	1	1	2
Male	164	619	40423	97	99	98	554	554	553	7	5	5	7	9	12	87	86	83	NA	NA	1
African American	25	42	4290	100	100	99	572	576	560	4	2	4	8	10	9	88	88	86	NA	NA	1
Hispanic	197	794	31642	99	99	99	567	565	552	5	4	5	5	7	11	90	89	84	NA	1	0
Asian/Pacific Islander	NC	12	1948	NC	86	99	NC	595	589	NC	NA	1	NC	NA	3	NC	100	91	NC	NA	4
American Indian/Alaskan Native	NC	11	4760	NC	100	97	NC	587	547	NC	NA	5	NC	NA	14	NC	100	81	NC	NA	0
White	86	357	36929	98	99	99	580	582	579	1	1	2	6	5	5	92	93	91	1	1	2
Students with Disabilities	36	144	9069	92	98	92	490	508	508	17	10	11	31	28	30	53	62	58	NA	NA	1
Students without Disabilities	276	1072	70588	99	99	100	582	579	573	2	2	2	2	3	5	96	94	91	0	1	1
Limited English Proficient Students	54	285	9521	98	99	96	511	530	507	17	9	13	15	13	24	69	78	63	NA	NA	0
Migrant Students	22	141	694	100	100	98	535	548	546	14	7	5	5	11	12	82	81	82	NA	1	1
Economically Disadvantaged	174	762	35341	99	99	97	561	564	551	6	4	5	6	7	12	88	88	83	NA	0	0
Non-Economically Disadvantaged	138	454	44316	98	100	100	585	582	578	1	2	2	4	4	5	94	94	90	1	1	2

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

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	305	1179	78400	99	98	97	541	530	554	25	33	21	21	24	19	49	39	47	5	4	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	162	583	38686	100	98	98	540	531	554	23	32	20	23	25	20	51	40	49	2	3	12
Male	143	596	39636	97	98	96	542	530	554	27	34	23	18	23	18	48	38	46	7	4	13
African American	NC	32	4193	NC	100	97	NC	534	533	NC	28	32	NC	25	23	NC	47	40	NC	NA	5
Hispanic	191	775	30732	98	98	97	535	522	534	28	38	31	26	27	24	42	33	40	4	2	5
Asian/Pacific Islander	NC	14	1827	NC	100	99	NC	565	594	NC	14	8	NC	7	12	NC	71	49	NC	7	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	96	350	37038	99	99	97	550	546	575	22	23	11	13	19	14	60	51	56	5	7	19
Students with Disabilities	31	121	7840	94	86	81	484	488	498	77	74	60	6	10	18	16	15	20	NA	1	2
Students without Disabilities	274	1058	70560	99	100	99	547	535	560	19	29	17	23	26	19	53	42	50	5	4	14
Limited English Proficient Students	32	234	8956	100	96	95	498	494	502	56	63	56	28	26	25	16	10	18	NA	0	1
Migrant Students	18	123	676	100	95	95	525	517	523	50	44	38	11	24	25	33	31	36	6	1	1
Economically Disadvantaged	164	725	33014	98	96	95	534	522	534	28	39	31	22	25	24	47	33	40	3	2	5
Non-Economically Disadvantaged	141	454	45386	100	100	99	548	544	569	22	24	15	20	22	15	52	48	52	6	6	18

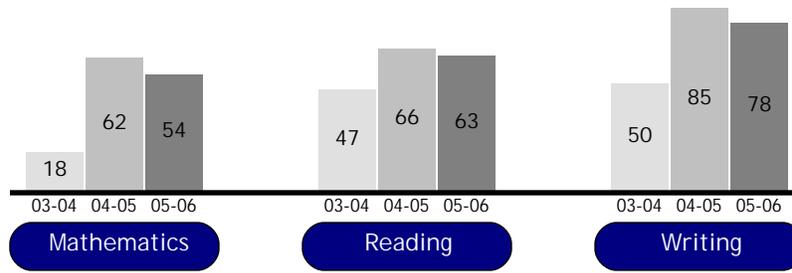
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	306	1189	79179	99	99	98	517	505	519	9	13	11	28	35	27	60	50	58	3	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	162	588	38974	100	99	99	521	509	524	6	10	8	26	34	25	65	53	61	4	3	5
Male	144	601	40124	98	99	97	513	502	513	13	15	13	30	35	28	55	48	54	3	1	4
African American	NC	32	4243	NC	100	98	NC	505	506	NC	6	14	NC	38	32	NC	53	51	NC	3	3
Hispanic	191	781	30987	98	98	98	508	496	498	11	16	17	32	39	36	53	44	45	3	1	1
Asian/Pacific Islander	NC	14	1832	NC	100	99	NC	531	543	NC	7	4	NC	14	17	NC	79	69	NC	NA	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	97	354	37467	100	100	98	532	525	539	5	7	5	22	27	17	69	62	70	4	5	8
Students with Disabilities	32	131	8567	97	94	88	457	460	467	50	47	39	34	34	38	16	18	22	NA	1	1
Students without Disabilities	274	1058	70612	99	100	99	524	511	524	4	9	7	27	35	25	65	54	62	4	2	5
Limited English Proficient Students	32	239	9013	100	98	95	452	461	461	50	37	40	44	52	48	6	11	12	NA	NA	0
Migrant Students	18	125	680	100	97	96	494	485	487	17	20	20	39	44	43	44	35	36	NA	1	1
Economically Disadvantaged	164	732	33345	98	97	96	511	496	499	10	16	17	29	39	36	58	45	46	2	1	1
Non-Economically Disadvantaged	142	457	45834	100	100	99	525	520	533	7	9	7	26	28	19	63	59	67	4	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	309	1204	79734	100	100	99	549	549	554	3	3	3	19	20	19	78	76	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	162	599	39243	100	100	99	564	559	568	1	3	2	10	13	12	89	84	85	NA	0	1
Male	147	605	40413	100	100	98	532	538	541	5	4	4	29	27	26	65	69	70	NA	0	0
African American	NC	31	4285	NC	97	99	NC	557	548	NC	NA	3	NC	23	22	NC	77	74	NC	NA	0
Hispanic	193	795	31254	99	100	99	544	543	539	5	4	5	20	22	25	76	74	70	NA	NA	0
Asian/Pacific Islander	NC	14	1837	NC	100	99	NC	565	579	NC	NA	1	NC	7	9	NC	93	87	NC	NA	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	98	356	37668	100	100	99	555	560	569	1	2	1	17	16	13	82	82	85	NA	1	1
Students with Disabilities	33	137	8943	100	98	92	494	497	495	9	11	11	61	52	51	30	36	38	NA	1	1
Students without Disabilities	276	1067	70791	100	100	100	555	555	561	3	2	2	14	16	15	83	82	83	NA	0	0
Limited English Proficient Students	32	244	9138	100	100	97	482	501	492	22	11	13	38	41	46	41	49	40	NA	NA	NA
Migrant Students	18	127	687	100	98	97	535	528	528	NA	4	6	33	35	28	67	61	65	NA	NA	NA
Economically Disadvantaged	166	746	33718	99	99	97	547	544	538	4	4	5	18	22	26	78	75	69	NA	NA	0
Non-Economically Disadvantaged	143	458	46016	100	100	100	550	557	567	3	3	2	20	17	14	77	79	84	NA	0	1

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 2005-06

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	97	54	NA	56	100	47	47	51	96	48	48	56
	Language	98	49	42	48	100	41	42	47	99	41	39	50
	Mathematics	98	66	61	66	100	46	44	52	93	46	43	58
7	Reading	98	55	NA	54	98	50	46	50	97	52	48	54
	Language	99	64	55	58	98	51	49	52	99	56	50	58
	Mathematics	99	57	48	62	98	50	44	50	93	50	43	54
8	Reading	100	51	NA	55	100	53	47	51	100	58	48	58
	Language	100	45	39	52	100	53	47	50	100	56	48	56
	Mathematics	100	53	45	61	100	55	45	53	100	52	41	58

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

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

School Site Council

Council Composition

- 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 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	46.00
Other Professional Staff	4.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	3	0	0
4 to 6 years	7	0	0	0
7 to 9 years	4	4	0	0
10 or more years	7	15	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	136
Teachers with Emergency Certification.	5
Percent of teachers in the school with Emergency/Provisional Certification	10%
Percent of core classes not taught by Highly Qualified Teachers	10%

Resources Available at School Site

Special Facilities

- Ü Gymnasium
- Ü Activity/Conference Room
- 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 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

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

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

School Safety

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

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 for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

15

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	Alan Sullivan	(928) 782-6546
Transportation Policy	Vacant Position	(928) 341-9076
Community Resources	Geoffrey Dewhurst	(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."

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.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

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

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

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

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

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

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

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