

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

9943 S. 28th Street, Yuma, AZ 85365

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
2004-05	N/A
2003-04	N/A

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

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	N/A
2003-04	N/A

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 Overview

Principal/Administrator : Mr. Tom Wells
 Schedule : 08:00 AM to 04:00 PM
 Grades : K-5
 Web Address :
 Phone Number : (928) 344-0979
 Fax Number : (928) 502-7477
 E-mail : twells@yumaed.org

Mission

By working together families and staff will insure literacy for all students. We will provide quality learning experiences in a safe and caring environment.

School / Academic Goals

- ü We will use current data, assessments and practices to refine our reading and writing programs and increase the number of students reading on grade level.
- ü We will ensure literacy success for our students through instruction in our core reading and writing program.
- ü We will enhance the reading and writing program through continued staff development and grade level support.

Enrollment

October 1, 2005 School Year Student Enrollment : 545
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2005-06 : 10

Instructional Programs

- Ü Harcourt Trophies Reading Program
- Ü Writing up a Storm
- Ü Gifted

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/21/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

The school will provide students with a safe, nurturing and positive learning environment. The student will be treated with respect and dignity. The school will communicate regularly with our families to support our students' learning.

Parents

It is the responsibility of the parents to be partners in the education of their children by monitoring attendance, homework and behavior.

Transportation Policy

Bus transportation is provided for all student who live farther than one mile from school.

School Honors

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

Award/Honor

Year

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	101	1139	80010	100	99	99	442	435	447	10	10	10	20	24	18	60	58	53	10	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	579	38935	100	99	99	442	436	447	7	8	9	23	25	19	59	59	55	11	7	17
Male	45	559	40974	100	99	98	442	435	448	13	11	11	16	23	18	62	57	52	9	8	19
African American	NC	27	4201	NC	93	99	NC	449	430	NC	NA	17	NC	26	23	NC	63	51	NC	11	9
Hispanic	50	745	34545	100	99	99	428	427	432	12	12	14	32	29	24	54	55	53	2	4	9
Asian/Pacific Islander	NC	15	2068	NC	100	99	NC	451	474	NC	NA	4	NC	33	10	NC	47	50	NC	20	36
American Indian/Alaskan Native	--	NC	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	46	347	35142	100	100	99	454	452	465	9	5	5	9	14	11	65	66	56	17	15	28
Students with Disabilities	NC	96	10161	NC	91	93	NC	409	419	NC	33	28	NC	33	28	NC	29	36	NC	4	8
Students without Disabilities	93	1043	69849	100	100	100	446	438	451	8	8	7	18	24	17	63	61	56	11	8	19
Limited English Proficient Students	17	288	14013	100	98	97	403	411	413	24	20	24	47	41	34	29	38	39	NA	1	3
Migrant Students	--	112	603	--	98	96	--	417	417	--	15	22	--	38	32	--	46	42	--	1	4
Economically Disadvantaged	52	744	39029	100	98	98	435	428	432	6	11	14	25	29	25	67	55	52	2	4	9
Non-Economically Disadvantaged	49	395	40981	100	100	100	449	449	462	14	7	6	14	15	13	53	64	54	18	14	27

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	101	1146	79438	100	100	98	457	446	451	5	9	9	22	28	24	64	57	56	9	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	583	38775	100	100	99	462	452	457	4	7	7	18	25	22	70	60	58	9	9	13
Male	45	562	40560	100	99	97	450	439	446	7	11	12	27	31	25	58	54	54	9	4	9
African American	NC	28	4178	NC	97	98	NC	452	439	NC	NA	13	NC	36	29	NC	61	52	NC	4	6
Hispanic	50	752	34297	100	100	98	444	436	434	6	11	14	30	34	31	62	53	50	2	3	5
Asian/Pacific Islander	NC	15	2063	NC	100	99	NC	462	475	NC	NA	3	NC	20	15	NC	67	63	NC	13	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	46	346	34887	100	99	98	469	466	471	4	5	4	13	15	15	65	65	63	17	15	18
Students with Disabilities	NC	103	9588	NC	97	88	NC	407	416	NC	31	30	NC	38	32	NC	27	34	NC	4	5
Students without Disabilities	93	1043	69850	100	100	100	461	449	456	3	7	7	19	27	23	68	60	59	10	7	12
Limited English Proficient Students	17	293	13856	100	100	96	415	412	407	12	20	27	59	49	43	29	30	29	NA	0	1
Migrant Students	--	114	600	--	100	96	--	421	418	--	20	22	--	39	38	--	39	39	--	2	2
Economically Disadvantaged	52	751	38685	100	99	97	455	437	435	4	11	14	19	32	32	73	54	50	4	3	5
Non-Economically Disadvantaged	49	395	40753	100	100	99	458	462	467	6	5	5	24	20	16	55	62	62	14	13	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	101	1149	79971	100	100	99	418	423	423	4	5	8	55	47	41	41	47	49	NA	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	584	38974	100	100	99	428	434	437	2	3	5	46	38	33	52	57	57	NA	2	4
Male	45	565	40895	100	100	98	405	412	410	7	6	10	67	56	47	27	37	41	NA	1	2
African American	NC	28	4203	NC	97	99	NC	430	411	NC	7	11	NC	32	45	NC	61	43	NC	NA	2
Hispanic	50	751	34481	100	100	99	411	419	410	4	5	10	60	47	46	36	46	43	NA	1	1
Asian/Pacific Islander	NC	15	2067	NC	100	99	NC	435	449	NC	NA	4	NC	47	28	NC	53	60	NC	NA	8
American Indian/Alaskan Native	--	NC	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	46	350	35150	100	100	99	419	431	437	4	3	5	54	48	35	41	48	56	NA	2	5
Students with Disabilities	NC	104	10258	NC	98	94	NC	377	377	NC	16	23	NC	62	51	NC	20	25	NC	2	1
Students without Disabilities	93	1045	69713	100	100	100	423	427	429	2	3	5	55	45	39	43	50	52	NA	1	3
Limited English Proficient Students	17	293	13985	100	100	97	387	396	382	6	11	18	82	54	54	12	34	27	NA	0	0
Migrant Students	--	113	608	--	99	97	--	390	389	--	15	16	--	47	50	--	38	33	--	NA	0
Economically Disadvantaged	52	753	38994	100	99	98	420	418	409	2	5	10	58	48	47	40	45	41	NA	1	1
Non-Economically Disadvantaged	49	396	40977	100	100	100	415	433	437	6	3	5	53	44	34	41	52	56	NA	1	5

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

4th 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	93	1117	80147	100	99	99	481	466	482	4	13	11	15	21	17	67	54	49	14	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	548	39281	100	99	99	476	467	483	5	12	9	19	21	17	67	55	50	10	12	24
Male	51	569	40780	100	98	98	486	466	482	4	14	12	12	22	17	67	53	48	18	11	24
African American	NC	39	4249	NC	98	99	NC	449	464	NC	18	17	NC	31	22	NC	46	48	NC	5	13
Hispanic	43	722	33494	96	98	99	473	459	466	5	15	15	23	26	23	65	52	49	7	8	14
Asian/Pacific Islander	NC	13	2103	NC	100	99	NC	528	515	NC	8	4	NC	8	8	NC	31	44	NC	54	45
American Indian/Alaskan Native	NC	19	4117	NC	100	96	NC	466	456	NC	16	19	NC	5	27	NC	68	46	NC	11	8
White	43	322	36122	100	99	99	489	483	501	5	9	5	5	12	10	72	60	50	19	18	35
Students with Disabilities	NC	114	10295	NC	92	92	NC	423	443	NC	46	33	NC	25	26	NC	25	33	NC	3	8
Students without Disabilities	87	1003	69852	100	99	100	483	471	488	3	9	7	15	21	16	68	57	51	14	12	26
Limited English Proficient Students	11	278	12722	92	97	97	438	441	441	18	23	27	45	35	33	36	38	37	NA	3	3
Migrant Students	--	116	622	--	96	97	--	448	454	--	17	19	--	34	30	--	46	43	--	3	8
Economically Disadvantaged	41	765	38371	95	97	97	476	458	465	2	16	15	22	26	23	68	50	49	7	7	13
Non-Economically Disadvantaged	52	352	41776	100	100	100	485	485	498	6	6	6	10	12	11	65	63	49	19	20	33

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	93	1116	79686	100	98	98	475	459	470	9	13	11	17	30	24	70	54	57	4	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	548	39163	100	99	99	478	463	475	10	11	9	17	26	22	69	58	60	5	4	10
Male	51	568	40438	100	98	97	473	455	465	8	14	13	18	33	25	71	51	54	4	3	7
African American	NC	38	4228	NC	95	98	NC	447	458	NC	18	15	NC	34	28	NC	45	53	NC	3	4
Hispanic	43	721	33299	96	98	98	459	450	452	14	15	17	28	35	32	56	49	47	2	1	3
Asian/Pacific Islander	NC	13	2097	NC	100	99	NC	498	490	NC	8	5	NC	8	13	NC	69	68	NC	15	14
American Indian/Alaskan Native	NC	19	4087	NC	100	96	NC	466	446	NC	11	16	NC	21	38	NC	68	44	NC	NA	2
White	43	323	35914	100	99	98	491	481	489	2	7	5	9	19	15	81	66	67	7	9	14
Students with Disabilities	NC	113	9808	NC	91	87	NC	416	432	NC	45	35	NC	29	32	NC	24	30	NC	2	3
Students without Disabilities	87	1003	69878	100	99	100	476	464	475	7	9	8	17	30	23	71	58	61	5	4	9
Limited English Proficient Students	11	277	12594	92	97	96	418	425	422	55	27	34	27	48	45	18	24	21	NA	1	0
Migrant Students	--	116	611	--	96	95	--	438	439	--	19	22	--	44	39	--	36	37	--	1	2
Economically Disadvantaged	41	764	38095	95	97	97	469	450	452	10	16	17	20	35	32	66	47	48	5	2	3
Non-Economically Disadvantaged	52	352	41591	100	100	99	480	480	486	8	6	6	15	18	16	73	70	65	4	6	13

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	95	1118	80372	100	99	99	492	478	475	2	3	4	14	26	30	83	70	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	550	39452	100	99	99	505	488	488	NA	2	3	11	21	22	86	77	72	2	1	3
Male	51	568	40836	100	98	98	481	469	464	4	5	6	16	31	37	80	64	56	NA	0	1
African American	NC	39	4264	NC	98	99	NC	454	465	NC	10	5	NC	36	35	NC	54	59	NC	NA	1
Hispanic	45	724	33608	100	98	99	487	476	462	4	3	6	11	28	36	84	69	57	NA	0	1
Asian/Pacific Islander	NC	13	2098	NC	100	99	NC	509	500	NC	8	2	NC	NA	16	NC	92	75	NC	NA	7
American Indian/Alaskan Native	NC	19	4128	NC	100	97	NC	477	464	NC	5	4	NC	11	39	NC	84	56	NC	NA	1
White	43	321	36213	100	99	99	500	486	489	NA	2	2	12	22	22	86	75	72	2	1	3
Students with Disabilities	NC	109	10526	NC	88	94	NC	420	427	NC	17	15	NC	49	53	NC	33	31	NC	1	1
Students without Disabilities	89	1009	69846	100	100	100	496	484	482	1	2	3	12	23	26	85	74	69	1	1	2
Limited English Proficient Students	12	276	12747	100	96	97	431	456	432	17	7	12	25	40	52	58	53	36	NA	0	0
Migrant Students	--	115	621	--	95	97	--	465	452	--	5	9	--	36	40	--	59	51	--	NA	0
Economically Disadvantaged	43	767	38521	100	97	98	490	473	461	2	4	6	16	30	38	81	66	55	NA	0	1
Non-Economically Disadvantaged	52	351	41851	100	100	100	494	489	489	2	2	3	12	18	22	85	79	72	2	1	4

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

5th 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	128	1160	79306	99	97	99	486	488	504	19	16	13	20	24	20	54	51	49	8	8	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	543	38845	99	96	99	487	489	505	20	14	11	15	23	20	58	55	50	8	8	18
Male	62	615	40383	100	97	98	485	487	504	18	18	14	24	25	19	50	49	47	8	8	19
African American	NC	36	4171	NC	90	98	NC	479	485	NC	17	20	NC	39	26	NC	33	44	NC	11	10
Hispanic	51	727	32673	98	97	99	475	480	487	27	20	18	18	26	25	55	51	46	NA	3	10
Asian/Pacific Islander	NC	16	2147	NC	100	99	NC	514	539	NC	NA	5	NC	25	10	NC	63	46	NC	13	40
American Indian/Alaskan Native	NC	14	4034	NC	100	97	NC	477	479	NC	14	22	NC	43	29	NC	29	43	NC	14	7
White	69	367	36234	100	98	99	494	504	523	13	9	6	20	19	13	54	54	52	13	17	28
Students with Disabilities	16	125	10286	100	86	91	454	454	462	50	44	41	13	29	27	31	23	27	6	4	5
Students without Disabilities	112	1035	69020	99	98	100	491	492	510	14	13	9	21	24	18	57	55	52	8	9	21
Limited English Proficient Students	13	235	10291	100	95	96	443	458	458	54	40	38	31	29	34	15	30	26	NA	1	2
Migrant Students	NC	110	630	NC	94	95	NC	469	478	NC	28	24	NC	29	27	NC	42	43	NC	1	6
Economically Disadvantaged	57	765	37437	98	96	97	470	478	486	28	21	19	23	28	26	47	48	46	2	3	9
Non-Economically Disadvantaged	71	395	41869	100	99	100	499	507	521	11	8	7	17	17	14	59	58	51	13	17	27

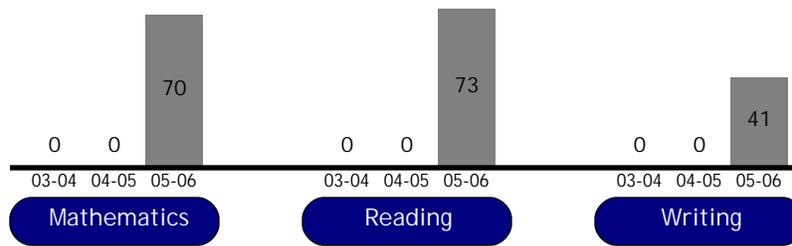
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	128	1170	79000	99	98	98	489	478	489	8	13	10	26	28	24	57	55	58	9	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	549	38774	99	98	99	494	484	494	8	11	7	17	24	22	64	60	61	12	5	10
Male	62	619	40150	100	98	98	483	474	485	8	14	12	35	31	25	50	50	55	6	5	8
African American	NC	36	4153	NC	90	98	NC	476	476	NC	6	13	NC	36	30	NC	53	53	NC	6	4
Hispanic	51	733	32508	98	97	98	480	468	472	14	16	15	25	33	33	55	50	49	6	1	3
Asian/Pacific Islander	NC	16	2142	NC	100	99	NC	496	510	NC	6	4	NC	19	14	NC	63	67	NC	13	16
American Indian/Alaskan Native	NC	14	4016	NC	100	96	NC	472	467	NC	7	14	NC	36	37	NC	57	46	NC	NA	2
White	69	371	36135	100	99	98	494	498	508	4	6	4	25	17	14	61	64	67	10	12	15
Students with Disabilities	16	135	9991	100	93	88	448	443	449	31	41	33	38	33	36	31	23	29	NA	2	2
Students without Disabilities	112	1035	69009	99	98	100	495	483	495	4	9	6	24	27	22	61	59	62	11	5	10
Limited English Proficient Students	13	241	10199	100	97	95	432	439	439	38	37	35	54	46	47	8	17	18	NA	NA	0
Migrant Students	NC	111	629	NC	95	95	NC	455	457	NC	27	22	NC	38	41	NC	34	37	NC	1	1
Economically Disadvantaged	57	773	37234	98	97	97	480	468	472	11	17	15	32	32	33	51	49	50	7	2	3
Non-Economically Disadvantaged	71	397	41766	100	100	99	496	498	505	6	5	5	21	18	16	62	66	65	11	11	14

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	130	1173	79611	100	98	99	493	495	496	9	7	7	25	37	37	65	56	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	556	39016	100	99	99	504	513	511	7	2	4	16	30	29	76	67	66	NA	1	1
Male	62	615	40519	100	97	98	481	480	482	11	10	10	35	43	44	53	47	46	NA	NA	0
African American	NC	38	4188	NC	95	98	NC	497	486	NC	8	9	NC	26	40	NC	66	50	NC	NA	0
Hispanic	52	734	32855	100	97	99	486	486	481	8	8	10	37	42	43	56	50	47	NA	0	0
Asian/Pacific Islander	NC	16	2149	NC	100	100	NC	526	519	NC	NA	4	NC	25	24	NC	75	70	NC	NA	2
American Indian/Alaskan Native	NC	14	3992	NC	100	96	NC	480	478	NC	14	10	NC	43	46	NC	43	44	NC	NA	0
White	69	371	36380	100	99	99	499	513	511	9	4	4	19	29	30	72	67	65	NA	1	1
Students with Disabilities	16	128	10664	100	88	94	438	443	440	19	18	23	56	62	54	25	20	22	NA	NA	1
Students without Disabilities	114	1045	68947	100	99	100	500	502	504	8	5	4	21	34	34	71	61	61	NA	0	1
Limited English Proficient Students	13	237	10362	100	96	97	405	446	438	31	19	22	54	57	57	15	24	21	NA	NA	NA
Migrant Students	NC	109	636	NC	93	96	NC	470	467	NC	12	14	NC	51	47	NC	37	38	NC	NA	0
Economically Disadvantaged	58	774	37626	100	97	98	467	483	479	16	9	10	31	42	45	53	49	45	NA	0	0
Non-Economically Disadvantaged	72	399	41985	100	100	100	513	518	511	4	2	4	21	26	30	75	71	65	NA	1	1

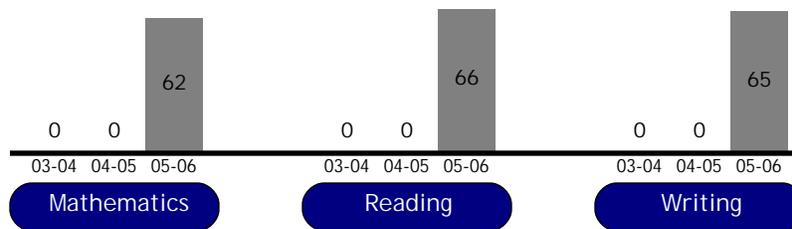
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th 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.

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
2	Reading	--	--	NA	58	--	--	43	47	100	35	41	46
	Language	--	--	41	50	--	--	45	47	100	37	44	48
	Mathematics	--	--	60	64	--	--	43	50	100	39	44	52
3	Reading	--	--	NA	55	--	--	39	44	100	54	41	46
	Language	--	--	48	61	--	--	40	44	100	52	41	46
	Mathematics	--	--	54	61	--	--	44	51	100	50	44	52
4	Reading	--	--	NA	56	--	--	43	48	100	50	43	52
	Language	--	--	44	52	--	--	44	49	100	58	44	52
	Mathematics	--	--	54	61	--	--	48	53	100	67	52	58
5	Reading	--	--	NA	55	--	--	46	50	100	58	48	56
	Language	--	--	44	49	--	--	44	50	100	52	44	54
	Mathematics	--	--	55	63	--	--	42	49	100	44	43	52

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)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Teacher Relations
- Ü School Safety
- Ü Extra curricular activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	32.00
Other Professional Staff	3.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	2	0	0
4 to 6 years	4	1	0	0
7 to 9 years	1	5	0	0
10 or more years	1	3	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	95
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	6%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Computer Lab

Extracurricular Activities

- Ü Instrumental Music
- Ü Child Care Enrichment
- Ü Gifted Programs
- Ü Choir

Social Services

- Ü School Counselors
- Ü School Bell Clothing

ü Placed locally in Odyssey of the Mind competition.

ü Place at State competition in Odyssey of the Mind.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	90	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

The new building is design with student safety as a priority. Access to the campus can be made only through the administrative building, thus allowing better control of the 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) :

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	Tom Wells	(928) 502-8800
Transportation Policy	Yuma Schools Transportation	(928) 341-9076
Community Resources	Yuma School District #1	(928) 502-4300
School Nutrition Programs	Karen Johnson	(928) 502-4311
Parent Organization		
Student Health/Nurse	Miranda Thompson	(928) 502-8800

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 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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 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.