



Tom Horne, Superintendent
of Public Instruction

ARIZONA DISTRICT REPORT CARD 2005-06

Yuma Union High School District

3150 South Avenue A, Yuma, AZ 85364-

No Child Left Behind

Adequate Yearly Progress¹

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

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.

Current Administrator²

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District At A Glance

Enrollment³

	State	District
2004-2005 Student Enrollment	1,037,655	9,595

Highly Qualified

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	108	14	0	5
4 to 6 years	69	30	0	1
7 to 9 years	32	29	0	1
10 or more years	44	137	3	0

Percentage of Public Elementary and Secondary School Teachers with Emergency/Provisional Certification

7%

	District Aggregate	High-Poverty Schools	Moderate-Poverty Schools	Low Poverty Schools
Percentage of Core Academic Subject Poverty Elementary and Secondary School Classes Not Taught by Highly Qualified Teachers	11%	33%	6%	N/A

N/A =Data not available

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your district.

10th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	2253	69846	98	100	679	699	30	21	17	11	46	49	7	18
All Students (03-04)	2219	65934	100	100	478	492	58	43	20	18	17	24	5	15
Female (04-05)	1125	34328	99	99	681	702	28	19	17	12	49	51	6	18
Female (03-04)	1111	32586	100	100	479	491	58	44	20	19	18	24	3	14
Male (04-05)	1128	35509	97	100	678	696	32	23	16	11	44	48	8	18
Male (03-04)	1108	33226	100	99	478	493	58	42	19	18	17	24	6	16
African American (04-05)	38	3535	97	100	692	677	33	31	18	15	39	46	9	8
African American (03-04)	45	3042	98	98	478	478	51	58	23	19	21	17	5	6
Hispanic (04-05)	1702	23363	99	100	674	680	33	32	18	16	44	45	5	7
Hispanic (03-04)	1644	21740	100	100	475	475	64	63	18	17	15	15	4	5
Asian/Pacific Islander (04-05)	20	1742	100	99	720	733	16	8	16	7	42	46	26	38
Asian/Pacific Islander (03-04)	21	1643	88	99	500	519	33	23	19	13	29	30	19	34
American Indian/Alaskan Native (04-05)	28	4785	97	100	682	671	28	39	12	17	60	39	0	5
American Indian/Alaskan Native (03-04)	16	4351	100	99	473	472	75	68	13	16	13	13	0	4
White (04-05)	465	36421	95	99	695	714	19	12	12	8	54	54	15	26
White (03-04)	492	34819	100	99	490	505	41	27	27	20	24	31	8	22
Students with Disabilities (04-05)	223	7690	100	100	560	593	70	64	14	14	15	21	0	2
Students with Disabilities (03-04)	225	6507	100	100	453	456	84	83	10	9	5	6	1	2
Students without Disabilities (04-05)	2030	62220	98	99	693	712	26	16	17	11	50	53	8	20
Students without Disabilities (03-04)	1994	59427	100	100	480	494	56	41	20	19	18	25	5	16
Limited English Proficient Students (04-05)	227	5834	100	100	602	612	47	46	21	20	32	31	0	3
Limited English Proficient Students (03-04)	116	6793	45	100	464	464	78	79	13	11	6	8	3	2
Migrant Students (04-05)	25	117	NA	NA	656	677	72	44	12	18	16	35	0	3
Migrant Students (03-04)	481	708	NA	NA	471	469	69	72	16	15	12	10	3	3
Economically Disadvantaged (04-05)	1458	21421	95	92	684	686	35	35	17	15	42	43	5	7
Economically Disadvantaged (03-04)	1119	18745	NA	NA	475	475	63	64	19	16	14	15	4	5
Non-Economically Disadvantaged (04-05)	795	48489	100	100	672	704	21	15	15	10	54	52	10	23
Non-Economically Disadvantaged (03-04)	1100	47182	NA	NA	482	499	53	35	20	19	21	27	6	19

10th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	2319	71311	99	100	669	694	16	7	30	21	51	63	3	9
All Students (03-04)	2246	68162	100	100	492	509	29	18	30	24	37	51	4	8
Female (04-05)	1153	34328	100	100	674	700	13	5	30	19	53	66	4	10
Female (03-04)	1104	33509	100	100	497	513	26	15	31	23	39	52	4	9
Male (04-05)	1167	36430	98	100	665	688	18	9	30	22	49	61	3	8
Male (03-04)	1141	34521	100	100	486	505	33	20	30	24	34	49	3	7
African American (04-05)	36	3573	97	100	699	676	10	9	29	26	48	60	13	4
African American (03-04)	44	3163	94	99	498	497	22	22	24	30	54	46	0	3
Hispanic (04-05)	1750	24056	100	100	660	672	19	13	34	31	46	53	1	3
Hispanic (03-04)	1665	22624	100	100	482	487	36	32	34	31	29	35	2	2
Asian/Pacific Islander (04-05)	20	1731	100	98	701	717	10	3	25	13	60	68	5	16
Asian/Pacific Islander (03-04)	25	1666	100	100	527	523	17	11	17	17	50	60	17	12
American Indian/Alaskan Native (04-05)	28	5110	93	100	676	661	12	14	32	38	56	46	0	2
American Indian/Alaskan Native (03-04)	16	4592	100	100	507	484	25	32	6	37	63	30	6	1
White (04-05)	485	36841	98	99	700	713	6	3	15	12	69	72	10	13
White (03-04)	496	35727	100	100	521	526	9	7	21	17	60	64	10	12
Students with Disabilities (04-05)	226	8021	100	100	547	590	49	27	34	42	17	29	0	1
Students with Disabilities (03-04)	233	6845	100	100	466	468	60	53	21	29	18	18	1	1
Students without Disabilities (04-05)	2094	63379	99	100	683	707	12	5	29	18	55	68	3	10
Students without Disabilities (03-04)	2013	61317	99	100	493	512	28	15	31	23	37	53	4	8
Limited English Proficient Students (04-05)	236	6402	100	100	574	596	44	25	38	44	18	30	0	1
Limited English Proficient Students (03-04)	110	7152	42	100	455	464	74	57	21	31	5	12	0	0
Migrant Students (04-05)	449	548	NA	NA	656	659	27	26	37	36	35	38	0	0
Migrant Students (03-04)	492	745	NA	NA	471	469	50	51	31	31	18	17	1	1
Economically Disadvantaged (04-05)	1505	22243	96	93	667	677	20	14	34	32	44	51	1	3
Economically Disadvantaged (03-04)	1122	19528	NA	NA	481	487	37	31	35	32	26	34	1	2
Non-Economically Disadvantaged (04-05)	815	49157	100	100	674	702	8	4	21	16	65	69	7	11
Non-Economically Disadvantaged (03-04)	1124	48595	NA	NA	502	518	21	13	26	20	46	57	6	10

10th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	2292	70868	98	100	671	688	7	5	33	23	56	63	4	9
All Students (03-04)	2198	67629	99	100	512	524	24	22	19	16	55	59	2	3
Female (04-05)	1145	34710	99	99	679	697	6	3	26	19	62	66	5	12
Female (03-04)	1097	33347	100	100	526	537	19	17	16	15	62	64	3	4
Male (04-05)	1148	36176	97	100	664	678	8	7	40	27	49	59	3	7
Male (03-04)	1100	34151	97	99	497	512	30	27	22	18	47	54	1	2
African American (04-05)	36	3557	97	99	703	675	3	7	10	25	77	62	10	6
African American (03-04)	43	3150	91	99	529	515	13	24	26	19	59	56	3	2
Hispanic (04-05)	1723	23868	98	100	664	670	8	9	38	33	52	55	2	4
Hispanic (03-04)	1624	22313	99	100	499	493	29	34	21	19	49	46	1	1
Asian/Pacific Islander (04-05)	20	1732	100	98	704	713	5	2	30	12	35	64	30	22
Asian/Pacific Islander (03-04)	24	1659	100	100	582	564	13	11	9	12	61	68	17	9
American Indian/Alaskan Native (04-05)	30	5001	100	100	685	661	0	9	37	41	63	48	0	2
American Indian/Alaskan Native (03-04)	17	4528	100	99	526	492	24	35	12	21	59	42	6	1
White (04-05)	483	36710	97	99	694	702	3	2	18	15	69	69	10	13
White (03-04)	490	35593	100	99	549	547	8	13	14	14	74	69	3	4
Students with Disabilities (04-05)	217	7900	97	100	545	580	26	22	53	49	20	28	1	1
Students with Disabilities (03-04)	214	6712	100	100	423	445	63	61	18	18	19	21	0	0
Students without Disabilities (04-05)	2076	63054	98	99	685	701	5	3	31	20	60	67	4	10
Students without Disabilities (03-04)	1984	60917	98	100	515	530	23	19	19	16	56	61	2	3
Limited English Proficient Students (04-05)	228	6308	100	100	570	591	28	19	51	47	20	33	1	1
Limited English Proficient Students (03-04)	107	6994	41	100	435	442	67	58	24	18	9	23	0	0
Migrant Students (04-05)	442	540	NA	NA	656	658	15	16	45	42	39	41	0	1
Migrant Students (03-04)	480	732	NA	NA	475	466	40	44	25	23	35	33	0	0
Economically Disadvantaged (04-05)	1479	21994	95	92	671	673	9	10	39	36	51	52	2	3
Economically Disadvantaged (03-04)	1105	19310	NA	NA	497	489	30	35	21	20	48	44	1	1
Non-Economically Disadvantaged (04-05)	814	48960	100	100	673	694	3	3	23	18	65	67	9	12
Non-Economically Disadvantaged (03-04)	1093	48278	NA	NA	527	538	18	17	18	15	62	65	2	4

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

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

District AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	N
	Met Graduation Rate?	Y
	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.

Below is a list of the Title 1 funded schools in the district that are in School Improvement Status as defined by the Federal No Child Left Behind Act of 2001

Vista Alternative School

SI Year 1

Title I School - any school that receives Federal Title I funds; the school agrees to the accountability measures mandated by the No Child Left Behind Act of 2001 (NCLB).

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 implement the restructuring plan.

Out of School Improvement - A Title I school that has made adequate yearly progress (AYP) for two consecutive years and is no longer identified.

For More Information on school improvement status, visit our website at www.ade.az.gov/asd/nclb

Yuma Union High School District

	AZ LEARNS		NCLB
School Name	LABEL ES	LABEL HS	AYP
Cibola High School	N/A	Performing Plus	Met
Kofa High School	N/A	Performing Plus	Met
San Luis High School	N/A	Performing Plus	Met
Vista Alternative School	N/A	Performing	Met
Yuma High School	N/A	Performing Plus	Met

Footnotes

1 Adequate Yearly Progress, please visit our website at <http://www.ade.az.gov/profile/publicview/aypdistrictlist.asp>.

2 Current Administrator: This includes the most current information ADE has available, please contact the district directly if you feel this information is in error.

3 Enrollment: These enrollment counts represent a head count of all active enrollments on October 1st of each school year. Please note these counts are not unduplicated counts; concurrently enrolled students are counted as having an active membership in each school they are enrolled. Joint technology schools where students are concurrently enrolled are not included, which may additionally overstate aggregated enrollment figures.

4 Arizona Instrument to Measure Standards (AIMS) if applicable. Data reflects grades 3,5,8,10. 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. Mean Scale Scores (MSS). The federal law, No Child Left Behind (NCLB), 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. Data also provides a two year trend analysis of student performance as required by NCLB. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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