



Tom Horne, Superintendent
of Public Instruction

ARIZONA DISTRICT REPORT CARD 2006-07

Yuma Union High School District

3150 South Avenue A, Yuma, AZ 85364-

No Child Left Behind

Adequate Yearly Progress¹

2005-06 Not Met
2004-05 Not Met
2003-04 Not 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
2005-2006 Student Enrollment	1,093,725	9,935

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 (05-06)	2554	71130	98	95	689	701	31	23	16	13	46	51	6	14
All Students (04-05)	2253	69846	98	100	679	699	30	21	17	11	46	49	7	18
Female (05-06)	1269	35465	98	96	690	702	28	21	16	13	50	53	6	13
Female (04-05)	1125	34328	99	99	681	702	28	19	17	12	49	51	6	18
Male (05-06)	1285	35648	98	94	688	701	34	24	16	12	43	50	7	14
Male (04-05)	1128	35509	97	100	678	696	32	23	16	11	44	48	8	18
African American (05-06)	44	3868	94	95	682	686	25	33	23	17	50	45	2	6
African American (04-05)	38	3535	97	100	692	677	33	31	18	15	39	46	9	8
Hispanic (05-06)	1975	25103	98	95	685	685	34	34	17	16	44	45	5	5
Hispanic (04-05)	1702	23363	99	100	674	680	33	32	18	16	44	45	5	7
Asian/Pacific Islander (05-06)	27	1805	100	98	734	731	7	9	11	7	48	50	33	34
Asian/Pacific Islander (04-05)	20	1742	100	99	720	733	16	8	16	7	42	46	26	38
American Indian/Alaskan Native (05-06)	24	4241	96	90	684	679	33	39	17	19	42	39	8	3
American Indian/Alaskan Native (04-05)	28	4785	97	100	682	671	28	39	12	17	60	39	0	5
White (05-06)	483	36075	98	95	701	715	20	12	12	9	58	58	11	21
White (04-05)	465	36421	95	99	695	714	19	12	12	8	54	54	15	26
Students with Disabilities (05-06)	217	5862	92	71	654	658	76	63	11	15	12	20	1	2
Students with Disabilities (04-05)	223	7690	100	100	560	593	70	64	14	14	15	21	0	2
Students without Disabilities (05-06)	2337	65268	99	98	692	705	27	19	17	12	50	54	7	15
Students without Disabilities (04-05)	2030	62220	98	99	693	712	26	16	17	11	50	53	8	20
Limited English Proficient Students (05-06)	249	4859	97	93	670	662	49	64	21	15	29	20	1	1
Limited English Proficient Students (04-05)	227	5834	100	100	602	612	47	46	21	20	32	31	0	3
Migrant Students (05-06)	562	786	97	95	682	681	36	38	19	18	42	41	4	4
Migrant Students (04-05)	25	117	NA	NA	656	677	72	44	12	18	16	35	0	3
Economically Disadvantaged (05-06)	1771	22957	97	93	684	685	35	34	17	17	43	44	5	5
Economically Disadvantaged (04-05)	1458	21421	95	92	684	686	35	35	17	15	42	43	5	7
Non-Economically Disadvantaged (05-06)	783	48173	100	96	699	709	21	17	13	11	55	55	11	18
Non-Economically Disadvantaged (04-05)	795	48489	100	100	672	704	21	15	15	10	54	52	10	23

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 (05-06)	2603	73018	98	97	686	703	10	6	31	23	56	64	3	8
All Students (04-05)	2319	71311	99	100	669	694	16	7	30	21	51	63	3	9
Female (05-06)	1289	35465	98	97	690	708	8	4	29	21	59	65	4	9
Female (04-05)	1153	34899	100	100	674	700	13	5	30	19	53	66	4	10
Male (05-06)	1314	36816	99	96	682	699	12	7	33	24	53	62	3	7
Male (04-05)	1167	36430	98	100	665	688	18	9	30	22	49	61	3	8
African American (05-06)	47	3976	98	96	685	689	6	8	32	29	55	59	6	3
African American (04-05)	36	3573	97	100	699	676	10	9	29	26	48	60	13	4
Hispanic (05-06)	2023	25801	99	96	678	683	12	10	35	34	51	53	2	3
Hispanic (04-05)	1750	24056	100	100	660	672	19	13	34	31	46	53	1	3
Asian/Pacific Islander (05-06)	27	1812	100	98	731	722	NA	3	NA	15	85	66	15	16
Asian/Pacific Islander (04-05)	20	1731	100	98	701	717	10	3	25	13	60	68	5	16
American Indian/Alaskan Native (05-06)	26	4389	93	93	691	675	8	9	35	42	54	47	4	1
American Indian/Alaskan Native (04-05)	28	5110	93	100	676	661	12	14	32	38	56	46	0	2
White (05-06)	479	37024	96	97	714	721	3	2	14	12	76	73	8	13
White (04-05)	485	36841	98	99	700	713	6	3	15	12	69	72	10	13
Students with Disabilities (05-06)	225	7170	96	85	639	654	39	23	43	47	18	29	NA	1
Students with Disabilities (04-05)	226	8021	100	100	547	590	49	27	34	42	17	29	0	1
Students without Disabilities (05-06)	2378	65848	99	98	690	708	7	4	30	20	60	67	4	9
Students without Disabilities (04-05)	2094	63379	99	100	683	707	12	5	29	18	55	68	3	10
Limited English Proficient Students (05-06)	265	5099	100	95	642	641	29	29	55	59	16	12	NA	0
Limited English Proficient Students (04-05)	236	6402	100	100	574	596	44	25	38	44	18	30	0	1
Migrant Students (05-06)	578	817	98	96	668	667	14	15	43	44	42	39	1	1
Migrant Students (04-05)	449	548	NA	NA	656	659	27	26	37	36	35	38	0	0
Economically Disadvantaged (05-06)	1814	23912	97	94	676	681	12	10	37	36	50	52	1	2
Economically Disadvantaged (04-05)	1505	22243	96	93	667	677	20	14	34	32	44	51	1	3
Non-Economically Disadvantaged (05-06)	789	49106	100	98	709	714	5	4	16	16	71	69	8	11
Non-Economically Disadvantaged (04-05)	815	49157	100	100	674	702	8	4	21	16	65	69	7	11

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 (05-06)	2602	72810	98	96	670	685	8	6	42	30	47	58	2	6
All Students (04-05)	2292	70868	98	100	671	688	7	5	33	23	56	63	4	9
Female (05-06)	1293	36111	98	97	679	695	5	4	37	23	55	65	3	8
Female (04-05)	1145	34710	99	99	679	697	6	3	26	19	62	66	5	12
Male (05-06)	1309	36678	98	95	661	674	11	9	48	36	40	52	1	3
Male (04-05)	1148	36176	97	100	664	678	8	7	40	27	49	59	3	7
African American (05-06)	47	3962	98	96	667	675	9	8	45	33	45	55	2	3
African American (04-05)	36	3557	97	99	703	675	3	7	10	25	77	62	10	6
Hispanic (05-06)	2015	25735	99	96	665	669	9	10	47	41	43	48	1	2
Hispanic (04-05)	1723	23868	98	100	664	670	8	9	38	33	52	55	2	4
Asian/Pacific Islander (05-06)	27	1809	100	97	701	704	4	4	22	19	56	65	19	13
Asian/Pacific Islander (04-05)	20	1732	100	98	704	713	5	2	30	12	35	64	30	22
American Indian/Alaskan Native (05-06)	25	4370	89	92	680	670	8	9	28	39	60	50	4	2
American Indian/Alaskan Native (04-05)	30	5001	100	100	685	661	0	9	37	41	63	48	0	2
White (05-06)	488	36915	98	97	689	697	5	3	27	21	63	67	5	8
White (04-05)	483	36710	97	99	694	702	3	2	18	15	69	69	10	13
Students with Disabilities (05-06)	226	7071	96	84	612	634	40	24	53	53	8	21	NA	1
Students with Disabilities (04-05)	217	7900	97	100	545	580	26	22	53	49	20	28	1	1
Students without Disabilities (05-06)	2376	65739	99	98	675	689	5	4	41	27	51	62	2	6
Students without Disabilities (04-05)	2076	63054	98	99	685	701	5	3	31	20	60	67	4	10
Limited English Proficient Students (05-06)	262	5046	100	94	623	621	27	31	65	56	8	12	NA	0
Limited English Proficient Students (04-05)	228	6308	100	100	570	591	28	19	51	47	20	33	1	1
Migrant Students (05-06)	574	812	97	96	654	654	14	15	51	51	34	34	0	0
Migrant Students (04-05)	442	540	NA	NA	656	658	15	16	45	42	39	41	0	1
Economically Disadvantaged (05-06)	1810	23814	97	94	663	667	10	10	48	41	41	47	1	2
Economically Disadvantaged (04-05)	1479	21994	95	92	671	673	9	10	39	36	51	52	2	3
Non-Economically Disadvantaged (05-06)	792	48996	100	97	686	693	5	4	30	24	60	64	5	7
Non-Economically Disadvantaged (04-05)	814	48960	100	100	673	694	3	3	23	18	65	67	9	12

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	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

Cibola High School	Warning Year
Vista Alternative School	Warning Year
Yuma High School	Warning Year

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	Not Met
Kofa High School	N/A	Performing Plus	Met
San Luis High School	N/A	Performing Plus	Met
Vista Alternative School	N/A	Performing	Not Met
Yuma High School	N/A	Performing Plus	Not 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 3-8 and 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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Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2007

Total cost of printing: 8 Pages X .0243 Per page X 1 Copies = \$0.19

** If total cost of printing = \$0.00, only the electronic version of the report card was created.

** Due to booklet size printing, print copies are produced in multiples of 4.