

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

400 6th Ave, Yuma, AZ 85364

Yuma Union High School 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

High School Achievement Profile (a)

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Jeff Magin
 Schedule : 07:30 AM to 04:00 PM
 Grades : 9-12
 2005 Enrollment : 2893
 Web Address : YumaHigh.com
 Phone Number : (928) 502-5013
 Fax Number : (928) 502-5338
 E-mail : jmagin@yumaed.org

Mission

We, the Yuma High School community, will ensure a positive, safe, and orderly environment in which exemplary education is achieved through shared responsibility.

School / Academic Goals

- ü Yuma High School will continue its development and implementation of a standards-based educational program, including common assessments in core subjects, to ensure its students the highest achievement and success possible.
- ü Yuma High School will continue its programs designed to accommodate students with specific needs, e.g., freshman learning communities, structured English instruction for English Learners, migrant programs, special education, and Title One.
- ü An "Attendance Intervention Coordinator" position has been created to assist in drop out prevention. Duties include: attendance tracking of at-risk students, student/parent conferences, home visits, social services/juvenile system communications.

Enrollment

October 1, 2004 School Year Student Enrollment : 2649
 Accepting New Students in 2005-06 Under Open Enrollment Law :² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- Ü Regular Secondary Curriculum
- Ü Structured English Instruction
- Ü On-site Special Education
- Ü School-to-Work
- Ü Freshman Academy Teaming
- Ü Gifted Program
- Ü Honors Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/9/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The school will provide a safe environment, be in contact with and work with parents, provide career/college information, and provide strong instruction and high expectations in academic standards and extra-curricular activities.

Parents

Parents should encourage student attendance and support the school policies. Students should be provided a safe and nurturing environment at home where they receive family support for their education.

Transportation Policy

The district transportation policy provides a complete spectrum of support so that students can take advantage of all educational opportunities. Students who live beyond 1.5 miles from school are provided transportation.

School Honors

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

Award/Honor	Year
Ü Arizona State DECA President	2005
Ü National Merit Scholar Finalist	2004
Ü Academic Decathlon Team Placed 8th in State Competition	2004
Ü DECA Student Team Placed 2nd in National Competiton	2004

10th 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	666	2253	69846	96	98	100	679	679	699	37	30	21	16	17	11	41	46	49	6	7	18
All Students (Prior Year)	659	2219	65934	100	100	100	476	478	492	62	58	43	17	20	18	16	17	24	5	5	15
Female	346	1125	34328	98	99	99	685	681	702	32	28	19	17	17	12	45	49	51	7	6	18
Male	320	1128	35509	94	97	100	674	678	696	43	32	23	15	16	11	37	44	48	5	8	18
African American	12	38	3535	100	97	100	687	692	677	60	33	31	10	18	15	20	39	46	10	9	8
Hispanic	455	1702	23363	97	99	100	675	674	680	42	33	32	18	18	16	37	44	45	3	5	7
Asian/Pacific Islander	NC	20	1742	NC	100	99	NC	720	733	NC	16	8	NC	16	7	NC	42	46	NC	26	38
American Indian/Alaskan Native	NC	28	4785	NC	97	100	NC	682	671	NC	28	39	NC	12	17	NC	60	39	NC	0	5
White	185	465	36421	93	95	99	687	695	714	27	19	12	11	12	8	50	54	54	12	15	26
Students with Disabilities	65	223	7690	84	100	100	612	560	593	80	70	64	7	14	14	11	15	21	2	0	2
Students without Disabilities	601	2030	62220	98	98	99	687	693	712	33	26	16	17	17	11	44	50	53	6	8	20
Limited English Proficient Students	68	227	5834	96	100	100	646	602	612	50	47	46	17	21	20	33	32	31	0	0	3
Migrant Students	NC	25	117	NC	NA	NA	NC	656	677	NC	72	44	NC	12	18	NC	16	35	NC	0	3
Economically Disadvantaged	412	1458	21421	94	95	92	678	684	686	43	35	35	18	17	15	35	42	43	4	5	7
Non-Economically Disadvantaged	254	795	48489	99	100	100	682	672	704	28	21	15	14	15	10	50	54	52	8	10	23

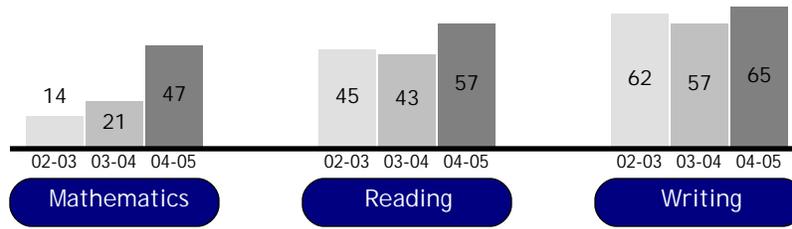
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	690	2319	71311	97	99	100	675	669	694	17	16	7	27	30	21	53	51	63	4	3	9
All Students (Prior Year)	678	2246	68162	100	100	100	495	492	509	27	29	18	30	30	24	39	37	51	4	4	8
Female	356	1153	34899	99	100	100	684	674	700	14	13	5	26	30	19	56	53	66	5	4	10
Male	334	1167	36430	95	98	100	666	665	688	21	18	9	27	30	22	49	49	61	2	3	8
African American	11	36	3573	100	97	100	691	699	676	11	10	9	44	29	26	33	48	60	11	13	4
Hispanic	475	1750	24056	98	100	100	666	660	672	21	19	13	30	34	31	47	46	53	1	1	3
Asian/Pacific Islander	NC	20	1731	NC	100	98	NC	701	717	NC	10	3	NC	25	13	NC	60	68	NC	5	16
American Indian/Alaskan Native	NC	28	5110	NC	93	100	NC	676	661	NC	12	14	NC	32	38	NC	56	46	NC	0	2
White	189	485	36841	95	98	99	696	700	713	8	6	3	17	15	12	65	69	72	10	10	13
Students with Disabilities	64	226	8021	85	100	100	600	547	590	54	49	27	25	34	42	21	17	29	0	0	1
Students without Disabilities	626	2094	63379	99	99	100	683	683	707	13	12	5	27	29	18	56	55	68	4	3	10
Limited English Proficient Students	71	236	6402	100	100	100	616	574	596	44	44	25	37	38	44	19	18	30	0	0	1
Migrant Students	89	449	548	NA	NA	NA	656	656	659	29	27	26	38	37	36	33	35	38	0	0	0
Economically Disadvantaged	432	1505	22243	96	96	93	667	667	677	23	20	14	32	34	32	44	44	51	2	1	3
Non-Economically Disadvantaged	258	815	49157	98	100	100	690	674	702	8	8	4	18	21	16	67	65	69	7	7	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	682	2292	70868	96	98	100	681	671	688	7	7	5	29	33	23	61	56	63	4	4	9
All Students (Prior Year)	661	2198	67629	97	99	100	515	512	524	23	24	22	19	19	16	56	55	59	1	2	3
Female	355	1145	34710	99	99	99	689	679	697	6	6	3	23	26	19	65	62	66	6	5	12
Male	327	1148	36176	93	97	100	671	664	678	7	8	7	35	40	27	56	49	59	1	3	7
African American	11	36	3557	100	97	99	707	703	675	0	3	7	0	10	25	89	77	62	11	10	6
Hispanic	469	1723	23868	97	98	100	674	664	670	8	8	9	34	38	33	57	52	55	2	2	4
Asian/Pacific Islander	NC	20	1732	NC	100	98	NC	704	713	NC	5	2	NC	30	12	NC	35	64	NC	30	22
American Indian/Alaskan Native	NC	30	5001	NC	100	100	NC	685	661	NC	0	9	NC	37	41	NC	63	48	NC	0	2
White	187	483	36710	94	97	99	692	694	702	4	3	2	20	18	15	67	69	69	9	10	13
Students with Disabilities	59	217	7900	79	97	100	598	545	580	25	26	22	58	53	49	14	20	28	4	1	1
Students without Disabilities	623	2076	63054	98	98	99	689	685	701	5	5	3	26	31	20	65	60	67	4	4	10
Limited English Proficient Students	68	228	6308	96	100	100	610	570	591	31	28	19	41	51	47	26	20	33	2	1	1
Migrant Students	87	442	540	NA	NA	NA	659	656	658	16	15	16	38	45	42	46	39	41	0	0	1
Economically Disadvantaged	425	1479	21994	95	95	92	673	671	673	10	9	10	33	39	36	55	51	52	2	2	3
Non-Economically Disadvantaged	257	814	48960	98	100	100	693	673	694	1	3	3	22	23	18	69	65	67	8	9	12

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)

10th 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?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	96	27	27	41	92	29	NA	42	95	40	41	51
	Language	98	26	28	42	93	28	29	42	95	39	41	50
	Mathematics	97	48	51	60	93	48	51	63	95	38	41	50

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)
- 3 Teacher(s)
- 3 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- ü Parent/Educator Relations
- ü Community Relations
- ü Curriculum Development
- ü School Safety Issues
- ü Student Discipline
- ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	5.00	Teacher	114.00
Other Professional Staff	13.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	29	3	0	4
4 to 6 years	13	7	0	0
7 to 9 years	8	6	0	0
10 or more years	15	47	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	400
Teachers with Emergency Certificaton.	14
Percent of teachers in the school with Emergency/Provisional Certification	11%
Percent of core classes not taught by Hightly Qualified Teachers	13%

Resources Available at School Site

Special Facilities

- ü The Palace at Prison Hill Gymnasium
- ü Snider Auditorium
- ü Research Building Media Center

Extracurricular Activities

- ü Student Council
- ü National Honor Society
- ü Nineteen AIA Athletic Programs
- ü Band/Vocal
- ü Academic Decathlon
- ü FFA
- ü DECA
- ü VICA

Social Services

- ü School Resource Officer
- ü City Recreation
- ü PASS Program
- ü Theater Rental

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Our drop out rate was the lowest in the district due largely to a newly created, proactive, attendance intervention program.

- ü One of our marketing students was selected as the state DECA president for the 2005-06 school year.

- ü AIMS scores continue to rise as our sophomore class made gains of 24% in math, 6% in writing, and 11% in reading.

- ü Our extra-curricular programs excelled in 2005, as we earned state and national recognition from our DECA, VICA and FFA organizations.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	14	12	12	17
Transfers In Rate ⁶	25	28	28	37
Stability Rate ⁷	85	87	87	82
Promotion Rate ⁸	93	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	3	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	84	NA	NA	79

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

Our administration, security personnel, and school resource officer are on duty before school, after school, and at lunch. Our teachers are expected to be in the hallways during passing periods, and to maintain positive, orderly classrooms.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

114

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	Jeff A. Magin	(928) 502-5000
Transportation Policy	Robert Lawson	(928) 341-9076
Community Resources	Joseph Guthrie	(928) 502-4645
School Nutrition Programs	David Smith	(928) 344-4645
Parent Organization	Karen McNiel	(928) 502-5000
Student Health/Nurse	Joan Wilson	(928) 502-5000

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

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

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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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** 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.