

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3100 Ave A, 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)

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. Jamie Sheldahl
 Schedule : 07:00 AM to 03:30 PM
 Grades : 9-12
 Web Address : www.yumaunion.com-click on Kofa
 Phone Number : (928) 502-5400
 Fax Number : (928) 502-5693
 E-mail : jsheldahl@yumaed.org

Mission

Kofa High School is committed to the educational excellence of our students by empowering them with the means for success and by challenging them to become productive members of society. Through a rigorous curriculum, extensive extracurricular activities and a caring staff who connects with students, Kofa High School prepares students for the challenges they will face as they move from high school to higher education and the workplace.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status ^(b)

2005-06	N/A
2004-05	N/A
2003-04	Out of Improvement

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

School / Academic Goals

- ü Teachers will maximize instructional time through effective, research based strategies, with special attention to those that benefit students from diverse learning backgrounds. The first 30 minutes of each class period shall be uninterrupted.
- ü Students will improve literacy skills through a focus on reading and writing across the curriculum. All subjects shall assign writing assignments and grade them using the 6 trait writing rubric. Reading comprehension focus in all subjects.
- ü Students will improve math skills through a campus-wide approach, including instructional focus activities and after-school tutoring.
- ü Our special needs students will have the opportunity to be mainstreamed in as many instances as possible. Inclusion will be a part of all IEP and meetings with parents. Transitional programs will be developed and expanded

Enrollment

October 1, 2005 School Year Student Enrollment : 2477
 Accepting New Students in 2005-06 Under Open Enrollment Law :² No
 Number of Students Attending Under Open Enrollment in 2005-06 : 1

Instructional Programs

- Ü Advanced Placement
- Ü Freshman Academies
- Ü Advisor/Advisee time
- Ü Gifted Education
- Ü After-school tutoring
- Ü Accelerated-Star-Mathematics
- Ü College Express
- Ü Vocational Technology Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	8/9/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Provide students with a safe environment and a rigorous curriculum taught by caring, qualified teachers, through which they have the opportunity to develop to their fullest potential by incorporating speaking, reading, math, and writing skills with critical thinking, computer skills and high expectations.

Parents

Provide students who are properly fed, clothed, and are mentally and physically ready to accept the academic and social challenges a large comprehensive high school provides. Support your child's teachers by providing time and a place for homework. Ask your child what s/he learned at school each day.

Transportation Policy

Students who live beyond 1 1/2 miles from school are provided transportation. Spec ed students receive service in accordance with their IEPs. 52 buses travel 6,500 miles transporting 3,000 students daily throughout our 2,000-square-mile district.

School Honors

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

Award/Honor	Year
Ü National Merit Finalist	2005
Ü Odyssey of the Mind World Competitor	2004
Ü Flinn Scholar	2004
Ü Academy Appointments	2005

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	721	2554	71130	97	98	95	688	689	701	30	31	23	15	16	13	50	46	51	4	6	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	329	1269	35465	97	98	96	689	690	702	28	28	21	14	16	13	56	50	53	3	6	13
Male	392	1285	35648	97	98	94	687	688	701	33	34	24	17	16	12	46	43	50	5	7	14
African American	15	44	3868	94	94	95	674	682	686	27	25	33	40	23	17	33	50	45	NA	2	6
Hispanic	510	1975	25103	97	98	95	682	685	685	35	34	34	17	17	16	45	44	45	3	5	5
Asian/Pacific Islander	10	27	1805	100	100	98	NA	734	731	NA	7	9	NA	11	7	NA	48	50	NA	33	34
American Indian/Alaskan Native	11	24	4241	92	96	90	674	684	679	64	33	39	9	17	19	18	42	39	9	8	3
White	175	483	36075	99	98	95	703	701	715	17	20	12	9	12	9	67	58	58	7	11	21
Students with Disabilities	69	217	5862	85	92	71	652	654	658	80	76	63	9	11	15	10	12	20	1	1	2
Students without Disabilities	652	2337	65268	99	99	98	691	692	705	25	27	19	16	17	12	55	50	54	4	7	15
Limited English Proficient Students	40	249	4859	98	97	93	666	670	662	60	49	64	18	21	15	23	29	20	NA	1	1
Migrant Students	161	562	786	98	97	95	680	682	681	35	36	38	18	19	18	44	42	41	2	4	4
Economically Disadvantaged	433	1771	22957	97	97	93	682	684	685	37	35	34	16	17	17	44	43	44	3	5	5
Non-Economically Disadvantaged	288	783	48173	98	100	96	696	699	709	20	21	17	15	13	11	59	55	55	6	11	18

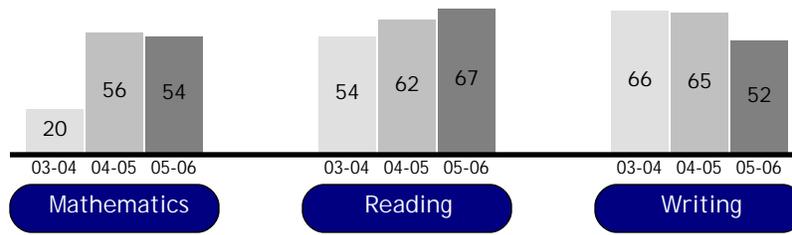
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	743	2603	73018	98	98	97	690	686	703	9	10	6	24	31	23	64	56	64	3	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	341	1289	36181	97	98	97	696	690	708	6	8	4	21	29	21	69	59	65	4	4	9
Male	402	1314	36816	98	99	96	686	682	699	11	12	7	27	33	24	59	53	62	2	3	7
African American	16	47	3976	100	98	96	681	685	689	NA	6	8	38	32	29	63	55	59	NA	6	3
Hispanic	528	2023	25801	98	99	96	682	678	683	12	12	10	28	35	34	58	51	53	2	2	3
Asian/Pacific Islander	10	27	1812	100	100	98	NA	731	722	NA	NA	3	NA	NA	15	NA	85	66	NA	15	16
American Indian/Alaskan Native	13	26	4389	87	93	93	679	691	675	8	8	9	46	35	42	46	54	47	NA	4	1
White	175	479	37024	97	96	97	716	714	721	2	3	2	10	14	12	80	76	73	7	8	13
Students with Disabilities	76	225	7170	89	96	85	642	639	654	37	39	23	41	43	47	22	18	29	NA	NA	1
Students without Disabilities	667	2378	65848	99	99	98	695	690	708	6	7	4	22	30	20	68	60	67	3	4	9
Limited English Proficient Students	43	265	5099	100	100	95	632	642	641	44	29	29	51	55	59	5	16	12	NA	NA	0
Migrant Students	169	578	817	98	98	96	672	668	667	15	14	15	35	43	44	49	42	39	1	1	1
Economically Disadvantaged	444	1814	23912	96	97	94	679	676	681	12	12	10	32	37	36	55	50	52	2	1	2
Non-Economically Disadvantaged	299	789	49106	100	100	98	707	709	714	4	5	4	14	16	16	77	71	69	5	8	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	746	2602	72810	98	98	96	670	670	685	10	8	6	38	42	30	50	47	58	2	2	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	344	1293	36111	98	98	97	681	679	695	7	5	4	31	37	23	59	55	65	3	3	8
Male	402	1309	36678	98	98	95	661	661	674	13	11	9	44	48	36	43	40	52	0	1	3
African American	16	47	3962	100	98	96	646	667	675	13	9	8	63	45	33	25	45	55	NA	2	3
Hispanic	531	2015	25735	98	99	96	665	665	669	13	9	10	40	47	41	46	43	48	1	1	2
Asian/Pacific Islander	10	27	1809	100	100	97	NA	701	704	NA	4	4	NA	22	19	NA	56	65	NA	19	13
American Indian/Alaskan Native	11	25	4370	73	89	92	658	680	670	9	8	9	36	28	39	55	60	50	NA	4	2
White	178	488	36915	98	98	97	688	689	697	4	5	3	28	27	21	64	63	67	4	5	8
Students with Disabilities	78	226	7071	92	96	84	606	612	634	45	40	24	49	53	53	6	8	21	NA	NA	1
Students without Disabilities	668	2376	65739	99	99	98	677	675	689	6	5	4	36	41	27	55	51	62	2	2	6
Limited English Proficient Students	43	262	5046	100	100	94	600	623	621	47	27	31	51	65	56	2	8	12	NA	NA	0
Migrant Students	170	574	812	98	97	96	656	654	654	15	14	15	45	51	51	39	34	34	NA	0	0
Economically Disadvantaged	449	1810	23814	97	97	94	660	663	667	14	10	10	43	48	41	42	41	47	1	1	2
Non-Economically Disadvantaged	297	792	48996	99	100	97	685	686	693	5	5	4	30	30	24	62	60	64	3	5	7

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?	NA
	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	80	41	NA	42	94	45	41	51	96	43	35	52
	Language	81	34	29	42	94	44	41	50	96	41	35	50
	Mathematics	81	50	51	63	93	43	41	50	96	43	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

Council Duties

2 School Administrator(s)	Ü School Goal Development
2 Non-certified Employee(s)	Ü Curriculum Development
4 Teacher(s)	Ü School Safety Issues
4 Parent(s)	Ü Extracurricular Activities
1 Community Member(s)	Ü AIMS Strategies Development
2 Student(s)	Ü Special Education

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	5.00	Teacher	116.40
Other Professional Staff	10.00	Teacher Aide	27.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	20	3	0	0
4 to 6 years	13	8	0	0
7 to 9 years	6	6	0	0
10 or more years	14	33	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	365
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	N/A
Percent of core classes not taught by Highly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü Computer Labs--Comprehensive Shops
- Ü Auditorium and Theater--Dance Room
- Ü Media Center Video Room
- Ü Two Gymnasiums

Extracurricular Activities

- Ü Academic Decathlon/Over 60 Clubs
- Ü Athletics--19 Varsity Programs/JV/Frosh
- Ü Band/Choir/Drama
- Ü National Honor Society
- Ü On-The-Job Training Programs
- Ü VSO
- Ü Gifted Educational Program

Social Services

- Ü Dropout Prevention
- Ü After School and Evening Tutoring
- Ü Counseling Services
- Ü Crisis Intervention
- Ü Breakfast/Lunch Program
- Ü Peer Mediation
- Ü Migrant Education

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü State qualifier for Academic Decathlon for the past eight years. State and nationally recognized FFA members.

- ü Renaissance and A Team school with an increasing number of students qualifying each year.

- ü Three AZ State Skills USA officers. State champion in welding.

- ü The Kofa yearbook, 'La Corona' has received national recognition by Taylor Publishing for the last three years. It has been used as a 'sales sample' throughout the country.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	85	89	88	73
Graduation Rate ⁶	91	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

We are teaching our students respect for difference and diversity. We have a Parents on Patrol program. The staff and administration have maintained our visibility during school and at afterschool events. We have a full-time SRO on our 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) :

31

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	Gina Leonard	(928) 502-5400
Transportation Policy	Dave Bradley	(928) 341-9076
Community Resources	Gloria Valentin	(928) 502-5553
School Nutrition Programs	David Smith	(928) 726-4479
Parent Organization	Michele Butler	(928) 502-5364
Student Health/Nurse	Sandy Morris	(928) 502-5509

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.

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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.