

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4100 W 20th St, 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. Anthony Steen
 Schedule : 07:30 AM to 04:00 PM
 Grades : 9-12
 Web Address : www.cibolahigh.com
 Phone Number : (928) 502-5700
 Fax Number : (928) 502-6046
 E-mail : asteen@yumaed.org

Mission

Cibola High School is committed to success, challenging students and staff to achieve their highest potential. Cibola has created a unique and successful student-centered school culture, born from the exceptional expectations of its staff.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Not Met
2004-05	Met
2003-04	Met

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 / Academic Goals

- ü The Cibola community will increase AIMS scores by 20% and 'teach for success' by maximizing instructional time.
- ü Students will improve writing skills across the curriculum. Target objectives: Organization, format, introductions and conclusions; supports with examples, persuasive writing; grammar, spelling, punctuation; appropriate style, audience awareness.
- ü All Cibola community members will maximize instructional time by eliciting engagement in the learning process. Target objectives: students will expect to be involved in the learning process and accountable for their own learning.

Enrollment

October 1, 2005 School Year Student Enrollment : 2341
 Accepting New Students in 2005-06 Under Open Enrollment Law :² No
 Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- Ü Honors Classes
- Ü Advanced Placement
- Ü Gifted Education
- Ü Interdisciplinary Teams
- Ü On-site, Inclusive Special Education
- Ü School-to-Work
- Ü Dual Credit
- Ü English Learners Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 39 minutes
First Day of School :	8/9/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Model and nurture a passion for learning. Teach literacy, citizenship and leadership skills, including critical thinking, problem solving and decision making in all disciplines to all students. Engage students in their own learning experiences. Increase communication with parents and the community.

Parents

Make sure your child attends all classes. Support the school in its efforts to maintain proper discipline. Encourage your sons/daughters to study. Model reading at home and talk with your child about goals. Be actively involved in his/her education.

Transportation Policy

Provide an opportunity for students to take advantage of all educational opportunities. Students who live more than 1.5 miles from school are provided transportation. Special education students receive service in accordance with their IEPs.

School Honors

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

Award/Honor	Year
Ü 3 National Merit Finalists	2005
Ü Robert Byrd Scholarship winner	2005
Ü Dorrance Merit Scholar	2004
Ü NAAE Outstanding Secondary Ag. Education Program	2002

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	513	2554	71130	98	98	95	705	689	701	16	31	23	13	16	13	58	46	51	13	6	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	267	1269	35465	98	98	96	706	690	702	15	28	21	12	16	13	62	50	53	12	6	13
Male	246	1285	35648	99	98	94	705	688	701	18	34	24	14	16	12	54	43	50	14	7	14
African American	11	44	3868	92	94	95	700	682	686	9	25	33	9	23	17	73	50	45	9	2	6
Hispanic	373	1975	25103	98	98	95	700	685	685	20	34	34	15	17	16	57	44	45	8	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	NC	24	4241	NC	96	90	NC	684	679	NC	33	39	NC	17	19	NC	42	39	NC	8	3
White	113	483	36075	99	98	95	719	701	715	7	20	12	9	12	9	59	58	58	25	11	21
Students with Disabilities	50	217	5862	96	92	71	656	654	658	70	76	63	14	11	15	16	12	20	NA	1	2
Students without Disabilities	463	2337	65268	99	99	98	710	692	705	10	27	19	13	17	12	63	50	54	14	7	15
Limited English Proficient Students	28	249	4859	100	97	93	673	670	662	43	49	64	18	21	15	39	29	20	NA	1	1
Migrant Students	74	562	786	95	97	95	693	682	681	23	36	38	19	19	18	53	42	41	5	4	4
Economically Disadvantaged	296	1771	22957	98	97	93	698	684	685	20	35	34	16	17	17	58	43	44	6	5	5
Non-Economically Disadvantaged	217	783	48173	100	100	96	715	699	709	11	21	17	9	13	11	58	55	55	22	11	18

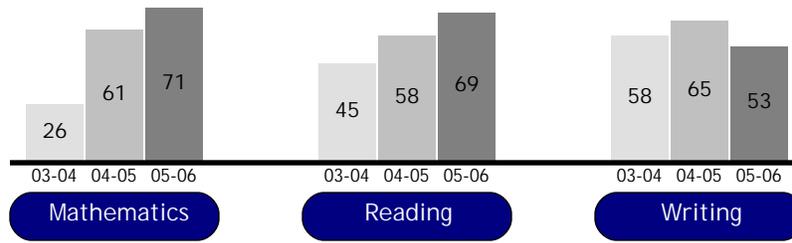
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	523	2603	73018	99	98	97	696	686	703	9	10	6	23	31	23	63	56	64	6	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	270	1289	36181	98	98	97	697	690	708	8	8	4	22	29	21	63	59	65	7	4	9
Male	253	1314	36816	100	99	96	695	682	699	9	12	7	24	33	24	62	53	62	4	3	7
African American	12	47	3976	100	98	96	703	685	689	NA	6	8	33	32	29	50	55	59	17	6	3
Hispanic	383	2023	25801	100	99	96	687	678	683	11	12	10	28	35	34	59	51	53	3	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	NC	26	4389	NC	93	93	NC	691	675	NC	8	9	NC	35	42	NC	54	47	NC	4	1
White	113	479	37024	97	96	97	721	714	721	4	3	2	9	14	12	76	76	73	12	8	13
Students with Disabilities	53	225	7170	100	96	85	635	639	654	42	39	23	42	43	47	17	18	29	NA	NA	1
Students without Disabilities	470	2378	65848	99	99	98	703	690	708	5	7	4	21	30	20	68	60	67	6	4	9
Limited English Proficient Students	29	265	5099	100	100	95	647	642	641	21	29	29	62	55	59	17	16	12	NA	NA	0
Migrant Students	79	578	817	100	98	96	676	668	667	13	14	15	37	43	44	48	42	39	3	1	1
Economically Disadvantaged	306	1814	23912	100	97	94	681	676	681	11	12	10	31	37	36	57	50	52	1	1	2
Non-Economically Disadvantaged	217	789	49106	99	100	98	716	709	714	6	5	4	12	16	16	71	71	69	12	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	520	2602	72810	99	98	96	673	670	685	8	8	6	40	42	30	50	47	58	3	2	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	268	1293	36111	97	98	97	681	679	695	6	5	4	35	37	23	56	55	65	4	3	8
Male	252	1309	36678	100	98	95	664	661	674	10	11	9	46	48	36	43	40	52	1	1	3
African American	12	47	3962	100	98	96	682	667	675	NA	9	8	42	45	33	50	45	55	8	2	3
Hispanic	379	2015	25735	99	99	96	666	665	669	9	9	10	45	47	41	45	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	NC	25	4370	NC	89	92	NC	680	670	NC	8	9	NC	28	39	NC	60	50	NC	4	2
White	114	488	36915	98	98	97	690	689	697	3	5	3	27	27	21	65	63	67	5	5	8
Students with Disabilities	53	226	7071	100	96	84	614	612	634	36	40	24	55	53	53	9	8	21	NA	NA	1
Students without Disabilities	467	2376	65739	98	99	98	679	675	689	4	5	4	39	41	27	54	51	62	3	2	6
Limited English Proficient Students	29	262	5046	100	100	94	599	623	621	45	27	31	52	65	56	3	8	12	NA	NA	0
Migrant Students	76	574	812	96	97	96	649	654	654	16	14	15	51	51	51	33	34	34	NA	0	0
Economically Disadvantaged	301	1810	23814	98	97	94	665	663	667	9	10	10	46	48	41	44	41	47	1	1	2
Non-Economically Disadvantaged	219	792	48996	100	100	97	684	686	693	5	5	4	33	30	24	58	60	64	5	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?	N
	Met Attendance Rate?	NA
	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 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	89	27	NA	42	96	47	41	51	96	41	35	52
	Language	91	33	29	42	96	48	41	50	96	41	35	50
	Mathematics	90	58	51	63	96	49	41	50	96	52	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)
- 0 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü Extracurricular Activities
- Ü North Central Association SIP
- Ü School Safety Issues
- Ü Alumni Surveys
- Ü Parent Surveys

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	5.00	Teacher	112.00
Other Professional Staff	13.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	2	0	1
4 to 6 years	19	7	0	1
7 to 9 years	11	13	0	1
10 or more years	10	38	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	385
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	1%

Resources Available at School Site

Special Facilities

- Ü 6-8 Computers in English Classes
- Ü Agriculture Biotech Lab & Library
- Ü Radio/TV Studio
- Ü Computer/Media Center

Extracurricular Activities

- Ü National Honor Society
- Ü AIA Sports and Activities
- Ü Vocational Industrial Clubs of America
- Ü Academic Decathlon
- Ü Student Council
- Ü Performing Arts
- Ü Future Farmers of America
- Ü Law Enforcement Exploration

Social Services

- Ü Community College Classes
- Ü Adult Literacy Education
- Ü Full-time Registered Nurse and LPN
- Ü Migrant Family Services
- Ü Healthy Kids Program
- Ü City Parks and Recreation Activities
- Ü Blood Drives
- Ü Visiting Performing Artists

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The graduation rate has increased from 73% in 1993-94 to 5-year rate of over 90% for the class of 2003. The dropout rate has decreased from 8% in 1993-94 to 3.4% in 2003. Minority graduation rate is well above state and national averages.
- ü SAT 1 mean scores for Cibola juniors in 2004-05 were 512 in Verbal and 535 in Math. The average composite ACT score for the 2004-05 school year was 21. YUHSD students have outpaced their AZ and US counterparts in ACT performance since 2000.
- ü Students in the class of 2005 were awarded nearly \$2.5 million in scholarships from public and private colleges and universities. In addition, in the past five years, 9 students have received appointments to U.S. Military Academies.
- ü 31 students from the class of 2005 qualified for the Cibola Academic Hall of Fame, graduating with a 3.5 or better grade point average and scoring a 25 or better composite on the ACT.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	90	89	88	73
Graduation Rate ⁶	92	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

Cibola High School maintains a closed campus with constant security personnel on site during school hours and extracurricular activities. Yuma Police Department provides a Student Resource Officer on campus during school hours and at activities. Regularly scheduled safety drills. Tardy sweep helps ensure students are accounted for. A wide variety of activities, clubs, and sports provide students opportunities to be positively involved.

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) :

8

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	Tony Steen	(928) 502-5700
Transportation Policy	Bob Lawson	(928) 341-9076
Community Resources	Molly Kelly	(928) 502-5700
School Nutrition Programs	David Smith	(928) 726-4479
Parent Organization	Tony Steen	(928) 502-5700
Student Health/Nurse	Nancy Woodhouse	(928) 502-5700

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.