

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1250 North Eighth Avenue, San Luis, AZ 85349

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	Not Evaluated
2002-03	New School

(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 : Ms. Mary Lynn Coleman
 Schedule : 07:30 AM to 04:00 PM
 Grades : 9-12
 2005 Enrollment : 1972
 Web Address : yumaunion.com
 Phone Number : (928) 502-6100
 Fax Number : (928) 502-6222
 E-mail : mcoleman@yumaed.org

Mission

San Luis High School is committed to high expectations for student and staff achievement, providing a positive learning-centered environment. The mission statement is supported by the following beliefs: Learning for All, Clean and Safe Environment, High Expectations for Student Achievement, and Education is a Shared Responsibility Where Cooperation is Essential.

School / Academic Goals

- ü All students will improve reading skills in order to meet local and state requirements.
- ü All students will improve writing skills in order to meet local and state requirements.
- ü All students will improve mathematics skills in order to meet local and state requirements.
- ü SLHS will evaluate and implement more parent and community involvement.

Enrollment

October 1, 2004 School Year Student Enrollment : 1821
 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 4 x 4 Block Schedule
- ü Extended Freshman English Classes
- ü Extended Freshmen Algebra Classes
- ü Structured English Immersion
- ü Advanced Placement Classes
- ü Accelerated Reading and Math
- ü Fine Arts Program
- ü Vocational Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/9/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

SLHS faculty and staff will provide all students with the optimal learning environment and best opportunities to succeed. SLHS is committed to maximizing instruction through effective instructional practices.

Parents

SLHS supports a strong and positive relationship with parents. The school will provide support to parents in all facets of their child's education. Parents are invited to visit SLHS, attend classes or volunteer for school activities at any time. Parent Meetings are held on the second Thursday of each school month.

Transportation Policy

SLHS is served by Yuma Schools Transportation and is governed by the policies set forth in the YUHSD policy. Students who reside more than 1.5 miles from SLHS are provided transportation and are subject to the rules listed in the YUHSD policy. Special Education students receive service in accordance with their IEPs. AIA teams and clubs travel to cities in Arizona and California.

School Honors

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

Award/Honor	Year
ü AZ Family and Consumer Science New Teacher of the year	2004
ü Yuma County Ed Foundation Teacher of the Year Finalist	2004
ü Arizona Arts' Initiative Grant Recipient	2005
ü Skyline Region Boy's Soccer Champion	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	405	2253	69846	99	98	100	679	679	699	34	30	21	17	17	11	42	46	49	6	7	18
All Students (Prior Year)	431	2219	65934	99	100	100	478	478	492	58	58	43	20	20	18	17	17	24	5	5	15
Female	193	1125	34328	99	99	99	678	681	702	35	28	19	16	17	12	44	49	51	5	6	18
Male	212	1128	35509	98	97	100	679	678	696	34	32	23	18	16	11	41	44	48	7	8	18
African American	--	38	3535	--	97	100	--	692	677	--	33	31	--	18	15	--	39	46	--	9	8
Hispanic	404	1702	23363	99	99	100	679	674	680	34	33	32	17	18	16	42	44	45	6	5	7
Asian/Pacific Islander	--	20	1742	--	100	99	--	720	733	--	16	8	--	16	7	--	42	46	--	26	38
American Indian/Alaskan Native	--	28	4785	--	97	100	--	682	671	--	28	39	--	12	17	--	60	39	--	0	5
White	NC	465	36421	NC	95	99	NC	695	714	NC	19	12	NC	12	8	NC	54	54	NC	15	26
Students with Disabilities	20	223	7690	100	100	100	512	560	593	80	70	64	5	14	14	15	15	21	0	0	2
Students without Disabilities	385	2030	62220	98	98	99	688	693	712	32	26	16	18	17	11	44	50	53	7	8	20
Limited English Proficient Students	88	227	5834	100	100	100	639	602	612	53	47	46	19	21	20	28	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	396	1458	21421	98	95	92	686	684	686	34	35	35	17	17	15	42	42	43	7	5	7
Non-Economically Disadvantaged	NC	795	48489	NC	100	100	NC	672	704	NC	21	15	NC	15	10	NC	54	52	NC	10	23

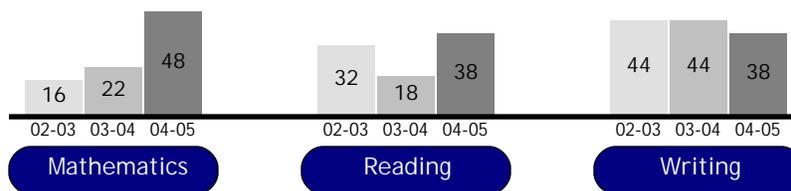
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	416	2319	71311	100	99	100	653	669	694	23	16	7	39	30	21	37	51	63	1	3	9
All Students (Prior Year)	436	2246	68162	99	100	100	472	492	509	45	29	18	36	30	24	18	37	51	0	4	8
Female	196	1153	34899	100	100	100	654	674	700	26	13	5	34	30	19	39	53	66	0	4	10
Male	220	1167	36430	99	98	100	653	665	688	20	18	9	44	30	22	35	49	61	1	3	8
African American	--	36	3573	--	97	100	--	699	676	--	10	9	--	29	26	--	48	60	--	13	4
Hispanic	416	1750	24056	100	100	100	653	660	672	23	19	13	39	34	31	37	46	53	1	1	3
Asian/Pacific Islander	--	20	1731	--	100	98	--	701	717	--	10	3	--	25	13	--	60	68	--	5	16
American Indian/Alaskan Native	--	28	5110	--	93	100	--	676	661	--	12	14	--	32	38	--	56	46	--	0	2
White	--	485	36841	--	98	99	--	700	713	--	6	3	--	15	12	--	69	72	--	10	13
Students with Disabilities	20	226	8021	100	100	100	503	547	590	45	49	27	35	34	42	20	17	29	0	0	1
Students without Disabilities	396	2094	63379	99	99	100	661	683	707	22	12	5	39	29	18	38	55	68	1	3	10
Limited English Proficient Students	89	236	6402	100	100	100	605	574	596	50	44	25	36	38	44	15	18	30	0	0	1
Migrant Students	156	449	548	NA	NA	NA	651	656	659	29	27	26	39	37	36	31	35	38	0	0	0
Economically Disadvantaged	409	1505	22243	100	96	93	660	667	677	23	20	14	39	34	32	37	44	51	1	1	3
Non-Economically Disadvantaged	NC	815	49157	NC	100	100	NC	674	702	NC	8	4	NC	21	16	NC	65	69	NC	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	407	2292	70868	97	98	100	652	671	688	11	7	5	51	33	23	38	56	63	0	4	9
All Students (Prior Year)	431	2198	67629	98	99	100	488	512	524	34	24	22	22	19	16	44	55	59	0	2	3
Female	193	1145	34710	98	99	99	656	679	697	11	6	3	42	26	19	47	62	66	0	5	12
Male	214	1148	36176	96	97	100	649	664	678	10	8	7	60	40	27	30	49	59	0	3	7
African American	--	36	3557	--	97	99	--	703	675	--	3	7	--	10	25	--	77	62	--	10	6
Hispanic	407	1723	23868	97	98	100	652	664	670	11	8	9	51	38	33	38	52	55	0	2	4
Asian/Pacific Islander	--	20	1732	--	100	98	--	704	713	--	5	2	--	30	12	--	35	64	--	30	22
American Indian/Alaskan Native	--	30	5001	--	100	100	--	685	661	--	0	9	--	37	41	--	63	48	--	0	2
White	--	483	36710	--	97	99	--	694	702	--	3	2	--	18	15	--	69	69	--	10	13
Students with Disabilities	20	217	7900	100	97	100	501	545	580	25	26	22	50	53	49	25	20	28	0	1	1
Students without Disabilities	387	2076	63054	97	98	99	660	685	701	10	5	3	51	31	20	39	60	67	0	4	10
Limited English Proficient Students	87	228	6308	99	100	100	601	570	591	30	28	19	60	51	47	10	20	33	0	1	1
Migrant Students	152	442	540	NA	NA	NA	649	656	658	15	15	16	57	45	42	28	39	41	0	0	1
Economically Disadvantaged	400	1479	21994	97	95	92	659	671	673	11	9	10	52	39	36	38	51	52	0	2	3
Non-Economically Disadvantaged	NC	814	48960	NC	100	100	NC	673	694	NC	3	3	NC	23	18	NC	65	67	NC	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	16	27	41	96	18	NA	42	96	29	41	51
	Language	98	17	28	42	96	20	29	42	96	32	41	50
	Mathematics	98	44	51	60	96	47	51	63	96	39	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

1 School Administrator(s)	Ü Parent/Educator Relations
1 Non-certified Employee(s)	Ü Extracurricular Activities
3 Teacher(s)	Ü North Central Association SIP
5 Parent(s)	Ü School Safety Issues
1 Community Member(s)	Ü Parent Surveys
2 Student(s)	Ü Curriculum

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	86.80
Other Professional Staff	11.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	43	6	0	0
4 to 6 years	23	7	0	0
7 to 9 years	5	2	0	0
10 or more years	5	9	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	275
Teachers with Emergency Certificaton.	8
Percent of teachers in the school with Emergency/Provisional Certification	10%
Percent of core classes not taught by Highly Qualified Teachers	32%

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Library
- Ü Multipurpose Building
- Ü Welding and Construction Facility

Extracurricular Activities

- Ü Frosh, JV, Varsity Sports
- Ü Newspaper
- Ü Yearbook
- Ü Student Council
- Ü Interact Club
- Ü Performing Dance
- Ü Choir
- Ü Band

Social Services

- Ü Migrant Education
- Ü Summer Lunch Program
- Ü Counseling Office
- Ü Health Services
- Ü Drop Out Prevention Specialist

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü The second annual San Luis High School Fine Arts Festival was held in May and showcased student art works as well as our performing arts students in dance, choir, and guitar.
- ü SLHS Drama and Choir students performed "School House Rock" for elementary students as well as our community.
- ü The first graduating class of SLHS received \$532,000 in scholarships as a result of their academic achievements.
- ü SLHS 10th graders showed improvement in their AIMS scores in reading and in mathematics. Success can be attributed to the improvement in teacher instruction as measured by Yuma Plan.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	11	12	12	17
Transfers In Rate ⁶	17	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	89	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	5	0	1	6
Status Unknown ¹¹	3	0	1	4
Graduation Rate ¹²	NA	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

SLHS is committed to a safe and orderly climate for students and staff. An SRO Officer provides Law Related Education. Law Enforcement Agencies and the Red Cross provide safety instruction and support to school employees.

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) :

76

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	Mary Lynn Coleman	(928) 502-6100
Transportation Policy	Gerrick Monroe	(928) 502-4600
Community Resources	Lilian Campa-Serna	(928) 502-6100
School Nutrition Programs	Charlene Story	(928) 344-4655
Parent Organization	Carrie Stadler	(928) 502-6100
Student Health/Nurse	Lisa Lott	(928) 502-6100

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 50 Copies = \$19.00

** 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.