

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2820 W. Rose Garden Lane, Phoenix, AZ 85027

Deer Valley Unified 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)

2003-04	Highly Performing
2002-03	Performing
2001-02	Improving

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

School Overview

Principal/Administrator : Mrs. Carol Patterson
 Schedule : 7:00 AM to 3:30 PM
 Grades : 9-12
 2004 Enrollment : 2060
 Web Address : bghs.dvUSD.org/
 Phone Number : (623) 445-3000
 Fax Number : (623) 445-3080
 E-mail : rolson@bg.dvUSD.org

Mission

Barry Goldwater High School believes in the importance of teaching and learning for all students. Our community will provide the organization and support our students need in order to master academic standards and develop positive life skills.

No Child Left Behind

Adequate Yearly Progress ^(b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status ^(b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

School / Academic Goals

- ü All students will demonstrate increased student achievement through the use of a standards-based approach infused with higher-order thinking skills.
- ü All students will develop and demonstrate integrated technology skills to enhance their opportunities in our teaching and learning environment.
- ü All students will develop a four-year education plan that includes academics, career and achievement goals, and student involvement.

Enrollment

October 1, 2003 School Year Student Enrollment : 2188
 Accepting New Students in 2004-05 Under Open Enrollment Law :² No
 Number of Students Attending Under Open Enrollment in 2003-04 : 278

Instructional Programs

- ü International Baccalaureate Diploma
- ü Advanced Placement and Honors Classes
- ü Career Pathway / Vocational Programs
- ü School-to-Work Options
- ü Inclusion Programs for Special Needs
- ü English Learners

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/19/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

BGHS provides an educational program that focuses on curriculum and instructional programs based upon Arizona Academic Standards. Higher-order thinking skills, utilization of technology, and a safe, structured environment are also high priorities.

Parents

BGHS believes parents are partners in education. Parents are encouraged to help their sons and daughters by communicating with teachers, assuring consistent attendance, and participating in school events and parent programs.

Transportation Policy

Bus service is provided for all students who live more than 1.5 miles from the school.

School Honors

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

Award/Honor	Year
ü Yearly National Merit Semifinalists/Finalists	2004
ü One DVUSD Teacher of the Year Awards	2004
ü Four DVUSD Teacher of the Year Awards	2001
ü Two DVUSD Teacher of the Year Awards	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	493	2226	65934	100	99	100	500	502	492	28	27	43	20	21	18	33	36	24	19	16	15
All Students (Prior Year)	349	1604	57534	70	82	91	499	496	491	33	36	46	17	18	16	33	33	23	17	13	15
Female	223	1073	32586	100	99	100	498	502	491	29	26	44	23	23	19	32	35	24	16	16	14
Male	270	1148	33226	100	99	99	501	502	493	27	27	42	18	19	18	34	37	24	21	17	16
African American	21	57	3042	100	97	98	477	483	478	40	43	58	30	22	19	30	30	17	0	6	6
Hispanic	92	239	21740	99	97	100	483	488	475	49	45	63	14	19	17	27	26	15	10	9	5
Asian/Pacific Islander	12	64	1643	100	100	99	519	516	519	18	16	23	0	15	13	64	44	30	18	26	34
American Indian/Alaskan Native	NC	11	4351	NC	100	99	NC	502	472	NC	30	68	NC	10	16	NC	40	13	NC	20	4
White	361	1846	34819	100	99	99	505	504	505	22	24	27	22	21	20	34	37	31	22	17	22
Students with Disabilities	74	223	6507	97	99	100	457	465	456	81	81	83	8	7	9	11	11	6	0	1	2
Students without Disabilities	419	2003	59427	100	99	100	504	505	494	23	23	41	21	22	19	35	38	25	21	18	16
Limited English Proficient Students	34	55	6793	87	83	100	463	470	464	77	69	79	6	8	11	10	16	8	6	6	2
Migrant Students	--	NC	708				--	NC	469	--	NC	72	--	NC	15	--	NC	10	--	NC	3
Economically Disadvantaged	157	317	18745				488	490	475	39	40	64	19	19	16	33	32	15	9	8	5
Non-Economically Disadvantaged	336	1909	47182				505	504	499	23	24	35	21	21	19	33	37	27	23	18	19

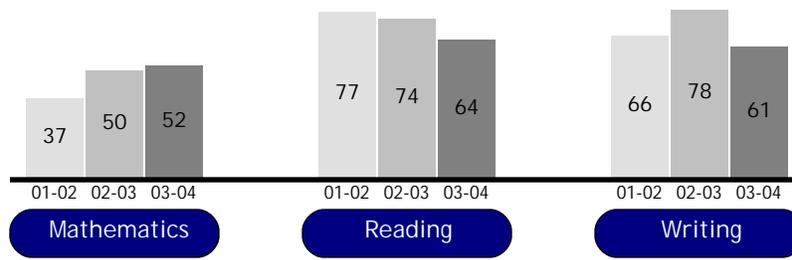
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	503	2267	68162	100	100	100	514	524	509	15	7	18	21	18	24	56	65	51	8	11	8
All Students (Prior Year)	332	1537	56700	67	78	89	523	524	512	7	7	15	19	18	23	59	61	52	15	14	10
Female	228	1092	33509	100	100	100	516	529	513	15	5	15	20	16	23	57	66	52	8	13	9
Male	275	1174	34521	100	100	100	512	520	505	16	9	20	21	19	24	56	63	49	7	9	7
African American	20	57	3163	100	93	99	501	512	497	10	11	22	40	23	30	50	61	46	0	5	3
Hispanic	98	249	22624	100	100	100	489	502	487	36	22	32	21	25	31	39	49	35	4	5	2
Asian/Pacific Islander	12	64	1666	100	100	100	506	525	523	17	6	11	17	19	17	67	63	60	0	11	12
American Indian/Alaskan Native	NC	11	4592	NC	100	100	NC	508	484	NC	18	32	NC	27	37	NC	36	30	NC	18	1
White	367	1880	35727	100	100	100	521	528	526	10	5	7	19	17	17	61	67	64	10	12	12
Students with Disabilities	75	227	6845	99	100	100	467	475	468	52	42	53	32	38	29	16	19	18	0	1	1
Students without Disabilities	428	2040	61317	100	100	100	522	529	512	9	4	15	19	16	23	63	69	53	9	12	8
Limited English Proficient Students	36	56	7152	90	88	100	459	463	464	75	67	57	8	11	31	17	22	12	0	0	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	162	325	19528				500	508	487	24	17	31	22	24	32	51	54	34	2	5	2
Non-Economically Disadvantaged	341	1942	48595				520	527	518	11	6	13	20	17	20	59	66	57	10	12	10

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	499	2265	67629	100	100	100	522	538	524	19	11	22	20	16	16	58	71	59	3	2	3
All Students (Prior Year)	389	1688	55090	78	86	87	492	490	479	7	8	16	15	12	13	77	79	70	1	1	0
Female	226	1091	33347	100	100	100	531	550	537	16	7	17	16	14	15	63	77	64	4	2	4
Male	273	1173	34151	100	100	99	515	526	512	21	16	27	23	18	18	53	65	54	3	1	2
African American	19	56	3150	95	92	99	529	528	515	11	11	24	32	27	19	58	63	56	0	0	2
Hispanic	96	247	22313	100	100	100	479	503	493	36	23	34	21	22	19	41	55	46	2	1	1
Asian/Pacific Islander	12	64	1659	100	100	100	566	561	564	8	6	11	17	16	12	50	71	68	25	6	9
American Indian/Alaskan Native	NC	11	4528	NC	100	99	NC	526	492	NC	18	35	NC	18	21	NC	64	42	NC	0	1
White	366	1881	35593	100	100	99	532	542	547	15	10	13	19	15	14	62	73	69	3	2	4
Students with Disabilities	74	226	6712	97	99	100	452	461	445	46	50	61	33	28	18	21	22	21	0	0	0
Students without Disabilities	425	2039	60917	100	100	100	534	545	530	15	8	19	18	15	16	64	76	61	4	2	3
Limited English Proficient Students	34	54	6994	85	84	100	391	412	442	71	58	58	21	28	18	9	14	23	0	0	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	161	326	19310				495	515	489	27	20	35	22	22	20	50	57	44	1	1	1
Non-Economically Disadvantaged	338	1939	48278				535	542	538	15	10	17	19	15	15	62	73	65	4	2	4

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	99	35	38	37	89	41	49	41	88	44	NA	42
	Language	98	39	42	38	96	40	49	42	89	41	50	42
	Mathematics	99	53	57	56	95	62	67	60	91	62	71	63

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)
- 12 Teacher(s)
- 7 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- ü School Improvement
- ü Parent Involvement
- ü Instructional Strategies
- ü Curriculum and Program Development
- ü Student Achievement
- ü Budget

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	4.00	Teacher	103.60
Other Professional Staff	9.50	Teacher Aide	19.80

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	0	0
4 to 6 years	9	6	0	0
7 to 9 years	10	8	0	0
10 or more years	27	33	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 104.8
 Core academic classes taught by Highly Qualified (NCLB) teachers. 702
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- ü Tech Lab 2000 and Multiple Computer Labs
- ü Networked Classrooms and Media Center
- ü Extended Library Access
- ü Multiple Mobile Computer & Display Labs

Extracurricular Activities

- ü Three Levels of Athletics
- ü Academic/Service Clubs
- ü Fine Arts (Theatre/Music/Visual Arts)
- ü VICA/DECA, School-to-Work

Social Services

- ü Counseling/Referral Services
- ü Health Services
- ü City of Phoenix Police Program
- ü College Financial Aid Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü 200 students are in our current 9th-12th grade International Baccalaureate Program. Thirty one students have graduated with additional IB honors, along with IB students achieving well above world averages in six of the nine categories assessed.
- ü 60% of our Goldwater staff and students have volunteered to become part of several community service projects such as Food for the Hungry, Blood Drives, Blanket Drives for the homeless, and the clean up, painting, and landscaping in the community.
- ü Barry Goldwater High School currently has 7 teachers who have been honored as Deer Valley district 'Teachers of the Year' and 6 regional 'Coaches of the Year'.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	93	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	77			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

School staff are required to wear ID badges. Students must have their ID in their possession. A uniformed City of Phoenix police officer is on campus each day along with employed security monitors. A video security system is in place campuswide.

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

24

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.

Contacts

	Name	Phone Number
School Site Council	Carol Patterson	(623) 445-3004
Transportation Policy	Director of Transportation	(623) 467-5090
Community Resources	Mike Andersen	(623) 445-3035
School Nutrition Programs	Laura Sharp	(623) 445-3014
Parent Organization	Brenda Moore	(623) 445-3004
Student Health/Nurse	Joanne Cramer	(623) 445-3010

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/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.