



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

12675 W Rudasill Rd, Tucson, AZ 85743

Marana 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

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Performing
2001-02 Maintaining

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

School Overview

Principal/Administrator : Ms. Denise Linsalata
Schedule : 7:30 AM to 4:00 PM
Grades : K-3
2004 Enrollment : 521
Web Address : www.maranausd.org/DW
Phone Number : (520) 616-4000
Fax Number : (520) 616-4049
E-mail : D.L.Linsalata@maranausd.org

Mission

At Desert Winds kids succeed! As professional educators we promise to provide clear and open communication, a positive environment, and quality instruction that meets the needs of all students creating life-long learners.

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

- Reading instruction will be the focus of our professional development at Desert Winds during the 2004-2005 school year.
Everyday Mathematics will be implemented at all grade levels. Teachers have been trained in Everyday Math and will plan collaboratively to implement it in their classrooms. We will emphasize Data Analysis, Probability, and Discrete Mathematics.
We will create an environment where academics can be the focus by implementing two research based programs. Positive Behavior Supports is a school-wide discipline program, and Caring School Community creates a climate of caring at school.

Enrollment

October 1, 2003 School Year Student Enrollment : 483
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 24

Instructional Programs

- Ü On-site Special Education
- Ü Title I Program
- Ü Intensive Tutoring
- Ü Reading Lab
- Ü Fee Based Full Day Kindergarten
- Ü Gifted Education Program

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 15 minutes
First Day of School :	8/10/2004
Last Day of School :	5/19/2005

Shared Responsibilities

School

The school's responsibilities are to teach Arizona's State Standards, to set high expectations for students, and to provide regular home/school communications. Services will be provided to meet the varied needs, interests, and abilities of students.

Parents

Parents are responsible for reporting student attendance and providing proper clothing and nourishment for their children. Open House, Parent-Teacher Conferences, weekly reports, and the school folder provide opportunities for parents to communicate with teachers.

Transportation Policy

We are dedicated to the selection, training, and retention of professional staff committed to the operation of a modern, efficient, and safe transportation system. Riding a bus to and from school in MUSD is a privilege not to be taken lightly.

School Honors

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

Award/Honor	Year
Ü MUSD Support Staff Employee of the Year Recipient	2004
Ü 2nd Grade National River of Words Poetry Winner	2003
Ü ASRSA Teacher of the Year for Pima County	2003
Ü Invited to apply for Distinguished Title I School Award	2003

3rd 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	137	956	75509	100	100	100	517	537	521	19	8	13	18	18	23	32	33	33	31	41	31
All Students (Prior Year)	142	931	75372	100	100	100	538	548	523	6	3	9	21	14	25	35	35	36	39	48	30
Female	72	455	37013	100	100	100	520	533	522	15	8	12	19	21	24	33	34	33	32	38	31
Male	65	501	38430	100	100	99	514	540	521	23	8	14	17	16	22	30	32	33	30	43	31
African American	--	33	3660	--	100	99	--	531	496	--	10	24	--	16	31	--	32	28	--	42	18
Hispanic	24	213	30486	100	100	99	498	526	505	26	12	18	26	24	29	35	29	32	13	35	21
Asian/Pacific Islander	--	22	1780	--	96	98	--	557	549	--	0	5	--	16	13	--	16	33	--	68	50
American Indian/Alaskan Native	NC	22	4075	NC	100	100	NC	524	486	NC	5	28	NC	32	34	NC	32	26	NC	32	12
White	105	661	35192	97	99	99	522	540	534	18	7	8	15	16	19	32	35	35	34	42	39
Students with Disabilities	22	151	9708	100	100	100	461	494	489	59	28	32	14	26	27	27	32	24	0	15	17
Students without Disabilities	115	805	65801	97	98	98	528	543	525	11	5	11	19	17	23	32	33	34	37	45	33
Limited English Proficient Students	NC	24	16928	NC	96	100	NC	462	485	NC	50	29	NC	33	33	NC	17	26	NC	0	12
Migrant Students	--	NC	750				--	NC	499	--	NC	21	--	NC	29	--	NC	30	--	NC	20
Economically Disadvantaged	75	283	36411				504	516	503	26	14	19	20	23	29	31	37	32	23	26	20
Non-Economically Disadvantaged	62	673	39040				533	545	534	11	6	8	16	17	19	32	31	34	40	46	39

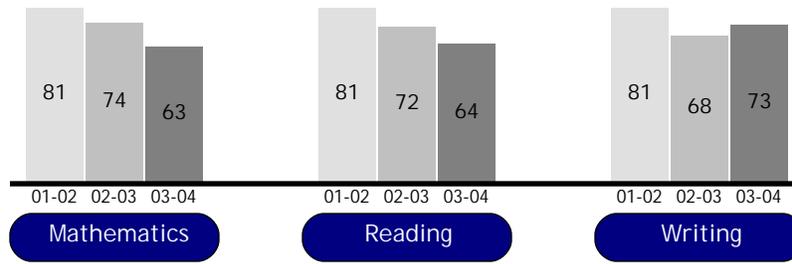
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	137	953	75492	100	100	100	510	523	519	15	8	12	21	14	16	43	49	47	21	29	24
All Students (Prior Year)	142	932	75221	100	100	100	521	532	523	8	4	8	20	11	16	54	57	56	18	28	21
Female	72	455	37014	100	100	100	517	525	523	10	7	10	19	15	15	46	48	48	25	30	27
Male	65	498	38400	100	100	99	502	522	516	22	9	14	22	13	17	41	50	47	16	27	21
African American	--	33	3665	--	100	99	--	525	505	--	9	20	--	13	22	--	50	43	--	28	14
Hispanic	24	213	30438	100	100	99	505	517	508	17	12	17	26	18	21	39	49	47	17	21	15
Asian/Pacific Islander	--	22	1773	--	96	98	--	528	534	--	0	4	--	5	10	--	63	50	--	32	36
American Indian/Alaskan Native	NC	22	4081	NC	100	100	NC	515	498	NC	5	25	NC	23	26	NC	59	40	NC	14	8
White	105	658	35177	97	99	99	512	526	528	14	7	8	20	13	13	44	49	49	22	31	31
Students with Disabilities	22	149	9707	100	100	100	456	490	495	64	34	33	32	25	21	5	30	33	0	11	13
Students without Disabilities	115	804	65785	97	98	98	520	529	522	6	4	10	18	12	16	51	52	49	25	31	26
Limited English Proficient Students	NC	24	16905	NC	96	100	NC	489	489	NC	33	34	NC	33	28	NC	33	32	NC	0	6
Migrant Students	--	NC	763				--	NC	499	--	NC	21	--	NC	30	--	NC	40	--	NC	8
Economically Disadvantaged	75	283	36302				501	511	507	22	13	18	24	21	21	39	49	46	15	18	14
Non-Economically Disadvantaged	62	670	39164				520	528	528	8	6	8	16	11	13	48	50	48	27	33	31

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	136	951	75053	99	99	99	563	603	597	10	7	7	17	11	12	69	74	72	4	9	9
All Students (Prior Year)	140	911	73654	100	98	99	525	540	530	12	5	9	21	9	13	58	75	70	10	11	7
Female	72	454	36872	100	99	99	594	621	621	6	4	5	10	7	9	78	78	74	7	10	12
Male	64	497	38109	98	99	99	526	586	573	14	9	10	25	14	14	59	70	69	2	7	6
African American	--	33	3636	--	100	99	--	615	568	--	3	12	--	16	16	--	71	67	--	10	6
Hispanic	24	212	30235	100	100	98	557	586	575	13	9	9	4	11	14	78	70	70	4	10	6
Asian/Pacific Islander	--	22	1768	--	96	98	--	620	651	--	5	3	--	11	5	--	63	72	--	21	19
American Indian/Alaskan Native	NC	22	4044	NC	100	99	NC	578	550	NC	14	13	NC	9	17	NC	73	66	NC	5	4
White	104	657	35028	96	99	99	568	609	613	7	6	6	19	11	10	69	76	73	5	8	11
Students with Disabilities	21	148	9625	100	100	100	455	530	530	38	20	21	24	21	21	38	56	55	0	3	4
Students without Disabilities	115	803	65428	97	98	98	582	614	604	4	5	6	16	10	11	75	76	73	5	10	10
Limited English Proficient Students	NC	23	16765	NC	92	100	NC	556	525	NC	17	17	NC	17	20	NC	67	60	NC	0	2
Migrant Students	--	NC	752				--	NC	562	--	NC	9	--	NC	18	--	NC	68	--	NC	5
Economically Disadvantaged	74	281	36077				547	571	566	11	8	10	21	15	16	64	71	69	4	5	5
Non-Economically Disadvantaged	62	670	38950				581	616	618	8	6	5	13	9	9	74	75	73	5	10	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)

3rd 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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

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?	Not Evaluated
	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
2	Reading	100	44	58	44	93	51	63	50	98	51	NA	58
	Language	100	39	54	39	98	45	57	43	97	37	50	50
	Mathematics	100	55	66	52	99	57	71	57	100	56	67	64
3	Reading	100	42	57	43	98	50	61	47	99	48	NA	55
	Language	100	42	62	50	100	51	65	54	100	51	64	61
	Mathematics	100	53	66	50	100	58	69	54	99	51	68	61

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)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Surveying Parents and Staff
- Ü Writing School Goals
- Ü Providing Parent and Staff Training
- Ü Writing School Improvement Plan
- Ü Increasing Parental Involvement
- Ü Improving School Pride

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	26.30
Other Professional Staff	2.50	Teacher Aide	7.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	4	1	0	0
7 to 9 years	6	1	0	0
10 or more years	2	13	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	21
Core academic classes taught by Highly Qualified (NCLB) teachers.	21
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library

Extracurricular Activities

- Ü After School Tutoring
- Ü Student Council
- Ü Community Schools

Social Services

- Ü Counseling Services
- Ü Wellness Center
- Ü Family Nights
- Ü LEAP-Before and After School Program
- Ü Crisis Intervention

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Teachers attended writing workshops, that emphasized using literature to teach the Six Traits of Writing. Writing lesson kits were created for all grades. Kits contain a writing lesson, literature selection and activity.
- ü Mathematical language was developed through the use of estimation jars and a school wide Family Math Night. Classes solved math story problems each week, made graphs for the school, and answered questions about the graphs on display.
- ü Pre-school packets were sent to seventy families. Each packet contained activities for pre-school age children to complete with an adult and a book for the child to keep.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	98	98	98	94
Retention Rate ⁹	1	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			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

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	53	53

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

Students are expected to follow three school wide rules, Be Safe, Be Respectful, and Be Responsible. A district Discipline Policy is in effect. Visitors are required to sign-in and wear a badge. Students are only released to an authorized adult.

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) :

3

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	Denise Linsalata	(520) 616-4000
Transportation Policy	Don Powers	(520) 682-1055
Community Resources	Christina Norriega	(520) 579-4920
School Nutrition Programs	Aramark Food Services	(520) 682-4737
Parent Organization	Denise Linsalata	(520) 616-4000
Student Health/Nurse	Tracy Williams	(520) 616-4012

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.

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

Total cost of printing: 12 Pages X .0318 Per page X 100 Copies = \$38.00

** 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.