

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing
2003-04	Performing

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

### School Overview

Principal/Administrator : Ms. Denise Linsalata  
 Schedule : 08:00 AM to 04:00 PM  
 Grades : K-3  
 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)

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

#### School Improvement Status (b)

2005-06	N/A
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 Desert Winds will provide reading intervention for all students. We will utilize the district adopted Houghton-Mifflin Language Arts Program. Desert Winds will provide additional opportunities for students to learn through community schools.
- ü Desert Winds will provide a safe and healthy environment. We will implement Positive Behavior Supports, a research based school-wide discipline program.
- ü Desert Winds will promote a culture that fosters family participation and volunteers. We will hold four annual family nights throughout the year.
- ü Desert Winds will foster a culture of expecting and recognizing excellence throughout the school. We will recognize students monthly at Community Time.

### Enrollment

October 1, 2005 School Year Student Enrollment : 491  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 24

Instructional Programs

- ü Standards Based Curriculum
- ü Title I Program and Learning Lab
- ü Gifted Education Program
- ü Special Education
- ü Competency Based Guidance Counseling
- ü SEI Instruction
- ü Full-Day Kindergarten
- ü Positive Behavior Supports

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 15 minutes
First Day of School :	8/15/2005
Last Day of School :	5/20/2006

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. We believe that the school is central to our community. Therefore, we provide opportunities for families to come together for activities, for information about their child's education, and to celebrate our children's successes.

Parents

Parents are an essential part of their child's education. Parents support the school's efforts by reporting student attendance and providing proper clothing and nourishment for their children. Open communication between home and school maximizes learning. Open House, Parent-Teacher Conferences, weekly reports, and the school folder provide opportunities for parents to communicate with teachers. We invite parents to become involved at Desert Winds.

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	2005
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

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	133	1002	80010	99	99	99	459	464	447	6	5	10	14	11	18	54	58	53	26	27	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	480	38935	100	100	99	459	465	447	3	4	9	14	10	19	60	59	55	22	27	17
Male	75	522	40974	99	99	98	460	463	448	8	5	11	13	11	18	49	57	52	29	27	19
African American	NC	37	4201	NC	100	99	NC	441	430	NC	14	17	NC	11	23	NC	62	51	NC	14	9
Hispanic	42	261	34545	98	99	99	454	453	432	7	6	14	17	15	24	55	61	53	21	18	9
Asian/Pacific Islander	--	23	2068	--	96	99	--	470	474	--	9	4	--	9	10	--	52	50	--	30	36
American Indian/Alaskan Native	NC	22	3979	NC	96	96	NC	461	424	NC	NA	17	NC	14	30	NC	68	47	NC	18	6
White	84	659	35142	100	100	99	464	469	465	6	4	5	12	9	11	51	56	56	31	31	28
Students with Disabilities	25	145	10161	96	96	93	419	434	419	20	16	28	32	24	28	40	48	36	8	12	8
Students without Disabilities	108	857	69849	100	100	100	469	469	451	3	3	7	9	8	17	57	60	56	31	29	19
Limited English Proficient Students	NC	32	14013	NC	100	97	NC	425	413	NC	19	24	NC	28	34	NC	50	39	NC	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	76	317	39029	99	98	98	452	451	432	4	7	14	20	18	25	58	58	52	18	17	9
Non-Economically Disadvantaged	57	685	40981	100	100	100	469	470	462	9	4	6	5	7	13	49	58	54	37	31	27

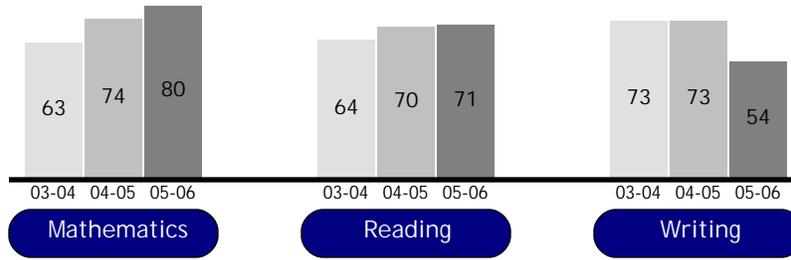
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	131	1000	79438	98	99	98	455	469	451	8	3	9	20	17	24	60	64	56	11	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	480	38775	98	100	99	463	476	457	7	3	7	14	14	22	67	65	58	12	19	13
Male	74	520	40560	97	99	97	448	462	446	9	4	12	24	20	25	55	63	54	11	12	9
African American	NC	37	4178	NC	100	98	NC	452	439	NC	5	13	NC	30	29	NC	46	52	NC	19	6
Hispanic	42	262	34297	98	99	98	448	459	434	10	5	14	21	22	31	62	63	50	7	10	5
Asian/Pacific Islander	--	22	2063	--	92	99	--	485	475	--	NA	3	--	14	15	--	45	63	--	41	20
American Indian/Alaskan Native	NC	22	3940	NC	96	95	NC	465	429	NC	NA	14	NC	18	36	NC	82	47	NC	NA	3
White	82	657	34887	98	99	98	459	473	471	9	3	4	17	15	15	60	65	63	15	18	18
Students with Disabilities	23	142	9588	88	94	88	404	428	416	35	14	30	39	39	32	22	39	34	4	7	5
Students without Disabilities	108	858	69850	100	100	100	465	475	456	3	2	7	16	13	23	69	68	59	13	17	12
Limited English Proficient Students	NC	32	13856	NC	100	96	NC	421	407	NC	22	27	NC	31	43	NC	47	29	NC	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	75	316	38685	97	98	97	447	453	435	12	8	14	21	23	32	60	62	50	7	8	5
Non-Economically Disadvantaged	56	684	40753	98	100	99	465	476	467	4	1	5	18	14	16	61	65	62	18	19	17

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	131	998	79971	98	99	99	431	431	423	4	4	8	42	40	41	50	53	49	4	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	481	38974	100	100	99	450	446	437	2	2	5	24	29	33	71	66	57	3	4	4
Male	73	517	40895	96	98	98	417	417	410	5	6	10	56	50	47	34	42	41	4	2	2
African American	NC	37	4203	NC	100	99	NC	403	411	NC	11	11	NC	51	45	NC	38	43	NC	NA	2
Hispanic	42	262	34481	98	99	99	427	425	410	5	5	10	45	42	46	45	49	43	5	3	1
Asian/Pacific Islander	--	23	2067	--	96	99	--	447	449	--	9	4	--	17	28	--	74	60	--	NA	8
American Indian/Alaskan Native	NC	22	3995	NC	96	96	NC	438	409	NC	NA	10	NC	27	47	NC	73	42	NC	NA	1
White	82	654	35150	98	99	99	433	434	437	4	3	5	41	39	35	51	55	56	4	3	5
Students with Disabilities	23	140	10258	88	93	94	375	388	377	22	16	23	70	53	51	9	30	25	NA	1	1
Students without Disabilities	108	858	69713	100	100	100	443	438	429	NA	2	5	36	38	39	59	57	52	5	3	3
Limited English Proficient Students	NC	30	13985	NC	94	97	NC	404	382	NC	10	18	NC	53	54	NC	37	27	NC	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	74	314	38994	96	98	98	423	419	409	7	6	10	43	46	47	49	46	41	1	1	1
Non-Economically Disadvantaged	57	684	40977	100	100	100	442	436	437	NA	3	5	40	37	34	53	57	56	7	3	5

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 2005-06

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?	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 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
2	Reading	98	51	NA	58	99	47	53	47	100	43	58	46
	Language	97	37	50	50	99	42	50	47	100	35	50	48
	Mathematics	100	56	67	64	99	51	59	50	100	46	61	52
3	Reading	99	48	NA	55	98	45	52	44	99	44	56	46
	Language	100	51	64	61	98	40	48	44	98	41	50	46
	Mathematics	99	51	68	61	98	49	61	51	100	58	65	52

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/](http://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)
- 1 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Surveying Parents and Students
- Ü Communication and Technology
- Ü Parent and Community Involvement
- Ü School Culture and Climate
- Ü Instruction
- Ü Assessment

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	32.00
Other Professional Staff	1.50	Teacher Aide	6.50

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	27
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library
- Ü Outdoor Amphitheater
- Ü School Garden

Extracurricular Activities

- Ü Student Council
- Ü Oasis Tutoring
- Ü Community Schools
- Ü After-school Tutoring

Social Services

- Ü Counseling Services
- Ü Wellness Center
- Ü Family Nights
- Ü LEAP-Before and After School Program
- Ü Crisis Intervention
- Ü Breakfast/Lunch Programs
- Ü Health Services
- Ü Fluoride Mouthrinse Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Students made gains in math achievement. Everyday Math has been implemented over the past three years. Teachers have been trained to use the Everyday Math Program, and student successes are evident in AIMS scores.
  
- ü Students made gains in reading achievement. Teachers focused their professional development in the area of reading and the 5 Big Ideas of Literacy. All teachers participate in book studies to improve instruction.
  
- ü The number of discipline referrals decreased. Positive Behavior Supports, our school-wide discipline plan, has been in place for the past three years. Students are trained as to what the expectations are in the various settings on campus.
  
- 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. These packets are used to increase readiness of our incoming kindergarteners.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	93	95	94	95
Promotion Rate <sup>5</sup>	91	89	88	73
Graduation Rate <sup>6</sup>	NA	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

Desert Winds utilizes the Positive Behavior Supports Program, where students are expected to follow three school wide rules: Be Safe; Be Respectful; and Be Responsible. A district Discipline Policy is in effect. Discipline data is used to determine where we need to focus our resources. Our Behavior Coach works with students who need behavioral support. 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 for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

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	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) 616-4044

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](http://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.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://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](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 450 Copies = \$131.00

\*\* 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.