

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

15500 S. Sahuarita Park Road, Sahuarita, AZ 85629

EDGE School Inc. The

### AZ LEARNS<sup>1</sup>

#### High School Achievement Profile (a)

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

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

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.

### School Overview

Principal/Administrator : Ms. Reese Millen  
 Schedule : 08:00 AM to 04:00 PM  
 Grades : 9-12  
 Web Address : www.edgehighschool.org  
 Phone Number : (520) 393-1690  
 Fax Number : (520) 881-1689  
 E-mail : reese@edgehighschool.org

### Mission

Edge offers both basic skills and high school curricula in a safe teaching and learning community that promotes and practices respect, responsibility, choice, service, and high expectations. Edge has certified teachers, small classes, and has been accredited by NCA/CASI (North Central Association Commission on Accreditation and School Improvement) since 1999. NCA/CASI accreditation facilitates credit transfers between Edge and school districts and colleges.

### School / Academic Goals

- ü Address students' academic needs using an individualized learning format that is competency-based.
- ü Prepare students for post-secondary experiences and provide dual enrollment options.
- ü Provide opportunities to address academic skills deficiencies, offering Basic Skills courses in reading, writing, and math along with a complete high school curriculum.

### Enrollment

October 1, 2005 School Year Student Enrollment : 20  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 21

Instructional Programs

- ü Competency-based Curricula
- ü Regular High School Curriculum
- ü Basic Skills Remediation
- ü Pima College Bridge Courses
- ü Individualized/Small Group Instruction
- ü Self-paced
- ü Technology Options
- ü Character Education

Calendar Information

Number of Instruction Days :	156
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/14/2005
Last Day of School :	6/12/2006

Shared Responsibilities

School

Edge assesses students' academic skills; completes an individual transcript review; develops individual learning plans; maintains a low instructor-to-student ratio; provides character education and self-assessment opportunities; and notifies parents of students' progress, including assessment and Title I/EL information.

Parents

Parents register minor students and co-sign Edge Learning Contracts. Parents are asked to give permission for minor students to participate in specific school programs. Parents are invited to participate on a number of committees including the Technology Planning Committee and the NCLB Parent Committee. Parents are expected to support Edge's attendance policies and provide encouragement for academic progress.

Transportation Policy

Classes are scheduled Monday through Thursday only; on Wednesday, classes end at 1:00 instead of 2:00. Bus transportation is provided from Sahuarita High School to and from Edge High School daily.

School Honors

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

Award/Honor	Year
ü NCA/CASI continuing accreditation granted	2006
ü USDE Character Education Research Grant 2002-2006	2002
ü AIMS results for 11th/12th graders exceeded AZ averages	2006
ü AZ Learns Highly Performing School	2006

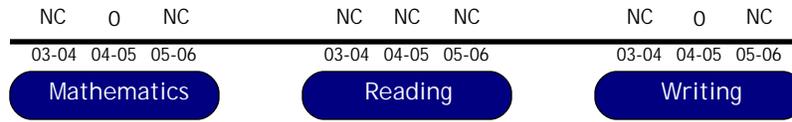
10th Grade

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	NC	37	71130	NC	93	95	NC	680	701	NC	32	23	NC	22	13	NC	43	51	NC	3	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	24	35465	NC	89	96	NC	681	702	NC	33	21	NC	17	13	NC	46	53	NC	4	13
Male	NC	13	35648	NC	100	94	NC	677	701	NC	31	24	NC	31	12	NC	38	50	NC	NA	14
African American	--	NC	3868	--	NC	95	--	NC	686	--	NC	33	--	NC	17	--	NC	45	--	NC	6
Hispanic	NC	10	25103	NC	91	95	NC	NA	685	NC	NA	34	NC	NA	16	NC	NA	45	NC	NA	5
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	731	--	--	9	--	--	7	--	--	50	--	--	34
American Indian/Alaskan Native	--	NC	4241	--	NC	90	--	NC	679	--	NC	39	--	NC	19	--	NC	39	--	NC	3
White	NC	21	36075	NC	95	95	NC	685	715	NC	29	12	NC	24	9	NC	43	58	NC	5	21
Students with Disabilities	--	NC	5862	--	NC	71	--	NC	658	--	NC	63	--	NC	15	--	NC	20	--	NC	2
Students without Disabilities	NC	36	65268	NC	100	98	NC	679	705	NC	33	19	NC	22	12	NC	42	54	NC	3	15
Limited English Proficient Students	--	NC	4859	--	NC	93	--	NC	662	--	NC	64	--	NC	15	--	NC	20	--	NC	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	--	NC	22957	--	NC	93	--	NC	685	--	NC	34	--	NC	17	--	NC	44	--	NC	5
Non-Economically Disadvantaged	NC	32	48173	NC	94	96	NC	682	709	NC	28	17	NC	22	11	NC	47	55	NC	3	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	38	73018	NC	93	97	NC	697	703	NC	NA	6	NC	29	23	NC	68	64	NC	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	26	36181	NC	96	97	NC	694	708	NC	NA	4	NC	35	21	NC	62	65	NC	4	9
Male	NC	12	36816	NC	86	96	NC	703	699	NC	NA	7	NC	17	24	NC	83	62	NC	NA	7
African American	--	NC	3976	--	NC	96	--	NC	689	--	NC	8	--	NC	29	--	NC	59	--	NC	3
Hispanic	--	11	25801	--	92	96	--	687	683	--	NA	10	--	36	34	--	64	53	--	NA	3
Asian/Pacific Islander	--	--	1812	--	--	98	--	--	722	--	--	3	--	--	15	--	--	66	--	--	16
American Indian/Alaskan Native	--	NC	4389	--	NC	93	--	NC	675	--	NC	9	--	NC	42	--	NC	47	--	NC	1
White	NC	20	37024	NC	95	97	NC	706	721	NC	NA	2	NC	20	12	NC	75	73	NC	5	13
Students with Disabilities	--	NC	7170	--	NC	85	--	NC	654	--	NC	23	--	NC	47	--	NC	29	--	NC	1
Students without Disabilities	NC	34	65848	NC	97	98	NC	699	708	NC	NA	4	NC	26	20	NC	71	67	NC	3	9
Limited English Proficient Students	--	NC	5099	--	NC	95	--	NC	641	--	NC	29	--	NC	59	--	NC	12	--	NC	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	--	NC	23912	--	NC	94	--	NC	681	--	NC	10	--	NC	36	--	NC	52	--	NC	2
Non-Economically Disadvantaged	NC	34	49106	NC	94	98	NC	697	714	NC	NA	4	NC	26	16	NC	71	69	NC	3	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	NC	37	72810	NC	90	96	NC	690	685	NC	NA	6	NC	27	30	NC	70	58	NC	3	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	25	36111	NC	93	97	NC	688	695	NC	NA	4	NC	28	23	NC	72	65	NC	NA	8
Male	NC	12	36678	NC	86	95	NC	693	674	NC	NA	9	NC	25	36	NC	67	52	NC	8	3
African American	--	NC	3962	--	NC	96	--	NC	675	--	NC	8	--	NC	33	--	NC	55	--	NC	3
Hispanic	--	10	25735	--	83	96	--	NA	669	--	NA	10	--	NA	41	--	NA	48	--	NA	2
Asian/Pacific Islander	--	--	1809	--	--	97	--	--	704	--	--	4	--	--	19	--	--	65	--	--	13
American Indian/Alaskan Native	--	NC	4370	--	NC	92	--	NC	670	--	NC	9	--	NC	39	--	NC	50	--	NC	2
White	NC	20	36915	NC	95	97	NC	691	697	NC	NA	3	NC	25	21	NC	70	67	NC	5	8
Students with Disabilities	--	NC	7071	--	NC	84	--	NC	634	--	NC	24	--	NC	53	--	NC	21	--	NC	1
Students without Disabilities	NC	33	65739	NC	94	98	NC	689	689	NC	NA	4	NC	27	27	NC	70	62	NC	3	6
Limited English Proficient Students	--	NC	5046	--	NC	94	--	NC	621	--	NC	31	--	NC	56	--	NC	12	--	NC	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	--	NC	23814	--	NC	94	--	NC	667	--	NC	10	--	NC	41	--	NC	47	--	NC	2
Non-Economically Disadvantaged	NC	33	48996	NC	92	97	NC	691	693	NC	NA	4	NC	27	24	NC	70	64	NC	3	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District



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?	NA
	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	--	--	NA	42	NC	NC	47	51	NC	NC	54	52
	Language	--	--	30	42	NC	NC	43	50	NC	NC	54	50
	Mathematics	--	--	39	63	NC	NC	36	50	NC	NC	44	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/](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

Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	1.00
Other Professional Staff	1.00	Teacher Aide	.63

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	13
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 Sahuarita Park Recreation Center	Ü Outdoor Sports Fields
Ü Computer accessibility in classrooms	Ü Small, safe environment

Extracurricular Activities

Ü Pima College Bridge Programs	Ü Community Service Projects
Ü Character Education	Ü Work Experience Credit
Ü Computerized Course Options	
Ü Senior Club	

Social Services

Ü Case Management	Ü Lifeskills Workshops
Ü Crisis Intervention and Referral	Ü Community/Public Health Collaboration
Ü Survival Skills Workshops	Ü Biofeedback
Ü Substance Abuse Workshops	Ü Post-secondary Guidance

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Students' district assessment pre-/post-test increased, on average, more than one grade level, supporting the competency-based, individualized model practiced.
  
- ü Students access Pima College courses and opportunities
  
- ü Students' academic skills increase following completion of Basic Skills curricula, which allows them to proceed with high school core classes.
  
- ü AZ Learn Highly Performing School

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	90	95	94	95
Promotion Rate <sup>5</sup>	44	89	88	73
Graduation Rate <sup>6</sup>	67	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

Edge operates a small, closed school site. Edge's philosophy is based on responsibility and respect. Edge practices zero tolerance for words or actions that promote intolerance, illegal acts or violence. Expectations and consequences appear in the Student Handbook. Edge has a crisis/safety plan.

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		
Transportation Policy	Robert Lopez	(520) 393-1690
Community Resources	Robert Lopez	(520) 393-1690
School Nutrition Programs		
Parent Organization	Ginny Reiss	(520) 881-1389
Student Health/Nurse		

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."

ACHIEVEMENT PROFILES

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).

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Total cost of printing: 12 Pages X .0243 Per page X 21 Copies = \$6.00

\*\* 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.