

Desert Edge High School

ARIZONA SCHOOL REPORT CARD 2003-04

15778 W. Yuma Road, Goodyear, AZ 85338

Agua Fria Union High School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School
Achievement Profile *

Not Evaluated**

** Some schools will not receive an Achievement Profile until October 2004.

No Child Left Behind

Adequate Yearly
Progress***

Not Evaluated

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Ms. Leslie A. Anderson
Schedule : 7 AM to 4 PM
Grades : 9-10
2003 Enrollment : 342
Web Address : www.aguafria.org/DE/index.org
Phone Number : (623) 932-7500
Fax Number : (623) 932-7502
E-mail : landerson@aguafria.org

Mission

Desert Edge High School is building a community of learners that shares a passion for learning beyond the classroom walls. Through collaboration, students, staff and parents are creating a vision and value system for the campus.

School / Academic Goals

- ü To make reading and writing central to the teaching/learning process so all students meet and exceed proficiency levels.
- ü To make mathematics, problem solving and critical thinking an integral part of the teaching/learning process so all students reach and exceed math proficiency.

Instructional Programs

- ü Honors Classes
- ü On-site Special Education w/MOMR program
- ü Study Skills & Self Discovery Programs
- ü Tutoring & Mentoring Programs

Enrollment

October 1, 2002 School Year Student Enrollment : 133
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 22

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 50 minutes
First Day of School : 8/7/2003
Last Day of School : 5/27/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web in early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- ü Parent/Educator Relations
- ü Student Discipline
- ü School Safety Issues
- ü Curriculum Development
- ü Instructional Strategies
- ü Volunteer Coordination

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	16.40
Other Professional Staff	2.60	Teacher Aide	7.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

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

Shared Responsibilities

School

DEHS faculty and staff serve students and parents with energy, enthusiasm, respect, imagination and intelligence; communicate with parents and involve them in their student's educational progress; and model the behaviors of a lifelong learner.

Parents

DEHS parents are asked to help the teaching staff by actively participating in their child's education by attending open houses, meetings, and extracurricular events during the year; and, by contacting teachers with any academic or personal concerns.

Resources Available at School Site

Special Facilities

- ü Library
- ü Business Education Computer Lab

Extracurricular Activities

- ü Athletics
- ü Student Council
- ü Fine Arts
- ü Service clubs

Social Services

- ü Breakfast Program
- ü Lunch Program
- ü Counseling Services
- ü Academic Advisement

Transportation Policy

Bus transportation is provided for all students who live more than 1.5 miles from campus. The safety and welfare of students is the first consideration. Evacuation drills are conducted regularly.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Approximately 60% of the student body participated in extracurricular activities. Additionally, DE students raised more than \$1000 in gifts to local charities and needy families.

- ü More than 40% of DE students achieved honor roll status during the school year.

School Honors

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

Award/Honor	Year
ü Freshman student chosen for art internship	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	98	95	94	96
Transfers Out ³	13	20	20	20
Transfers In ⁴ (Within District)	4	2	2	2
Transfers In ⁵ (Out of District)	20	10	10	9
Promotion Rate ⁶	95	99	98	95
Retention Rate ⁷	5	1	2	5
Dropout Rate ⁸	2			8
Status Unknown ⁹	2			6
Graduation Rate ¹⁰	--			76

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 2002-03. 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 2003. 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. 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).

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	--	782	57534	--	96	91	--	484	491	--	53	46	--	17	16	--	23	23	--	8	15
All Students (Prior Year)	--	611	51010	--	NA	NA	--	477	483	--	53	45	--	24	20	--	19	23	--	5	11
Female	--	392	28155	--	97	90	--	486	491	--	49	47	--	19	16	--	25	24	--	7	14
Male	--	388	28932	--	94	89	--	483	491	--	56	46	--	15	15	--	20	23	--	9	16
African American	--	48	2558	--	80	86	--	469	475	--	68	64	--	16	15	--	11	16	--	5	6
Hispanic	--	251	17547	--	86	86	--	477	475	--	66	64	--	16	15	--	14	15	--	4	6
Asian/Pacific Islander	--	15	1395	--	71	96	--	499	519	--	40	22	--	20	16	--	13	28	--	27	35
American Indian/Alaskan Native	--	12	3794	--	150	91	--	469	468	--	64	72	--	18	13	--	18	12	--	0	3
White	--	379	29790	--	87	86	--	491	501	--	43	34	--	17	17	--	30	29	--	9	20
Students with Disabilities	--	72	5562	--	89	93	--	467	461	--	67	79	--	17	10	--	17	8	--	0	3
Students without Disabilities	--	710	51972	--	97	90	--	485	492	--	52	45	--	17	16	--	23	24	--	8	15
Limited English Proficient Students	--	50	5467	--	128	111	--	NA	458	--	NA	87	--	NA	7	--	NA	5	--	NA	1
Migrant Students	--	24	702				--	468	471	--	87	74	--	0	9	--	13	14	--	0	3
Economically Disadvantaged	--	44	10446				--	455	472	--	94	70	--	0	13	--	6	13	--	0	4
Non-Economically Disadvantaged	--	738	47088				--	486	495	--	50	42	--	18	16	--	24	26	--	8	17

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	--	781	56700	--	96	89	--	512	512	--	12	15	--	25	23	--	56	52	--	8	10
All Students (Prior Year)	--	612	50525	--	NA	NA	--	514	517	--	11	12	--	25	22	--	54	51	--	10	15
Female	--	385	27862	--	95	89	--	520	517	--	6	12	--	22	22	--	62	54	--	10	12
Male	--	395	28398	--	96	88	--	504	507	--	17	19	--	28	24	--	50	49	--	5	9
African American	--	48	2529	--	80	85	--	494	495	--	28	24	--	26	31	--	42	41	--	5	4
Hispanic	--	248	17305	--	85	85	--	500	494	--	13	24	--	38	31	--	47	41	--	2	4
Asian/Pacific Islander	--	15	1382	--	71	95	--	520	530	--	7	6	--	13	17	--	73	59	--	7	17
American Indian/Alaskan Native	--	12	3815	--	150	91	--	481	489	--	18	29	--	64	35	--	18	35	--	0	2
White	--	382	29209	--	88	84	--	522	525	--	9	9	--	17	17	--	62	59	--	12	15
Students with Disabilities	--	75	5215	--	93	87	--	473	478	--	38	43	--	50	29	--	13	25	--	0	2
Students without Disabilities	--	706	51485	--	96	89	--	512	513	--	11	15	--	25	23	--	57	52	--	8	11
Limited English Proficient Students	--	47	5378	--	121	109	--	NA	471	--	NA	48	--	NA	36	--	NA	15	--	NA	0
Migrant Students	--	25	689				--	491	486	--	13	31	--	56	36	--	31	30	--	0	2
Economically Disadvantaged	--	42	10358				--	472	492	--	49	26	--	34	33	--	17	37	--	0	4
Non-Economically Disadvantaged	--	739	46342				--	514	516	--	9	13	--	24	21	--	58	54	--	8	12

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	--	762	55090	--	93	87	--	484	479	--	9	16	--	8	13	--	83	70	--	0	0
All Students (Prior Year)	--	623	50572	--	NA	NA	--	484	481	--	8	14	--	12	23	--	80	63	--	0	1
Female	--	386	27752	--	95	89	--	489	483	--	7	13	--	6	12	--	87	75	--	0	0
Male	--	374	26842	--	91	83	--	479	474	--	12	20	--	11	15	--	77	65	--	0	0
African American	--	46	2336	--	77	78	--	475	464	--	14	25	--	19	14	--	67	62	--	0	0
Hispanic	--	248	16391	--	85	81	--	468	458	--	15	28	--	10	16	--	75	56	--	0	0
Asian/Pacific Islander	--	14	1356	--	67	93	--	494	499	--	14	7	--	0	9	--	86	83	--	0	2
American Indian/Alaskan Native	--	10	3731	--	125	89	--	460	446	--	33	37	--	0	16	--	67	47	--	0	0
White	--	373	29053	--	86	84	--	494	492	--	5	8	--	6	12	--	89	79	--	0	0
Students with Disabilities	--	63	4141	--	78	69	--	426	436	--	50	47	--	38	18	--	13	35	--	0	0
Students without Disabilities	--	699	50949	--	95	89	--	485	479	--	9	16	--	8	13	--	83	71	--	0	0
Limited English Proficient Students	--	45	4711	--	115	96	--	NA	422	--	NA	61	--	NA	13	--	NA	26	--	NA	0
Migrant Students	--	24	666				--	437	444	--	40	39	--	20	11	--	40	50	--	0	0
Economically Disadvantaged	--	42	10168				--	435	453	--	49	32	--	14	18	--	37	50	--	0	0
Non-Economically Disadvantaged	--	720	44922				--	487	484	--	7	13	--	8	13	--	85	73	--	0	0

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

No AIMS test data found for this school.
The AIMS is administered only to Grades 3,5,8,10.

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?	Not Evaluated
	Met Test Objectives?	Not Evaluated
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Not Evaluated

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

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	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	--	--	47	43	--	--	42	37	99	47	44	41
	Language	--	--	44	41	--	--	41	38	100	41	45	42
	Mathematics	--	--	62	59	--	--	55	56	100	55	61	60

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 Safety

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

DEHS has a commitment to provide a physically safe environment. DE hosts a School Resource Officer to provide law-related education and ensure a safe learning environment. DEHS maintains a closed campus throughout the school day.

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	Leslie Anderson	(623) 932-7500
Transportation Policy	Denise Escobedo	(623) 932-7020
Community Resources	Candy Reid	(623) 932-7040
School Nutrition Programs	Bob Singleton	(623) 932-7009
Parent Organization	Colette Hayes	(623) 932-7500
Student Health/Nurse	JoAnn Pagano	(623) 932-7500

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 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 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 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