

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

15778 West 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 (a)

2003-04	Not Evaluated
2002-03	Not Evaluated
2001-02	N/A

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

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Not Evaluated
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 Overview

Principal/Administrator : Dr. Bob Rossi
 Schedule : 7:00 AM to 4:00 PM
 Grades : 9-11
 2004 Enrollment : 334
 Web Address : www.aguafria.org
 Phone Number : (623) 932-7500
 Fax Number : (623) 932-7502
 E-mail : brossi@aguafria.org

Mission

Desert Edge High School is a comprehensive high school built on four (4) pillars which will be the decision making vision for the school and community. They are:

- 1) High Expectations for Students and Staff
- 2) Programs for all Students
- 3) Caring and Respectful Environment
- 4) Sense of Pride

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.

Enrollment

October 1, 2003 School Year Student Enrollment : 354
 Accepting New Students in 2004-05 Under Open Enrollment Law :² No
 Number of Students Attending Under Open Enrollment in 2003-04 : 34

Instructional Programs

- ü Honors Classes
- ü On-site Special Education w/MOMR program
- ü Study Skills & Self Discovery Programs
- ü Tutoring & Mentoring Programs
- ü AP Classes
- ü Teacher Mentor Program
- ü Staff Development Time

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 50 minutes
First Day of School :	8/4/2004
Last Day of School :	5/26/2005

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.

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.

School Honors

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

Award/Honor	Year
ü 4 students chosen for West Valley Fine Arts project	2004
ü Sophomore chosen as Actor of the Year in state festival	2004
ü National Poster Girl for Ronald McDonald Houses	2004

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	139	899	65934	100	99	100	485	492	492	45	40	43	26	22	18	20	26	24	9	12	15
All Students (Prior Year)	--	782	57534	--	96	91	--	484	491	--	53	46	--	17	16	--	23	23	--	8	15
Female	63	445	32586	98	99	100	489	492	491	42	40	44	23	23	19	27	26	24	8	10	14
Male	75	453	33226	100	98	99	482	491	493	47	40	42	29	21	18	15	26	24	9	13	16
African American	12	90	3042	100	97	98	483	490	478	50	44	58	20	18	19	30	29	17	0	9	6
Hispanic	47	317	21740	100	98	100	474	479	475	56	56	63	24	21	17	18	18	15	2	5	5
Asian/Pacific Islander	NC	37	1643	NC	100	99	NC	516	519	NC	19	23	NC	24	13	NC	24	30	NC	32	34
American Indian/Alaskan Native	--	NC	4351	--	NC	99	--	NC	472	--	NC	68	--	NC	16	--	NC	13	--	NC	4
White	77	449	34819	100	99	99	492	498	505	38	31	27	29	23	20	20	32	31	13	15	22
Students with Disabilities	16	84	6507	100	100	100	473	460	456	50	78	83	50	17	9	0	4	6	0	0	2
Students without Disabilities	123	815	59427	100	98	100	486	493	494	45	38	41	25	22	19	21	27	25	9	12	16
Limited English Proficient Students	NC	43	6793	NC	74	100	NC	463	464	NC	87	79	NC	10	11	NC	0	8	NC	3	2
Migrant Students	NC	NC	708				NC	NC	469	NC	NC	72	NC	NC	15	NC	NC	10	NC	NC	3
Economically Disadvantaged	30	194	18745				468	475	475	69	63	64	23	19	16	8	15	15	0	3	5
Non-Economically Disadvantaged	109	705	47182				489	496	499	39	34	35	27	23	19	24	29	27	11	14	19

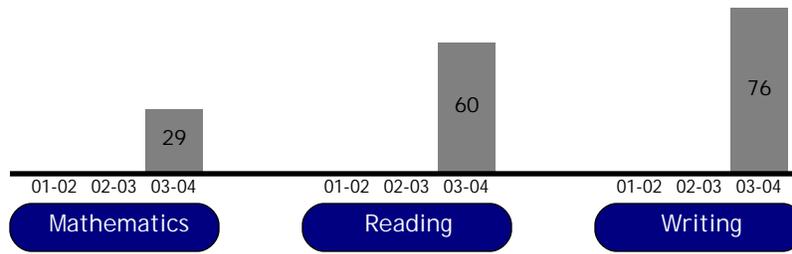
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	139	912	68162	100	100	100	518	513	509	7	13	18	33	25	24	51	54	51	9	8	8
All Students (Prior Year)	--	781	56700	--	96	89	--	512	512	--	12	15	--	25	23	--	56	52	--	8	10
Female	61	440	33509	100	100	100	530	517	513	7	13	15	26	23	23	55	55	52	12	9	9
Male	78	469	34521	100	100	100	507	509	505	6	13	20	40	28	24	48	53	49	6	6	7
African American	12	92	3163	100	99	99	514	509	497	0	13	22	33	27	30	67	57	46	0	2	3
Hispanic	44	328	22624	98	100	100	504	495	487	7	23	32	41	33	31	44	40	35	7	4	2
Asian/Pacific Islander	NC	37	1666	NC	100	100	NC	543	523	NC	5	11	NC	16	17	NC	59	60	NC	19	12
American Indian/Alaskan Native	NC	NC	4592	NC	NC	100	NC	NC	484	NC	NC	32	NC	NC	37	NC	NC	30	NC	NC	1
White	77	442	35727	100	100	100	527	524	526	6	7	7	29	20	17	53	63	64	12	10	12
Students with Disabilities	17	85	6845	100	100	100	458	461	468	100	68	53	0	23	29	0	8	18	0	0	1
Students without Disabilities	122	827	61317	100	100	100	519	516	512	5	9	15	34	26	23	52	57	53	9	8	8
Limited English Proficient Students	NC	48	7152	NC	79	100	NC	460	464	NC	65	57	NC	28	31	NC	7	12	NC	0	0
Migrant Students	NC	NC	745				NC	NC	469	NC	NC	51	NC	NC	31	NC	NC	17	NC	NC	1
Economically Disadvantaged	29	200	19528				500	489	487	8	26	31	46	39	32	42	34	34	4	1	2
Non-Economically Disadvantaged	110	712	48595				522	519	518	6	10	13	30	22	20	54	59	57	10	9	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	907	67629	100	100	100	551	547	524	8	14	22	17	13	16	73	70	59	3	4	3
All Students (Prior Year)	--	762	55090	--	93	87	--	484	479	--	9	16	--	8	13	--	83	70	--	0	0
Female	60	437	33347	98	99	100	578	561	537	4	10	17	9	12	15	82	73	64	5	5	4
Male	78	465	34151	100	99	99	527	535	512	13	17	27	23	14	18	64	67	54	0	2	2
African American	12	92	3150	100	99	99	527	555	515	11	5	24	11	13	19	78	82	56	0	0	2
Hispanic	44	325	22313	98	99	100	551	521	493	10	22	34	15	17	19	73	59	46	2	2	1
Asian/Pacific Islander	NC	37	1659	NC	100	100	NC	617	564	NC	0	11	NC	16	12	NC	73	68	NC	11	9
American Indian/Alaskan Native	--	NC	4528	--	NC	99	--	NC	492	--	NC	35	--	NC	21	--	NC	42	--	NC	1
White	77	439	35593	100	99	99	552	561	547	8	10	13	20	10	14	70	75	69	3	5	4
Students with Disabilities	17	84	6712	100	100	100	NA	447	445	NA	64	61	NA	14	18	NA	22	21	NA	0	0
Students without Disabilities	121	823	60917	100	99	100	551	554	530	8	10	19	17	13	16	73	73	61	3	4	3
Limited English Proficient Students	NC	47	6994	NC	77	100	NC	429	442	NC	60	58	NC	18	18	NC	22	23	NC	0	0
Migrant Students	NC	NC	732				NC	NC	466	NC	NC	44	NC	NC	23	NC	NC	33	NC	NC	0
Economically Disadvantaged	29	198	19310				523	514	489	13	23	35	30	20	20	57	56	44	0	1	1
Non-Economically Disadvantaged	109	709	48278				557	556	538	7	12	17	13	11	15	76	73	65	3	4	4

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

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

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
9	Reading	--	--	42	37	99	47	44	41	100	41	NA	42
	Language	--	--	41	38	100	41	45	42	100	39	44	42
	Mathematics	--	--	55	56	100	55	61	60	100	57	60	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 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 2004-05

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

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	14
Core academic classes taught by Highly Qualified (NCLB) teachers.	62
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Library / Media Center lab
- Ü Business Education Computer Labs

Extracurricular Activities

- Ü Athletics-frosh, JV, and limited varsity
- Ü Student Council
- Ü Band, Choir, theater, and art classes
- Ü Service clubs
- Ü Stinger committee-community service

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services
- Ü Academic Advisement
- Ü Special Education Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- 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 35% of DE students achieved honor roll status during the school year.
- ü More than 50% of the DE student body is involved in fine art classes. The band and theater classes distinguished themselves at state festivals.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	96	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

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

Measure of Academic Progress

No MAP data found for this school.

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

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

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

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

School Safety

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

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) :

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.

Contacts

	Name	Phone Number
School Site Council	Dr. Bob Rossi	(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 of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

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

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

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

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

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

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

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

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

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

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

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.