

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 LEARNS<sup>1</sup>

#### High School Achievement Profile (a)

2004-05	Performing Plus
2003-04	Not Evaluated
2002-03	Not Evaluated

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

### School Overview

Principal/Administrator : Dr. Bob Rossi  
 Schedule : 07:00 AM to 04:00 PM  
 Grades : 9-12  
 2005 Enrollment : 1364  
 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

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Not Evaluated

#### School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü To make reading and writing central to the teaching/learning process so all students meet and exceed proficiency levels on the state AIMS tests.
- 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 on the state AIMS test.

### Enrollment

October 1, 2004 School Year Student Enrollment : 815  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> No  
 Number of Students Attending Under Open Enrollment in 2004-05 : 37

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
- ü Alternative Educational Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 50 minutes
First Day of School :	8/9/2005
Last Day of School :	5/25/2006

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 FBLA 1st Place ASU Business Skills Award	2005
ü Superior Rating in AZ State Thespian Conference	2005
ü Westside IMPACT Teacher of the Year Award	2005

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	260	1136	69846	99	100	100	687	697	699	27	22	21	22	14	11	46	54	49	6	10	18
All Students (Prior Year)	139	899	65934	100	99	100	485	492	492	45	40	43	26	22	18	20	26	24	9	12	15
Female	132	571	34328	99	100	99	687	699	702	25	19	19	24	16	12	49	57	51	3	8	18
Male	128	565	35509	99	100	100	688	695	696	30	26	23	19	11	11	42	50	48	9	12	18
African American	20	131	3535	100	99	100	684	684	677	31	32	31	38	14	15	19	49	46	13	5	8
Hispanic	113	414	23363	99	98	100	681	687	680	31	29	32	22	17	16	45	50	45	2	4	7
Asian/Pacific Islander	NC	26	1742	NC	100	99	NC	726	733	NC	5	8	NC	10	7	NC	57	46	NC	29	38
American Indian/Alaskan Native	NC	NC	4785	NC	NC	100	NC	NC	671	NC	NC	39	NC	NC	17	NC	NC	39	NC	NC	5
White	122	557	36421	99	100	99	692	706	714	23	16	12	20	11	8	50	58	54	7	15	26
Students with Disabilities	23	99	7690	100	100	100	646	656	593	74	71	64	16	8	14	11	20	21	0	1	2
Students without Disabilities	238	1038	62220	98	99	99	691	701	712	23	18	16	22	14	11	49	57	53	6	11	20
Limited English Proficient Students	19	48	5834	100	100	100	666	670	612	48	49	46	29	20	20	24	31	31	0	0	3
Migrant Students	--	NC	117	--	NC	NA	--	NC	677	--	NC	44	--	NC	18	--	NC	35	--	NC	3
Economically Disadvantaged	59	260	21421	83	92	92	684	680	686	25	35	35	31	18	15	42	43	43	2	4	7
Non-Economically Disadvantaged	202	877	48489	100	100	100	688	702	704	28	19	15	19	12	10	47	57	52	7	12	23

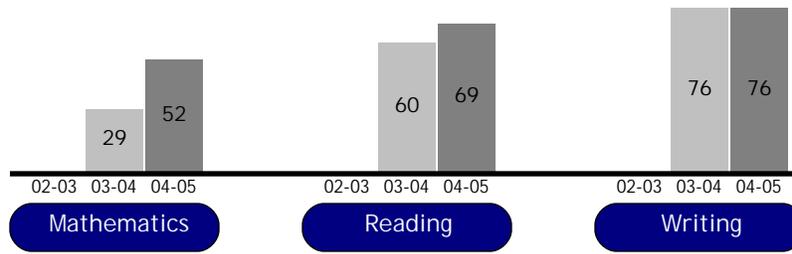
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	254	1138	71311	98	100	100	694	703	694	6	5	7	24	20	21	66	68	63	3	7	9
All Students (Prior Year)	139	912	68162	100	100	100	518	513	509	7	13	18	33	25	24	51	54	51	9	8	8
Female	129	573	34899	96	99	100	694	708	700	3	2	5	25	17	19	71	71	66	1	9	10
Male	125	565	36430	100	100	100	694	698	688	10	7	9	24	22	22	61	66	61	5	5	8
African American	19	129	3573	100	99	100	687	691	676	7	7	9	40	30	26	53	58	60	0	4	4
Hispanic	108	416	24056	97	98	100	687	690	672	9	7	13	29	27	31	61	61	53	2	5	3
Asian/Pacific Islander	NC	25	1731	NC	100	98	NC	727	717	NC	0	3	NC	10	13	NC	71	68	NC	19	16
American Indian/Alaskan Native	NC	NC	5110	NC	NC	100	NC	NC	661	NC	NC	14	NC	NC	38	NC	NC	46	NC	NC	2
White	122	561	36841	98	100	99	700	714	713	5	3	3	19	11	12	73	76	72	4	10	13
Students with Disabilities	25	103	8021	100	100	100	642	644	590	40	31	27	40	48	42	20	20	29	0	0	1
Students without Disabilities	229	1035	63379	97	99	100	699	709	707	3	2	5	23	17	18	71	73	68	3	8	10
Limited English Proficient Students	18	43	6402	100	93	100	666	662	596	15	13	25	45	55	44	40	31	30	0	1	1
Migrant Students	--	10	548	--	NA	NA	--	645	659	--	40	26	--	40	36	--	20	38	--	0	0
Economically Disadvantaged	64	272	22243	93	95	93	692	682	677	7	9	14	31	35	32	57	54	51	5	2	3
Non-Economically Disadvantaged	190	866	49157	100	100	100	694	710	702	6	3	4	22	15	16	69	73	69	2	9	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	254	1135	70868	98	99	100	696	702	688	3	3	5	21	17	23	71	74	63	5	7	9
All Students (Prior Year)	138	907	67629	100	100	100	551	547	524	8	14	22	17	13	16	73	70	59	3	4	3
Female	131	574	34710	97	99	99	703	710	697	0	2	3	19	13	19	73	77	66	7	8	12
Male	123	561	36176	99	100	100	688	695	678	6	5	7	23	20	27	69	70	59	2	5	7
African American	20	131	3557	100	100	99	693	691	675	0	4	7	19	22	25	81	70	62	0	3	6
Hispanic	108	413	23868	97	97	100	691	695	670	4	5	9	23	21	33	68	70	55	4	5	4
Asian/Pacific Islander	NC	25	1732	NC	100	98	NC	731	713	NC	0	2	NC	5	12	NC	57	64	NC	38	22
American Indian/Alaskan Native	NC	NC	5001	NC	NC	100	NC	NC	661	NC	NC	9	NC	NC	41	NC	NC	48	NC	NC	2
White	121	559	36710	98	100	99	700	709	702	2	2	2	21	13	15	74	78	69	4	7	13
Students with Disabilities	25	101	7900	100	100	100	627	638	580	30	26	22	60	51	49	10	22	28	0	1	1
Students without Disabilities	229	1034	63054	97	98	99	703	708	701	0	1	3	17	13	20	78	79	67	5	7	10
Limited English Proficient Students	18	43	6308	100	93	100	665	663	591	5	12	19	45	43	47	50	45	33	0	0	1
Migrant Students	--	10	540	--	NA	NA	--	632	658	--	50	16	--	30	42	--	20	41	--	0	1
Economically Disadvantaged	64	271	21994	93	94	92	688	682	673	3	8	10	24	29	36	71	61	52	2	2	3
Non-Economically Disadvantaged	190	864	48960	100	100	100	699	708	694	2	2	3	20	13	18	72	78	67	6	8	12

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

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

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.

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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	99	47	44	41	100	41	NA	42	96	50	50	51
	Language	100	41	45	42	100	39	44	42	96	48	48	50
	Mathematics	100	55	61	60	100	57	60	63	95	48	50	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

1 School Administrator(s)	Ü Parent/Educator Relations
1 Non-certified Employee(s)	Ü Fund Raising
2 Teacher(s)	Ü School Safety Issues
6 Parent(s)	Ü Curriculum Review
1 Community Member(s)	Ü Instructional Support
2 Student(s)	Ü Volunteer Coordination

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	60.00
Other Professional Staff	7.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	24	8	0	0
4 to 6 years	13	5	0	0
7 to 9 years	0	4	0	0
10 or more years	5	1	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	256
Teachers with Emergency Certificaton.	30
Percent of teachers in the school with Emergency/Provisional Certification	50%
Percent of core classes not taught by Hightly Qualified Teachers	10%

Resources Available at School Site

Special Facilities

- Ü Library / Media Center lab
- Ü Business Education Computer Labs
- Ü Fine Arts Auditorium

Extracurricular Activities

- Ü Athletics-Freshmen, JV, and Varsity
- Ü Student Council
- Ü Band, Choir, theater, and art classes
- Ü Service clubs
- Ü National Honor Society

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 2004-05

School Achievements/Accomplishments 2004-05

- ü Approximately 60% of the student body participated in extracurricular activities. Additionally, DE students raised more than \$1500 in gifts to local charities and needy families.
  
- ü More than 43% 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.
  
- ü Desert Edge was recognized by Arizona Department of Education as being in the top 5% of high schools in Arizona to meet criteria for overall gains and proportion of students meeting standards on their second attempt at the AIMS math test.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	98	95	94	95
Transfers Out Rates <sup>5</sup>	15	12	12	17
Transfers In Rate <sup>6</sup>	29	28	28	37
Stability Rate <sup>7</sup>	84	87	87	82
Promotion Rate <sup>8</sup>	95	96	95	81
Retention Rate <sup>9</sup>	1	1	1	3
Dropout Rate <sup>10</sup>	2	0	1	6
Status Unknown <sup>11</sup>	1	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

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

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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

10
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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	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	Lisa Reznick	(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](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.

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* 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.