



Desert Rose Academy, Inc.

3686 W. Orange Grove Rd., Suite 192 Tucson, AZ 85741-

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.

No Child Left Behind

Adequate Yearly Progress¹

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

Current Administrator²

Title: Superintendent Charter Holder

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District At A Glance

Enrollment³

	State	District
2004-2005 Student Enrollment	1,037,655	168

Highly Qualified

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

Percentage of Public Elementary and Secondary School Teachers with Emergency/Provisional Certification	16%
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	District Aggregate	High-Poverty Schools	Moderate-Poverty Schools	Low Poverty Schools
Percentage of Core Academic Subject Poverty Elementary and Secondary School Classes Not Taught by Highly Qualified Teachers	N/A	N/A	N/A	N/A

N/A =Data not available

10th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	19	69846	100	100	668	699	64	21	9	11	18	49	9	18
All Students (03-04)	34	65934	87	100	465	492	74	43	21	18	6	24	0	15
Female (04-05)	11	34328	100	99	678	702	57	19	0	12	29	51	14	18
Female (03-04)	17	32586	100	100	464	491	82	44	12	19	6	24	0	14
Male (04-05)	NC	35509	NC	100	NC	696	NC	23	NC	11	NC	48	NC	18
Male (03-04)	17	33226	77	99	466	493	65	42	29	18	6	24	0	16
African American (04-05)	--	3535	--	100	--	677	--	31	--	15	--	46	--	8
African American (03-04)	NC	3042	NC	98	NC	478	NC	58	NC	19	NC	17	NC	6
Hispanic (04-05)	10	23363	100	100	650	680	75	32	25	16	0	45	0	7
Hispanic (03-04)	21	21740	81	100	463	475	71	63	19	17	10	15	0	5
Asian/Pacific Islander (04-05)	--	1742	--	99	--	733	--	8	--	7	--	46	--	38
Asian/Pacific Islander (03-04)	--	1643	--	99	--	519	--	23	--	13	--	30	--	34
American Indian/Alaskan Native (04-05)	--	4785	--	100	--	671	--	39	--	17	--	39	--	5
American Indian/Alaskan Native (03-04)	--	4351	--	99	--	472	--	68	--	16	--	13	--	4
White (04-05)	NC	36421	NC	99	NC	714	NC	12	NC	8	NC	54	NC	26
White (03-04)	11	34819	100	99	469	505	73	27	27	20	0	31	0	22
Students with Disabilities (04-05)	NC	7690	NC	100	NC	593	NC	64	NC	14	NC	21	NC	2
Students with Disabilities (03-04)	NC	6507	NC	100	NC	456	NC	83	NC	9	NC	6	NC	2
Students without Disabilities (04-05)	16	62220	100	99	675	712	56	16	11	11	22	53	11	20
Students without Disabilities (03-04)	32	59427	100	100	463	494	78	41	19	19	3	25	0	16
Limited English Proficient Students (04-05)	NC	5834	NC	100	NC	612	NC	46	NC	20	NC	31	NC	3
Limited English Proficient Students (03-04)	--	6793	--	100	--	464	--	79	--	11	--	8	--	2
Migrant Students (04-05)	--	117	--	NA	--	677	--	44	--	18	--	35	--	3
Migrant Students (03-04)	--	708	--	NA	--	469	--	72	--	15	--	10	--	3
Economically Disadvantaged (04-05)	14	21421	93	92	667	686	71	35	14	15	14	43	0	7
Economically Disadvantaged (03-04)	20	18745	NA	NA	464	475	80	64	15	16	5	15	0	5
Non-Economically Disadvantaged (04-05)	NC	48489	NC	100	NC	704	NC	15	NC	10	NC	52	NC	23
Non-Economically Disadvantaged (03-04)	14	47182	NA	NA	466	499	64	35	29	19	7	27	0	19

10th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	21	71311	100	100	658	694	36	7	27	21	36	63	0	9
All Students (03-04)	43	68162	96	100	491	509	30	18	28	24	40	51	2	8
Female (04-05)	14	34328	100	100	671	700	29	5	14	19	57	66	0	10
Female (03-04)	22	33509	100	100	497	513	23	15	23	23	55	52	0	9
Male (04-05)	NC	36430	NC	100	NC	688	NC	9	NC	22	NC	61	NC	8
Male (03-04)	21	34521	91	100	486	505	38	20	33	24	24	49	5	7
African American (04-05)	--	3573	--	100	--	676	--	9	--	26	--	60	--	4
African American (03-04)	NC	3163	NC	99	NC	497	NC	22	NC	30	NC	46	NC	3
Hispanic (04-05)	13	24056	100	100	625	672	75	13	25	31	0	53	0	3
Hispanic (03-04)	23	22624	92	100	482	487	39	32	22	31	39	35	0	2
Asian/Pacific Islander (04-05)	--	1731	--	98	--	717	--	3	--	13	--	68	--	16
Asian/Pacific Islander (03-04)	--	1666	--	100	--	523	--	11	--	17	--	60	--	12
American Indian/Alaskan Native (04-05)	--	5110	--	100	--	661	--	14	--	38	--	46	--	2
American Indian/Alaskan Native (03-04)	--	4592	--	100	--	484	--	32	--	37	--	30	--	1
White (04-05)	NC	36841	NC	99	NC	713	NC	3	NC	12	NC	72	NC	13
White (03-04)	19	35727	100	100	503	526	21	7	32	17	42	64	5	12
Students with Disabilities (04-05)	NC	8021	NC	100	NC	590	NC	27	NC	42	NC	29	NC	1
Students with Disabilities (03-04)	NC	6845	NC	100	NC	468	NC	53	NC	29	NC	18	NC	1
Students without Disabilities (04-05)	19	63379	100	100	669	707	22	5	33	18	44	68	0	10
Students without Disabilities (03-04)	38	61317	100	100	490	512	29	15	32	23	39	53	0	8
Limited English Proficient Students (04-05)	NC	6402	NC	100	NC	596	NC	25	NC	44	NC	30	NC	1
Limited English Proficient Students (03-04)	--	7152	--	100	--	464	--	57	--	31	--	12	--	0
Migrant Students (04-05)	--	548	--	NA	--	659	--	26	--	36	--	38	--	0
Migrant Students (03-04)	--	745	--	NA	--	469	--	51	--	31	--	17	--	1
Economically Disadvantaged (04-05)	14	22243	78	93	653	677	43	14	29	32	29	51	0	3
Economically Disadvantaged (03-04)	26	19528	NA	NA	490	487	27	31	31	32	42	34	0	2
Non-Economically Disadvantaged (04-05)	NC	49157	NC	100	NC	702	NC	4	NC	16	NC	69	NC	11
Non-Economically Disadvantaged (03-04)	17	48595	NA	NA	493	518	35	13	24	20	35	57	6	10

10th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	20	70868	95	100	669	688	10	5	40	23	50	63	0	9
All Students (03-04)	41	67629	91	100	485	524	41	22	22	16	37	59	0	3
Female (04-05)	14	34710	100	99	674	697	14	3	29	19	57	66	0	12
Female (03-04)	20	33347	91	100	514	537	25	17	20	15	55	64	0	4
Male (04-05)	NC	36176	NC	100	NC	678	NC	7	NC	27	NC	59	NC	7
Male (03-04)	21	34151	91	99	457	512	57	27	24	18	19	54	0	2
African American (04-05)	--	3557	--	99	--	675	--	7	--	25	--	62	--	6
African American (03-04)	NC	3150	NC	99	NC	515	NC	24	NC	19	NC	56	NC	2
Hispanic (04-05)	12	23868	100	100	637	670	33	9	33	33	33	55	0	4
Hispanic (03-04)	23	22313	92	100	474	493	48	34	22	19	30	46	0	1
Asian/Pacific Islander (04-05)	--	1732	--	98	--	713	--	2	--	12	--	64	--	22
Asian/Pacific Islander (03-04)	--	1659	--	100	--	564	--	11	--	12	--	68	--	9
American Indian/Alaskan Native (04-05)	--	5001	--	100	--	661	--	9	--	41	--	48	--	2
American Indian/Alaskan Native (03-04)	--	4528	--	99	--	492	--	35	--	21	--	42	--	1
White (04-05)	NC	36710	NC	99	NC	702	NC	2	NC	15	NC	69	NC	13
White (03-04)	17	35593	89	99	495	547	35	13	24	14	41	69	0	4
Students with Disabilities (04-05)	NC	7900	NC	100	NC	580	NC	22	NC	49	NC	28	NC	1
Students with Disabilities (03-04)	NC	6712	NC	100	NC	445	NC	61	NC	18	NC	21	NC	0
Students without Disabilities (04-05)	18	63054	95	99	682	701	0	3	38	20	63	67	0	10
Students without Disabilities (03-04)	36	60917	100	100	490	530	36	19	25	16	39	61	0	3
Limited English Proficient Students (04-05)	NC	6308	NC	100	NC	591	NC	19	NC	47	NC	33	NC	1
Limited English Proficient Students (03-04)	--	6994	--	100	--	442	--	58	--	18	--	23	--	0
Migrant Students (04-05)	--	540	--	NA	--	658	--	16	--	42	--	41	--	1
Migrant Students (03-04)	--	732	--	NA	--	466	--	44	--	23	--	33	--	0
Economically Disadvantaged (04-05)	13	21994	72	92	673	673	0	10	50	36	50	52	0	3
Economically Disadvantaged (03-04)	25	19310	NA	NA	473	489	48	35	20	20	32	44	0	1
Non-Economically Disadvantaged (04-05)	NC	48960	NC	100	NC	694	NC	3	NC	18	NC	67	NC	12
Non-Economically Disadvantaged (03-04)	16	48278	NA	NA	502	538	31	17	25	15	44	65	0	4

The table below shows if your district met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

District AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	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 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 STATUS

Below is a list of the Title 1 funded schools in the district that are in School Improvement Status as defined by the Federal No Child Left Behind Act of 2001

Title I School - any school that receives Federal Title I funds; the school agrees to the accountability measures mandated by the No Child Left Behind Act of 2001 (NCLB).

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 implement the restructuring plan.

Out of School Improvement - A Title I school that has made adequate yearly progress (AYP) for two consecutive years and is no longer identified.

For More Information on school improvement status, visit our website at www.ade.az.gov/asd/nclb

Desert Rose Academy, Inc.

	AZ LEARNS		NCLB
School Name	LABEL ES	LABEL HS	AYP
Desert Rose Academy Charter School	N/A	Performing	Met

1 Adequate Yearly Progress, please visit our website at <http://www.ade.az.gov/profile/publicview/aypdistrictlist.asp>.

2 Current Administrator: This includes the most current information ADE has available, please contact the district directly if you feel this information is in error.

3 Enrollment: These enrollment counts represent a head count of all active enrollments on October 1st of each school year. Please note these counts are not unduplicated counts; concurrently enrolled students are counted as having an active membership in each school they are enrolled. Joint technology schools where students are concurrently enrolled are not included, which may additionally overstate aggregated enrollment figures.

4 Arizona Instrument to Measure Standards (AIMS) if applicable. Data reflects grades 3,5,8,10. 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. Mean Scale Scores (MSS). The federal law, No Child Left Behind (NCLB), 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. Data also provides a two year trend analysis of student performance as required by NCLB. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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