

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4101 East Valencia Road, Tucson, AZ 85706

Sunnyside Unified 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)

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

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

School Overview

Principal/Administrator : Mr. Jonathan K. Hanson
 Schedule : 07:00 AM to 04:00 PM
 Grades : 9-12
 Web Address : www.susd12.org/desertview/
 Phone Number : (520) 545-5100
 Fax Number : (520) 545-5116
 E-mail : jonathanh@susd12.org

Mission

The mission of Desert View High School is to ensure that all students achieve academic success and contribute positively to a diverse, changing, democratic society.

No Child Left Behind

Adequate Yearly Progress ^(b)

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

School Improvement Status ^(b)

2005-06	SI Year 1
2004-05	Warning Year
2003-04	N/A

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

School / Academic Goals

- ü Students will meet or exceed Arizona state standards in reading, writing, and mathematics.
- ü Graduation rate will increase to at least 90%, with the ethnic distribution of graduates reflecting the student population as a whole.
- ü The dropout rate will be decreased by 10% of the freshman population.

Enrollment

October 1, 2005 School Year Student Enrollment : 1590
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 141

Instructional Programs

- ü JAG Program
- ü AFJROTC
- ü Advanced Placement
- ü Honors Classes

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/10/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Desert View will provide a safe learning environment where all students are expected to achieve high academic standards. The school is in partnership with the community to develop and support the diverse needs of our constituents.

Parents

Parents must have their children immunized as required by law. They must also ensure children arrive to school on time, attend daily and complete their homework assignments. Proper shelter, clothing, and nourishment need to be provided.

Transportation Policy

Transportation is provided to special education students who require transportation and to 9-12 students living beyond a 1.5-mile radius.

School Honors

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

Award/Honor	Year
ü Technology Teacher of the Year	2004
ü Congressional Art Award	2004
ü CLAW A+ Program	2005
ü CEOE Distinction - NAEOP	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	270	806	71130	83	88	95	685	684	701	29	32	23	21	18	13	47	47	51	4	3	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	151	403	35465	89	92	96	686	683	702	25	29	21	21	21	13	51	49	53	3	2	13
Male	119	403	35648	76	85	94	684	685	701	34	35	24	20	15	12	41	45	50	4	5	14
African American	10	18	3868	71	72	95	NA	672	686	NA	50	33	NA	22	17	NA	28	45	NA	NA	6
Hispanic	212	706	25103	83	89	95	683	683	685	30	32	34	22	19	16	46	46	45	2	3	5
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	731	NC	NC	9	NC	NC	7	NC	NC	50	NC	NC	34
American Indian/Alaskan Native	10	27	4241	67	77	90	NA	682	679	NA	30	39	NA	15	19	NA	52	39	NA	4	3
White	35	48	36075	92	87	95	702	697	715	20	27	12	9	6	9	60	58	58	11	8	21
Students with Disabilities	31	98	5862	55	72	71	655	649	658	68	80	63	13	8	15	16	11	20	3	1	2
Students without Disabilities	239	708	65268	89	91	98	688	688	705	24	26	19	22	19	12	51	52	54	4	4	15
Limited English Proficient Students	36	145	4859	78	94	93	666	664	662	47	59	64	25	17	15	28	25	20	NA	NA	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	190	561	22957	84	88	93	684	684	685	32	32	34	19	17	17	46	47	44	3	3	5
Non-Economically Disadvantaged	80	245	48173	80	89	96	688	683	709	23	31	17	25	19	11	48	46	55	5	4	18

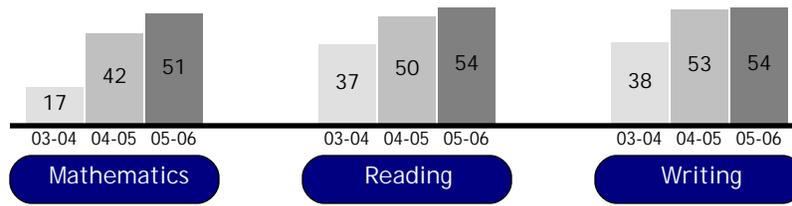
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	288	791	73018	87	87	97	682	679	703	10	11	6	36	37	23	53	50	64	1	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	163	402	36181	94	92	97	685	680	708	9	9	4	34	38	21	57	52	65	1	1	9
Male	125	389	36816	80	82	96	679	678	699	11	13	7	39	37	24	48	47	62	2	3	7
African American	NC	17	3976	NC	63	96	NC	668	689	NC	12	8	NC	53	29	NC	35	59	NC	NA	3
Hispanic	232	694	25801	89	88	96	679	677	683	10	12	10	37	38	34	52	48	53	1	2	3
Asian/Pacific Islander	NC	NC	1812	NC	NC	98	NC	NC	722	NC	NC	3	NC	NC	15	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	10	25	4389	67	78	93	NA	686	675	NA	12	9	NA	32	42	NA	52	47	NA	4	1
White	34	48	37024	89	87	97	709	706	721	NA	NA	2	29	27	12	68	71	73	3	2	13
Students with Disabilities	48	103	7170	81	75	85	646	646	654	25	27	23	60	54	47	15	18	29	NA	NA	1
Students without Disabilities	240	688	65848	89	89	98	689	683	708	7	9	4	31	35	20	61	54	67	1	2	9
Limited English Proficient Students	45	149	5099	94	94	95	641	637	641	29	37	29	58	53	59	13	10	12	NA	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	210	569	23912	90	88	94	678	677	681	11	12	10	40	38	36	49	47	52	0	2	2
Non-Economically Disadvantaged	78	222	49106	81	84	98	695	685	714	6	9	4	27	35	16	64	55	69	3	1	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	280	790	72810	85	87	96	675	667	685	9	12	6	38	39	30	50	46	58	4	3	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	157	401	36111	90	92	97	684	674	695	6	10	4	31	34	23	57	53	65	5	3	8
Male	123	389	36678	79	82	95	663	660	674	12	13	9	46	45	36	40	40	52	2	2	3
African American	10	18	3962	71	67	96	NA	665	675	NA	22	8	NA	22	33	NA	56	55	NA	NA	3
Hispanic	223	695	25735	86	88	96	675	665	669	8	12	10	40	41	41	48	45	48	4	3	2
Asian/Pacific Islander	NC	NC	1809	NC	NC	97	NC	NC	704	NC	NC	4	NC	NC	19	NC	NC	65	NC	NC	13
American Indian/Alaskan Native	NC	22	4370	NC	69	92	NC	674	670	NC	14	9	NC	23	39	NC	64	50	NC	NA	2
White	35	48	36915	92	87	97	684	682	697	3	4	3	37	40	21	57	54	67	3	2	8
Students with Disabilities	50	112	7071	85	81	84	637	624	634	20	28	24	66	63	53	14	10	21	NA	NA	1
Students without Disabilities	230	678	65739	85	88	98	682	673	689	7	9	4	32	36	27	57	52	62	4	3	6
Limited English Proficient Students	41	144	5046	85	91	94	620	610	621	24	35	31	71	58	56	5	6	12	NA	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	202	565	23814	86	87	94	669	664	667	10	13	10	44	43	41	44	43	47	2	2	2
Non-Economically Disadvantaged	78	225	48996	81	86	97	689	675	693	5	9	4	23	32	24	65	55	64	6	4	7

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?	N
	Met Attendance Rate?	NA
	Met Graduation Rate?	N
	Made AYP?	No

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	79	27	NA	42	71	36	35	51	67	35	32	52
	Language	84	27	29	42	71	35	34	50	67	35	32	50
	Mathematics	85	42	44	63	71	37	38	50	66	35	39	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/

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

- 4 School Administrator(s)
- 2 Non-certified Employee(s)
- 5 Teacher(s)
- 8 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- Ü School Improvement Plan/Strategic Plan
- Ü District Strategic Planning
- Ü AIMS Testing
- Ü No Child Left Behind
- Ü School Safety Issues
- Ü Curriculum

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	87.50
Other Professional Staff	11.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	3	1	0
4 to 6 years	7	5	0	0
7 to 9 years	8	3	0	0
10 or more years	23	18	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	280
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Nine Computer Labs
- Ü Central Media Resource Center

Extracurricular Activities

- Ü National Honor Society
- Ü AIA Sanctioned Athletics
- Ü MESA
- Ü DECA
- Ü ROTC
- Ü JAG

Social Services

- Ü Counseling Services
- Ü Crisis Intervention
- Ü Prenatal/Parenting Assistance
- Ü Job Placement Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Last year Desert View seniors were awarded scholarships valuing a total of approximately \$800,000.

ü The school improvement plan goals were met in the area of writing and math.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	57	89	88	73
Graduation Rate ⁶	71	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

Desert View has six campus monitors and two off-duty police officers. Pima County Juvenile Court has assigned a full-time probation officer to Desert View. We also have peer mediation.

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) :

154

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	Jonathan K. Hanson	(520) 545-5105
Transportation Policy	John Smead	(520) 545-2113
Community Resources	Candy Camelot	(520) 545-5101
School Nutrition Programs	Jesse Lopez	(520) 545-5125
Parent Organization	Mary Wheeler	(520) 545-5194
Student Health/Nurse	Teresa Archer	(520) 545-5140

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.

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.

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.

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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.