



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2363 S. Kennedy Lane, Yuma, AZ 85365

Juniper Tree Academy

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

Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Performing
2002-03	Small School

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

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 Overview

Principal/Administrator : Mr. Rick Ogston
 Schedule : 07:30 AM to 04:30 PM
 Grades : K-5
 2005 Enrollment : 440
 Web Address :
 Phone Number : (928) 314-1102
 Fax Number : (928) 314-1086
 E-mail : rogston@adelphia.net

Mission

Inspiring students to become citizens of character and integrity, while achieving their academic potential and becoming life-long learners.

School / Academic Goals

- ü CHARACTER: Building Character by continuing to emphasize and develop character traits and integrity within each student, integrating character thoroughly within every program and activity.
- ü PROFESSIONALISM: Being Professional as we instruct our students, communicate with their families, and collaborate with each other.
- ü ACHIEVEMENT: Boosting achievement by providing high quality instruction, and assessment in order to inspire students to learn, retain, and apply what they have learned in daily living.
- ü COMMUNITY: Developing a sense of openness and community between parents, staff and students.

Enrollment

October 1, 2004 School Year Student Enrollment : 414
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 440

Instructional Programs

- ü Saxon Math and Science
- ü Scott Foresman Reading, Language Arts
- ü Technology Lab
- ü Character Education/Service Learning
- ü Mountain Language and Math
- ü Art, Music
- ü Physical Education
- ü Language

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/15/2005
Last Day of School :	6/3/2006

Shared Responsibilities

School

DVA maintains regular contact with parents by sending weekly newsletters home. Teachers are required to submit cumulative grades on a weekly basis. PowerSchool also provides a secure online resource to access their child's grades and progress.

Parents

Parents are a child's primary teacher. Desert View Academy encourages as much parental involvement in the education of their students as possible. Parents are responsible for providing student uniforms and school supplies. Parents also volunteer frequently.

Transportation Policy

Desert View Academy offers school bus transportation; it is considered a student privilege.

School Honors

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

Award/Honor	Year
ü MCAS Air Show Sponsor	2004
ü Teacher of the Year - City of Yuma	2002
ü Who's Who Among America's Teachers Award	2001
ü PLIP Award Winner	2005

3rd 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	73	73	79306	100	100	99	442	442	445	2	2	10	23	23	18	67	67	51	8	8	20
All Students (Prior Year)	55	55	7509	98	98	100	529	529	521	5	5	13	24	24	23	38	38	33	33	33	31
Female	45	45	38691	100	100	99	437	437	446	3	3	10	28	28	18	65	65	52	5	5	20
Male	28	28	40583	100	100	99	450	450	445	0	0	11	17	17	18	71	71	50	13	13	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	38	38	32869	97	100	99	430	430	429	3	3	15	26	26	25	69	69	51	3	3	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	30	30	36197	100	100	99	458	458	463	0	0	5	19	19	11	65	65	53	15	15	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	64	64	69060	100	100	98	445	445	454	0	0	7	23	23	17	68	68	54	9	9	22
Limited English Proficient Students	NC	NC	15509	NC	NC	100	NC	NC	406	NC	NC	20	NC	NC	30	NC	NC	45	NC	NC	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	32	32	39415	94	100	96	434	434	431	0	0	15	32	32	25	64	64	50	4	4	10
Non-Economically Disadvantaged	41	41	39966	100	100	100	447	447	459	3	3	6	17	17	12	69	69	52	11	11	30

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	73	73	79395	100	0	99	456	456	446	2	2	9	22	22	25	67	67	55	9	9	11
All Students (Prior Year)	55	55	75492	98	98	100	513	513	519	10	10	12	24	24	16	52	52	47	14	14	24
Female	45	45	38743	100	0	100	455	455	451	0	0	7	25	25	24	65	65	57	10	10	12
Male	28	28	40618	100	0	99	458	458	440	4	4	11	17	17	27	71	71	53	8	8	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	38	38	32915	97	0	99	444	444	426	3	3	15	31	31	35	60	60	47	6	6	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	30	30	36221	100	0	99	471	471	465	0	0	4	12	12	15	73	73	63	15	15	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	64	64	69139	100	0	99	460	460	454	0	0	7	18	18	24	71	71	58	11	11	11
Limited English Proficient Students	NC	NC	15545	NC	NC	100	NC	NC	399	NC	NC	21	NC	NC	42	NC	NC	35	NC	NC	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	32	32	39484	94	0	96	448	448	429	4	4	14	25	25	35	64	64	47	7	7	4
Non-Economically Disadvantaged	41	41	39986	100	0	100	462	462	461	0	0	4	19	19	16	69	69	63	11	11	17

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	73	73	78869	100	100	99	452	452	442	5	5	6	16	16	21	70	70	63	9	9	10
All Students (Prior Year)	55	55	75053	98	98	99	551	551	597	12	12	7	12	12	12	74	74	72	2	2	9
Female	45	45	38536	100	100	99	470	470	458	3	3	4	8	8	15	78	78	67	13	13	14
Male	28	28	40302	100	100	99	423	423	428	8	8	8	29	29	26	58	58	60	4	4	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	38	38	32606	97	100	98	444	444	426	9	9	8	14	14	27	69	69	60	9	9	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	30	30	36078	100	100	99	461	461	459	0	0	4	15	15	16	77	77	66	8	8	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	64	64	68697	100	100	98	457	457	454	2	2	4	18	18	18	70	70	67	11	11	11
Limited English Proficient Students	NC	NC	15339	NC	NC	100	NC	NC	399	NC	NC	11	NC	NC	31	NC	NC	54	NC	NC	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	32	32	39106	94	100	95	449	449	427	4	4	8	18	18	28	71	71	59	7	7	5
Non-Economically Disadvantaged	41	41	39837	100	100	100	455	455	457	6	6	4	14	14	14	69	69	67	11	11	15

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

5th 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	52	52	78906	100	100	99	474	474	498	2	2	13	28	28	19	70	70	48	0	0	20
All Students (Prior Year)	49	49	76019	100	100	100	492	492	499	17	17	14	40	40	39	10	10	14	33	33	33
Female	28	28	38644	100	100	99	487	487	500	4	4	12	21	21	19	75	75	49	0	0	19
Male	25	25	40236	100	100	99	456	456	497	0	0	15	40	40	19	60	60	46	0	0	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	24	24	31938	89	89	99	476	476	481	0	0	19	39	39	25	61	61	46	0	0	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	24	24	36483	100	100	99	469	469	517	6	6	7	12	12	13	82	82	51	0	0	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	47	47	68310	100	100	98	488	488	509	0	0	9	26	26	18	74	74	51	0	0	22
Limited English Proficient Students	14	14	12573	100	100	100	443	443	454	6	6	27	41	41	30	53	53	38	0	0	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	31	31	38679	94	94	96	480	480	483	4	4	20	33	33	25	63	63	45	0	0	10
Non-Economically Disadvantaged	22	22	40295	100	100	100	463	463	513	0	0	7	24	24	13	76	76	50	0	0	30

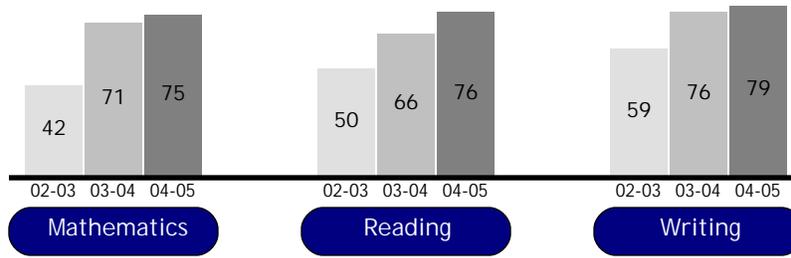
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	52	78908	100	0	99	475	475	484	2	2	10	28	28	23	70	70	58	0	0	9
All Students (Prior Year)	49	49	76020	100	100	100	506	506	503	19	19	25	31	31	23	33	33	40	17	17	12
Female	28	28	38648	100	0	99	491	491	489	4	4	8	13	13	22	83	83	61	0	0	10
Male	25	25	40233	100	0	99	453	453	479	0	0	12	50	50	25	50	50	55	0	0	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	24	24	31940	89	0	99	469	469	465	0	0	16	48	48	32	52	52	49	0	0	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	24	24	36502	100	0	99	480	480	502	6	6	4	6	6	14	88	88	67	0	0	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	47	47	68312	100	0	98	488	488	493	0	0	7	29	29	21	71	71	62	0	0	10
Limited English Proficient Students	14	14	12556	100	0	100	434	434	436	6	6	24	53	53	40	41	41	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	31	31	38662	94	0	96	477	477	468	4	4	16	33	33	32	63	63	49	0	0	3
Non-Economically Disadvantaged	22	22	40315	100	0	100	469	469	498	0	0	5	24	24	15	76	76	66	0	0	14

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	52	52	78750	100	100	99	487	487	500	2	2	6	37	37	29	58	58	63	2	2	2
All Students (Prior Year)	49	49	75673	100	100	100	634	634	530	5	5	12	10	10	25	57	57	58	29	29	4
Female	28	28	38586	100	100	99	507	507	515	0	0	4	29	29	22	71	71	71	0	0	3
Male	25	25	40135	100	100	99	460	460	486	5	5	8	50	50	35	40	40	56	5	5	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	24	24	31841	89	89	99	484	484	483	4	4	8	43	43	36	52	52	55	0	0	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	24	24	36440	100	100	99	484	484	516	0	0	3	29	29	22	65	65	71	6	6	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	47	47	68196	100	100	98	503	503	513	0	0	3	34	34	25	63	63	69	3	3	3
Limited English Proficient Students	14	14	12504	100	100	100	444	444	451	6	6	12	53	53	44	41	41	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	31	31	38558	94	94	96	491	491	485	4	4	8	41	41	37	56	56	54	0	0	1
Non-Economically Disadvantaged	22	22	40260	100	100	100	477	477	514	0	0	3	35	35	21	59	59	72	6	6	4

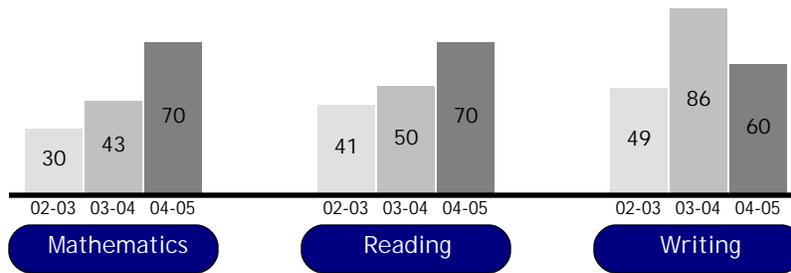
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th 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
2	Reading	100	49	49	50	99	60	NA	58	100	50	50	47
	Language	100	46	46	43	99	60	60	50	100	61	61	47
	Mathematics	100	68	68	57	99	75	75	64	100	54	54	50
3	Reading	100	29	29	47	95	49	NA	55	100	47	47	44
	Language	100	36	36	54	95	52	52	61	100	53	53	44
	Mathematics	100	35	35	54	95	55	55	61	100	55	55	51
4	Reading	100	51	51	52	100	44	NA	56	97	53	53	48
	Language	100	55	55	48	100	42	42	52	97	54	54	49
	Mathematics	100	67	67	57	100	66	66	61	97	62	62	53
5	Reading	100	49	49	50	100	56	NA	55	100	55	55	50
	Language	100	35	35	46	100	51	51	49	100	55	55	50
	Mathematics	100	48	48	57	100	61	61	63	100	48	48	49

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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	12.00
Other Professional Staff	.50	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	18
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Drew Gallemore Memorial Library
- Ü Heritage Outdoor Learning Lab

Extracurricular Activities

- Ü Sports
- Ü After School Activities
- Ü Music

Social Services

- Ü Tutoring
- Ü Character Counts
- Ü Speech Therapist
- Ü Occupational Therapist

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Desert View Academy opened the Drew Gallemore Memorial Library in September, 2002. The new library hosts the school's literacy program, has a full-time certified librarian, and visits to the library are a part of our curriculum.

- ü The Exceptional Student Service Program has expanded to meet the needs of a wider special needs population.

- ü PLIP Award (Professional Educator of the Year Award)

- ü Providing students foreign language and art instruction.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	25	12	12	17
Transfers In Rate ⁶	28	28	28	37
Stability Rate ⁷	74	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	2	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	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

Desert View Academy has a character education program at every grade level. This program teaches our children about character in practical and relevant ways. Additionally we have a full time health coordinator to promote the health and well being of each student.

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) :

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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Rick Ogston	(928) 317-3113
Transportation Policy	Cass Reed	(928) 314-1102
Community Resources	Phyllis Yazzie	(928) 314-1102
School Nutrition Programs	Anita Aldama	(928) 314-1102
Parent Organization	Sandy Smith	(928) 314-1102
Student Health/Nurse	School Office	(928) 314-1102

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.

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 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.

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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.