



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

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

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

School Overview

Principal/Administrator : Mr. Rick Ogston
 Schedule : 07:30 AM to 04:30 PM
 Grades : K-5
 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.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

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, 2005 School Year Student Enrollment : 433
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 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	69	69	80010	100	100	99	459	459	447	NA	NA	10	7	7	18	77	77	53	16	16	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	33	38935	100	100	99	456	456	447	NA	NA	9	9	9	19	79	79	55	12	12	17
Male	36	36	40974	100	100	98	462	462	448	NA	NA	11	6	6	18	75	75	52	19	19	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	35	35	34545	100	100	99	447	447	432	NA	NA	14	11	11	24	80	80	53	9	9	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	31	31	35142	100	100	99	473	473	465	NA	NA	5	3	3	11	71	71	56	26	26	28
Students with Disabilities	NC	NC	10161	NC	NC	93	NC	NC	419	NC	NC	28	NC	NC	28	NC	NC	36	NC	NC	8
Students without Disabilities	62	62	69849	100	100	100	462	462	451	NA	NA	7	6	6	17	76	76	56	18	18	19
Limited English Proficient Students	15	15	14013	100	100	97	446	446	413	NA	NA	24	7	7	34	87	87	39	7	7	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	34	34	39029	100	100	98	449	449	432	NA	NA	14	12	12	25	79	79	52	9	9	9
Non-Economically Disadvantaged	35	35	40981	100	100	100	469	469	462	NA	NA	6	3	3	13	74	74	54	23	23	27

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	69	69	79438	100	100	98	468	468	451	NA	NA	9	14	14	24	78	78	56	7	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	33	38775	100	100	99	474	474	457	NA	NA	7	12	12	22	76	76	58	12	12	13
Male	36	36	40560	100	100	97	463	463	446	NA	NA	12	17	17	25	81	81	54	3	3	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	35	35	34297	100	100	98	458	458	434	NA	NA	14	20	20	31	77	77	50	3	3	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	31	31	34887	100	100	98	480	480	471	NA	NA	4	10	10	15	77	77	63	13	13	18
Students with Disabilities	NC	NC	9588	NC	NC	88	NC	NC	416	NC	NC	30	NC	NC	32	NC	NC	34	NC	NC	5
Students without Disabilities	62	62	69850	100	100	100	471	471	456	NA	NA	7	10	10	23	82	82	59	8	8	12
Limited English Proficient Students	15	15	13856	100	100	96	457	457	407	NA	NA	27	20	20	43	80	80	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	34	34	38685	100	100	97	465	465	435	NA	NA	14	12	12	32	79	79	50	9	9	5
Non-Economically Disadvantaged	35	35	40753	100	100	99	471	471	467	NA	NA	5	17	17	16	77	77	62	6	6	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	69	69	79971	100	100	99	448	448	423	NA	NA	8	29	29	41	71	71	49	NA	NA	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	33	38974	100	100	99	453	453	437	NA	NA	5	21	21	33	79	79	57	NA	NA	4
Male	36	36	40895	100	100	98	443	443	410	NA	NA	10	36	36	47	64	64	41	NA	NA	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	35	35	34481	100	100	99	449	449	410	NA	NA	10	26	26	46	74	74	43	NA	NA	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	31	31	35150	100	100	99	445	445	437	NA	NA	5	32	32	35	68	68	56	NA	NA	5
Students with Disabilities	NC	NC	10258	NC	NC	94	NC	NC	377	NC	NC	23	NC	NC	51	NC	NC	25	NC	NC	1
Students without Disabilities	62	62	69713	100	100	100	449	449	429	NA	NA	5	29	29	39	71	71	52	NA	NA	3
Limited English Proficient Students	15	15	13985	100	100	97	450	450	382	NA	NA	18	13	13	54	87	87	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	34	34	38994	100	100	98	448	448	409	NA	NA	10	24	24	47	76	76	41	NA	NA	1
Non-Economically Disadvantaged	35	35	40977	100	100	100	448	448	437	NA	NA	5	34	34	34	66	66	56	NA	NA	5

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

4th 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	65	65	80147	98	98	99	492	492	482	6	6	11	12	12	17	55	55	49	26	26	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	46	39281	100	100	99	491	491	483	4	4	9	13	13	17	59	59	50	24	24	24
Male	19	19	40780	95	95	98	494	494	482	11	11	12	11	11	17	47	47	48	32	32	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	35	35	33494	100	100	99	480	480	466	11	11	15	11	11	23	60	60	49	17	17	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	--	--	4117	--	--	96	--	--	456	--	--	19	--	--	27	--	--	46	--	--	8
White	26	26	36122	96	96	99	505	505	501	NA	NA	5	12	12	10	54	54	50	35	35	35
Students with Disabilities	12	12	10295	100	100	92	438	438	443	33	33	33	33	33	26	25	25	33	8	8	8
Students without Disabilities	53	53	69852	98	98	100	504	504	488	NA	NA	7	8	8	16	62	62	51	30	30	26
Limited English Proficient Students	NC	NC	12722	NC	NC	97	NC	NC	441	NC	NC	27	NC	NC	33	NC	NC	37	NC	NC	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	36	36	38371	97	97	97	487	487	465	8	8	15	11	11	23	58	58	49	22	22	13
Non-Economically Disadvantaged	29	29	41776	100	100	100	497	497	498	3	3	6	14	14	11	52	52	49	31	31	33

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	65	65	79686	98	98	98	488	488	470	3	3	11	11	11	24	78	78	57	8	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	46	39163	100	100	99	491	491	475	2	2	9	9	9	22	78	78	60	11	11	10
Male	19	19	40438	95	95	97	479	479	465	5	5	13	16	16	25	79	79	54	NA	NA	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	35	35	33299	100	100	98	478	478	452	6	6	17	11	11	32	80	80	47	3	3	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	--	--	4087	--	--	96	--	--	446	--	--	16	--	--	38	--	--	44	--	--	2
White	26	26	35914	96	96	98	498	498	489	NA	NA	5	8	8	15	81	81	67	12	12	14
Students with Disabilities	12	12	9808	100	100	87	449	449	432	17	17	35	42	42	32	42	42	30	NA	NA	3
Students without Disabilities	53	53	69878	98	98	100	497	497	475	NA	NA	8	4	4	23	87	87	61	9	9	9
Limited English Proficient Students	NC	NC	12594	NC	NC	96	NC	NC	422	NC	NC	34	NC	NC	45	NC	NC	21	NC	NC	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	36	36	38095	97	97	97	483	483	452	3	3	17	14	14	32	75	75	48	8	8	3
Non-Economically Disadvantaged	29	29	41591	100	100	99	493	493	486	3	3	6	7	7	16	83	83	65	7	7	13

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	65	65	80372	98	98	99	482	482	475	2	2	4	23	23	30	75	75	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	46	39452	100	100	99	488	488	488	NA	NA	3	17	17	22	83	83	72	NA	NA	3
Male	19	19	40836	95	95	98	468	468	464	5	5	6	37	37	37	58	58	56	NA	NA	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	35	35	33608	100	100	99	474	474	462	3	3	6	23	23	36	74	74	57	NA	NA	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	--	4128	--	--	97	--	--	464	--	--	4	--	--	39	--	--	56	--	--	1
White	26	26	36213	96	96	99	492	492	489	NA	NA	2	23	23	22	77	77	72	NA	NA	3
Students with Disabilities	12	12	10526	100	100	94	442	442	427	8	8	15	42	42	53	50	50	31	NA	NA	1
Students without Disabilities	53	53	69846	98	98	100	492	492	482	NA	NA	3	19	19	26	81	81	69	NA	NA	2
Limited English Proficient Students	NC	NC	12747	NC	NC	97	NC	NC	432	NC	NC	12	NC	NC	52	NC	NC	36	NC	NC	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	36	36	38521	97	97	98	477	477	461	3	3	6	25	25	38	72	72	55	NA	NA	1
Non-Economically Disadvantaged	29	29	41851	100	100	100	489	489	489	NA	NA	3	21	21	22	79	79	72	NA	NA	4

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	61	61	79306	100	100	99	509	509	504	5	5	13	16	16	20	61	61	49	18	18	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	35	38845	100	100	99	497	497	505	6	6	11	20	20	20	63	63	50	11	11	18
Male	26	26	40383	100	100	98	527	527	504	4	4	14	12	12	19	58	58	47	27	27	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	25	25	32673	100	100	99	510	510	487	12	12	18	12	12	25	48	48	46	28	28	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	32	32	36234	100	100	99	509	509	523	NA	NA	6	22	22	13	66	66	52	13	13	28
Students with Disabilities	14	14	10286	100	100	91	488	488	462	14	14	41	29	29	27	36	36	27	21	21	5
Students without Disabilities	47	47	69020	100	100	100	515	515	510	2	2	9	13	13	18	68	68	52	17	17	21
Limited English Proficient Students	NC	NC	10291	NC	NC	96	NC	NC	458	NC	NC	38	NC	NC	34	NC	NC	26	NC	NC	2
Migrant Students	NC	NC	630	NC	NC	95	NC	NC	478	NC	NC	24	NC	NC	27	NC	NC	43	NC	NC	6
Economically Disadvantaged	29	29	37437	100	100	97	501	501	486	10	10	19	14	14	26	66	66	46	10	10	9
Non-Economically Disadvantaged	32	32	41869	100	100	100	517	517	521	NA	NA	7	19	19	14	56	56	51	25	25	27

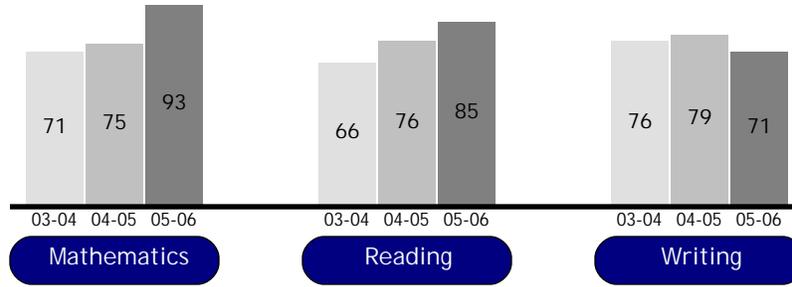
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	61	79000	100	100	98	503	503	489	NA	NA	10	20	20	24	66	66	58	15	15	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	35	38774	100	100	99	495	495	494	NA	NA	7	23	23	22	66	66	61	11	11	10
Male	26	26	40150	100	100	98	513	513	485	NA	NA	12	15	15	25	65	65	55	19	19	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	25	25	32508	100	100	98	499	499	472	NA	NA	15	20	20	33	68	68	49	12	12	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	32	32	36135	100	100	98	505	505	508	NA	NA	4	22	22	14	59	59	67	19	19	15
Students with Disabilities	14	14	9991	100	100	88	475	475	449	NA	NA	33	43	43	36	50	50	29	7	7	2
Students without Disabilities	47	47	69009	100	100	100	510	510	495	NA	NA	6	13	13	22	70	70	62	17	17	10
Limited English Proficient Students	NC	NC	10199	NC	NC	95	NC	NC	439	NC	NC	35	NC	NC	47	NC	NC	18	NC	NC	0
Migrant Students	NC	NC	629	NC	NC	95	NC	NC	457	NC	NC	22	NC	NC	41	NC	NC	37	NC	NC	1
Economically Disadvantaged	29	29	37234	100	100	97	493	493	472	NA	NA	15	28	28	33	69	69	50	3	3	3
Non-Economically Disadvantaged	32	32	41766	100	100	99	511	511	505	NA	NA	5	13	13	16	63	63	65	25	25	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	61	61	79611	100	100	99	520	520	496	NA	NA	7	38	38	37	62	62	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	35	39016	100	100	99	522	522	511	NA	NA	4	34	34	29	66	66	66	NA	NA	1
Male	26	26	40519	100	100	98	516	516	482	NA	NA	10	42	42	44	58	58	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	25	25	32855	100	100	99	519	519	481	NA	NA	10	44	44	43	56	56	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	32	32	36380	100	100	99	519	519	511	NA	NA	4	34	34	30	66	66	65	NA	NA	1
Students with Disabilities	14	14	10664	100	100	94	488	488	440	NA	NA	23	64	64	54	36	36	22	NA	NA	1
Students without Disabilities	47	47	68947	100	100	100	529	529	504	NA	NA	4	30	30	34	70	70	61	NA	NA	1
Limited English Proficient Students	NC	NC	10362	NC	NC	97	NC	NC	438	NC	NC	22	NC	NC	57	NC	NC	21	NC	NC	NA
Migrant Students	NC	NC	636	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	47	NC	NC	38	NC	NC	0
Economically Disadvantaged	29	29	37626	100	100	98	511	511	479	NA	NA	10	41	41	45	59	59	45	NA	NA	0
Non-Economically Disadvantaged	32	32	41985	100	100	100	528	528	511	NA	NA	4	34	34	30	66	66	65	NA	NA	1

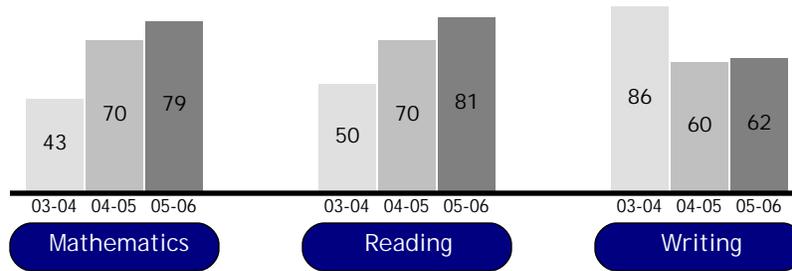
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	60	NA	58	100	50	50	47	100	56	56	46
	Language	99	60	60	50	100	61	61	47	100	59	59	48
	Mathematics	99	75	75	64	100	54	54	50	100	59	59	52
3	Reading	95	49	NA	55	100	47	47	44	100	56	56	46
	Language	95	52	52	61	100	53	53	44	100	61	61	46
	Mathematics	95	55	55	61	100	55	55	51	100	61	61	52
4	Reading	100	44	NA	56	97	53	53	48	98	58	58	52
	Language	100	42	42	52	97	54	54	49	98	63	63	52
	Mathematics	100	66	66	61	97	62	62	53	98	63	63	58
5	Reading	100	56	NA	55	100	55	55	50	98	63	63	56
	Language	100	51	51	49	100	55	55	50	98	63	63	54
	Mathematics	100	61	61	63	100	48	48	49	98	54	54	52

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 Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly 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 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	83	89	88	73
Graduation Rate ⁶	NA	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 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 2005-06 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 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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 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.