



Tom Horne, Superintendent  
of Public Instruction

# ARIZONA DISTRICT REPORT CARD 2006-07

Deer Valley Charter Schools, Inc.

20402 N. 15th Avenue, Phoenix, AZ 85027-

**No Child Left Behind**

**Adequate Yearly Progress<sup>1</sup>**

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

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.

## Current Administrator<sup>2</sup>

Title: Executive Director

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## District At A Glance

### Enrollment<sup>3</sup>

	State	District
2005-2006 Student Enrollment	1,093,725	126

### Highly Qualified

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

Percentage of Public Elementary and Secondary School Teachers with Emergency/Provisional Certification

0%

	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

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your district.

## 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 (05-06)	NC	71130	NC	95	NC	701	NC	23	NC	13	NC	51	NC	14
All Students (04-05)	11	69846	100	100	666	699	50	21	0	11	50	49	0	18
Female (05-06)	NC	35465	NC	96	NC	702	NC	21	NC	13	NC	53	NC	13
Female (04-05)	NC	34328	NC	99	NC	702	NC	19	NC	12	NC	51	NC	18
Male (05-06)	NC	35648	NC	94	NC	701	NC	24	NC	12	NC	50	NC	14
Male (04-05)	NC	35509	NC	100	NC	696	NC	23	NC	11	NC	48	NC	18
African American (05-06)	--	3868	--	95	--	686	--	33	--	17	--	45	--	6
African American (04-05)	--	3535	--	100	--	677	--	31	--	15	--	46	--	8
Hispanic (05-06)	--	25103	--	95	--	685	--	34	--	16	--	45	--	5
Hispanic (04-05)	--	23363	--	100	--	680	--	32	--	16	--	45	--	7
Asian/Pacific Islander (05-06)	--	1805	--	98	--	731	--	9	--	7	--	50	--	34
Asian/Pacific Islander (04-05)	--	1742	--	99	--	733	--	8	--	7	--	46	--	38
American Indian/Alaskan Native (05-06)	--	4241	--	90	--	679	--	39	--	19	--	39	--	3
American Indian/Alaskan Native (04-05)	--	4785	--	100	--	671	--	39	--	17	--	39	--	5
White (05-06)	NC	36075	NC	95	NC	715	NC	12	NC	9	NC	58	NC	21
White (04-05)	NC	36421	NC	99	NC	714	NC	12	NC	8	NC	54	NC	26
Students with Disabilities (05-06)	NC	5862	NC	71	NC	658	NC	63	NC	15	NC	20	NC	2
Students with Disabilities (04-05)	--	7690	--	100	--	593	--	64	--	14	--	21	--	2
Students without Disabilities (05-06)	NC	65268	NC	98	NC	705	NC	19	NC	12	NC	54	NC	15
Students without Disabilities (04-05)	NC	62220	NC	99	NC	712	NC	16	NC	11	NC	53	NC	20
Limited English Proficient Students (05-06)	--	4859	--	93	--	662	--	64	--	15	--	20	--	1
Limited English Proficient Students (04-05)	--	5834	--	100	--	612	--	46	--	20	--	31	--	3
Migrant Students (05-06)	--	786	--	95	--	681	--	38	--	18	--	41	--	4
Migrant Students (04-05)	--	117	--	NA	--	677	--	44	--	18	--	35	--	3
Economically Disadvantaged (05-06)	--	22957	--	93	--	685	--	34	--	17	--	44	--	5
Economically Disadvantaged (04-05)	--	21421	--	92	--	686	--	35	--	15	--	43	--	7
Non-Economically Disadvantaged (05-06)	NC	48173	NC	96	NC	709	NC	17	NC	11	NC	55	NC	18
Non-Economically Disadvantaged (04-05)	11	48489	100	100	666	704	50	15	0	10	50	52	0	23

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 (05-06)	NC	73018	NC	97	NC	703	NC	6	NC	23	NC	64	NC	8
All Students (04-05)	10	71311	100	100	762	694	0	7	0	21	100	63	0	9
Female (05-06)	NC	35465	NC	97	NC	708	NC	4	NC	21	NC	65	NC	9
Female (04-05)	NC	34899	NC	100	NC	700	NC	5	NC	19	NC	66	NC	10
Male (05-06)	NC	36816	NC	96	NC	699	NC	7	NC	24	NC	62	NC	7
Male (04-05)	--	36430	--	100	--	688	--	9	--	22	--	61	--	8
African American (05-06)	--	3976	--	96	--	689	--	8	--	29	--	59	--	3
African American (04-05)	--	3573	--	100	--	676	--	9	--	26	--	60	--	4
Hispanic (05-06)	--	25801	--	96	--	683	--	10	--	34	--	53	--	3
Hispanic (04-05)	--	24056	--	100	--	672	--	13	--	31	--	53	--	3
Asian/Pacific Islander (05-06)	--	1812	--	98	--	722	--	3	--	15	--	66	--	16
Asian/Pacific Islander (04-05)	--	1731	--	98	--	717	--	3	--	13	--	68	--	16
American Indian/Alaskan Native (05-06)	--	4389	--	93	--	675	--	9	--	42	--	47	--	1
American Indian/Alaskan Native (04-05)	--	5110	--	100	--	661	--	14	--	38	--	46	--	2
White (05-06)	NC	37024	NC	97	NC	721	NC	2	NC	12	NC	73	NC	13
White (04-05)	NC	36841	NC	99	NC	713	NC	3	NC	12	NC	72	NC	13
Students with Disabilities (05-06)	NC	7170	NC	85	NC	654	NC	23	NC	47	NC	29	NC	1
Students with Disabilities (04-05)	--	8021	--	100	--	590	--	27	--	42	--	29	--	1
Students without Disabilities (05-06)	NC	65848	NC	98	NC	708	NC	4	NC	20	NC	67	NC	9
Students without Disabilities (04-05)	NC	63379	NC	100	NC	707	NC	5	NC	18	NC	68	NC	10
Limited English Proficient Students (05-06)	--	5099	--	95	--	641	--	29	--	59	--	12	--	0
Limited English Proficient Students (04-05)	--	6402	--	100	--	596	--	25	--	44	--	30	--	1
Migrant Students (05-06)	--	817	--	96	--	667	--	15	--	44	--	39	--	1
Migrant Students (04-05)	--	548	--	NA	--	659	--	26	--	36	--	38	--	0
Economically Disadvantaged (05-06)	--	23912	--	94	--	681	--	10	--	36	--	52	--	2
Economically Disadvantaged (04-05)	--	22243	--	93	--	677	--	14	--	32	--	51	--	3
Non-Economically Disadvantaged (05-06)	NC	49106	NC	98	NC	714	NC	4	NC	16	NC	69	NC	11
Non-Economically Disadvantaged (04-05)	10	49157	100	100	762	702	0	4	0	16	100	69	0	11

## 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 (05-06)	NC	72810	NC	96	NC	685	NC	6	NC	30	NC	58	NC	6
All Students (04-05)	10	70868	100	100	783	688	0	5	0	23	0	63	100	9
Female (05-06)	NC	36111	NC	97	NC	695	NC	4	NC	23	NC	65	NC	8
Female (04-05)	NC	34710	NC	99	NC	697	NC	3	NC	19	NC	66	NC	12
Male (05-06)	NC	36678	NC	95	NC	674	NC	9	NC	36	NC	52	NC	3
Male (04-05)	--	36176	--	100	--	678	--	7	--	27	--	59	--	7
African American (05-06)	--	3962	--	96	--	675	--	8	--	33	--	55	--	3
African American (04-05)	--	3557	--	99	--	675	--	7	--	25	--	62	--	6
Hispanic (05-06)	--	25735	--	96	--	669	--	10	--	41	--	48	--	2
Hispanic (04-05)	--	23868	--	100	--	670	--	9	--	33	--	55	--	4
Asian/Pacific Islander (05-06)	--	1809	--	97	--	704	--	4	--	19	--	65	--	13
Asian/Pacific Islander (04-05)	--	1732	--	98	--	713	--	2	--	12	--	64	--	22
American Indian/Alaskan Native (05-06)	--	4370	--	92	--	670	--	9	--	39	--	50	--	2
American Indian/Alaskan Native (04-05)	--	5001	--	100	--	661	--	9	--	41	--	48	--	2
White (05-06)	NC	36915	NC	97	NC	697	NC	3	NC	21	NC	67	NC	8
White (04-05)	NC	36710	NC	99	NC	702	NC	2	NC	15	NC	69	NC	13
Students with Disabilities (05-06)	NC	7071	NC	84	NC	634	NC	24	NC	53	NC	21	NC	1
Students with Disabilities (04-05)	--	7900	--	100	--	580	--	22	--	49	--	28	--	1
Students without Disabilities (05-06)	NC	65739	NC	98	NC	689	NC	4	NC	27	NC	62	NC	6
Students without Disabilities (04-05)	NC	63054	NC	99	NC	701	NC	3	NC	20	NC	67	NC	10
Limited English Proficient Students (05-06)	--	5046	--	94	--	621	--	31	--	56	--	12	--	0
Limited English Proficient Students (04-05)	--	6308	--	100	--	591	--	19	--	47	--	33	--	1
Migrant Students (05-06)	--	812	--	96	--	654	--	15	--	51	--	34	--	0
Migrant Students (04-05)	--	540	--	NA	--	658	--	16	--	42	--	41	--	1
Economically Disadvantaged (05-06)	--	23814	--	94	--	667	--	10	--	41	--	47	--	2
Economically Disadvantaged (04-05)	--	21994	--	92	--	673	--	10	--	36	--	52	--	3
Non-Economically Disadvantaged (05-06)	NC	48996	NC	97	NC	693	NC	4	NC	24	NC	64	NC	7
Non-Economically Disadvantaged (04-05)	10	48960	100	100	783	694	0	3	0	18	0	67	100	12

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](http://www.ade.az.gov/asd/nclb)

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Deer Valley Charter Schools, Inc.

	AZ LEARNS		NCLB
School Name	LABEL ES	LABEL HS	AYP
Deer Valley Charter High 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 3-8 and 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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