

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

12901 N 63rd Ave, Glendale, AZ 85304

Peoria Unified School 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

Elementary Achievement Profile (a)

2003-04	Highly Performing
2002-03	Highly Performing
2001-02	Improving

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

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Not Met
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

School Overview

Principal/Administrator : Mr. Howard Brown
 Schedule : 8:00 AM to 4:00 PM
 Grades : K-8
 2004 Enrollment : 665
 Web Address : peoriaud.k12.az.us
 Phone Number : (623) 412-4750
 Fax Number : (623) 412-4755
 E-mail : hbrown@peoriaud.k12.az.us

Mission

Desert Valley is a community school that promotes education as a lifelong journey by nurturing each individual's potential.

School / Academic Goals

- ü Utilize data analysis to continue to improve student achievement through ongoing curriculum reformm differentiated instruction, and action research.
- ü Implement Desert Valley's Technology Plan that integrates the latest educational technology with sound instructional practice.
- ü Create inservice and professional development opportunites for all staff to explore ways for meeting the needs of all children through the development and refinement of instructional strategies.
- ü Develop and implement strategies for quality communication among all clients: students, parents, employees, and community.

Enrollment

October 1, 2003 School Year Student Enrollment : 722
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 241

Instructional Programs

- ü Gifted
- ü On-site Special Education
- ü Technology Classes
- ü Enrichment Kindergarten
- ü Reading Intervention Programs
- ü Accelerated Math Course Offerings

Calendar Information

Number of Instruction Days :	177
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/9/2004
Last Day of School :	5/20/2005

Shared Responsibilities

School

It is the responsibility of Peoria School District employees to provide all students with the best and safest learning environment possible. Additionally, each school encourages high parent involvement in school activities and decision making.

Parents

The responsibilities of the parents are to work cooperatively with the school and maintain communication so as to help ensure that students are successful and responsible.

Transportation Policy

Transportation is provided for all eligible students who reside within the attendance boundary but beyond one mile of Desert Valley School. Transportation services are also provided for eligible special education students.

School Honors

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

Award/Honor	Year
ü Scholastic Bowl Champions	2004
ü Three Pride of Peoria Teacher Recognition Recipients	2004
ü Selected as Technology Demonstration School	2003
ü A+ Arizona School Award	2001

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	67	2724	75509	100	100	100	537	529	521	0	8	13	19	21	23	47	35	33	34	35	31
All Students (Prior Year)	53	2731	75372	98	100	100	526	529	523	6	5	9	11	23	25	53	41	36	30	31	30
Female	36	1318	37013	100	100	100	543	529	522	0	8	12	18	22	24	44	36	33	38	34	31
Male	31	1406	38430	100	100	99	530	530	521	0	9	14	20	21	22	50	35	33	30	36	31
African American	NC	151	3660	NC	100	99	NC	510	496	NC	15	24	NC	34	31	NC	30	28	NC	21	18
Hispanic	NC	582	30486	NC	100	99	NC	514	505	NC	12	18	NC	30	29	NC	33	32	NC	25	21
Asian/Pacific Islander	NC	69	1780	NC	100	98	NC	542	549	NC	7	5	NC	11	13	NC	36	33	NC	46	50
American Indian/Alaskan Native	--	32	4075	--	100	100	--	512	486	--	14	28	--	32	34	--	21	26	--	32	12
White	54	1886	35192	100	100	99	538	534	534	0	7	8	17	19	19	48	37	35	35	38	39
Students with Disabilities	11	438	9708	100	100	100	516	506	489	0	20	32	30	27	27	60	32	24	10	22	17
Students without Disabilities	56	2286	65801	95	98	98	541	533	525	0	7	11	17	21	23	44	36	34	39	37	33
Limited English Proficient Students	NC	194	16928	NC	100	100	NC	465	485	NC	50	29	NC	50	33	NC	0	26	NC	0	12
Migrant Students	--	NC	750				--	NC	499	--	NC	21	--	NC	29	--	NC	30	--	NC	20
Economically Disadvantaged	20	693	36411				526	509	503	0	14	19	22	31	29	56	34	32	22	21	20
Non-Economically Disadvantaged	47	2031	39040				541	535	534	0	6	8	17	19	19	43	36	34	39	39	39

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	67	2724	75492	100	100	100	535	525	519	0	7	12	5	15	16	59	51	47	36	27	24
All Students (Prior Year)	51	2716	75221	94	99	100	526	526	523	4	5	8	15	15	16	63	60	56	17	20	21
Female	36	1319	37014	100	100	100	540	528	523	0	6	10	6	13	15	50	50	48	44	30	27
Male	31	1405	38400	100	100	99	530	522	516	0	8	14	3	17	17	70	52	47	27	23	21
African American	NC	150	3665	NC	100	99	NC	514	505	NC	9	20	NC	21	22	NC	57	43	NC	13	14
Hispanic	NC	582	30438	NC	100	99	NC	516	508	NC	10	17	NC	21	21	NC	52	47	NC	17	15
Asian/Pacific Islander	NC	70	1773	NC	100	98	NC	529	534	NC	5	4	NC	11	10	NC	52	50	NC	32	36
American Indian/Alaskan Native	--	32	4081	--	100	100	--	511	498	--	14	25	--	18	26	--	61	40	--	7	8
White	54	1887	35177	100	100	99	536	528	528	0	6	8	4	13	13	61	50	49	35	30	31
Students with Disabilities	11	439	9707	100	100	100	525	508	495	0	17	33	0	23	21	90	43	33	10	17	13
Students without Disabilities	56	2285	65785	95	98	98	537	527	522	0	6	10	6	14	16	54	52	49	41	28	26
Limited English Proficient Students	NC	195	16905	NC	100	100	NC	474	489	NC	67	34	NC	0	28	NC	33	32	NC	0	6
Migrant Students	--	NC	763				--	NC	499	--	NC	21	--	NC	30	--	NC	40	--	NC	8
Economically Disadvantaged	20	692	36302				523	514	507	0	12	18	6	22	21	78	51	46	17	15	14
Non-Economically Disadvantaged	47	2032	39164				540	528	528	0	6	8	4	13	13	52	51	48	43	30	31

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	67	2706	75053	100	100	99	601	603	597	6	5	7	3	10	12	86	78	72	5	7	9
All Students (Prior Year)	52	2701	73654	96	99	99	536	533	530	6	5	9	6	11	13	81	78	70	6	6	7
Female	36	1310	36872	100	99	99	629	624	621	6	3	5	0	7	9	88	81	74	6	10	12
Male	31	1396	38109	100	100	99	569	583	573	7	6	10	7	13	14	83	76	69	3	5	6
African American	NC	149	3636	NC	100	99	NC	574	568	NC	7	12	NC	13	16	NC	77	67	NC	3	6
Hispanic	NC	578	30235	NC	99	98	NC	594	575	NC	5	9	NC	13	14	NC	74	70	NC	8	6
Asian/Pacific Islander	NC	69	1768	NC	100	98	NC	605	651	NC	5	3	NC	9	5	NC	75	72	NC	11	19
American Indian/Alaskan Native	--	31	4044	--	97	99	--	570	550	--	7	13	--	11	17	--	78	66	--	4	4
White	54	1876	35028	100	100	99	607	609	613	6	4	6	4	9	10	85	80	73	6	8	11
Students with Disabilities	11	433	9625	100	100	100	583	554	530	10	10	21	0	16	21	80	71	55	10	3	4
Students without Disabilities	56	2273	65428	95	97	98	604	610	604	6	4	6	4	9	11	87	79	73	4	8	10
Limited English Proficient Students	NC	194	16765	NC	100	100	NC	529	525	NC	33	17	NC	0	20	NC	67	60	NC	0	2
Migrant Students	--	NC	752				--	NC	562	--	NC	9	--	NC	18	--	NC	68	--	NC	5
Economically Disadvantaged	20	687	36077				567	572	566	17	8	10	0	12	16	83	77	69	0	3	5
Non-Economically Disadvantaged	47	2019	38950				615	612	618	2	4	5	4	9	9	87	79	73	7	9	12

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	80	2855	76019	100	100	100	516	503	499	9	9	14	25	39	39	16	16	14	49	35	33
All Students (Prior Year)	88	2885	76230	100	100	100	516	508	498	4	6	12	34	37	38	15	13	12	48	45	37
Female	42	1384	37207	100	100	100	505	504	499	15	8	12	26	40	41	15	18	14	44	34	33
Male	38	1469	38677	100	100	100	529	502	498	3	11	15	25	39	38	17	15	13	56	36	34
African American	NC	129	3817	NC	100	100	NC	484	475	NC	18	23	NC	47	47	NC	13	11	NC	23	18
Hispanic	13	590	29458	100	100	100	511	487	480	18	15	20	18	47	48	18	14	12	45	24	20
Asian/Pacific Islander	NC	80	1673	NC	100	99	NC	524	531	NC	4	4	NC	27	29	NC	20	14	NC	49	53
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	484	466	NC	8	28	NC	54	49	NC	17	10	NC	21	13
White	61	2018	35880	100	100	100	516	507	515	8	8	7	27	37	32	15	17	16	49	38	45
Students with Disabilities	16	385	9786	100	100	100	474	465	457	29	30	39	36	47	40	14	7	7	21	16	13
Students without Disabilities	64	2470	66233	96	99	99	526	507	503	5	7	11	23	39	39	16	17	14	56	37	35
Limited English Proficient Students	NC	173	15206	NC	100	100	NC	454	459	NC	33	31	NC	53	53	NC	2	7	NC	12	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	18	700	35714				510	482	480	14	18	20	36	47	47	14	14	12	36	21	20
Non-Economically Disadvantaged	62	2155	40266				518	509	513	8	7	9	23	37	33	16	17	15	52	39	43

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	80	2851	76020	100	100	100	502	506	503	17	18	25	24	22	23	49	45	40	9	14	12
All Students (Prior Year)	90	2864	76202	100	99	100	515	508	505	8	13	19	20	23	24	59	52	46	14	13	11
Female	42	1384	37213	100	100	100	502	509	504	21	16	22	26	21	23	46	48	42	8	15	13
Male	38	1465	38666	100	100	100	503	503	501	14	21	29	22	23	22	53	42	38	11	14	12
African American	NC	129	3819	NC	100	100	NC	497	494	NC	30	37	NC	24	26	NC	36	31	NC	10	6
Hispanic	13	589	29442	100	100	99	494	501	494	36	27	37	18	25	26	45	40	31	0	8	6
Asian/Pacific Islander	NC	80	1672	NC	100	99	NC	514	513	NC	11	12	NC	20	19	NC	49	49	NC	20	20
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	497	489	NC	22	48	NC	39	25	NC	35	24	NC	4	3
White	61	2014	35890	100	100	100	504	508	511	15	16	15	22	22	20	51	46	48	12	16	18
Students with Disabilities	16	383	9784	100	100	100	489	489	485	50	47	58	14	24	19	21	21	19	14	7	4
Students without Disabilities	64	2468	66236	96	98	99	506	508	504	10	15	23	26	22	23	56	47	42	8	15	13
Limited English Proficient Students	NC	173	15198	NC	100	100	NC	481	483	NC	59	59	NC	27	25	NC	14	14	NC	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	18	700	35703				487	498	494	50	31	37	21	27	26	29	35	31	0	7	6
Non-Economically Disadvantaged	62	2151	40274				506	508	509	10	15	17	25	21	20	54	47	47	11	16	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	80	2854	75673	100	100	100	566	544	530	8	8	12	12	22	25	72	66	58	8	4	4
All Students (Prior Year)	89	2862	74692	100	99	99	516	513	502	9	10	18	26	26	27	55	56	47	10	9	8
Female	42	1384	37099	100	100	100	589	563	548	3	4	8	10	19	22	74	71	64	13	5	6
Male	38	1468	38441	100	100	99	541	527	513	14	12	16	14	24	29	69	60	52	3	3	3
African American	NC	129	3791	NC	100	99	NC	531	506	NC	15	18	NC	18	29	NC	64	50	NC	3	3
Hispanic	13	590	29305	100	100	99	567	528	507	0	10	16	27	27	31	55	59	51	18	3	2
Asian/Pacific Islander	NC	80	1665	NC	100	99	NC	565	573	NC	7	6	NC	17	16	NC	68	67	NC	8	10
American Indian/Alaskan Native	NC	27	4707	NC	100	100	NC	536	492	NC	0	19	NC	38	33	NC	58	46	NC	4	1
White	61	2016	35760	100	100	99	562	549	550	10	8	9	8	20	21	76	67	64	5	5	6
Students with Disabilities	16	383	9706	100	100	100	539	485	462	14	26	36	14	32	32	64	40	31	7	2	1
Students without Disabilities	64	2471	65967	96	99	99	572	551	536	7	7	10	11	21	25	74	68	60	8	5	5
Limited English Proficient Students	NC	173	15115	NC	100	100	NC	483	471	NC	19	26	NC	37	38	NC	44	35	NC	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	18	701	35541				547	523	504	14	14	17	14	23	31	57	61	50	14	2	2
Non-Economically Disadvantaged	62	2153	40091				570	551	550	7	7	9	11	21	21	75	67	64	7	5	6

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

8th 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	90	3176	75001	100	100	99	490	476	468	16	27	37	41	43	36	30	21	16	14	10	10
All Students (Prior Year)	86	2987	71167	100	99	99	477	468	463	15	32	38	64	47	41	17	15	14	5	6	7
Female	36	1568	36846	100	100	99	490	476	468	23	25	36	30	46	38	23	20	16	23	9	10
Male	54	1600	37974	100	100	99	489	476	467	11	29	39	48	39	34	34	21	16	7	11	11
African American	NC	155	3720	NC	100	98	NC	460	446	NC	43	53	NC	39	33	NC	14	9	NC	4	4
Hispanic	NC	634	26675	NC	100	98	NC	462	448	NC	37	52	NC	42	34	NC	15	10	NC	6	4
Asian/Pacific Islander	NC	98	1575	NC	100	99	NC	499	504	NC	14	18	NC	41	33	NC	26	20	NC	19	29
American Indian/Alaskan Native	--	37	4731	--	90	98	--	463	438	--	38	61	--	41	30	--	18	7	--	3	2
White	78	2237	37785	100	100	99	489	480	482	16	24	25	40	43	39	30	22	21	13	11	15
Students with Disabilities	18	359	8802	100	100	100	502	425	418	0	74	79	50	22	16	50	4	3	0	1	1
Students without Disabilities	72	2817	66199	100	99	99	489	480	472	17	23	34	40	44	38	29	22	17	14	10	11
Limited English Proficient Students	--	122	11710	--	100	100	--	420	429	--	72	70	--	28	25	--	0	4	--	0	1
Migrant Students	--	--	709	--	--	--	--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	10	628	29814	--	--	--	525	458	448	0	41	53	50	39	33	0	14	10	50	5	4
Non-Economically Disadvantaged	80	2548	45170	--	--	--	489	480	479	17	24	28	40	43	38	31	22	20	13	11	14

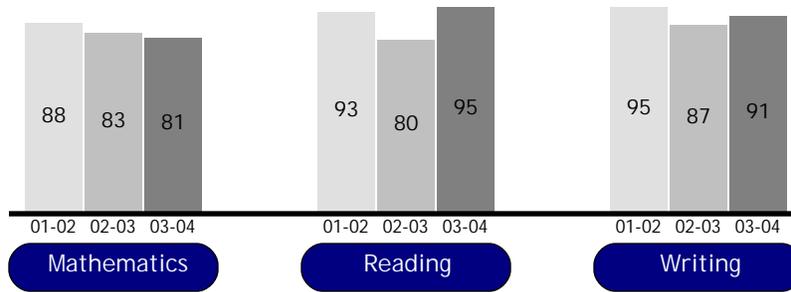
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	3170	74918	100	100	99	515	507	497	15	22	32	14	18	19	45	42	35	25	18	15
All Students (Prior Year)	87	2981	71100	100	99	99	528	510	502	8	17	25	14	19	21	55	46	40	24	18	15
Female	36	1566	36805	100	100	99	523	510	501	18	19	28	9	19	19	41	45	37	32	18	16
Male	54	1599	37936	100	100	99	509	504	493	14	26	35	18	18	18	48	38	33	20	18	14
African American	NC	155	3719	NC	100	98	NC	492	481	NC	35	43	NC	19	21	NC	37	29	NC	8	7
Hispanic	NC	634	26645	NC	100	98	NC	495	478	NC	32	46	NC	20	20	NC	34	27	NC	14	6
Asian/Pacific Islander	NC	98	1571	NC	100	99	NC	523	521	NC	16	18	NC	16	15	NC	40	38	NC	28	30
American Indian/Alaskan Native	--	37	4729	--	90	98	--	494	468	--	34	57	--	20	19	--	34	19	--	11	4
White	78	2236	37773	100	100	99	516	511	511	15	18	20	16	18	18	43	44	41	27	19	21
Students with Disabilities	18	358	8801	100	100	100	467	455	448	42	72	75	17	14	13	42	11	10	0	3	2
Students without Disabilities	72	2812	66117	100	99	99	523	512	501	11	18	28	14	19	19	46	44	37	29	19	16
Limited English Proficient Students	--	122	11706	--	100	100	--	441	454	--	80	71	--	18	16	--	2	12	--	0	1
Migrant Students	--	--	706	--	--	--	--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	10	628	29785	--	--	--	486	490	477	33	36	47	0	23	20	50	32	26	17	9	6
Non-Economically Disadvantaged	80	2542	45115	--	--	--	517	511	508	14	19	23	15	17	18	45	44	39	26	20	20

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	90	3170	74503	100	100	99	552	522	491	5	4	9	10	22	32	68	61	51	17	12	8
All Students (Prior Year)	86	2940	69001	100	97	96	525	499	490	0	11	17	20	35	37	75	53	45	5	1	1
Female	36	1566	36686	100	100	99	586	535	506	0	3	5	9	17	29	63	66	57	28	14	9
Male	54	1598	37644	100	100	98	529	509	476	8	6	13	10	28	36	71	56	45	10	10	6
African American	NC	156	3677	NC	100	97	NC	515	475	NC	4	12	NC	24	36	NC	63	46	NC	9	5
Hispanic	NC	634	26500	NC	100	97	NC	510	467	NC	6	13	NC	27	39	NC	56	44	NC	11	4
Asian/Pacific Islander	NC	98	1566	NC	100	99	NC	537	537	NC	5	5	NC	18	23	NC	63	55	NC	15	18
American Indian/Alaskan Native	--	37	4695	--	90	97	--	507	464	--	3	14	--	29	39	--	62	44	--	6	3
White	78	2235	37606	100	100	99	550	526	508	6	4	6	10	21	28	68	63	56	17	12	10
Students with Disabilities	18	359	8662	100	100	100	458	437	409	22	24	37	33	42	42	44	32	20	0	2	1
Students without Disabilities	72	2811	65841	100	99	98	563	530	499	3	3	7	7	21	32	71	64	53	19	13	8
Limited English Proficient Students	--	122	11608	--	100	100	--	453	430	--	18	23	--	40	47	--	40	28	--	2	1
Migrant Students	--	--	701	--	--	--	--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	10	629	29587	--	--	--	513	504	465	17	6	14	33	27	40	33	59	43	17	7	4
Non-Economically Disadvantaged	80	2541	44898	--	--	--	555	526	507	4	4	7	8	21	28	71	62	55	17	13	10

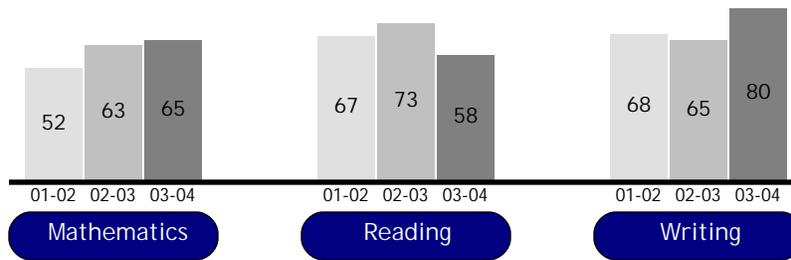
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

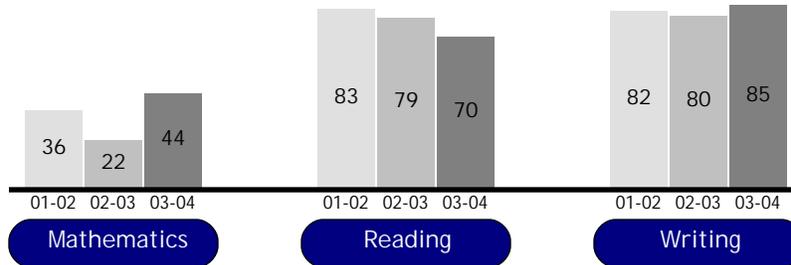
3rd Grade Proficiency



5th Grade Proficiency



8th 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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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 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 - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	84	76	58	44	94	68	62	50	100	71	NA	58
	Language	84	77	56	39	100	59	57	43	100	65	60	50
	Mathematics	84	85	68	52	94	79	71	57	100	82	72	64
3	Reading	88	67	55	43	100	66	58	47	98	72	NA	55
	Language	88	74	64	50	100	71	66	54	98	76	70	61
	Mathematics	88	70	65	50	100	67	67	54	98	79	71	61
4	Reading	92	74	59	47	100	69	63	52	100	74	NA	56
	Language	92	66	57	45	100	67	59	48	100	68	60	52
	Mathematics	92	79	66	52	100	78	67	57	100	82	69	61
5	Reading	87	65	55	46	99	68	61	50	100	62	NA	55
	Language	87	62	51	43	100	63	56	46	100	60	56	49
	Mathematics	87	75	63	54	100	75	67	57	100	75	67	63
6	Reading	92	70	60	49	99	66	63	53	100	71	NA	56
	Language	91	73	54	42	99	63	58	45	100	68	60	48
	Mathematics	91	84	70	58	97	79	73	62	100	81	75	66
7	Reading	88	74	60	48	99	74	63	51	100	61	NA	54
	Language	88	78	64	51	100	84	69	54	100	71	67	58
	Mathematics	88	75	68	54	100	79	70	58	100	70	68	62
8	Reading	95	73	61	49	97	69	62	53	100	68	NA	55
	Language	95	78	60	46	97	74	62	49	100	71	64	52
	Mathematics	95	77	67	54	99	71	66	58	100	77	69	61

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

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Review School Goals
- Ü Extracurricular Activities
- Ü School Climate
- Ü Campus Improvements

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	52.00
Other Professional Staff	10.00	Teacher Aide	27.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	5	2	0	0
7 to 9 years	4	4	0	0
10 or more years	16	13	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	26
Core academic classes taught by Highly Qualified (NCLB) teachers.	95
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Technology Lab for Junior High
- Ü K-6 Computer Lab
- Ü Library/Media Center

Extracurricular Activities

- Ü Student Council
- Ü National Junior Honor Society
- Ü Athletic Teams
- Ü MathCounts
- Ü Scholastic Bowl

Social Services

- Ü Before/Afterschool Program
- Ü Child Find
- Ü Adult Education
- Ü Lunch Program
- Ü Intervention Programs

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Student council engaged in numerous community service projects.

- ü National Junior Honor Society engaged in numerous community service projects to benefit the needy in the community and to beautify the school campus.

- ü Homework center provided after school tutoring and assistance for over 60 students throughout the school year.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	6	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	3	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	56	38
Grades 3-4	74	89
Grades 4-5	49	58
Grades 5-6	70	81
Grades 6-7	68	52
Grades 7-8	67	73

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our school Leadership Team routinely revises our school crisis manual. Our intent is to be proactive with new policies and have a consistent plan in place. The school practices crisis situations throughout the year in order to be better prepared. School administration works continually with teachers, intervention specialists, parents, and site council on ways to promote positive peer relationships and to minimize bullying and harrasment.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

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.

Contacts

	Name	Phone Number
School Site Council	Howard Brown	(623) 412-4750
Transportation Policy	Steve Highlen	(623) 486-6007
Community Resources	Jim Cummings	(623) 486-6040
School Nutrition Programs	Willie Gentry	(623) 486-5185
Parent Organization	Desert Valley PTSA	(623) 412-4750
Student Health/Nurse	Lannie Dewberry	(623) 412-4753

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/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.