

Sun Valley School

ARIZONA SCHOOL REPORT CARD 2003-04

8361 N. 95th Avenue, Peoria, AZ 85345

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 *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Not Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Robert Keagle
Schedule : 8:00 AM to 4:00 PM
Grades : Pre-K-8
2003 Enrollment : 1024
Web Address : sunvalley.peoriaud.k12.az.us/
Phone Number : (623) 412-4825
Fax Number : (623) 412-4837
E-mail : RKeagle@peoriaud.k12.az.us

Mission

It is the mission of Sun Valley Elementary School that all students reach their full potential as independent, responsible citizens who value education.

School / Academic Goals

- ü The students who have been with us a full year will demonstrate improvement in math (measurement and computation) as evidenced by at least 70% of the students scoring average or above average on the Stanford 9 Test.
- ü The students who have been with us a full year will demonstrate improvement in language as evidenced by at least 70% of the students scoring average or above average on the Stanford 9 Test.

Instructional Programs

- ü Preschool Program
- ü Gifted
- ü Kindergarten Enrichment
- ü English Acquisition Classes

Enrollment

October 1, 2002 School Year Student Enrollment : 957
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 79

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 0 minutes
First Day of School : 8/11/2003
Last Day of School : 5/20/2004

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

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- Ü Instructional Strategies
- Ü Absentee Attendance Program
- Ü Grants, Awards to Support Instruction
- Ü Community Town Halls & Surveys
- Ü Safety Goals

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	54.50
Other Professional Staff	19.00	Teacher Aide	7.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	2	0	0
4 to 6 years	9	2	0	0
7 to 9 years	4	3	0	0
10 or more years	17	11	0	0

Shared Responsibilities

School

It is our responsibility to provide all Sun Valley students with the best learning environment and the best opportunities to learn. In addition to providing safe, attractive school campuses, each school invites and maintains high parent involvement.

Parents

Parents have the responsibility to: Be involved in their child's homework. Be involved in the life of the school. Participate in meetings, conferences, and other school activities. Be involved in the decision-making process for their child.

Resources Available at School Site

Special Facilities

- Ü Computer Labs for Grades K-6 & 7-8
- Ü Technology Demonstration Classrooms

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Student Council
- Ü Yearbook Club
- Ü Dance Club

Social Services

- Ü AM/PM Program: City of Peoria
- Ü Peoria Parks & Recreation Summer Program
- Ü Breakfast Program
- Ü After School Tutoring

Transportation Policy

Transportation is provided for all eligible students who reside within the attendance boundary but beyond one mile of Sun Valley Elementary School. Transportation is also provided for eligible special education students as noted in the student's IEP.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü The entire faculty developed a written, comprehensive 9-month plan for teaching all curricular areas: Long-term plan.

- ü A schoolwide action plan for increasing student achievement in reading, language arts and mathematics was developed and implemented: Action plan for student achievement.

School Honors

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

Award/Honor	Year
ü News Channel 3 Silver Apple Award Recipient	2003
ü Pride of Peoria Winner	2003
ü Band/Music Regional State Awards	2002
ü North Central Association Accreditation	2000

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	94	95	94	96
Transfers Out ³	14	20	20	20
Transfers In ⁴ (Within District)	2	2	2	2
Transfers In ⁵ (Out of District)	11	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	66	70
Grades 3-4	72	61
Grades 4-5	61	60
Grades 5-6	80	87
Grades 6-7	81	45
Grades 7-8	68	66

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 2002-03. 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 2003. 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. 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).

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	118	2731	75372	96	100	101	514	529	523	6	5	9	30	23	25	52	41	36	12	31	30
All Students (Prior Year)	99	2609	70809	NA	NA	NA	503	528	518	9	5	11	41	23	27	36	41	35	14	31	27
Female	63	1343	36901	95	98	101	515	530	524	4	4	8	27	23	25	60	41	36	10	31	31
Male	55	1387	38385	96	101	101	512	528	523	8	6	9	35	23	24	41	41	36	16	31	30
African American	NC	118	3589	NC	94	96	NC	512	501	NC	9	18	NC	37	33	NC	39	33	NC	15	16
Hispanic	43	552	29103	93	100	99	500	512	510	13	10	12	37	34	31	43	39	36	7	18	20
Asian/Pacific Islander	NC	90	1574	NC	99	96	NC	543	549	NC	5	3	NC	20	14	NC	30	34	NC	45	48
American Indian/Alaskan Native	--	33	5086	--	97	114	--	515	491	--	8	22	--	29	38	--	33	28	--	29	12
White	61	1913	34597	97	99	98	523	534	535	2	3	4	25	20	20	54	43	38	19	34	38
Students with Disabilities	15	247	8057	71	73	99	NA	507	496	NA	16	23	NA	30	31	NA	34	28	NA	19	17
Students without Disabilities	103	2484	67315	101	104	101	514	529	525	6	4	8	30	23	24	52	41	37	12	31	31
Limited English Proficient Students	16	189	16925	114	106	112	515	505	482	0	11	27	50	46	40	50	30	26	0	13	7
Migrant Students	--	NC	869				--	NC	501	--	NC	17	--	NC	30	--	NC	39	--	NC	14
Economically Disadvantaged	40	205	26325				492	492	504	12	11	15	47	51	34	41	33	33	0	5	18
Non-Economically Disadvantaged	78	2526	49047				519	531	530	4	4	6	26	21	21	54	42	37	15	33	35

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	121	2716	75221	98	99	101	525	526	523	2	5	8	13	15	16	68	60	56	16	20	21
All Students (Prior Year)	99	2610	70860	NA	NA	NA	517	531	524	5	4	9	13	12	17	61	53	45	22	32	30
Female	64	1338	36833	97	98	100	525	529	526	2	3	6	11	15	15	70	60	56	17	23	23
Male	57	1378	38319	100	100	101	524	522	520	3	7	9	16	16	17	66	60	56	16	18	18
African American	NC	116	3597	NC	92	97	NC	512	510	NC	11	14	NC	21	22	NC	58	53	NC	11	11
Hispanic	45	553	29019	98	100	99	514	516	513	6	8	12	26	23	21	55	54	55	13	14	13
Asian/Pacific Islander	NC	90	1572	NC	99	95	NC	536	536	NC	3	2	NC	13	9	NC	59	57	NC	25	31
American Indian/Alaskan Native	--	34	5071	--	100	114	--	518	502	--	4	20	--	20	27	--	60	46	--	16	8
White	62	1900	34543	98	98	97	531	529	531	0	4	4	6	13	12	73	61	58	20	22	26
Students with Disabilities	16	248	8006	76	73	99	NA	509	505	NA	14	22	NA	27	23	NA	49	42	NA	10	13
Students without Disabilities	105	2468	67215	103	103	101	525	526	524	2	5	7	13	15	16	68	60	56	16	20	21
Limited English Proficient Students	16	189	16853	114	106	112	551	503	489	0	19	29	0	26	36	50	47	32	50	9	3
Migrant Students	--	NC	866				--	NC	503	--	NC	19	--	NC	23	--	NC	49	--	NC	8
Economically Disadvantaged	41	204	26256				508	494	509	6	19	14	29	36	24	65	44	51	0	1	11
Non-Economically Disadvantaged	80	2512	48965				529	528	528	1	4	5	9	14	13	69	61	58	20	21	24

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	116	2701	73654	94	99	99	528	533	530	5	5	9	12	11	13	84	78	70	0	6	7
All Students (Prior Year)	97	2434	68592	NA	NA	NA	540	550	542	3	4	9	8	8	12	76	72	63	13	16	16
Female	63	1338	36239	95	98	99	531	539	537	2	3	7	15	8	11	83	81	72	0	8	10
Male	53	1363	37301	93	99	98	524	526	523	9	7	12	6	13	15	85	75	68	0	4	5
African American	NC	117	3488	NC	93	94	NC	523	515	NC	10	16	NC	12	18	NC	74	62	NC	3	4
Hispanic	43	541	28348	93	98	96	519	524	520	14	8	13	17	16	17	69	73	65	0	3	5
Asian/Pacific Islander	NC	89	1558	NC	98	95	NC	543	547	NC	1	3	NC	8	8	NC	82	76	NC	8	13
American Indian/Alaskan Native	--	33	4947	--	97	111	--	529	507	--	4	22	--	8	22	--	80	53	--	8	3
White	59	1893	33924	94	98	96	535	535	537	0	4	5	7	10	10	93	79	75	0	7	9
Students with Disabilities	16	244	7306	76	72	90	NA	521	506	NA	19	24	NA	8	20	NA	69	52	NA	4	4
Students without Disabilities	100	2457	66348	98	102	100	528	533	531	5	5	8	12	11	13	84	78	71	0	6	8
Limited English Proficient Students	16	186	16422	114	104	109	537	510	495	0	18	30	0	20	27	100	61	43	0	2	0
Migrant Students	--	10	849				--	488	511	--	25	19	--	25	22	--	50	56	--	0	4
Economically Disadvantaged	40	204	25711				512	501	514	13	19	16	19	23	19	69	58	61	0	1	3
Non-Economically Disadvantaged	76	2497	47943				532	535	535	3	4	7	10	10	11	87	79	74	0	6	9

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	119	2885	76230	103	100	101	494	508	498	11	6	12	39	37	38	12	13	12	37	45	37
All Students (Prior Year)	105	2848	72888	NA	NA	NA	476	497	494	19	10	14	47	42	40	15	14	12	20	34	34
Female	55	1398	37247	106	99	100	486	510	500	11	4	11	52	37	40	7	13	13	30	46	37
Male	64	1484	38725	100	100	101	501	507	497	12	7	14	27	37	37	18	13	12	43	43	37
African American	NC	140	3594	NC	94	96	NC	490	476	NC	10	22	NC	51	46	NC	12	11	NC	27	21
Hispanic	50	630	28100	104	98	98	488	499	482	13	7	18	45	46	47	13	13	11	29	35	24
Asian/Pacific Islander	NC	81	1447	NC	99	95	NC	525	527	NC	3	5	NC	25	26	NC	12	11	NC	60	58
American Indian/Alaskan Native	NC	39	5292	NC	100	113	NC	499	463	NC	9	31	NC	47	47	NC	9	8	NC	35	14
White	61	1964	35389	100	99	96	499	512	514	10	5	6	35	34	32	12	13	14	43	48	48
Students with Disabilities	13	244	9022	87	91	105	NA	461	465	NA	36	31	NA	39	43	NA	3	8	NA	21	17
Students without Disabilities	106	2641	67208	105	101	100	494	510	500	11	5	12	39	37	38	12	13	12	37	45	38
Limited English Proficient Students	11	159	14826	157	105	113	NA	482	460	NA	6	31	NA	56	51	NA	19	8	NA	19	10
Migrant Students	--	15	837				--	528	478	--	0	19	--	25	51	--	25	8	--	50	21
Economically Disadvantaged	NC	100	25037				NC	462	477	NC	18	21	NC	68	47	NC	7	11	NC	7	21
Non-Economically Disadvantaged	112	2785	51193				495	510	507	10	5	9	40	36	35	13	13	13	37	46	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	118	2864	76202	102	99	101	503	508	505	19	13	19	28	23	24	41	52	46	13	13	11
All Students (Prior Year)	106	2848	72779	NA	NA	NA	498	507	505	25	15	21	23	20	20	45	50	43	8	15	15
Female	55	1396	37231	106	99	100	504	511	507	15	9	16	33	22	24	39	54	48	13	16	13
Male	63	1465	38718	98	99	101	502	505	503	22	16	22	24	24	24	42	49	44	12	11	10
African American	NC	139	3600	NC	93	97	NC	501	497	NC	21	28	NC	30	29	NC	40	39	NC	8	5
Hispanic	51	630	28090	106	98	98	501	504	497	26	16	28	29	28	30	34	47	37	11	9	5
Asian/Pacific Islander	NC	80	1443	NC	98	95	NC	517	515	NC	9	9	NC	12	19	NC	63	53	NC	15	19
American Indian/Alaskan Native	NC	38	5311	NC	97	113	NC	505	491	NC	15	38	NC	35	31	NC	47	28	NC	3	3
White	60	1952	35371	98	99	96	506	509	512	14	11	10	27	21	20	43	53	54	16	15	16
Students with Disabilities	13	234	9097	87	87	106	NA	497	493	NA	39	39	NA	25	27	NA	29	29	NA	7	5
Students without Disabilities	105	2630	67105	104	100	100	503	508	506	19	12	18	28	23	24	41	52	47	13	13	12
Limited English Proficient Students	11	158	14780	157	105	113	NA	499	486	NA	19	50	NA	25	32	NA	56	18	NA	0	1
Migrant Students	--	14	832				--	512	492	--	0	36	--	0	31	--	100	31	--	0	3
Economically Disadvantaged	NC	99	24961				NC	486	495	NC	49	32	NC	34	30	NC	16	34	NC	0	4
Non-Economically Disadvantaged	111	2765	51241				504	509	509	17	11	14	28	23	22	42	53	51	13	13	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	118	2862	74692	102	99	99	518	513	502	14	10	18	24	26	27	48	56	47	15	9	8
All Students (Prior Year)	100	2780	70710	NA	NA	NA	511	523	512	10	10	17	35	23	26	44	51	42	10	16	16
Female	55	1388	36710	106	98	99	524	522	509	4	6	14	30	22	26	50	61	50	15	11	10
Male	63	1472	37742	98	100	98	512	504	495	22	14	22	18	29	28	46	51	44	14	6	6
African American	NC	141	3516	NC	95	94	NC	505	487	NC	13	26	NC	34	31	NC	45	39	NC	9	4
Hispanic	50	631	27492	104	98	96	508	506	486	22	12	27	22	29	32	51	53	38	5	7	4
Asian/Pacific Islander	NC	80	1428	NC	98	94	NC	529	528	NC	8	8	NC	14	20	NC	60	54	NC	18	18
American Indian/Alaskan Native	NC	39	5166	NC	100	110	NC	495	470	NC	21	39	NC	24	32	NC	53	27	NC	3	2
White	60	1943	34785	98	98	94	528	515	517	6	9	10	25	25	23	47	57	56	22	9	11
Students with Disabilities	13	231	8428	87	86	98	NA	473	472	NA	40	38	NA	25	30	NA	35	29	NA	0	3
Students without Disabilities	105	2631	66264	104	100	99	518	514	503	14	9	17	24	26	27	48	56	48	15	9	8
Limited English Proficient Students	11	159	14363	157	105	109	NA	492	459	NA	19	47	NA	31	34	NA	44	19	NA	6	1
Migrant Students	--	15	814				--	552	475	--	0	33	--	0	37	--	75	27	--	25	2
Economically Disadvantaged	NC	97	24507				NC	467	480	NC	30	31	NC	54	33	NC	17	33	NC	0	3
Non-Economically Disadvantaged	111	2765	50185				520	514	511	13	9	13	23	25	24	49	57	53	15	9	10

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	83	2987	71167	90	99	99	446	468	463	45	32	38	46	47	41	8	15	14	1	6	7
All Students (Prior Year)	104	2820	66213	NA	NA	NA	448	470	459	49	29	39	36	46	40	11	18	14	3	7	7
Female	49	1483	34825	89	98	99	443	466	462	44	32	38	51	49	42	4	15	14	0	4	6
Male	34	1500	36047	92	99	99	451	469	464	45	33	38	39	44	39	13	15	15	3	8	8
African American	NC	153	3225	NC	99	95	NC	445	441	NC	54	57	NC	38	34	NC	7	6	NC	2	2
Hispanic	32	566	23643	100	96	97	427	456	445	70	44	53	30	40	37	0	13	8	0	2	2
Asian/Pacific Islander	NC	85	1503	NC	94	100	NC	484	493	NC	18	18	NC	49	40	NC	21	23	NC	12	19
American Indian/Alaskan Native	NC	35	5161	NC	100	103	NC	470	435	NC	34	63	NC	41	30	NC	14	5	NC	10	2
White	38	2131	35245	81	99	95	460	471	476	31	29	26	56	49	45	11	16	19	3	7	10
Students with Disabilities	NC	250	8095	NC	88	104	NC	429	426	NC	69	69	NC	28	25	NC	1	5	NC	1	1
Students without Disabilities	79	2737	63072	95	100	99	446	469	464	45	31	37	46	47	41	8	15	15	1	6	7
Limited English Proficient Students	NC	113	10317	NC	130	111	NC	409	426	NC	78	72	NC	22	25	NC	0	2	NC	0	1
Migrant Students	NC	NC	614				NC	NC	440	NC	NC	57	NC	NC	34	NC	NC	6	NC	NC	3
Economically Disadvantaged	NC	24	17057				NC	424	440	NC	68	58	NC	32	34	NC	0	6	NC	0	2
Non-Economically Disadvantaged	79	2963	54110				448	468	468	44	32	33	47	47	43	8	15	16	1	6	8

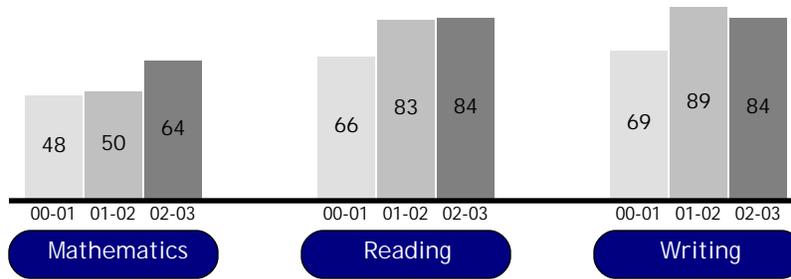
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	2981	71100	90	99	99	505	510	502	24	17	25	22	19	21	39	46	40	14	18	15
All Students (Prior Year)	105	2813	66144	NA	NA	NA	493	514	504	30	15	24	25	19	20	33	47	40	11	20	16
Female	49	1480	34801	89	98	99	507	513	505	16	13	21	27	20	22	44	49	42	13	18	15
Male	34	1498	36010	92	99	99	501	507	499	35	22	28	16	18	20	32	43	38	16	17	14
African American	NC	154	3219	NC	100	95	NC	494	486	NC	29	38	NC	25	24	NC	38	31	NC	7	7
Hispanic	29	569	23630	91	97	96	492	502	485	28	23	37	32	22	25	36	41	32	4	14	6
Asian/Pacific Islander	NC	86	1509	NC	96	100	NC	518	522	NC	12	12	NC	19	14	NC	41	46	NC	27	28
American Indian/Alaskan Native	NC	35	5144	NC	100	102	NC	503	478	NC	24	46	NC	21	24	NC	41	25	NC	14	5
White	41	2119	35198	87	98	95	512	513	515	18	15	15	21	18	18	42	48	47	18	19	21
Students with Disabilities	NC	266	8121	NC	94	105	NC	470	470	NC	58	55	NC	21	20	NC	13	21	NC	8	4
Students without Disabilities	78	2715	62979	94	99	99	505	511	503	24	17	23	22	19	21	39	47	41	14	18	15
Limited English Proficient Students	NC	113	10304	NC	130	110	NC	465	462	NC	57	63	NC	14	23	NC	29	13	NC	0	1
Migrant Students	NC	NC	623				NC	NC	475	NC	NC	45	NC	NC	27	NC	NC	25	NC	NC	3
Economically Disadvantaged	NC	26	17040				NC	462	483	NC	59	40	NC	27	25	NC	14	29	NC	0	6
Non-Economically Disadvantaged	79	2955	54060				506	511	507	22	17	20	23	19	20	40	46	43	15	18	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	2940	69001	87	97	96	491	499	490	8	11	17	51	35	37	40	53	45	0	1	1
All Students (Prior Year)	98	2741	63579	NA	NA	NA	485	503	493	17	8	15	51	38	42	33	52	41	0	2	2
Female	47	1461	34086	85	97	97	492	506	496	7	6	13	51	33	36	42	59	51	0	2	1
Male	33	1476	34644	89	97	95	488	492	484	10	16	22	52	37	39	38	47	38	0	1	0
African American	NC	150	3115	NC	97	92	NC	485	478	NC	21	25	NC	42	44	NC	36	31	NC	1	0
Hispanic	27	563	22656	84	96	92	480	491	476	14	14	27	64	40	43	23	45	30	0	0	0
Asian/Pacific Islander	NC	81	1472	NC	90	98	NC	508	507	NC	4	8	NC	35	30	NC	59	60	NC	1	2
American Indian/Alaskan Native	NC	35	4940	NC	100	98	NC	487	469	NC	14	34	NC	48	43	NC	38	23	NC	0	0
White	40	2095	34501	85	97	93	496	502	500	3	9	10	49	33	34	49	57	55	0	1	1
Students with Disabilities	NC	258	7386	NC	91	95	NC	460	459	NC	46	46	NC	29	37	NC	24	17	NC	0	0
Students without Disabilities	74	2682	61615	89	98	97	491	500	491	8	10	16	51	35	37	40	54	45	0	1	1
Limited English Proficient Students	NC	109	9662	NC	125	104	NC	441	454	NC	71	51	NC	29	40	NC	0	9	NC	0	0
Migrant Students	NC	NC	590				NC	NC	466	NC	NC	35	NC	NC	43	NC	NC	22	NC	NC	0
Economically Disadvantaged	NC	26	16383				NC	463	472	NC	32	30	NC	55	43	NC	14	26	NC	0	0
Non-Economically Disadvantaged	76	2914	52618				492	499	494	7	10	14	51	35	36	42	54	49	0	1	1

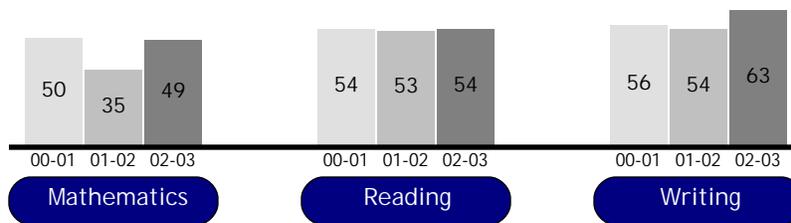
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

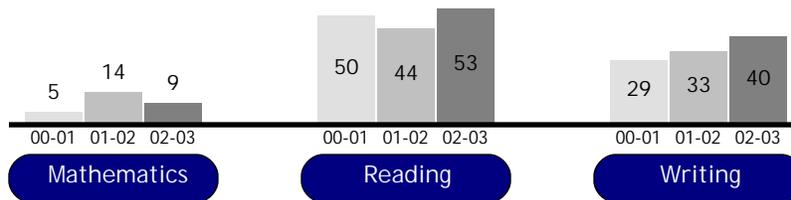
3rd Grade Proficiency



5th Grade Proficiency



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.

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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	No

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

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	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	88	50	63	53	94	54	58	44	97	48	62	50
	Language	86	36	57	45	94	51	56	39	99	37	57	43
	Mathematics	93	56	71	56	96	54	68	52	99	53	71	57
3	Reading	91	44	58	50	94	50	55	43	100	51	58	47
	Language	90	54	68	55	94	55	64	50	100	62	66	54
	Mathematics	92	47	67	53	97	54	65	50	99	55	67	54
4	Reading	83	51	62	55	98	45	59	47	98	50	63	52
	Language	83	44	58	50	96	43	57	45	100	50	59	48
	Mathematics	83	57	66	56	98	54	66	52	99	62	67	57
5	Reading	95	49	59	51	94	44	55	46	98	51	61	50
	Language	90	44	53	46	92	40	51	43	98	47	56	46
	Mathematics	90	54	66	56	98	49	63	54	99	58	67	57
6	Reading	99	53	63	54	97	45	60	49	99	51	63	53
	Language	93	48	56	46	95	39	54	42	98	41	58	45
	Mathematics	96	73	74	61	95	63	70	58	99	66	73	62
7	Reading	98	52	64	53	100	47	60	48	97	52	63	51
	Language	96	56	68	55	100	49	64	51	97	58	69	54
	Mathematics	97	61	71	57	100	47	68	54	97	51	70	58
8	Reading	98	53	63	55	98	46	61	49	99	52	62	53
	Language	97	48	61	50	98	41	60	46	98	46	62	49
	Mathematics	98	48	64	57	99	49	67	54	96	46	66	58

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 Safety

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

We believe that all students must feel safe in order to accomplish their goals. We are committed to providing a safe environment for our school community. Sun Valley is an outstanding community resource that is open to its community members.

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) :

10

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	Robert Keagle	(623) 412-4825
Transportation Policy	Larry Fahy	(623) 486-6165
Community Resources	Mrs. C. Capleton/Mrs. L. Gibson	(623) 412-4825
School Nutrition Programs	Sylvia Page	(623) 412-4825
Parent Organization	Sara Pontrelli	(623) 412-4825
Student Health/Nurse	Mrs. C. Capleton	(623) 412-4825

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 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 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 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