



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

8361 N 95th Ave, 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 (a)

2003-04	Performing
2002-03	Performing
2001-02	Maintaining

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

School Overview

Principal/Administrator : Mr. Robert Keagle
 Schedule : 8:00 AM to 4:30 PM
 Grades : Pre-K-8
 2004 Enrollment : 1022
 Web Address : www.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.

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 / Academic Goals

- ü 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 state mandated AIMS/Terra Nova Dual Purpose Assessment.
- ü 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 state mandated AIMS/Terra Nova Dual Purpose Assessment.
- ü Students who have been with us a full year will demonstrate improvement in reading comprehension as evidenced by at least 70% of the students scoring average or above average on the state mandated AIMS/Terra Nova Dual Purpose Assessment.

Enrollment

October 1, 2003 School Year Student Enrollment : 1022
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 113

Instructional Programs

- ü Preschool Program
- ü Gifted Program
- ü Kindergarten Enrichment
- ü English Acquisition Classes
- ü Title I After School Tutoring
- ü Title I Summer School Program

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/9/2004
Last Day of School :	5/20/2005

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 a safe, attractive school campus, Sun Valley Elementary School invites and maintains high parent involvement. We cannot spell 'SUCCESS' without parents. It is our responsibility to involve parents in the many unique opportunities we have at Sun Valley. Together, we can help enhance children's intellectual growth and cultivate their minds.

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. Be in constant communication with teachers and school personnel as important issues arise pertaining to their child.

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.

School Honors

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

Award/Honor	Year
ü Two Pride of Peoria Winners	2004
ü News Channel 3 Silver Apple Award Recipient	2003
ü Band/Music Regional State Awards	2002
ü North Central Association Accreditation	2000

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	109	2724	75509	100	100	100	524	529	521	9	8	13	20	21	23	41	35	33	30	35	31
All Students (Prior Year)	118	2731	75372	96	100	100	514	529	523	6	5	9	30	23	25	52	41	36	12	31	30
Female	43	1318	37013	100	100	100	531	529	522	9	8	12	28	22	24	28	36	33	34	34	31
Male	66	1406	38430	100	100	99	520	530	521	8	9	14	15	21	22	50	35	33	27	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	35	582	30486	97	100	99	505	514	505	12	12	18	35	30	29	41	33	32	12	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	NC	32	4075	NC	100	100	NC	512	486	NC	14	28	NC	32	34	NC	21	26	NC	32	12
White	56	1886	35192	100	100	99	531	534	534	9	7	8	15	19	19	40	37	35	36	38	39
Students with Disabilities	30	438	9708	100	100	100	533	506	489	0	20	32	14	27	27	43	32	24	43	22	17
Students without Disabilities	79	2286	65801	96	98	98	523	533	525	10	7	11	21	21	23	41	36	34	29	37	33
Limited English Proficient Students	11	194	16928	100	100	100	NA	465	485	NA	50	29	NA	50	33	NA	0	26	NA	0	12
Migrant Students	NC	NC	750				NC	NC	499	NC	NC	21	NC	NC	29	NC	NC	30	NC	NC	20
Economically Disadvantaged	46	693	36411				510	509	503	14	14	19	36	31	29	32	34	32	18	21	20
Non-Economically Disadvantaged	63	2031	39040				532	535	534	6	6	8	12	19	19	46	36	34	37	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	109	2724	75492	100	100	100	519	525	519	10	7	12	14	15	16	58	51	47	18	27	24
All Students (Prior Year)	121	2716	75221	98	99	100	525	526	523	2	5	8	13	15	16	68	60	56	16	20	21
Female	43	1319	37014	100	100	100	518	528	523	12	6	10	18	13	15	53	50	48	18	30	27
Male	66	1405	38400	100	100	99	519	522	516	8	8	14	12	17	17	62	52	47	18	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	35	582	30438	97	100	99	507	516	508	19	10	17	14	21	21	57	52	47	10	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	NC	32	4081	NC	100	100	NC	511	498	NC	14	25	NC	18	26	NC	61	40	NC	7	8
White	56	1887	35177	100	100	99	523	528	528	6	6	8	19	13	13	51	50	49	23	30	31
Students with Disabilities	30	439	9707	100	100	100	514	508	495	18	17	33	9	23	21	64	43	33	9	17	13
Students without Disabilities	79	2285	65785	96	98	98	519	527	522	8	6	10	15	14	16	58	52	49	19	28	26
Limited English Proficient Students	11	195	16905	100	100	100	NA	474	489	NA	67	34	NA	0	28	NA	33	32	NA	0	6
Migrant Students	NC	NC	763				NC	NC	499	NC	NC	21	NC	NC	30	NC	NC	40	NC	NC	8
Economically Disadvantaged	46	692	36302				510	514	507	20	12	18	10	22	21	57	51	46	13	15	14
Non-Economically Disadvantaged	63	2032	39164				524	528	528	4	6	8	17	13	13	59	51	48	20	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	109	2706	75053	100	100	99	553	603	597	11	5	7	6	10	12	81	78	72	2	7	9
All Students (Prior Year)	116	2701	73654	94	99	99	528	533	530	5	5	9	12	11	13	84	78	70	0	6	7
Female	43	1310	36872	100	99	99	565	624	621	9	3	5	3	7	9	85	81	74	3	10	12
Male	66	1396	38109	100	100	99	546	583	573	12	6	10	8	13	14	78	76	69	2	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	35	578	30235	97	99	98	563	594	575	5	5	9	5	13	14	86	74	70	5	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	NC	31	4044	NC	97	99	NC	570	550	NC	7	13	NC	11	17	NC	78	66	NC	4	4
White	56	1876	35028	100	100	99	555	609	613	13	4	6	9	9	10	77	80	73	2	8	11
Students with Disabilities	30	433	9625	100	100	100	543	554	530	9	10	21	9	16	21	82	71	55	0	3	4
Students without Disabilities	79	2273	65428	96	97	98	555	610	604	11	4	6	5	9	11	81	79	73	3	8	10
Limited English Proficient Students	11	194	16765	100	100	100	NA	529	525	NA	33	17	NA	0	20	NA	67	60	NA	0	2
Migrant Students	NC	NC	752				NC	NC	562	NC	NC	9	NC	NC	18	NC	NC	68	NC	NC	5
Economically Disadvantaged	46	687	36077				540	572	566	10	8	10	10	12	16	77	77	69	3	3	5
Non-Economically Disadvantaged	63	2019	38950				561	612	618	11	4	5	4	9	9	83	79	73	2	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	98	2855	76019	100	100	100	498	503	499	6	9	14	48	39	39	16	16	14	30	35	33
All Students (Prior Year)	119	2885	76230	100	100	100	494	508	498	11	6	12	39	37	38	12	13	12	37	45	37
Female	50	1384	37207	100	100	100	494	504	499	7	8	12	51	40	41	16	18	14	26	34	33
Male	48	1469	38677	100	100	100	503	502	498	5	11	15	45	39	38	15	15	13	35	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	39	590	29458	100	100	100	482	487	480	14	15	20	55	47	48	17	14	12	14	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	47	2018	35880	100	100	100	508	507	515	2	8	7	44	37	32	13	17	16	40	38	45
Students with Disabilities	11	385	9786	100	100	100	466	465	457	25	30	39	50	47	40	0	7	7	25	16	13
Students without Disabilities	87	2470	66233	100	99	99	500	507	503	5	7	11	48	39	39	16	17	14	30	37	35
Limited English Proficient Students	17	173	15206	100	100	100	457	454	459	29	33	31	57	53	53	0	2	7	14	12	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	47	700	35714				484	482	480	11	18	20	55	47	47	16	14	12	18	21	20
Non-Economically Disadvantaged	51	2155	40266				510	509	513	2	7	9	42	37	33	16	17	15	40	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	98	2851	76020	100	100	100	503	506	503	19	18	25	23	22	23	45	45	40	13	14	12
All Students (Prior Year)	118	2864	76202	100	99	100	503	508	505	19	13	19	28	23	24	41	52	46	13	13	11
Female	50	1384	37213	100	100	100	500	509	504	23	16	22	28	21	23	35	48	42	14	15	13
Male	48	1465	38666	100	100	100	505	503	501	15	21	29	18	23	22	55	42	38	13	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	39	589	29442	100	100	99	495	501	494	31	27	37	24	25	26	38	40	31	7	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	47	2014	35890	100	100	100	508	508	511	11	16	15	22	22	20	49	46	48	18	16	18
Students with Disabilities	11	383	9784	100	100	100	489	489	485	50	47	58	25	24	19	25	21	19	0	7	4
Students without Disabilities	87	2468	66236	100	98	99	503	508	504	18	15	23	23	22	23	46	47	42	14	15	13
Limited English Proficient Students	17	173	15198	100	100	100	484	481	483	43	59	59	29	27	25	29	14	14	0	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	47	700	35703				499	498	494	29	31	37	21	27	26	37	35	31	13	7	6
Non-Economically Disadvantaged	51	2151	40274				506	508	509	11	15	17	24	21	20	51	47	47	13	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	98	2854	75673	100	100	100	563	544	530	2	8	12	22	22	25	71	66	58	5	4	4
All Students (Prior Year)	118	2862	74692	100	99	99	518	513	502	14	10	18	24	26	27	48	56	47	15	9	8
Female	50	1384	37099	100	100	100	570	563	548	2	4	8	19	19	22	72	71	64	7	5	6
Male	48	1468	38441	100	100	99	555	527	513	3	12	16	25	24	29	70	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	39	590	29305	100	100	99	536	528	507	3	10	16	24	27	31	69	59	51	3	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	47	2016	35760	100	100	99	581	549	550	2	8	9	18	20	21	73	67	64	7	5	6
Students with Disabilities	11	383	9706	100	100	100	480	485	462	25	26	36	50	32	32	25	40	31	0	2	1
Students without Disabilities	87	2471	65967	100	99	99	567	551	536	1	7	10	20	21	25	73	68	60	5	5	5
Limited English Proficient Students	17	173	15115	100	100	100	481	483	471	14	19	26	29	37	38	57	44	35	0	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	47	701	35541				552	523	504	5	14	17	24	23	31	63	61	50	8	2	2
Non-Economically Disadvantaged	51	2153	40091				572	551	550	0	7	9	20	21	21	78	67	64	2	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	106	3176	75001	100	100	99	456	476	468	39	27	37	44	43	36	16	21	16	1	10	10
All Students (Prior Year)	83	2987	71167	90	99	99	446	468	463	45	32	38	46	47	41	8	15	14	1	6	7
Female	59	1568	36846	100	100	99	460	476	468	35	25	36	50	46	38	15	20	16	0	9	10
Male	46	1600	37974	98	100	99	450	476	467	45	29	39	37	39	34	16	21	16	3	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	41	634	26675	98	100	98	451	462	448	48	37	52	39	42	34	13	15	10	0	6	4
Asian/Pacific Islander	--	98	1575	--	100	99	--	499	504	--	14	18	--	41	33	--	26	20	--	19	29
American Indian/Alaskan Native	NC	37	4731	NC	90	98	NC	463	438	NC	38	61	NC	41	30	NC	18	7	NC	3	2
White	54	2237	37785	100	100	99	461	480	482	29	24	25	49	43	39	20	22	21	2	11	15
Students with Disabilities	NC	359	8802	NC	100	100	NC	425	418	NC	74	79	NC	22	16	NC	4	3	NC	1	1
Students without Disabilities	99	2817	66199	100	99	99	457	480	472	38	23	34	44	44	38	16	22	17	1	10	11
Limited English Proficient Students	13	122	11710	100	100	100	432	420	429	75	72	70	25	28	25	0	0	4	0	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	49	628	29814				449	458	448	54	41	53	28	39	33	18	14	10	0	5	4
Non-Economically Disadvantaged	57	2548	45170				461	480	479	28	24	28	56	43	38	15	22	20	2	11	14

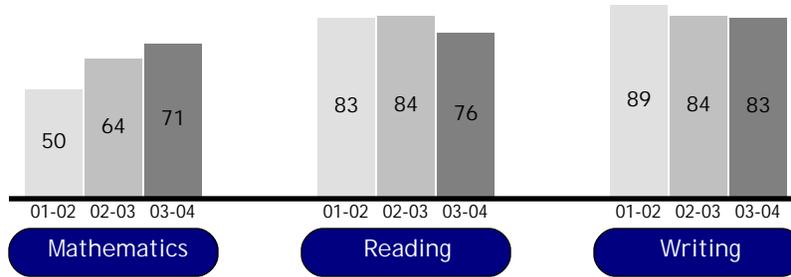
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	3170	74918	100	100	99	502	507	497	31	22	32	17	18	19	36	42	35	16	18	15
All Students (Prior Year)	83	2981	71100	90	99	99	505	510	502	24	17	25	22	19	21	39	46	40	14	18	15
Female	59	1566	36805	100	100	99	509	510	501	20	19	28	20	19	19	42	45	37	18	18	16
Male	46	1599	37936	98	100	99	487	504	493	47	26	35	13	18	18	29	38	33	11	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	41	634	26645	98	100	98	499	495	478	39	32	46	15	20	20	24	34	27	21	14	6
Asian/Pacific Islander	--	98	1571	--	100	99	--	523	521	--	16	18	--	16	15	--	40	38	--	28	30
American Indian/Alaskan Native	NC	37	4729	NC	90	98	NC	494	468	NC	34	57	NC	20	19	NC	34	19	NC	11	4
White	54	2236	37773	100	100	99	505	511	511	22	18	20	18	18	18	46	44	41	14	19	21
Students with Disabilities	NC	358	8801	NC	100	100	NC	455	448	NC	72	75	NC	14	13	NC	11	10	NC	3	2
Students without Disabilities	99	2812	66117	100	99	99	503	512	501	29	18	28	18	19	19	37	44	37	16	19	16
Limited English Proficient Students	13	122	11706	100	100	100	458	441	454	80	80	71	0	18	16	20	2	12	0	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	49	628	29785				488	490	477	50	36	47	12	23	20	26	32	26	12	9	6
Non-Economically Disadvantaged	57	2542	45115				513	511	508	15	19	23	21	17	18	44	44	39	19	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	106	3170	74503	100	100	99	523	522	491	4	4	9	21	22	32	64	61	51	11	12	8
All Students (Prior Year)	80	2940	69001	87	97	96	491	499	490	8	11	17	51	35	37	40	53	45	0	1	1
Female	59	1566	36686	100	100	99	539	535	506	2	3	5	9	17	29	76	66	57	13	14	9
Male	46	1598	37644	98	100	98	492	509	476	8	6	13	38	28	36	49	56	45	5	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	41	634	26500	98	100	97	502	510	467	9	6	13	28	27	39	50	56	44	13	11	4
Asian/Pacific Islander	--	98	1566	--	100	99	--	537	537	--	5	5	--	18	23	--	63	55	--	15	18
American Indian/Alaskan Native	NC	37	4695	NC	90	97	NC	507	464	NC	3	14	NC	29	39	NC	62	44	NC	6	3
White	54	2235	37606	100	100	99	540	526	508	2	4	6	10	21	28	78	63	56	10	12	10
Students with Disabilities	NC	359	8662	NC	100	100	NC	437	409	NC	24	37	NC	42	42	NC	32	20	NC	2	1
Students without Disabilities	99	2811	65841	100	99	98	523	530	499	4	3	7	20	21	32	65	64	53	11	13	8
Limited English Proficient Students	13	122	11608	100	100	100	481	453	430	20	18	23	40	40	47	20	40	28	20	2	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	49	629	29587				499	504	465	8	6	14	25	27	40	63	59	43	5	7	4
Non-Economically Disadvantaged	57	2541	44898				541	526	507	2	4	7	17	21	28	65	62	55	15	13	10

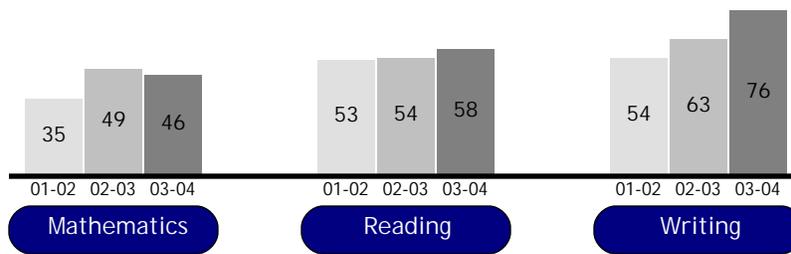
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

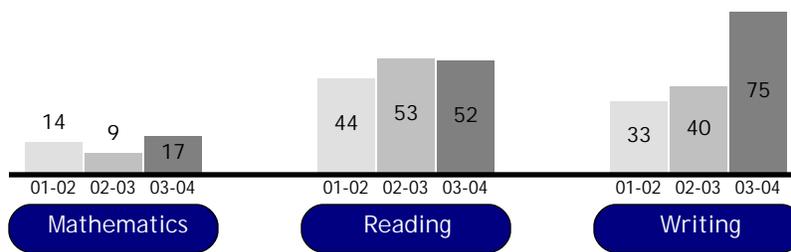
3rd Grade Proficiency



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.

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	94	54	58	44	97	48	62	50	100	52	NA	58
	Language	94	51	56	39	99	37	57	43	100	46	60	50
	Mathematics	96	54	68	52	99	53	71	57	100	57	72	64
3	Reading	94	50	55	43	100	51	58	47	96	58	NA	55
	Language	94	55	64	50	100	62	66	54	96	64	70	61
	Mathematics	97	54	65	50	99	55	67	54	96	62	71	61
4	Reading	98	45	59	47	98	50	63	52	94	59	NA	56
	Language	96	43	57	45	100	50	59	48	96	54	60	52
	Mathematics	98	54	66	52	99	62	67	57	96	67	69	61
5	Reading	94	44	55	46	98	51	61	50	96	53	NA	55
	Language	92	40	51	43	98	47	56	46	99	53	56	49
	Mathematics	98	49	63	54	99	58	67	57	99	65	67	63
6	Reading	97	45	60	49	99	51	63	53	97	55	NA	56
	Language	95	39	54	42	98	41	58	45	98	50	60	48
	Mathematics	95	63	70	58	99	66	73	62	98	79	75	66
7	Reading	100	47	60	48	97	52	63	51	100	54	NA	54
	Language	100	49	64	51	97	58	69	54	100	64	67	58
	Mathematics	100	47	68	54	97	51	70	58	100	56	68	62
8	Reading	98	46	61	49	99	52	62	53	96	50	NA	55
	Language	98	41	60	46	98	46	62	49	95	54	64	52
	Mathematics	99	49	67	54	96	46	66	58	96	51	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)
- 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 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	55.00
Other Professional Staff	20.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	13	3	0	0
7 to 9 years	2	3	0	0
10 or more years	18	10	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 46
 Core academic classes taught by Highly Qualified (NCLB) teachers. 213
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

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

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Student Council
- Ü Yearbook Club
- Ü Spelling Bee Club
- Ü Football
- Ü Softball
- Ü Basketball
- Ü Volleyball

Social Services

- Ü AM/PM Program: City of Peoria
- Ü Peoria Parks & Recreation Summer Program
- Ü Breakfast Program
- Ü Community Preschool Program
- Ü Intervention Specialist

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- 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.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	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	66	70
Grades 3-4	72	61
Grades 4-5	61	60
Grades 5-6	76	87
Grades 6-7	74	45
Grades 7-8	67	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 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

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) :

1

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	Wendy Sundin	(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 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.