

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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)

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Mr. Robert Keagle
 Schedule : 08:00 AM to 05:00 PM
 Grades : K-8
 2005 Enrollment : 1101
 Web Address : portal.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)

2004-05	Met
2003-04	Met
2002-03	Not Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School / Academic Goals

- ü Students who have attended Sun Valley for a full year will demonstrate improvement in math as evidenced by at least 80% of the students scoring meets or exceeds on the state mandated AIMS/Terra Nova Dual Purpose Assessment.
- ü Students who have attended Sun Valley for a full year will demonstrate improvement in language as evidenced by at least 80% of the students scoring meets or exceeds on the state mandated AIMS/Terra Nova Dual Purpose Assessment.
- ü Students who have attended Sun Valley for a full year will demonstrate improvement in reading comprehension as evidenced by at least 80% of the students scoring meets or exceeds on the state mandated AIMS/Terra Nova Dual Purpose Assessment.

Enrollment

October 1, 2004 School Year Student Enrollment : 1093
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 130

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

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 One Pride of Peoria Winner	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	2834	79306	100	100	99	441	448	445	13	7	10	23	15	18	46	57	51	17	20	20
All Students (Prior Year)	109	2724	75509	100	100	100	524	529	521	9	8	13	20	21	23	41	35	33	30	35	31
Female	53	1346	38691	100	100	99	443	453	446	7	6	10	26	14	18	52	60	52	15	20	20
Male	64	1488	40583	100	100	99	439	443	445	19	8	11	21	17	18	42	55	50	19	20	21
African American	NC	150	4041	NC	97	99	NC	431	426	NC	10	17	NC	23	23	NC	58	50	NC	10	10
Hispanic	43	655	32869	100	99	99	418	428	429	24	12	15	26	22	25	47	57	51	3	9	10
Asian/Pacific Islander	NC	85	1935	NC	98	99	NC	460	474	NC	4	3	NC	15	9	NC	51	48	NC	29	40
American Indian/Alaskan Native	NC	46	4264	NC	100	100	NC	419	419	NC	8	19	NC	35	30	NC	48	45	NC	10	6
White	57	1898	36197	100	100	99	455	455	463	8	6	5	22	12	11	41	58	53	29	24	31
Students with Disabilities	19	435	10321	100	100	100	402	391	389	38	23	30	38	27	27	19	40	34	6	10	9
Students without Disabilities	98	2404	69060	100	98	98	449	458	454	8	4	7	20	13	17	52	61	54	19	22	22
Limited English Proficient Students	15	226	15509	100	100	100	413	356	406	21	23	20	50	29	30	21	41	45	7	6	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	38	569	39415	84	85	96	440	439	431	16	13	15	16	17	25	49	58	50	19	12	10
Non-Economically Disadvantaged	79	2270	39966	100	100	100	442	450	459	11	6	6	27	15	12	45	57	52	16	22	30

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	117	2834	79395	100	0	99	452	458	446	8	4	9	23	18	25	61	64	55	8	13	11
All Students (Prior Year)	109	2724	75492	100	100	100	519	525	519	10	7	12	14	15	16	58	51	47	18	27	24
Female	53	1346	38743	100	0	100	459	469	451	4	3	7	20	14	24	70	68	57	7	16	12
Male	64	1488	40618	100	0	99	445	448	440	11	6	11	26	22	27	53	61	53	9	12	9
African American	NC	150	4052	NC	0	100	NC	449	434	NC	5	11	NC	21	29	NC	66	54	NC	8	6
Hispanic	43	655	32915	100	0	99	437	439	426	12	8	15	29	25	35	59	61	47	0	6	4
Asian/Pacific Islander	NC	85	1936	NC	0	99	NC	465	468	NC	3	3	NC	13	14	NC	64	63	NC	21	19
American Indian/Alaskan Native	NC	46	4271	NC	0	100	NC	435	420	NC	3	15	NC	35	42	NC	38	41	NC	25	2
White	57	1898	36221	100	0	99	460	465	465	6	3	4	20	15	15	63	66	63	12	16	17
Students with Disabilities	19	435	10331	100	0	100	432	400	388	0	15	25	50	34	37	44	43	34	6	8	4
Students without Disabilities	98	2404	69139	100	0	99	456	469	454	10	2	7	18	15	24	64	68	58	8	14	11
Limited English Proficient Students	15	226	15545	100	0	100	418	358	399	29	15	21	43	42	42	29	41	35	0	2	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	38	569	39484	84	0	96	447	449	429	11	8	14	24	24	35	59	61	47	5	7	4
Non-Economically Disadvantaged	79	2270	39986	100	0	100	455	460	461	6	3	4	23	16	16	61	65	63	10	15	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	117	2826	78869	100	100	99	461	453	442	3	3	6	18	17	21	66	70	63	13	10	10
All Students (Prior Year)	109	2706	75053	100	100	99	553	603	597	11	5	7	6	10	12	81	78	72	2	7	9
Female	53	1343	38536	100	100	99	467	474	458	4	1	4	15	9	15	63	75	67	17	14	14
Male	64	1483	40302	100	100	99	456	435	428	2	5	8	21	23	26	68	66	60	9	6	7
African American	NC	149	4015	NC	96	99	NC	443	430	NC	3	8	NC	17	24	NC	71	61	NC	9	7
Hispanic	43	651	32606	100	99	98	454	439	426	3	4	8	15	22	27	79	68	60	3	6	5
Asian/Pacific Islander	NC	85	1925	NC	98	99	NC	464	471	NC	1	3	NC	10	11	NC	73	64	NC	15	22
American Indian/Alaskan Native	NC	46	4245	NC	100	100	NC	435	423	NC	0	9	NC	23	26	NC	65	61	NC	13	4
White	57	1895	36078	100	100	99	460	458	459	4	3	4	24	15	16	53	71	66	20	11	14
Students with Disabilities	19	435	10246	100	100	100	402	386	367	6	8	18	63	37	39	31	48	40	0	7	4
Students without Disabilities	98	2396	68697	100	98	98	472	466	454	2	2	4	10	13	18	72	74	67	16	11	11
Limited English Proficient Students	15	224	15339	100	100	100	449	359	399	0	9	11	21	33	31	71	54	54	7	4	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	38	567	39106	84	85	95	458	444	427	0	4	8	24	22	28	65	68	59	11	5	5
Non-Economically Disadvantaged	79	2264	39837	100	100	100	463	456	457	5	3	4	15	15	14	66	71	67	15	11	15

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	126	2918	78906	100	100	99	496	507	498	13	10	13	18	16	19	60	48	48	10	26	20
All Students (Prior Year)	98	2855	76019	100	100	100	498	503	499	6	9	14	48	39	39	16	16	14	30	35	33
Female	63	1425	38644	100	99	99	491	508	500	18	9	12	18	16	19	55	49	49	9	25	19
Male	63	1492	40236	100	100	99	501	507	497	6	11	15	17	16	19	66	46	46	11	27	20
African American	11	135	4087	100	98	99	510	477	481	0	19	20	0	25	24	88	42	45	13	14	11
Hispanic	46	653	31938	100	100	99	483	488	481	18	17	19	28	21	25	46	45	46	8	17	10
Asian/Pacific Islander	NC	96	1805	NC	99	98	NC	526	536	NC	3	5	NC	12	8	NC	49	45	NC	36	42
American Indian/Alaskan Native	NC	41	4593	NC	100	100	NC	476	467	NC	14	26	NC	22	29	NC	46	39	NC	19	6
White	62	1993	36483	100	100	99	502	515	517	10	8	7	14	14	13	65	49	51	10	29	30
Students with Disabilities	15	413	10664	100	100	100	480	435	430	17	32	42	25	29	27	58	29	26	0	10	5
Students without Disabilities	111	2507	68310	99	98	98	498	519	509	12	7	9	17	14	18	60	51	51	11	29	22
Limited English Proficient Students	12	182	12573	100	100	100	472	403	454	30	30	27	20	22	30	50	43	38	0	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	40	573	38679	83	87	96	484	493	483	18	17	20	26	23	25	51	45	45	5	15	10
Non-Economically Disadvantaged	86	2347	40295	100	100	100	502	511	513	10	9	7	13	14	13	65	49	50	13	29	30

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	126	2919	78908	100	0	99	495	492	484	4	6	10	18	18	23	71	65	58	8	11	9
All Students (Prior Year)	98	2851	76020	100	100	100	503	506	503	19	18	25	23	22	23	45	45	40	13	14	12
Female	63	1426	38648	100	0	99	492	497	489	5	4	8	24	14	22	64	69	61	7	12	10
Male	63	1492	40233	100	0	99	499	487	479	2	8	12	11	21	25	79	61	55	9	10	8
African American	11	135	4092	100	0	99	515	475	473	0	8	12	0	25	28	88	61	54	13	6	5
Hispanic	46	653	31940	100	0	99	486	473	465	5	11	16	23	27	32	67	57	49	5	5	3
Asian/Pacific Islander	NC	96	1805	NC	0	99	NC	502	507	NC	4	4	NC	9	13	NC	76	65	NC	11	18
American Indian/Alaskan Native	NC	41	4569	NC	0	100	NC	464	457	NC	11	18	NC	16	39	NC	65	41	NC	8	2
White	62	1994	36502	100	0	99	501	499	502	2	4	4	16	15	14	71	67	67	10	14	15
Students with Disabilities	15	415	10665	100	0	100	479	428	423	8	20	30	17	34	36	75	41	31	0	4	2
Students without Disabilities	111	2506	68312	99	0	98	497	503	493	3	4	7	18	15	21	70	69	62	9	12	10
Limited English Proficient Students	12	182	12556	100	0	100	470	389	436	20	20	24	30	37	40	40	41	35	10	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	40	574	38662	83	0	96	485	481	468	8	9	16	26	29	32	59	57	49	8	5	3
Non-Economically Disadvantaged	86	2347	40315	100	0	100	501	495	498	2	5	5	13	15	15	78	67	66	8	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	125	2920	78750	99	100	99	537	512	500	1	3	6	12	22	29	82	72	63	5	3	2
All Students (Prior Year)	98	2854	75673	100	100	100	563	544	530	2	8	12	22	22	25	71	66	58	5	4	4
Female	63	1427	38586	100	99	99	542	524	515	0	2	4	9	15	22	85	79	71	5	3	3
Male	62	1492	40135	98	100	99	532	499	486	2	4	8	15	29	35	79	65	56	4	2	1
African American	11	135	4081	100	98	99	545	483	488	0	10	8	0	30	32	100	58	59	0	3	2
Hispanic	45	654	31841	98	100	99	536	500	483	3	4	8	10	29	36	77	65	55	10	2	1
Asian/Pacific Islander	NC	96	1802	NC	99	98	NC	527	533	NC	2	2	NC	17	16	NC	77	75	NC	4	7
American Indian/Alaskan Native	NC	41	4586	NC	100	100	NC	485	481	NC	8	8	NC	16	37	NC	76	54	NC	0	1
White	62	1994	36440	100	100	99	538	517	516	0	3	3	12	20	22	86	75	71	2	3	4
Students with Disabilities	15	414	10622	100	100	100	504	436	415	0	10	21	33	47	50	67	42	28	0	1	1
Students without Disabilities	110	2508	68196	98	98	98	542	524	513	1	2	3	9	18	25	84	77	69	6	3	3
Limited English Proficient Students	12	183	12504	100	100	100	536	410	451	0	8	12	10	38	44	90	51	43	0	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	40	574	38558	83	88	96	527	498	485	3	6	8	10	29	37	85	65	54	3	1	1
Non-Economically Disadvantaged	85	2348	40260	100	100	100	544	515	514	0	3	3	13	20	21	81	74	72	6	3	4

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	139	3236	78250	99	100	99	551	558	548	19	13	21	24	17	18	46	57	48	10	13	13
All Students (Prior Year)	106	3176	75001	100	100	99	456	476	468	39	27	37	44	43	36	16	21	16	11	10	10
Female	58	1575	38071	100	100	99	552	558	549	12	11	20	25	17	19	56	59	49	8	13	12
Male	81	1658	40126	99	100	99	551	558	547	24	15	23	24	16	17	40	56	46	12	13	14
African American	10	174	4058	100	98	99	552	544	523	22	15	32	0	24	22	78	57	41	0	4	5
Hispanic	45	686	29129	100	100	99	532	543	527	26	19	32	31	23	23	40	50	40	2	9	6
Asian/Pacific Islander	NC	101	1747	NC	100	100	NC	586	589	NC	5	9	NC	7	9	NC	64	50	NC	23	32
American Indian/Alaskan Native	NC	42	4996	NC	100	100	NC	534	518	NC	13	36	NC	19	25	NC	69	36	NC	0	4
White	76	2233	38320	97	100	99	562	563	568	16	11	12	23	15	14	44	59	55	17	15	19
Students with Disabilities	19	371	9329	100	100	100	489	459	454	80	58	64	7	20	18	13	20	16	0	2	2
Students without Disabilities	120	2867	68996	99	99	99	560	570	561	11	7	16	27	16	18	51	62	52	12	14	14
Limited English Proficient Students	NC	147	10133	NC	100	100	NC	440	488	NC	31	45	NC	27	25	NC	41	28	NC	1	2
Migrant Students	--	NC	83	--	NC	NA	--	NC	520	--	NC	39	--	NC	28	--	NC	30	--	NC	4
Economically Disadvantaged	40	556	33388	83	90	94	538	546	530	26	20	32	28	22	22	38	50	40	8	8	5
Non-Economically Disadvantaged	99	2682	44937	100	100	100	557	561	561	16	11	13	23	16	15	50	59	54	11	14	18

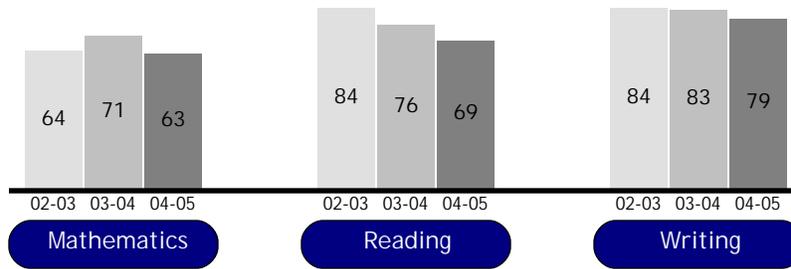
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	139	3238	78302	99	0	99	523	524	512	6	7	11	23	19	25	65	68	57	6	7	7
All Students (Prior Year)	106	3170	74918	100	100	99	502	507	497	31	22	32	17	18	19	36	42	35	16	18	15
Female	58	1575	38082	100	0	99	528	528	518	6	4	8	17	17	24	71	72	61	6	7	7
Male	81	1660	40166	99	0	99	520	520	507	7	9	14	27	21	26	60	64	54	7	7	6
African American	10	174	4064	100	0	100	531	522	498	0	6	14	22	19	29	67	71	54	11	5	3
Hispanic	45	686	29152	100	0	99	510	510	492	10	12	17	29	25	34	57	58	46	5	5	2
Asian/Pacific Islander	NC	101	1746	NC	0	100	NC	545	542	NC	1	5	NC	13	13	NC	77	66	NC	9	16
American Indian/Alaskan Native	NC	43	4993	NC	0	100	NC	494	484	NC	9	19	NC	33	38	NC	52	42	NC	6	1
White	76	2234	38347	97	0	99	529	528	531	6	5	5	21	17	17	66	70	68	7	7	10
Students with Disabilities	19	371	9353	100	0	100	475	438	429	33	33	40	27	35	38	40	31	22	0	1	1
Students without Disabilities	120	2869	69024	99	0	99	530	535	524	3	3	7	22	17	23	68	72	62	7	7	7
Limited English Proficient Students	NC	147	10140	NC	0	100	NC	407	451	NC	20	28	NC	39	43	NC	39	29	NC	1	1
Migrant Students	--	NC	83	--	NC	NA	--	NC	480	--	NC	29	--	NC	36	--	NC	35	--	NC	0
Economically Disadvantaged	40	556	33398	83	0	94	507	511	495	15	12	18	31	28	35	51	58	46	3	3	2
Non-Economically Disadvantaged	99	2684	44979	100	0	100	531	527	525	2	5	6	19	17	18	70	70	66	8	8	10

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	138	3229	78094	99	100	99	557	561	545	2	2	3	15	11	18	83	86	77	1	2	2
All Students (Prior Year)	106	3170	74503	100	100	99	523	522	491	4	4	9	21	22	32	64	61	51	11	12	8
Female	58	1573	38025	100	100	99	572	569	558	0	1	2	6	6	13	92	91	82	2	2	2
Male	80	1653	40013	98	99	99	547	552	534	3	3	5	22	15	23	76	81	71	0	1	1
African American	10	173	4037	100	97	99	566	555	532	0	2	4	11	15	22	78	82	73	11	1	1
Hispanic	45	685	29068	100	100	99	543	547	523	5	3	5	19	17	27	76	80	67	0	1	1
Asian/Pacific Islander	NC	101	1743	NC	100	100	NC	588	577	NC	0	2	NC	4	9	NC	91	82	NC	5	8
American Indian/Alaskan Native	NC	42	4981	NC	100	100	NC	558	526	NC	3	4	NC	3	25	NC	94	70	NC	0	0
White	75	2228	38265	96	100	99	562	564	564	0	1	2	14	9	11	86	88	84	0	2	3
Students with Disabilities	19	369	9275	100	100	100	502	459	444	7	9	14	53	39	46	40	51	39	0	1	1
Students without Disabilities	119	2862	68892	98	99	98	565	573	559	1	1	2	10	7	14	88	90	82	1	2	2
Limited English Proficient Students	NC	147	10084	NC	100	100	NC	431	474	NC	8	10	NC	28	39	NC	63	50	NC	1	1
Migrant Students	--	NC	81	--	NC	NA	--	NC	504	--	NC	12	--	NC	27	--	NC	60	--	NC	0
Economically Disadvantaged	40	556	33296	83	90	94	540	547	527	3	2	5	26	19	27	69	78	67	3	1	0
Non-Economically Disadvantaged	98	2675	44871	100	100	100	565	564	559	1	2	2	10	9	12	89	88	84	0	2	3

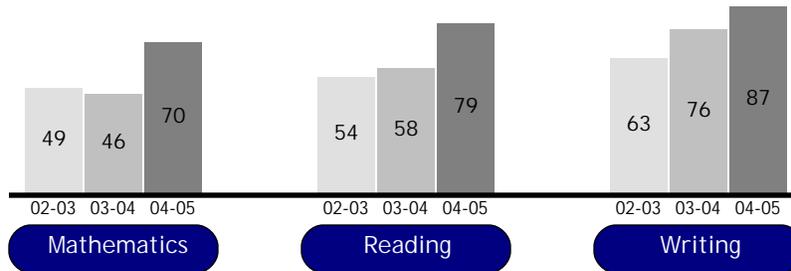
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

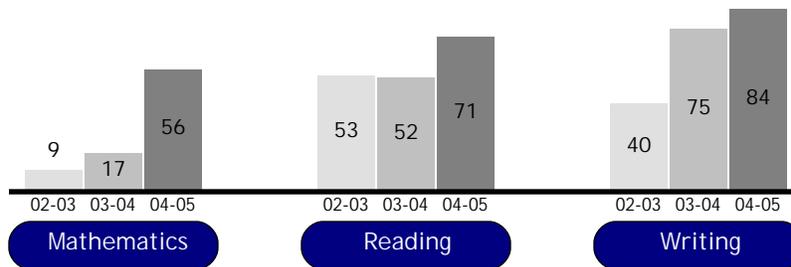
3rd Grade Proficiency



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?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	48	62	50	100	52	NA	58	99	44	53	47
	Language	99	37	57	43	100	46	60	50	99	42	53	47
	Mathematics	99	53	71	57	100	57	72	64	99	41	53	50
3	Reading	100	51	58	47	96	58	NA	55	100	46	52	44
	Language	100	62	66	54	96	64	70	61	100	44	50	44
	Mathematics	99	55	67	54	96	62	71	61	100	49	55	51
4	Reading	98	50	63	52	94	59	NA	56	99	51	54	48
	Language	100	50	59	48	96	54	60	52	99	53	55	49
	Mathematics	99	62	67	57	96	67	69	61	99	55	58	53
5	Reading	98	51	61	50	96	53	NA	55	100	54	56	50
	Language	98	47	56	46	99	53	56	49	100	54	56	50
	Mathematics	99	58	67	57	99	65	67	63	100	48	52	49
6	Reading	99	51	63	53	97	55	NA	56	99	56	58	51
	Language	98	41	58	45	98	50	60	48	99	50	55	47
	Mathematics	99	66	73	62	98	79	75	66	99	58	59	52
7	Reading	97	52	63	51	100	54	NA	54	98	55	59	50
	Language	97	58	69	54	100	64	67	58	98	57	62	52
	Mathematics	97	51	70	58	100	56	68	62	98	50	57	50
8	Reading	99	52	62	53	96	50	NA	55	99	57	58	51
	Language	98	46	62	49	95	54	64	52	99	52	56	50
	Mathematics	96	46	66	58	96	51	69	61	99	52	59	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 3 School Administrator(s)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 2 Parent(s)
- 0 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 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	55.00
Other Professional Staff	4.00	Teacher Aide	7.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	1	0	0
4 to 6 years	7	2	0	0
7 to 9 years	4	3	0	0
10 or more years	14	15	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	196
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

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

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Flag Football
- Ü Student Council
- Ü Softball
- Ü Yearbook Club
- Ü Basketball
- Ü Cross Country
- Ü Volleyball

Social Services

- Ü AM/PM Program: City of Peoria
- Ü Character Counts
- Ü Peoria Parks & Recreation Summer Program
- Ü ReachOut Healthcare America Dental
- Ü Breakfast Program
- Ü Intervention Specialist

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- 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.

- ü Sun Valley's literacy teacher co-wrote a book about principles of effective reading instruction. The three authors present at reading conferences nationwide. Their expertise aids Sun Valley's students in becoming efficient readers.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	12	12	12	17
Transfers In Rate ⁶	24	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	2	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

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 for school year 2004-05 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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Robert Keagle	(623) 412-4825
Transportation Policy	Doug King	(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.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.