



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

21100 North 27th Avenue, Phoenix, AZ 85027

Deer Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Dr. Dan Courson
Schedule : 7:30 AM to 4:00 PM
Grades : 7-8
2004 Enrollment : 1029
Web Address : dvms.dvUSD.org/
Phone Number : (623) 445-3300
Fax Number :
E-mail : dcourson@dv.dvUSD.org

Mission

The mission of DVMS is to educate and nurture all students so they will experience academic, personal and social growth. We believe that all students can learn and will achieve individual success.

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 Increase student achievement in the areas of reading and writing as measured by the AIMS test.
ü Increase student achievement in mathematics as measured by the AIMS test.
ü Increase extended day opportunities for students to support academic achievement.

Enrollment

October 1, 2003 School Year Student Enrollment : 1024
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 8

Instructional Programs

- Advanced Education Program
- Algebra
- Standards-based Curriculum
- Special Education Services
- At-risk Mentoring Program
- Extended Day Opportunities in Math
- ELL Program

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/19/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

DVMS provides assistance and information to all students and parents during spring and fall orientations. Students are given agendas that specify policies/procedures, student expectations and organizational/study tips that ensure success.

Parents

It is helpful when parents review their son/daughter's school work; read their son/daughter's agenda each day; communicate with teachers/counselors; report absences; attend parent-teacher conferences; and attend school events and meetings.

Transportation Policy

Transportation is provided by the Deer Valley Unified School District. Students residing outside a 1.5-mile radius are transported via bus. Those within the radius must walk or provide their own transportation.

School Honors

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

Award/Honor	Year
• District Grant for School Science Project	2003
• District Grant for Reading Project	2003

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	489	2538	75001	98	100	99	471	482	468	30	24	37	47	43	36	15	19	16	8	14	10
All Students (Prior Year)	528	2430	71167	100	100	99	459	476	463	38	24	38	48	49	41	11	19	14	3	8	7
Female	247	1205	36846	98	99	99	468	482	468	32	23	36	48	44	38	16	20	16	5	13	10
Male	240	1328	37974	97	100	99	475	483	467	28	24	39	46	42	34	15	18	16	11	16	11
African American	22	73	3720	96	97	98	443	467	446	57	35	53	36	40	33	7	19	9	0	5	4
Hispanic	100	282	26675	98	99	98	462	468	448	35	33	52	51	47	34	10	13	10	4	8	4
Asian/Pacific Islander	NC	75	1575	NC	95	99	NC	500	504	NC	17	18	NC	36	33	NC	21	20	NC	26	29
American Indian/Alaskan Native	NC	28	4731	NC	100	98	NC	455	438	NC	33	61	NC	54	30	NC	8	7	NC	4	2
White	346	2074	37785	98	100	99	475	484	482	28	22	25	45	43	39	17	19	21	9	15	15
Students with Disabilities	95	332	8802	92	100	100	427	430	418	85	67	79	8	29	16	8	3	3	0	1	1
Students without Disabilities	394	2206	66199	99	99	99	473	486	472	28	21	34	48	44	38	15	20	17	8	15	11
Limited English Proficient Students	34	69	11710	81	81	100	426	436	429	83	61	70	17	39	25	0	0	4	0	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	199	464	29814				468	466	448	36	34	53	42	45	33	14	15	10	8	7	4
Non-Economically Disadvantaged	290	2074	45170				473	485	479	27	22	28	50	43	38	16	19	20	8	16	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	489	2537	74918	98	100	99	504	509	497	23	21	32	22	20	19	38	40	35	16	19	15
All Students (Prior Year)	526	2423	71100	100	99	99	504	514	502	21	14	25	21	18	21	43	49	40	14	19	15
Female	247	1205	36805	98	99	99	505	512	501	20	17	28	21	20	19	44	44	37	15	20	16
Male	240	1327	37936	97	100	99	502	506	493	27	25	35	25	20	18	32	38	33	17	18	14
African American	22	73	3719	96	97	98	478	501	481	50	29	43	21	16	21	21	43	29	7	13	7
Hispanic	100	282	26645	98	99	98	492	496	478	32	29	46	26	26	20	32	35	27	9	10	6
Asian/Pacific Islander	NC	75	1571	NC	95	99	NC	518	521	NC	9	18	NC	26	15	NC	41	38	NC	24	30
American Indian/Alaskan Native	NC	27	4729	NC	100	98	NC	481	468	NC	48	57	NC	22	19	NC	22	19	NC	9	4
White	346	2074	37773	98	100	99	509	511	511	19	20	20	22	19	18	41	41	41	19	20	21
Students with Disabilities	95	333	8801	92	100	100	474	460	448	57	64	75	14	23	13	29	10	10	0	3	2
Students without Disabilities	394	2204	66117	99	99	99	504	512	501	23	18	28	23	20	19	38	43	37	16	20	16
Limited English Proficient Students	34	69	11706	81	81	100	451	455	454	83	76	71	17	24	16	0	0	12	0	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	199	465	29785				499	493	477	28	30	47	23	26	20	31	33	26	18	11	6
Non-Economically Disadvantaged	290	2072	45115				507	512	508	21	19	23	22	19	18	43	42	39	15	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	489	2525	74503	98	99	99	531	515	491	3	3	9	29	29	32	51	56	51	17	11	8
All Students (Prior Year)	510	2388	69001	97	98	96	489	499	490	16	9	17	42	36	37	41	54	45	1	1	1
Female	247	1202	36686	98	99	99	542	532	506	2	2	5	22	22	29	56	62	57	20	14	9
Male	240	1318	37644	97	99	98	518	499	476	3	5	13	36	36	36	47	51	45	14	8	6
African American	22	73	3677	96	97	97	544	513	475	0	2	12	21	35	36	64	54	46	14	10	5
Hispanic	100	281	26500	98	99	97	510	498	467	4	3	13	43	41	39	38	48	44	15	8	4
Asian/Pacific Islander	NC	75	1566	NC	95	99	NC	535	537	NC	2	5	NC	24	23	NC	59	55	NC	15	18
American Indian/Alaskan Native	NC	28	4695	NC	100	97	NC	475	464	NC	13	14	NC	33	39	NC	46	44	NC	8	3
White	346	2062	37606	98	99	99	536	517	508	2	3	6	26	28	28	53	57	56	18	11	10
Students with Disabilities	95	327	8662	92	100	100	456	447	409	14	18	37	57	48	42	29	31	20	0	3	1
Students without Disabilities	394	2198	65841	99	99	98	532	519	499	2	3	7	28	28	32	52	58	53	17	12	8
Limited English Proficient Students	34	69	11608	81	81	100	405	423	430	17	18	23	67	65	47	17	18	28	0	0	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	199	461	29587				521	502	465	4	6	14	32	37	40	49	47	43	15	11	4
Non-Economically Disadvantaged	290	2064	44898				536	517	507	2	3	7	27	28	28	53	58	55	19	11	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)

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?	N
	Met Attendance Rate?	N
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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
7	Reading	99	49	60	48	95	53	62	51	93	54	NA	54
	Language	99	54	65	51	97	55	66	54	93	60	69	58
	Mathematics	100	51	66	54	95	64	71	58	92	69	76	62
8	Reading	100	45	58	49	94	55	64	53	91	55	NA	55
	Language	100	42	58	46	96	49	63	49	92	50	61	52
	Mathematics	100	44	62	54	92	61	72	58	90	65	70	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)
- 13 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement
- Ü Academic Achievement
- Ü District and School Image
- Ü Parent and Community Involvement
- Ü Staff Development

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	59.00
Other Professional Staff	7.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	9	0	0
4 to 6 years	10	0	0	0
7 to 9 years	2	5	0	0
10 or more years	10	8	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 30
 Core academic classes taught by Highly Qualified (NCLB) teachers. 140
 Teachers with Emergency Certificaton. 1

Resources Available at School Site

Special Facilities

- Ü Technology Labs & Mobile Computer Labs
- Ü Closed Circuit TV/Cox Cable in All Class
- Ü Library/Media Center

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Student Council
- Ü Yearbook
- Ü After School Enrichment
- Ü Sports

Social Services

- Ü Extended Day Tutoring Program
- Ü Quarterly Parent Class
- Ü Breakfast Program
- Ü Parent Resource Center

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Former State Champions in Track and Field at the middle school level. Wrestling Program has won multiple state championships at the middle level. Eighth grade Boys Basketball Region Champions. Seventh grade Baseball Region Champions.
- ü DVMS offers the Accelerated Educational Program for advanced students. Over 60 students participate in this comprehensive program.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	92	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 6-7	62	64
Grades 7-8	66	64

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

DVMS has created a Crisis Response Plan; installed telephones in all classrooms; improved campus lighting; employed a Phoenix School Resource Officer; employed school monitors to supervise students; and instituted and practiced lockdown and fire drill procedures.

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) :

0

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	Dan Courson	(623) 445-3304
Transportation Policy	Bill Kohn	(623) 467-5072
Community Resources	Becky Schultz	(623) 445-3304
School Nutrition Programs	Geoff Habgood	(623) 445-4982
Parent Organization	Dan Courson	(623) 445-3304
Student Health/Nurse	Linda McLintock	(623) 445-3310

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** 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.