

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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)

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

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

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 Overview

Principal/Administrator : Dr. Dan Courson
 Schedule : 07:00 AM to 04:00 PM
 Grades : 7-8
 2005 Enrollment : 975
 Web Address : dvms.dvUSD.org/
 Phone Number : (623) 445-3300
 Fax Number : (623) 445-3380
 E-mail : dan.courson@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.

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 in order to support academic achievement.
- ü Increase opportunities for parent and community involvement.

Enrollment

October 1, 2004 School Year Student Enrollment : 1073
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 2

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

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
ü District Grant for School Science Project	2003
ü 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	536	2785	78250	99	100	99	537	566	548	25	13	21	18	13	18	46	55	48	11	19	13
All Students (Prior Year)	489	2538	75001	98	100	99	471	482	468	30	24	37	47	43	36	15	19	16	8	14	10
Female	266	1375	38071	99	100	99	540	566	549	23	11	20	17	13	19	50	58	49	10	18	12
Male	269	1409	40126	99	100	99	534	566	547	27	14	23	19	13	17	43	53	46	12	21	14
African American	16	87	4058	94	99	99	500	547	523	50	24	32	33	19	22	17	47	41	0	10	5
Hispanic	133	343	29129	100	100	99	517	541	527	39	25	32	15	15	23	42	50	40	4	10	6
Asian/Pacific Islander	12	103	1747	92	100	100	589	586	589	18	6	9	9	10	9	36	54	50	36	30	32
American Indian/Alaskan Native	NC	20	4996	NC	100	100	NC	558	518	NC	12	36	NC	12	25	NC	65	36	NC	12	4
White	368	2232	38320	100	100	99	543	570	568	20	11	12	19	12	14	49	56	55	12	20	19
Students with Disabilities	122	402	9329	100	100	100	453	475	454	67	58	64	17	20	18	15	19	16	1	3	2
Students without Disabilities	416	2385	68996	98	99	99	561	582	561	13	5	16	18	12	18	55	61	52	14	22	14
Limited English Proficient Students	45	100	10133	100	100	100	449	446	488	42	38	45	20	23	25	35	33	28	3	5	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	76	197	33388	79	85	94	543	545	530	21	22	32	28	22	22	42	48	40	9	8	5
Non-Economically Disadvantaged	462	2590	44937	100	100	100	536	568	561	26	12	13	16	12	15	47	56	54	11	20	18

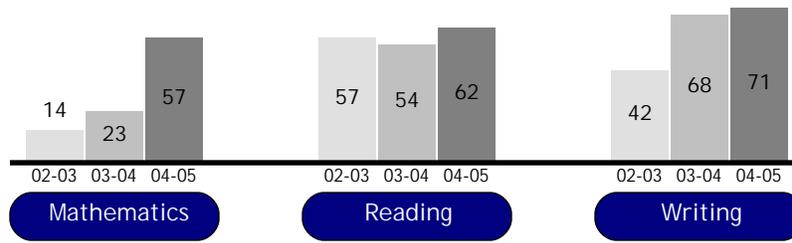
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	536	2792	78302	99	0	99	504	526	512	11	6	11	27	19	25	58	67	57	4	9	7
All Students (Prior Year)	489	2537	74918	98	100	99	504	509	497	23	21	32	22	20	19	38	40	35	16	19	15
Female	266	1377	38082	99	0	99	510	530	518	9	4	8	26	16	24	60	71	61	5	9	7
Male	269	1414	40166	99	0	99	498	523	507	14	7	14	28	21	26	57	63	54	2	8	6
African American	16	89	4064	94	0	100	472	514	498	33	12	14	42	27	29	25	55	54	0	5	3
Hispanic	133	343	29152	100	0	99	483	502	492	21	15	17	33	24	34	44	58	46	2	3	2
Asian/Pacific Islander	12	103	1746	92	0	100	507	534	542	27	6	5	9	10	13	55	73	66	9	11	16
American Indian/Alaskan Native	NC	20	4993	NC	0	100	NC	505	484	NC	6	19	NC	47	38	NC	41	42	NC	6	1
White	368	2237	38347	100	0	99	512	530	531	7	4	5	24	18	17	64	68	68	4	9	10
Students with Disabilities	122	407	9353	100	0	100	433	450	429	31	26	40	46	46	38	22	27	22	1	1	1
Students without Disabilities	416	2387	69024	98	0	99	524	539	524	6	3	7	21	14	23	69	74	62	5	10	7
Limited English Proficient Students	45	100	10140	100	0	100	410	407	451	32	27	28	35	37	43	32	34	29	2	2	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	76	197	33398	79	0	94	510	509	495	11	12	18	30	29	35	58	55	46	2	4	2
Non-Economically Disadvantaged	462	2597	44979	100	0	100	503	527	525	12	6	6	26	18	18	58	68	66	4	9	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	535	2785	78094	99	100	99	529	560	545	4	2	3	26	14	18	69	81	77	2	3	2
All Students (Prior Year)	489	2525	74503	98	99	99	531	515	491	3	3	9	29	29	32	51	56	51	17	11	8
Female	265	1374	38025	99	100	99	547	572	558	2	1	2	19	9	13	76	86	82	2	3	2
Male	269	1410	40013	99	100	99	510	549	534	5	3	5	32	19	23	62	76	71	1	2	1
African American	15	88	4037	88	100	99	534	560	532	9	4	4	18	14	22	73	81	73	0	1	1
Hispanic	133	342	29068	100	100	99	501	527	523	9	5	5	32	24	27	59	70	67	0	1	1
Asian/Pacific Islander	12	103	1743	92	100	100	528	572	577	0	1	2	45	11	9	45	84	82	9	4	8
American Indian/Alaskan Native	NC	20	4981	NC	100	100	NC	550	526	NC	0	4	NC	12	25	NC	88	70	NC	0	0
White	368	2232	38265	100	100	99	538	564	564	2	2	2	23	13	11	73	83	84	2	3	3
Students with Disabilities	121	403	9275	100	100	100	441	466	444	13	11	14	44	42	46	42	47	39	0	0	1
Students without Disabilities	416	2384	68892	98	99	98	554	576	559	1	1	2	20	9	14	77	87	82	2	3	2
Limited English Proficient Students	45	100	10084	100	100	100	422	418	474	13	11	10	35	41	39	52	48	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	76	195	33296	79	84	94	537	540	527	2	4	5	23	21	27	74	72	67	2	3	0
Non-Economically Disadvantaged	461	2592	44871	100	100	100	528	561	559	4	2	2	26	13	12	68	82	84	2	3	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)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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
7	Reading	95	53	62	51	93	54	NA	54	96	48	59	50
	Language	97	55	66	54	93	60	69	58	96	53	61	52
	Mathematics	95	64	71	58	92	69	76	62	96	52	60	50
8	Reading	94	55	64	53	91	55	NA	55	98	49	58	51
	Language	96	49	63	49	92	50	61	52	98	49	57	50
	Mathematics	92	61	72	58	90	65	70	61	98	50	62	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

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

Council Duties

- Ü Academic Achievement: Reading & Writing
- Ü Academic Achievement: Math & Science
- Ü Awareness of Drug & Chemical Effects
- Ü Increase students' pro-social choices
- Ü Technology
- Ü Parent & Community Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	54.40
Other Professional Staff	7.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	8	0	0
4 to 6 years	14	0	0	0
7 to 9 years	2	4	0	0
10 or more years	10	4	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	240
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	2%

Resources Available at School Site

Special Facilities

- Ü Technology Labs & Mobile Computer Labs
- Ü Academic Skill Center
- Ü Media Center/Library

Extracurricular Activities

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

Social Services

- Ü Extended Day Tutoring Program
- Ü Academic Skills Center
- Ü Parent Classes
- Ü Breakfast Program
- Ü Parent Resource Center

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- 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 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Transfers Out Rates ⁵	12	12	12	17
Transfers In Rate ⁶	25	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	2	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	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

DVMS has created a Crisis Response Plan; installed telephones in all classrooms; 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 for school year 2004-05 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.

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

Contacts

	Name	Phone Number
School Site Council	Dan Courson	(623) 445-3304
Transportation Policy	Nick Portinova	(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.

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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** 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.