



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

5130 West Grovers Avenue, Glendale, AZ 85308

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 Excelling
2002-03 Highly Performing
2001-02 Maintaining

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

School Overview

Principal/Administrator : Dr. Janet Kinahan Altersitz
Schedule : 07:15 AM to 04:00 PM
Grades : 7-8
2004 Enrollment : 991
Web Address : desertsky.dvUSD.org/
Phone Number : (602) 467-6500
Fax Number : (602) 467-6580
E-mail : jaltersitz@ds.dvUSD.org

Mission

The Desert Sky Community prepares students to flourish in the Information Age.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 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 the percentage of students in each grade level who meet or exceed the state standards in reading, writing and math.
- ü Desert Sky will provide a safe, positive learning environment for all students and staff.

Enrollment

October 1, 2003 School Year Student Enrollment : 1045
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 36

Instructional Programs

- Core Academics: SCI/MA/LA/SS
- Physical Education
- On-site Special Education
- Exploratory Classes

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

Desert Sky will provide a positive, safe learning environment that focuses on student achievement.

Parents

Parents are encouraged to volunteer at Desert Sky and invited to be members of our numerous site teams. Parents are encouraged to support student attendance, homework and communication.

Transportation Policy

The Board authorizes the administration to provide regular school bus transportation to and from school for students in grades seven through eight who live more than a one and one-half mile surface distance from school.

School Honors

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

Award/Honor	Year
• DVUSD #97 Teacher of the Year (2)	2003
• DVUSD #97 Pride Award Recipients (4)	2002
• Principal Co-wrote 'Turning Points' Study Guide	2003
• DSMS Band Won 1st Place in Gold Rush Days Parade	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	530	2538	75001	100	100	99	479	482	468	26	24	37	42	43	36	19	19	16	13	14	10
All Students (Prior Year)	512	2430	71167	100	100	99	482	476	463	19	24	38	50	49	41	22	19	14	9	8	7
Female	238	1205	36846	98	99	99	481	482	468	26	23	36	42	44	38	20	20	16	11	13	10
Male	290	1328	37974	100	100	99	477	483	467	26	24	39	41	42	34	18	18	16	14	16	11
African American	21	73	3720	100	97	98	457	467	446	42	35	53	37	40	33	16	19	9	5	5	4
Hispanic	78	282	26675	100	99	98	463	468	448	32	33	52	49	47	34	14	13	10	4	8	4
Asian/Pacific Islander	16	75	1575	100	95	99	493	500	504	21	17	18	36	36	33	29	21	20	14	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	406	2074	37785	100	100	99	483	484	482	24	22	25	41	43	39	21	19	21	15	15	15
Students with Disabilities	87	332	8802	100	100	100	422	430	418	69	67	79	28	29	16	0	3	3	3	1	1
Students without Disabilities	443	2206	66199	99	99	99	484	486	472	23	21	34	43	44	38	21	20	17	14	15	11
Limited English Proficient Students	12	69	11710	71	81	100	442	436	429	50	61	70	50	39	25	0	0	4	0	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	120	464	29814				465	466	448	30	34	53	46	45	33	16	15	10	7	7	4
Non-Economically Disadvantaged	410	2074	45170				482	485	479	25	22	28	40	43	38	20	19	20	14	16	14

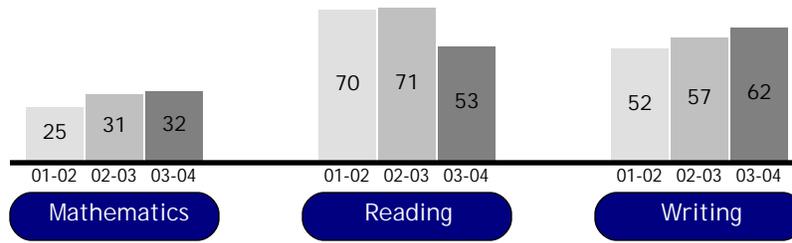
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	529	2537	74918	100	100	99	503	509	497	25	21	32	21	20	19	39	40	35	14	19	15
All Students (Prior Year)	510	2423	71100	100	99	99	515	514	502	13	14	25	16	18	21	51	49	40	20	19	15
Female	238	1205	36805	98	99	99	506	512	501	21	17	28	22	20	19	43	44	37	15	20	16
Male	289	1327	37936	100	100	99	500	506	493	29	25	35	21	20	18	36	38	33	14	18	14
African American	21	73	3719	100	97	98	496	501	481	37	29	43	11	16	21	47	43	29	5	13	7
Hispanic	78	282	26645	100	99	98	494	496	478	27	29	46	27	26	20	40	35	27	5	10	6
Asian/Pacific Islander	16	75	1571	100	95	99	509	518	521	21	9	18	21	26	15	43	41	38	14	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	406	2074	37773	100	100	99	505	511	511	24	20	20	20	19	18	39	41	41	17	20	21
Students with Disabilities	88	333	8801	100	100	100	457	460	448	67	64	75	20	23	13	11	10	10	2	3	2
Students without Disabilities	441	2204	66117	98	99	99	507	512	501	21	18	28	22	20	19	42	43	37	15	20	16
Limited English Proficient Students	12	69	11706	71	81	100	457	455	454	83	76	71	17	24	16	0	0	12	0	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	121	465	29785				489	493	477	30	30	47	31	26	20	34	33	26	4	11	6
Non-Economically Disadvantaged	408	2072	45115				506	512	508	24	19	23	19	19	18	40	42	39	17	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	523	2525	74503	99	99	99	504	515	491	7	3	9	32	29	32	50	56	51	12	11	8
All Students (Prior Year)	502	2388	69001	100	98	96	501	499	490	6	9	17	37	36	37	56	54	45	1	1	1
Female	238	1202	36686	98	99	99	524	532	506	3	2	5	25	22	29	58	62	57	15	14	9
Male	283	1318	37644	100	99	98	485	499	476	10	5	13	38	36	36	43	51	45	9	8	6
African American	21	73	3677	100	97	97	524	513	475	0	2	12	26	35	36	63	54	46	11	10	5
Hispanic	77	281	26500	100	99	97	487	498	467	3	3	13	42	41	39	51	48	44	4	8	4
Asian/Pacific Islander	16	75	1566	100	95	99	567	535	537	7	2	5	14	24	23	43	59	55	36	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	400	2062	37606	99	99	99	505	517	508	7	3	6	31	28	28	49	57	56	12	11	10
Students with Disabilities	84	327	8662	100	100	100	444	447	409	21	18	37	44	48	42	30	31	20	5	3	1
Students without Disabilities	439	2198	65841	98	99	98	510	519	499	5	3	7	31	28	32	52	58	53	12	12	8
Limited English Proficient Students	12	69	11608	71	81	100	398	423	430	33	18	23	67	65	47	0	18	28	0	0	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	119	461	29587				483	502	465	10	6	14	40	37	40	39	47	43	11	11	4
Non-Economically Disadvantaged	404	2064	44898				510	517	507	6	3	7	30	28	28	53	58	55	12	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?	Y
	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	96	64	60	48	100	59	62	51	100	62	NA	54
	Language	96	68	65	51	98	63	66	54	100	65	69	58
	Mathematics	97	70	66	54	99	64	71	58	100	71	76	62
8	Reading	97	61	58	49	100	65	64	53	100	60	NA	55
	Language	97	58	58	46	99	64	63	49	99	57	61	52
	Mathematics	97	62	62	54	99	71	72	58	99	64	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)
- 0 Non-certified Employee(s)
- 15 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Raising Expectations/Student Achievement
- Ü Safe Schools
- Ü Parent and Community Involvement
- Ü Alternatives/Options/Choices
- Ü District Image
- Ü Growth

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	49.10
Other Professional Staff	7.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	2	0	0
4 to 6 years	8	1	0	0
7 to 9 years	5	7	1	0
10 or more years	12	16	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	34
Core academic classes taught by Highly Qualified (NCLB) teachers.	118
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Multipurpose Gymnasium
- Ü Technology Computer Lab

Extracurricular Activities

- Ü Athletics
- Ü National Junior Honor Society
- Ü Student Council
- Ü After School Clubs

Social Services

- Ü Counseling Services
- Ü Health Services
- Ü Breakfast Program
- Ü Community Service Projects

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

ü Desert Sky increased the number of students who met or exceeded the state standards in reading, writing and math.

ü All 7th graders received instruction in tobacco prevention and all 8th graders received instruction in violence prevention.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	93	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	66
Grades 7-8	72	74

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

Desert Sky has implemented a school-wide training in bullying prevention. Counseling/mediation services are provided as needed to assist struggling students. A school resource officer is housed on campus.

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) :

6

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	Keith Utyro	(602) 467-6500
Transportation Policy	Nick Portonova	(602) 467-5090
Community Resources	Dr. Janet K. Altersitz	(602) 467-6500
School Nutrition Programs	Becky Mock	(602) 467-6514
Parent Organization	Diane Goard	(602) 467-6500
Student Health/Nurse	Karen Hurst	(602) 467-6510

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.