



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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)

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

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

School Overview

Principal/Administrator : Mr. Don Morrison
 Schedule : 07:00 AM to 04:00 PM
 Grades : 7-8
 2005 Enrollment : 944
 Web Address : desertsky.dvUSD.org/
 Phone Number : (602) 467-6500
 Fax Number : (602) 467-6580
 E-mail : don.morrison@ds.dvUSD.org

Mission

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

No Child Left Behind

Adequate Yearly Progress (b)

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

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

Enrollment

October 1, 2004 School Year Student Enrollment : 966
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 50

Instructional Programs

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

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

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
Ü DVUSD #97 Teacher of the Year (1)	2004
Ü DVUSD #97 Pride Award Recipients (1)	2005
Ü Principal Co-wrote 'Turning Points' Study Guide	2003
Ü 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	487	2785	78250	100	100	99	558	566	548	16	13	21	15	13	18	53	55	48	16	19	13
All Students (Prior Year)	530	2538	75001	100	100	99	479	482	468	26	24	37	42	43	36	19	19	16	13	14	10
Female	226	1375	38071	100	100	99	563	566	549	10	11	20	16	13	19	60	58	49	14	18	12
Male	261	1409	40126	100	100	99	554	566	547	21	14	23	13	13	17	48	53	46	18	21	14
African American	23	87	4058	100	99	99	561	547	523	14	24	32	14	19	22	57	47	41	14	10	5
Hispanic	69	343	29129	100	100	99	538	541	527	29	25	32	18	15	23	48	50	40	5	10	6
Asian/Pacific Islander	20	103	1747	100	100	100	583	586	589	0	6	9	11	10	9	74	54	50	16	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	371	2232	38320	100	100	99	560	570	568	14	11	12	14	12	14	53	56	55	19	20	19
Students with Disabilities	88	402	9329	100	100	100	468	475	454	59	58	64	21	20	18	20	19	16	0	3	2
Students without Disabilities	399	2385	68996	99	99	99	577	582	561	6	5	16	13	12	18	61	61	52	20	22	14
Limited English Proficient Students	20	100	10133	100	100	100	451	446	488	39	38	45	18	23	25	39	33	28	4	5	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	53	197	33388	90	85	94	541	545	530	20	22	32	24	22	22	54	48	40	2	8	5
Non-Economically Disadvantaged	434	2590	44937	100	100	100	560	568	561	15	12	13	14	12	15	53	56	54	18	20	18

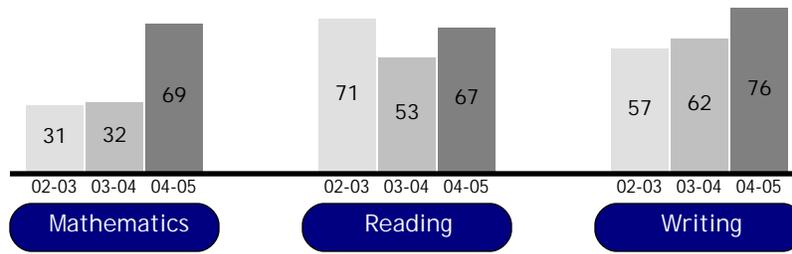
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	489	2792	78302	100	0	99	516	526	512	9	6	11	23	19	25	60	67	57	7	9	7
All Students (Prior Year)	529	2537	74918	100	100	99	503	509	497	25	21	32	21	20	19	39	40	35	14	19	15
Female	227	1377	38082	100	0	99	523	530	518	5	4	8	19	16	24	69	71	61	8	9	7
Male	262	1414	40166	100	0	99	510	523	507	13	7	14	27	21	26	53	63	54	7	8	6
African American	24	89	4064	100	0	100	522	514	498	9	12	14	18	27	29	68	55	54	5	5	3
Hispanic	69	343	29152	100	0	99	499	502	492	18	15	17	24	24	34	56	58	46	2	3	2
Asian/Pacific Islander	20	103	1746	100	0	100	542	534	542	5	6	5	11	10	13	74	73	66	11	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	372	2237	38347	100	0	99	518	530	531	8	4	5	23	18	17	60	68	68	8	9	10
Students with Disabilities	88	407	9353	100	0	100	441	450	429	33	26	40	48	46	38	19	27	22	0	1	1
Students without Disabilities	401	2387	69024	99	0	99	532	539	524	4	3	7	18	14	23	69	74	62	9	10	7
Limited English Proficient Students	20	100	10140	100	0	100	414	407	451	29	27	28	39	37	43	29	34	29	4	2	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	53	197	33398	90	0	94	499	509	495	17	12	18	26	29	35	57	55	46	0	4	2
Non-Economically Disadvantaged	436	2597	44979	100	0	100	518	527	525	8	6	6	23	18	18	61	68	66	8	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	487	2785	78094	100	100	99	539	560	545	5	2	3	20	14	18	75	81	77	1	3	2
All Students (Prior Year)	523	2525	74503	99	99	99	504	515	491	7	3	9	32	29	32	50	56	51	12	11	8
Female	227	1374	38025	100	100	99	556	572	558	1	1	2	14	9	13	84	86	82	1	3	2
Male	260	1410	40013	100	100	99	525	549	534	7	3	5	25	19	23	67	76	71	1	2	1
African American	24	88	4037	100	100	99	568	560	532	0	4	4	14	14	22	86	81	73	0	1	1
Hispanic	68	342	29068	100	100	99	517	527	523	7	5	5	33	24	27	61	70	67	0	1	1
Asian/Pacific Islander	20	103	1743	100	100	100	579	572	577	0	1	2	5	11	9	95	84	82	0	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	371	2232	38265	100	100	99	539	564	564	5	2	2	19	13	11	75	83	84	1	3	3
Students with Disabilities	86	403	9275	100	100	100	446	466	444	18	11	14	53	42	46	29	47	39	0	0	1
Students without Disabilities	401	2384	68892	99	99	98	559	576	559	2	1	2	13	9	14	84	87	82	1	3	2
Limited English Proficient Students	20	100	10084	100	100	100	427	418	474	14	11	10	46	41	39	39	48	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	52	195	33296	88	84	94	534	540	527	7	4	5	16	21	27	78	72	67	0	3	0
Non-Economically Disadvantaged	435	2592	44871	100	100	100	540	561	559	4	2	2	20	13	12	74	82	84	1	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.

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?	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 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	100	59	62	51	100	62	NA	54	98	56	59	50
	Language	98	63	66	54	100	65	69	58	98	57	61	52
	Mathematics	99	64	71	58	100	71	76	62	98	54	60	50
8	Reading	100	65	64	53	100	60	NA	55	100	53	58	51
	Language	99	64	63	49	99	57	61	52	100	53	57	50
	Mathematics	99	71	72	58	99	64	70	61	100	58	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)
- 0 Non-certified Employee(s)
- 13 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 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	47.00
Other Professional Staff	7.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	5	0	0	0
7 to 9 years	3	4	0	0
10 or more years	21	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	31
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 Multipurpose Gymnasium
- Ü Media Center
- 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

School Achievements/Accomplishments 2004-05

ü Desert Sky was labelled an "Excelling School" by the State of Arizona.

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

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	9	12	12	17
Transfers In Rate ⁶	16	28	28	37
Stability Rate ⁷	90	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	2	1	1	3
Dropout Rate ¹⁰	1	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

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 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	Keith Utyro	(602) 467-6500
Transportation Policy	Nick Portonova	(602) 467-5090
Community Resources	Mr. Don Morrison	(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.

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.