ARIZONA DEPARTMENT OF EDUCATION

Tom Horne, Superintendent of Public Instruction

Deer Valley High School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

18424 N. 51st Ave., Glendale, AZ 85308

Deer Valley Unified District

AZ LEARNS[1]

High School Achievement Profile [(a)]

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

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

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.

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.

School Overview

Principal/Administrator :	Mrs. Barbara Dobbs
Schedule :	6:30 AM to 3:30 PM
Grades :	9-12
2004 Enrollment :	2200
Web Address :	dvhs.dvusd.org/
Phone Number :	(602) 467-6700
Fax Number :	(602) 467-6780
E-mail :	bdobbs@dh.dvusd.org

Mission

An NCA school emphasizing: Spec Ed, honors & AP courses. Courses designed to meet graduation & university requirements, jr college concurrent credit. Classes designed for college & career bound. Electives cover fine arts/business/AFROTC/technology.

School / Academic Goals

- Students will improve their reading, writing and math skills.
- Students will have access to a variety of opportunities to meet graduation requirements.

Enrollment

October 1, 2003 School Year Student Enrollment :	2188
Accepting New Students in 2004-05 Under Open Enrollment Law : [2]	Yes
Number of Students Attending Under Open Enrollment in 2003-04 :	231

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- Advanced Placement/Honors Classes
- Air Force JROTC
- On-site Special Education
- ELL

Calendar Information

Number of Instruction Days :	177
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/19/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Provide a safe, academic environment conducive to learning.

Parents

Parents play a part in fostering student success by instilling good study habits, prioritizing academics and school involvement, and providing a nurturing home environment that is supportive of education.

Transportation Policy

Bus transportation is provided by the district within a 1.5 mile radius from school. Other bus routes are available for special education students. Transportation is not provided to open enrollment students.

School Honors

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

Award/Honor	Year
Girls' Softball State Champs	2004
Spiritline State and National Champs	2004
National Merit Scholarship Finalists (2)	2003
National Hispanic Merit Scholars (2)	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [3]

10th 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	540	2226	65934	99	99	100	499	502	492	28	27	43	22	21	18	36	36	24	14	16	15
All Students (Prior Year)	420	1604	57534	80	82	91	493	496	491	38	36	46	20	18	16	31	33	23	10	13	15
Female	246	1073	32586	100	99	100	502	502	491	28	26	44	21	23	19	36	35	24	15	16	14
Male	290	1148	33226	96	99	99	497	502	493	28	27	42	23	19	18	36	37	24	13	17	16
African American	15	57	3042	100	97	98	476	483	478	64	43	58	0	22	19	29	30	17	7	6	6
Hispanic	57	239	21740	90	97	100	486	488	475	41	45	63	30	19	17	24	26	15	6	9	5
Asian/Pacific Islander	17	64	1643	100	100	99	509	516	519	19	16	23	19	15	13	44	44	30	19	26	34
American Indian/Alaskan Native	NC	11	4351	NC	100	99	NC	502	472	NC	30	68	NC	10	16	NC	40	13	NC	20	4
White	442	1846	34819	98	99	99	502	504	505	25	24	27	22	21	20	37	37	31	15	17	22
Students with Disabilities	65	223	6507	93	99	100	462	465	456	85	81	83	0	7	9	13	11	6	3	1	2
Students without Disabilities	475	2003	59427	100	99	100	502	505	494	23	23	41	24	22	19	38	38	25	15	18	16
Limited English Proficient Students	12	55	6793	86	83	100	465	470	464	80	69	79	10	8	11	10	16	8	0	6	2
Migrant Students	--	NC	708				--	NC	469	--	NC	72	--	NC	15	--	NC	10	--	NC	3
Economically Disadvantaged	82	317	18745				487	490	475	44	40	64	19	19	16	32	32	15	4	8	5
Non-Economically Disadvantaged	458	1909	47182				501	504	499	25	24	35	23	21	19	36	37	27	16	18	19

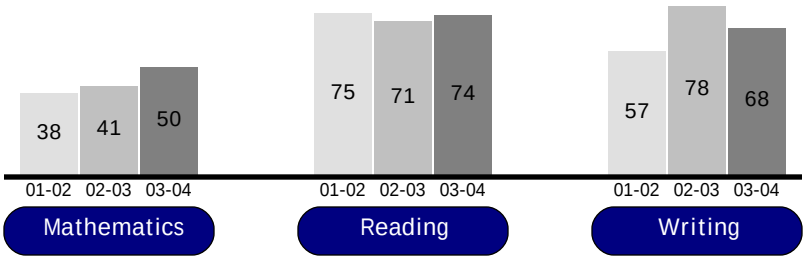
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	555	2267	68162	100	100	100	520	524	509	7	7	18	20	18	24	65	65	51	9	11	8
All Students (Prior Year)	409	1537	56700	78	78	89	519	524	512	8	7	15	21	18	23	62	61	52	9	14	10
Female	251	1092	33509	100	100	100	528	529	513	2	5	15	16	16	23	69	66	52	12	13	9
Male	304	1174	34521	99	100	100	514	520	505	10	9	20	23	19	24	61	63	49	6	9	7
African American	16	57	3163	94	93	99	513	512	497	13	11	22	19	23	30	63	61	46	6	5	3
Hispanic	62	249	22624	100	100	100	500	502	487	18	22	32	30	25	31	50	49	35	2	5	2
Asian/Pacific Islander	17	64	1666	100	100	100	527	525	523	6	6	11	13	19	17	63	63	60	19	11	12
American Indian/Alaskan Native	NC	11	4592	NC	100	100	NC	508	484	NC	18	32	NC	27	37	NC	36	30	NC	18	1
White	455	1880	35727	99	100	100	523	528	526	5	5	7	19	17	17	67	67	64	10	12	12
Students with Disabilities	70	227	6845	99	100	100	474	475	468	45	42	53	38	38	29	16	19	18	2	1	1
Students without Disabilities	485	2040	61317	100	100	100	526	529	512	2	4	15	18	16	23	70	69	53	10	12	8
Limited English Proficient Students	13	56	7152	100	88	100	463	463	464	50	67	57	25	11	31	25	22	12	0	0	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	82	325	19528				507	508	487	12	17	31	30	24	32	51	54	34	7	5	2
Non-Economically Disadvantaged	473	1942	48595				522	527	518	6	6	13	18	17	20	67	66	57	9	12	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	556	2265	67629	100	100	100	530	538	524	13	11	22	18	16	16	68	71	59	0	2	3
All Students (Prior Year)	457	1688	55090	87	86	87	482	490	479	10	8	16	12	12	13	78	79	70	0	1	0
Female	251	1091	33347	100	100	100	545	550	537	7	7	17	15	14	15	77	77	64	0	2	4
Male	305	1173	34151	100	100	99	517	526	512	19	16	27	20	18	18	61	65	54	0	1	2
African American	16	56	3150	94	92	99	525	528	515	19	11	24	19	27	19	63	63	56	0	0	2
Hispanic	63	247	22313	100	100	100	503	503	493	21	23	34	23	22	19	55	55	46	0	1	1
Asian/Pacific Islander	17	64	1659	100	100	100	570	561	564	0	6	11	25	16	12	75	71	68	0	6	9
American Indian/Alaskan Native	NC	11	4528	NC	100	99	NC	526	492	NC	18	35	NC	18	21	NC	64	42	NC	0	1
White	455	1881	35593	99	100	99	532	542	547	13	10	13	17	15	14	70	73	69	0	2	4
Students with Disabilities	70	226	6712	99	99	100	448	461	445	64	50	61	22	28	18	14	22	21	0	0	0
Students without Disabilities	486	2039	60917	100	100	100	540	545	530	7	8	19	17	15	16	75	76	61	0	2	3
Limited English Proficient Students	13	54	6994	100	84	100	501	412	442	25	58	58	50	28	18	25	14	23	0	0	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	84	326	19310				523	515	489	13	20	35	25	22	20	61	57	44	0	1	1
Non-Economically Disadvantaged	472	1939	48278				531	542	538	13	10	17	17	15	15	70	73	65	0	2	4

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)

10th 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 2003-04

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?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	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 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

		2001-2002				2002-2003				2003-2004			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	37	38	37	88	51	49	41	96	50	NA	42
	Language	100	41	42	38	95	48	49	42	97	48	50	42
	Mathematics	100	52	57	56	96	65	67	60	98	72	71	63

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	Council Duties
1 School Administrator(s)	ü Parent/Educator Relations
3 Non-certified Employee(s)	ü Extracurricular Activities
4 Teacher(s)	ü Campus Improvement Plan
8 Parent(s)	ü Instructional Strategies
0 Community Member(s)	ü Budget
2 Student(s)	ü Data Analysis

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	4.00	Teacher	106.00
Other Professional Staff	6.00	Teacher Aide	22.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	0	0	0
4 to 6 years	6	2	0	0
7 to 9 years	11	3	0	0
10 or more years	21	39	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	65
Core academic classes taught by Highly Qualified (NCLB) teachers.	272
Teachers with Emergency Certificaton.	1

Resources Available at School Site

Special Facilities

- ü Two 30-station Mac Labs
- ü Technology Island State-of-the-Art

Extracurricular Activities

- ü National Honor Society
- ü Renaissance
- ü Key Club
- ü Academic Decathlon
- ü Speech
- ü Thespian

Social Services

- ü Recreational Activities
- ü Counseling Services
- ü Crisis Intervention
- ü Adult Education

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- Schoolwide after school tutoring for reading, writing and math.
- Peer mediation program for resolving student conflicts.

Student Activity Rates for School Year 2003-04

		Arizona		
	% School	% K-6	% 7-8	% 9-12
Attendance Rate [4]	94	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]	84			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

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

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

DVHS has a well-developed safety plan. Security personnel and a School Resource Officer are on site. The campus is fenced and under video surveillance. Students and teachers receive training in crisis management and safety 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	Barbara Dobbs	(602) 467-6704
Transportation Policy	Kent Davis	(623) 445-4951
Community Resources	Barbara Dobbs	(602) 467-6704
School Nutrition Programs	Geoff Habgood	(623) 445-4982
Parent Organization	Holly Jacobus	(602) 467-6827
Student Health/Nurse	Beth Pietro	(602) 467-6710

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."

ACHIEVEMENT PROFILES

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.

Footnotes

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.