

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

18424 N. 51st Ave., 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

High School Achievement Profile ^(a)

2004-05	Highly Performing
2003-04	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	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 : Mrs. Barbara Dobbs
 Schedule : 07:00 AM to 03:30 PM
 Grades : 9-12
 2005 Enrollment : 2222
 Web Address : dvhs.dvUSD.org/
 Phone Number : (602) 467-6700
 Fax Number : (602) 467-6780
 E-mail : barbara.dobbs@dh.dvUSD.org

Mission

The mission of Deer Valley High School is to develop responsible students as successful, independent learners. Deer Valley is a North Central Association accredited school offering college and career prep classes as well as honors, advanced placement and dual enrollment courses through the Rio Salado Community College system. A full range of electives are offered including Air Force JROTC.

School / Academic Goals

- ü Students will improve their reading, writing and math skills, as demonstrated by AIMS scores.
- ü Students will have access to a variety of opportunities to meet graduation requirements.
- ü Students will have increased opportunities to take career and technical courses.

Enrollment

October 1, 2004 School Year Student Enrollment : 2234
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 220

Instructional Programs

- ü Rio Salado Dual-Enrollment Courses
- ü Air Force JROTC
- ü Advanced Placement/Honors Courses
- ü On-site English Language Learners Prog.
- ü On-site Spec. Education Inclusion Prog.
- ü Career and Technical Education Classes
- ü Band, Choir, Drama, Dance, Guitar
- ü Fine Arts

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Deer Valley High School will 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
ü Spiritline State and National Champs	2005
ü Seven Region Athletic Champs	2005
ü Spiritline State and National Champs	2004
ü Girls' Softball State Champs	2004

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	513	2390	69846	96	99	100	711	713	699	9	11	21	7	8	11	66	60	49	18	21	18
All Students (Prior Year)	540	2226	65934	99	99	100	499	502	492	28	27	43	22	21	18	36	36	24	14	16	15
Female	243	1202	34328	97	100	99	714	714	702	7	10	19	9	8	12	68	61	51	16	21	18
Male	269	1187	35509	96	98	100	708	712	696	10	12	23	5	8	11	65	59	48	20	21	18
African American	25	77	3535	100	100	100	708	690	677	0	10	31	8	9	15	88	71	46	4	10	8
Hispanic	68	233	23363	97	97	100	682	691	680	9	20	32	16	12	16	63	55	45	13	13	7
Asian/Pacific Islander	18	93	1742	95	100	99	732	726	733	0	7	8	0	5	7	72	55	46	28	33	38
American Indian/Alaskan Native	NC	17	4785	NC	94	100	NC	707	671	NC	13	39	NC	13	17	NC	53	39	NC	20	5
White	398	1970	36421	96	99	99	715	716	714	9	10	12	6	8	8	65	60	54	19	22	26
Students with Disabilities	61	237	7690	85	97	100	620	624	593	48	60	64	12	11	14	40	28	21	0	2	2
Students without Disabilities	452	2154	62220	98	100	99	723	722	712	3	6	16	7	8	11	70	63	53	20	23	20
Limited English Proficient Students	12	71	5834	100	100	100	569	572	612	9	34	46	27	12	20	55	48	31	9	6	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	45	147	21421	98	90	92	714	704	686	5	20	35	12	17	15	66	47	43	17	16	7
Non-Economically Disadvantaged	468	2244	48489	96	100	100	710	714	704	9	10	15	7	7	10	66	61	52	18	21	23

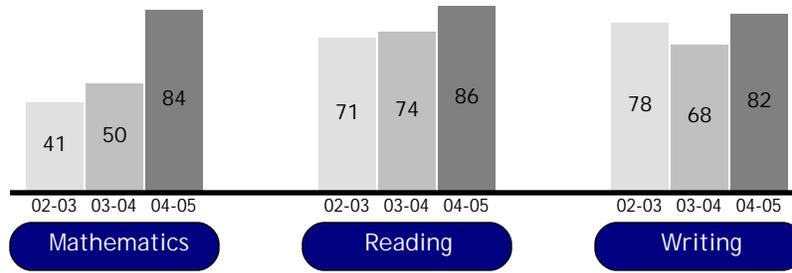
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	537	2444	71311	99	100	100	713	717	694	3	2	7	12	11	21	74	73	63	12	13	9
All Students (Prior Year)	555	2267	68162	100	100	100	520	524	509	7	7	18	20	18	24	65	65	51	9	11	8
Female	256	1228	34899	99	100	100	716	720	700	2	2	5	12	10	19	76	74	66	10	14	10
Male	281	1217	36430	99	100	100	710	714	688	4	3	9	11	13	22	72	73	61	13	12	8
African American	25	76	3573	100	100	100	715	692	676	4	1	9	4	11	26	88	80	60	4	7	4
Hispanic	72	243	24056	100	100	100	685	691	672	1	5	13	24	26	31	61	60	53	13	9	3
Asian/Pacific Islander	18	92	1731	95	100	98	725	713	717	0	6	3	17	12	13	72	67	68	11	16	16
American Indian/Alaskan Native	NC	19	5110	NC	100	100	NC	705	661	NC	0	14	NC	20	38	NC	73	46	NC	7	2
White	417	2014	36841	99	100	99	717	721	713	3	2	3	10	9	12	75	75	72	12	14	13
Students with Disabilities	73	259	8021	100	100	100	624	629	590	16	13	27	39	44	42	45	41	29	0	2	1
Students without Disabilities	465	2187	63379	99	100	100	726	727	707	1	1	5	8	8	18	78	77	68	13	15	10
Limited English Proficient Students	13	76	6402	100	100	100	547	556	596	5	19	25	45	42	44	45	34	30	5	5	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	44	147	22243	96	86	93	710	703	677	5	5	14	18	22	32	68	66	51	10	7	3
Non-Economically Disadvantaged	494	2299	49157	100	100	100	713	718	702	2	2	4	11	11	16	74	74	69	12	14	11

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	2443	70868	99	100	100	697	701	688	2	2	5	17	16	23	74	74	63	8	9	9
All Students (Prior Year)	556	2265	67629	100	100	100	530	538	524	13	11	22	18	16	16	68	71	59	0	2	3
Female	255	1228	34710	99	100	99	708	707	697	0	2	3	11	11	19	79	76	66	10	11	12
Male	280	1216	36176	99	100	100	687	694	678	3	2	7	22	20	27	69	71	59	6	6	7
African American	25	76	3557	100	100	99	704	678	675	0	3	7	21	20	25	71	73	62	8	4	6
Hispanic	72	244	23868	100	100	100	674	681	670	3	6	9	22	25	33	64	61	55	10	8	4
Asian/Pacific Islander	18	92	1732	95	100	98	705	700	713	0	3	2	22	12	12	67	74	64	11	10	22
American Indian/Alaskan Native	NC	18	5001	NC	100	100	NC	697	661	NC	0	9	NC	29	41	NC	71	48	NC	0	2
White	415	2013	36710	98	100	99	701	704	702	1	1	2	15	14	15	76	75	69	7	9	13
Students with Disabilities	73	257	7900	100	100	100	612	616	580	12	11	22	52	50	49	36	37	28	0	2	1
Students without Disabilities	463	2188	63054	99	100	99	710	710	701	0	1	3	12	12	20	79	78	67	9	9	10
Limited English Proficient Students	12	75	6308	100	100	100	551	546	591	5	20	19	36	41	47	59	34	33	0	5	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	43	146	21994	93	86	92	702	690	673	0	5	10	28	29	36	63	60	52	10	6	3
Non-Economically Disadvantaged	493	2299	48960	99	100	100	697	701	694	2	2	3	16	15	18	75	75	67	8	9	12

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 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?	Not Evaluated
	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 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
9	Reading	88	51	49	41	96	50	NA	42	92	54	60	51
	Language	95	48	49	42	97	48	50	42	92	51	58	50
	Mathematics	96	65	67	60	98	72	71	63	92	53	58	50

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

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

Council Duties

- Ü Parent/Educator Relations
- Ü Extracurricular Activities
- Ü Campus Improvement Plan
- Ü Instructional Strategies
- Ü Budget
- Ü Data Analysis

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	106.00
Other Professional Staff	8.00	Teacher Aide	24.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	22	0	0	0
4 to 6 years	6	2	0	0
7 to 9 years	11	4	0	0
10 or more years	22	39	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	73
Teachers with Emergency Certificaton.	10
Percent of teachers in the school with Emergency/Provisional Certification	9%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Two 30-station Mac Labs
- Ü Technology Island State-of-the-Art
- Ü Library/Media Center
- Ü Closed-circuit TV Studio

Extracurricular Activities

- Ü National Honor Society
- Ü Student Government
- Ü Key Club
- Ü Academic Decathlon
- Ü Physics Club
- Ü Media Production
- Ü FBLA
- Ü DECA

Social Services

- Ü Recreational Activities
- Ü Counseling Services
- Ü Crisis Intervention
- Ü Certified RN on staff
- Ü CUTS program
- Ü Prevention programs

School Achievements/Accomplishments 2004-05

- ü Schoolwide after-school tutoring for reading, writing and math.

- ü Peer mediation program for resolving student conflicts.

- ü Increased student achievement based on AIMS scores.

- ü Dropout rate for the school year of 1.3 percent.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	11	12	12	17
Transfers In Rate ⁶	10	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	2	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	87	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

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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

64

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	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	Heide Gillette	(602) 467-6703
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."

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.