

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

16440 S 32nd St, Phoenix, AZ 85044

Tempe Union High School 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)

2005-06	Excelling
2004-05	Excelling
2003-04	Excelling

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

School Overview

Principal/Administrator : Dr. Joe McDonald
 Schedule : 07:30 AM to 04:00 PM
 Grades : 9-12
 Web Address : www.tuhsd.k12.az.us/Desert_Vista_HS/Li
 Phone Number : (480) 706-7900
 Fax Number : (480) 706-7976
 E-mail : jmcDonald.dvh@tuhsd.k12.az.us

Mission

DVHS will provide students with an educational environment that is equitable, safe and secure. We will instill fundamental life skills, encourage collaboration, thoughtful inquiry, lifelong learning, and foster respect for oneself and others.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status ^(b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Desert Vista High School will provide an educational environment that is equitable, safe, and secure.
- ü Desert Vista High School will instill fundamental life skills, encourage collaboration and thoughtful inquiry, stimulate a desire for lifelong learning and foster respect and dignity of oneself and others.
- ü Desert Vista High School will teach responsibility, promote resourcefulness and inspire excellence in academic, cultural and community endeavors, that will cultivate leadership throughout the 21st century.

Enrollment

October 1, 2005 School Year Student Enrollment : 2935
 Accepting New Students in 2005-06 Under Open Enrollment Law :² No
 Number of Students Attending Under Open Enrollment in 2005-06 : 40

Instructional Programs

- ü Honors Classes
- ü Gifted Program
- ü College Credit Classes
- ü School-to-Work
- ü AP Classes

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

At DVHS, we have high academic standards. All students are provided a set of books to use at home. Regular communication is through a school newsletter, progress reports and voice mail. Parental participation is encouraged and is exceptionally high.

Parents

Parents at DVHS are responsible for filling out student registration materials and providing birth certificate and immunization records. Parents monitor student achievement. Parents are encouraged to get involved in one of the many parent groups.

Transportation Policy

Students who live in excess of two miles from DVHS are provided transportation.

School Honors

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

Award/Honor	Year
ü 1 Flinn Foundation Scholar Award	2005
ü 20 perfect math scores on the SAT	2005
ü 6 National Merit Scholarship Semi-Finalists	2005
ü 1 US Naval Academy	2005

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	733	3398	71130	100	99	95	744	719	701	3	11	23	4	10	13	49	54	51	44	25	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	385	1684	35465	100	99	96	744	720	702	3	11	21	5	10	13	50	55	53	42	24	13
Male	348	1714	35648	100	100	94	745	719	701	3	12	24	3	10	12	47	52	50	47	26	14
African American	37	314	3868	100	99	95	718	690	686	8	22	33	8	21	17	62	52	45	22	5	6
Hispanic	58	721	25103	98	99	95	721	698	685	5	22	34	7	15	16	66	53	45	22	10	5
Asian/Pacific Islander	64	212	1805	100	100	98	774	750	731	3	6	9	2	6	7	20	35	50	75	53	34
American Indian/Alaskan Native	NC	121	4241	NC	97	90	NC	687	679	NC	31	39	NC	18	19	NC	47	39	NC	3	3
White	568	2030	36075	100	100	95	745	730	715	2	6	12	3	6	9	49	57	58	45	32	21
Students with Disabilities	49	316	5862	100	97	71	681	665	658	35	53	63	20	21	15	43	24	20	2	2	2
Students without Disabilities	684	3082	65268	100	100	98	748	724	705	1	7	19	2	9	12	49	57	54	47	27	15
Limited English Proficient Students	NC	86	4859	NC	98	93	NC	673	662	NC	50	64	NC	16	15	NC	31	20	NC	2	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	--	NC	22957	--	NC	93	--	NC	685	--	NC	34	--	NC	17	--	NC	44	--	NC	5
Non-Economically Disadvantaged	733	3397	48173	100	99	96	744	719	709	3	11	17	4	10	11	49	54	55	44	25	18

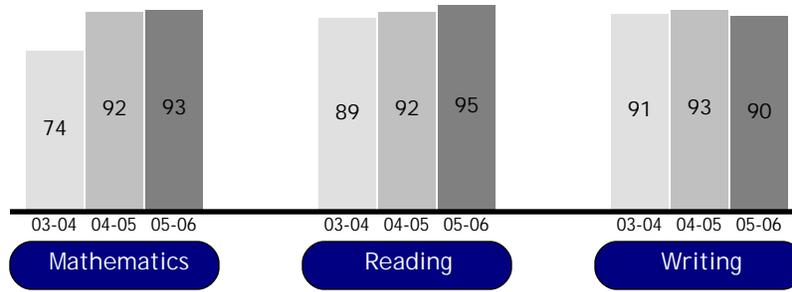
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	740	3427	73018	100	99	97	744	722	703	1	3	6	4	14	23	69	68	64	26	15	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	389	1698	36181	100	99	97	746	726	708	1	2	4	5	13	21	65	68	65	29	17	9
Male	351	1729	36816	100	100	96	742	718	699	1	4	7	4	15	24	74	68	62	22	13	7
African American	37	314	3976	100	99	96	728	695	689	3	4	8	14	27	29	68	64	59	16	4	3
Hispanic	59	727	25801	100	98	96	722	695	683	NA	7	10	20	27	34	66	62	53	14	4	3
Asian/Pacific Islander	64	212	1812	100	99	98	756	739	722	NA	1	3	5	11	15	55	60	66	41	28	16
American Indian/Alaskan Native	NC	125	4389	NC	98	93	NC	685	675	NC	4	9	NC	38	42	NC	57	47	NC	2	1
White	573	2049	37024	100	100	97	747	736	721	1	1	2	2	6	12	71	73	73	26	20	13
Students with Disabilities	48	319	7170	100	98	85	685	663	654	8	16	23	29	48	47	60	35	29	2	1	1
Students without Disabilities	692	3108	65848	100	100	98	748	727	708	NA	1	4	3	11	20	70	72	67	27	16	9
Limited English Proficient Students	NC	90	5099	NC	99	95	NC	646	641	NC	23	29	NC	62	59	NC	14	12	NC	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	--	NC	23912	--	NC	94	--	NC	681	--	NC	10	--	NC	36	--	NC	52	--	NC	2
Non-Economically Disadvantaged	740	3426	49106	100	99	98	744	722	714	1	3	4	4	14	16	69	68	69	26	15	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	741	3419	72810	100	99	96	720	696	685	1	3	6	9	25	30	69	62	58	21	9	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	389	1699	36111	100	99	97	728	707	695	0	2	4	7	19	23	65	66	65	28	13	8
Male	352	1720	36678	100	99	95	712	685	674	1	5	9	12	32	36	73	58	52	14	5	3
African American	37	312	3962	100	98	96	710	680	675	NA	4	8	11	38	33	76	55	55	14	3	3
Hispanic	60	726	25735	100	98	96	700	673	669	3	7	10	22	41	41	70	49	48	5	2	2
Asian/Pacific Islander	64	210	1809	100	98	97	743	718	704	2	4	4	5	16	19	53	53	65	41	27	13
American Indian/Alaskan Native	NC	125	4370	NC	98	92	NC	673	670	NC	5	9	NC	49	39	NC	46	50	NC	NA	2
White	573	2046	36915	100	100	97	721	706	697	1	2	3	9	17	21	70	70	67	21	11	8
Students with Disabilities	48	319	7071	100	98	84	668	642	634	8	18	24	48	60	53	42	21	21	2	1	1
Students without Disabilities	693	3100	65739	100	99	98	724	701	689	0	2	4	7	22	27	71	66	62	22	10	6
Limited English Proficient Students	NC	90	5046	NC	99	94	NC	625	621	NC	32	31	NC	59	56	NC	9	12	NC	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	--	NC	23814	--	NC	94	--	NC	667	--	NC	10	--	NC	41	--	NC	47	--	NC	2
Non-Economically Disadvantaged	741	3418	48996	100	99	97	720	696	693	1	3	4	9	25	24	69	62	64	21	9	7

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.

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?	NA
	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	93	59	NA	42	99	72	62	51	96	78	65	52
	Language	95	59	51	42	99	70	59	50	96	76	63	50
	Mathematics	95	84	75	63	99	72	60	50	96	78	63	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)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- ü Curriculum Development
- ü Parent/Educator Relations
- ü Extracurricular Activities
- ü School Safety Issues
- ü Instructional Strategies
- ü Student Interest Sampling

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	141.20
Other Professional Staff	19.00	Teacher Aide	16.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	38	22	3	0
4 to 6 years	9	18	0	0
7 to 9 years	7	16	0	0
10 or more years	3	33	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	515
Teachers with Emergency Certification.	8
Percent of teachers in the school with Emergency/Provisional Certification	6%
Percent of core classes not taught by Highly Qualified Teachers	8%

Resources Available at School Site

Special Facilities

- ü 96-station Computer Commons
- ü 1200-seat Auditorium

Extracurricular Activities

- ü Student Council
- ü Band
- ü Drama
- ü Orchestra
- ü Speech and Debate
- ü Key Club
- ü DECA
- ü Business Internship

Social Services

- ü Counseling Services
- ü Recreational Activities
- ü Community College Courses
- ü Community Theatre

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü According to our Terra Nova test results, Desert Vista High School achieved one of the top scores in the state in each of the areas tested (math, reading and language).
- ü On the AIMS assessment, Desert Vista achieves high levels of students meeting or exceeding state standards each year.
- ü 20 students scored a perfect 800 on their math SAT. 21 students missed a perfect score by 1.
- ü In the Class of 2005, the total scholarships offered to seniors exceeded 8.7 million.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	99	NA	NA	81

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

We have increased our security through the purchase of a security surveillance system. Desert Vista has a resource officer housed on campus. Law related education is incorporated in various disciplines. Finally, a Silent Witness Line has also been established so students can anonymously report concerns.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

31

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	Debra Benedict	(480) 706-7900
Transportation Policy	Rudy Hernandez	(480) 345-3781
Community Resources	Kim Hilgers	(480) 706-7930
School Nutrition Programs	Rick Griffith	(480) 345-3724
Parent Organization	Bob Cox	(480) 706-7907
Student Health/Nurse	Jean Kennedy	(480) 706-7900

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 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.

6 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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Total cost of printing: 12 Pages X .0243 Per page X 0 Copies = \$0.00

** 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.