

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2701 W. Memorial Dr., Anthem, AZ 85086

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	Highly Performing
2003-04	Not Evaluated
2002-03	New School

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

School Overview

Principal/Administrator : Dr. Mai-Lon Wong
 Schedule : 07:30 AM to 04:30 PM
 Grades : K-8
 2005 Enrollment : 1027
 Web Address : gavilanpeak.dvUSD.org
 Phone Number : (623) 445-7400
 Fax Number : (623) 445-7480
 E-mail : mailon.wong@gp.dvUSD.org

Mission

Gavilan Peak School is a special place to learn and grow. It is our obligation to provide an excellent education that will address the physical, intellectual, and emotional needs of our students in order to grow. The Gavilan Peak Staff is committed to the educational success of every student by creating a positive community of learners. Teams work in two-year loops to assure students meet federal, state and district standards. Teaching is differentiated.

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 / Academic Goals

- ü Students will learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide range of texts. Strategies for improving fluency, decoding, re-telling and phonological awareness will also be taught.
- ü Students will effectively apply the 6 traits of writing for a variety of purposes and for a variety of audiences.
- ü Gavilan Peak will increase the percent of students who Exceed on the AIMS test and decrease the percent of students who Fall Far Below or Approach the standards as measured by AIMS in all areas.

Enrollment

October 1, 2004 School Year Student Enrollment : 1150
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 132

Instructional Programs

- ü Technology-based Learning
- ü Gifted Classes
- ü Two-year Looping Schedules
- ü On-site Special Education Resource
- ü Differentiated Instruction
- ü A+ Standards Based Science Fair

Calendar Information

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

Shared Responsibilities

School

We provide high academic standards and expectations of our student performance. Our Continuous Improvement Team has set goals and expectations for students and staff in the areas of Reading, Writing, Mathematics, School Safety, Alternatives, Choices, and Options, Parent/Community involvement, and Growth.

Parents

The parent community is responsible for ensuring student attendance, providing proper grooming, clothing, nourishment, supporting homework and school policies including dress codes and behavior codes, and communicating regularly with the school.

Transportation Policy

Gavilan Peak offers school bus transportation to all qualified students. Students must meet the following groundrules to ride the bus: Kindergarten must live over 1/2 mile, grades 1-6 must live over 1 mile, and grade 7/8 must live over 1.5 miles away from the school.

School Honors

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

Award/Honor	Year
ü District Level Spelling Bee Champion	2003
ü Overall Sports K-8 League Champs in DVUSD	2004
ü Largest New PTA in Arizona	2003
ü Teacher of the Year in DVUSD	2005

3rd 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	129	2698	79306	99	99	99	479	462	445	5	6	10	6	12	18	48	54	51	40	29	20
All Students (Prior Year)	128	2528	75509	100	99	100	531	532	521	7	7	13	19	19	23	39	38	33	35	36	31
Female	59	1299	38691	98	99	99	486	462	446	2	5	10	4	12	18	47	55	52	47	28	20
Male	70	1398	40583	100	99	99	473	462	445	7	6	11	9	12	18	49	52	50	34	30	21
African American	--	85	4041	--	98	99	--	449	426	--	7	17	--	16	23	--	57	50	--	20	10
Hispanic	NC	374	32869	NC	100	99	NC	442	429	NC	11	15	NC	21	25	NC	55	51	NC	13	10
Asian/Pacific Islander	NC	110	1935	NC	100	99	NC	477	474	NC	2	3	NC	6	9	NC	53	48	NC	39	40
American Indian/Alaskan Native	--	19	4264	--	95	100	--	443	419	--	11	19	--	26	30	--	42	45	--	21	6
White	115	2110	36197	99	99	99	480	465	463	4	5	5	7	10	11	48	53	53	41	31	31
Students with Disabilities	21	411	10321	100	100	100	436	411	389	20	24	30	25	24	27	30	39	34	25	13	9
Students without Disabilities	108	2289	69060	98	98	98	487	471	454	2	2	7	3	10	17	52	56	54	43	31	22
Limited English Proficient Students	--	157	15509	--	100	100	--	396	406	--	18	20	--	28	30	--	45	45	--	10	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	257	39415	NC	88	96	NC	445	431	NC	9	15	NC	22	25	NC	54	50	NC	16	10
Non-Economically Disadvantaged	128	2443	39966	99	100	100	480	463	459	4	5	6	7	11	12	49	54	52	41	30	30

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	129	2697	79395	99	0	99	481	465	446	2	4	9	10	17	25	60	63	55	27	17	11
All Students (Prior Year)	128	2538	75492	100	100	100	533	528	519	4	7	12	10	12	16	52	52	47	34	30	24
Female	59	1298	38743	98	0	100	500	471	451	0	3	7	0	14	24	58	64	57	42	20	12
Male	70	1395	40618	100	0	99	465	459	440	4	5	11	18	19	27	63	62	53	15	14	9
African American	--	85	4052	--	0	100	--	454	434	--	4	11	--	33	29	--	54	54	--	9	6
Hispanic	NC	375	32915	NC	0	99	NC	447	426	NC	7	15	NC	28	35	NC	57	47	NC	8	4
Asian/Pacific Islander	NC	110	1936	NC	0	99	NC	473	468	NC	1	3	NC	11	14	NC	68	63	NC	20	19
American Indian/Alaskan Native	--	19	4271	--	0	100	--	447	420	--	5	15	--	26	42	--	58	41	--	11	2
White	115	2108	36221	99	0	99	482	468	465	3	3	4	9	14	15	59	64	63	29	18	17
Students with Disabilities	21	412	10331	100	0	100	439	413	388	15	16	25	30	38	37	40	37	34	15	8	4
Students without Disabilities	108	2287	69139	98	0	99	489	474	454	0	2	7	6	13	24	64	67	58	30	18	11
Limited English Proficient Students	--	157	15545	--	0	100	--	392	399	--	16	21	--	38	42	--	44	35	--	3	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	258	39484	NC	0	96	NC	445	429	NC	8	14	NC	28	35	NC	57	47	NC	7	4
Non-Economically Disadvantaged	128	2441	39986	99	0	100	481	466	461	2	4	4	9	16	16	61	63	63	28	17	17

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	127	2692	78869	98	99	99	497	460	442	1	3	6	7	15	21	55	67	63	37	14	10
All Students (Prior Year)	128	2525	75053	100	99	99	667	625	597	3	4	7	10	8	12	61	76	72	26	12	9
Female	59	1299	38536	98	99	99	520	476	458	0	2	4	0	10	15	46	68	67	54	20	14
Male	68	1392	40302	97	99	99	477	445	428	2	4	8	14	20	26	64	67	60	21	8	7
African American	--	85	4015	--	98	99	--	455	430	--	4	8	--	20	24	--	63	61	--	13	7
Hispanic	NC	372	32606	NC	99	98	NC	441	426	NC	6	8	NC	23	27	NC	63	60	NC	8	5
Asian/Pacific Islander	NC	110	1925	NC	100	99	NC	477	471	NC	2	3	NC	8	11	NC	69	64	NC	21	22
American Indian/Alaskan Native	--	19	4245	--	95	100	--	447	423	--	5	9	--	32	26	--	53	61	--	11	4
White	113	2106	36078	97	99	99	498	462	459	1	3	4	6	14	16	55	68	66	38	15	14
Students with Disabilities	21	409	10246	100	100	100	447	392	367	0	12	18	35	38	39	60	46	40	5	4	4
Students without Disabilities	106	2285	68697	96	98	98	507	472	454	1	2	4	2	11	18	54	71	67	43	16	11
Limited English Proficient Students	--	156	15339	--	100	100	--	385	399	--	11	11	--	35	31	--	47	54	--	7	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	255	39106	NC	88	95	NC	438	427	NC	8	8	NC	24	28	NC	59	59	NC	10	5
Non-Economically Disadvantaged	126	2439	39837	98	100	100	498	461	457	1	3	4	7	15	14	55	68	67	37	14	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th 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	119	2877	78906	98	100	99	514	510	498	5	6	13	10	14	19	64	58	48	21	22	20
All Students (Prior Year)	138	2572	76019	99	100	100	505	517	499	7	5	14	42	33	39	16	18	14	34	44	33
Female	64	1429	38644	100	100	99	513	511	500	3	4	12	16	14	19	57	60	49	24	22	19
Male	55	1450	40236	96	100	99	514	509	497	6	7	15	4	14	19	73	56	46	16	23	20
African American	--	97	4087	--	100	99	--	500	481	--	11	20	--	19	24	--	56	45	--	14	11
Hispanic	NC	402	31938	NC	99	99	NC	492	481	NC	10	19	NC	22	25	NC	56	46	NC	13	10
Asian/Pacific Islander	NC	84	1805	NC	100	98	NC	542	536	NC	3	5	NC	9	8	NC	43	45	NC	45	42
American Indian/Alaskan Native	--	26	4593	--	100	100	--	451	467	--	13	26	--	25	29	--	54	39	--	8	6
White	111	2268	36483	98	100	99	515	513	517	5	5	7	10	12	13	63	59	51	22	24	30
Students with Disabilities	12	412	10664	100	100	100	456	442	430	45	28	42	18	27	27	36	39	26	0	6	5
Students without Disabilities	107	2467	68310	96	98	98	520	522	509	0	2	9	9	12	18	68	61	51	23	25	22
Limited English Proficient Students	--	152	12573	--	100	100	--	411	454	--	20	27	--	29	30	--	44	38	--	6	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	235	38679	NC	90	96	NC	496	483	NC	8	20	NC	27	25	NC	51	45	NC	14	10
Non-Economically Disadvantaged	116	2644	40295	99	100	100	513	511	513	5	6	7	10	13	13	65	59	50	20	23	30

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	121	2878	78908	100	0	99	516	497	484	3	4	10	9	16	23	69	69	58	19	11	9
All Students (Prior Year)	139	2572	76020	100	100	100	509	510	503	12	14	25	26	21	23	45	50	40	16	15	12
Female	64	1429	38648	100	0	99	515	502	489	2	3	8	10	13	22	71	71	61	17	13	10
Male	57	1451	40233	100	0	99	518	492	479	4	5	12	8	19	25	67	67	55	22	9	8
African American	--	97	4092	--	0	99	--	486	473	--	4	12	--	29	28	--	58	54	--	10	5
Hispanic	NC	403	31940	NC	0	99	NC	478	465	NC	9	16	NC	25	32	NC	61	49	NC	4	3
Asian/Pacific Islander	NC	84	1805	NC	0	98	NC	513	507	NC	4	4	NC	9	13	NC	69	65	NC	18	18
American Indian/Alaskan Native	--	26	4569	--	0	100	--	444	457	--	8	18	--	29	39	--	54	41	--	8	2
White	113	2268	36502	100	0	99	517	501	502	3	3	4	10	14	14	67	71	67	21	12	15
Students with Disabilities	12	412	10665	100	0	100	462	432	423	27	17	30	27	40	36	36	39	31	9	3	2
Students without Disabilities	109	2468	68312	98	0	98	522	508	493	0	2	7	7	12	21	72	74	62	20	13	10
Limited English Proficient Students	--	152	12556	--	0	100	--	394	436	--	19	24	--	40	40	--	39	35	--	3	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	234	38662	NC	0	96	NC	484	468	NC	9	16	NC	26	32	NC	59	49	NC	5	3
Non-Economically Disadvantaged	118	2646	40315	100	0	100	515	498	498	3	4	5	9	15	15	69	69	66	19	12	14

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	121	2869	78750	100	100	99	538	514	500	1	3	6	16	23	29	78	70	63	6	4	2
All Students (Prior Year)	138	2565	75673	99	100	100	558	553	530	3	7	12	18	20	25	77	66	58	2	6	4
Female	64	1424	38586	100	100	99	551	530	515	0	2	4	12	14	22	81	78	71	7	6	3
Male	57	1447	40135	100	99	99	523	498	486	2	5	8	20	32	35	75	62	56	4	2	1
African American	--	96	4081	--	99	99	--	506	488	--	4	8	--	28	32	--	66	59	--	3	2
Hispanic	NC	402	31841	NC	99	99	NC	493	483	NC	8	8	NC	34	36	NC	55	55	NC	3	1
Asian/Pacific Islander	NC	84	1802	NC	100	98	NC	551	533	NC	0	2	NC	11	16	NC	78	75	NC	11	7
American Indian/Alaskan Native	--	26	4586	--	100	100	--	466	481	--	8	8	--	25	37	--	67	54	--	0	1
White	113	2261	36440	100	100	99	538	517	516	1	3	3	17	21	22	76	72	71	6	4	4
Students with Disabilities	12	408	10622	100	100	100	488	432	415	0	14	21	64	47	50	27	37	28	9	2	1
Students without Disabilities	109	2463	68196	98	98	98	543	528	513	1	2	3	10	19	25	84	75	69	5	4	3
Limited English Proficient Students	--	151	12504	--	100	100	--	401	451	--	13	12	--	46	44	--	40	43	--	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	234	38558	NC	90	96	NC	493	485	NC	7	8	NC	34	37	NC	58	54	NC	1	1
Non-Economically Disadvantaged	118	2637	40260	100	100	100	537	516	514	1	3	3	16	22	21	78	71	72	6	4	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	212	2785	78250	100	100	99	582	566	548	6	13	21	10	13	18	60	55	48	24	19	13
All Students (Prior Year)	130	2538	75001	99	100	99	476	482	468	26	24	37	50	43	36	19	19	16	6	14	10
Female	110	1375	38071	100	100	99	586	566	549	4	11	20	8	13	19	62	58	49	26	18	12
Male	102	1409	40126	99	100	99	578	566	547	9	14	23	12	13	17	58	53	46	21	21	14
African American	NC	87	4058	NC	99	99	NC	547	523	NC	24	32	NC	19	22	NC	47	41	NC	10	5
Hispanic	14	343	29129	100	100	99	607	541	527	0	25	32	0	15	23	60	50	40	40	10	6
Asian/Pacific Islander	NC	103	1747	NC	100	100	NC	586	589	NC	6	9	NC	10	9	NC	54	50	NC	30	32
American Indian/Alaskan Native	--	20	4996	--	100	100	--	558	518	--	12	36	--	12	25	--	65	36	--	12	4
White	187	2232	38320	99	100	99	581	570	568	6	11	12	11	12	14	60	56	55	23	20	19
Students with Disabilities	21	402	9329	100	100	100	511	475	454	56	58	64	22	20	18	17	19	16	6	3	2
Students without Disabilities	191	2385	68996	99	99	99	589	582	561	1	5	16	9	12	18	64	61	52	26	22	14
Limited English Proficient Students	NC	100	10133	NC	100	100	NC	446	488	NC	38	45	NC	23	25	NC	33	28	NC	5	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	197	33388	NC	85	94	NC	545	530	NC	22	32	NC	22	22	NC	48	40	NC	8	5
Non-Economically Disadvantaged	206	2590	44937	100	100	100	582	568	561	6	12	13	10	12	15	60	56	54	24	20	18

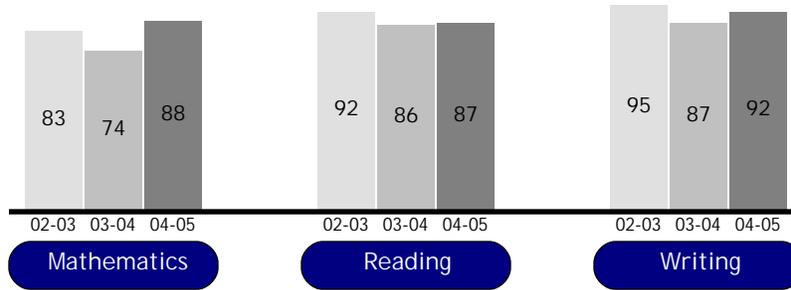
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	212	2792	78302	100	0	99	540	526	512	1	6	11	12	19	25	81	67	57	5	9	7
All Students (Prior Year)	130	2537	74918	99	100	99	507	509	497	18	21	32	25	20	19	40	40	35	17	19	15
Female	110	1377	38082	100	0	99	542	530	518	0	4	8	10	16	24	86	71	61	4	9	7
Male	102	1414	40166	99	0	99	537	523	507	2	7	14	14	21	26	77	63	54	7	8	6
African American	NC	89	4064	NC	0	100	NC	514	498	NC	12	14	NC	27	29	NC	55	54	NC	5	3
Hispanic	14	343	29152	100	0	99	549	502	492	0	15	17	20	24	34	70	58	46	10	3	2
Asian/Pacific Islander	NC	103	1746	NC	0	100	NC	534	542	NC	6	5	NC	10	13	NC	73	66	NC	11	16
American Indian/Alaskan Native	--	20	4993	--	0	100	--	505	484	--	6	19	--	47	38	--	41	42	--	6	1
White	187	2237	38347	99	0	99	540	530	531	1	4	5	12	18	17	82	68	68	5	9	10
Students with Disabilities	21	407	9353	100	0	100	495	450	429	11	26	40	33	46	38	56	27	22	0	1	1
Students without Disabilities	191	2387	69024	99	0	99	544	539	524	0	3	7	10	14	23	84	74	62	6	10	7
Limited English Proficient Students	NC	100	10140	NC	0	100	NC	407	451	NC	27	28	NC	37	43	NC	34	29	NC	2	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	197	33398	NC	0	94	NC	509	495	NC	12	18	NC	29	35	NC	55	46	NC	4	2
Non-Economically Disadvantaged	206	2597	44979	100	0	100	540	527	525	1	6	6	13	18	18	81	68	66	5	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	207	2785	78094	97	100	99	587	560	545	1	2	3	5	14	18	90	81	77	4	3	2
All Students (Prior Year)	129	2525	74503	98	99	99	519	515	491	2	3	9	26	29	32	66	56	51	7	11	8
Female	108	1374	38025	98	100	99	593	572	558	0	1	2	3	9	13	94	86	82	3	3	2
Male	99	1410	40013	96	100	99	581	549	534	1	3	5	8	19	23	85	76	71	6	2	1
African American	NC	88	4037	NC	100	99	NC	560	532	NC	4	4	NC	14	22	NC	81	73	NC	1	1
Hispanic	14	342	29068	100	100	99	591	527	523	0	5	5	10	24	27	70	70	67	20	1	1
Asian/Pacific Islander	NC	103	1743	NC	100	100	NC	572	577	NC	1	2	NC	11	9	NC	84	82	NC	4	8
American Indian/Alaskan Native	--	20	4981	--	100	100	--	550	526	--	0	4	--	12	25	--	88	70	--	0	0
White	182	2232	38265	97	100	99	587	564	564	1	2	2	5	13	11	90	83	84	4	3	3
Students with Disabilities	19	403	9275	95	100	100	521	466	444	6	11	14	31	42	46	63	47	39	0	0	1
Students without Disabilities	188	2384	68892	97	99	98	593	576	559	0	1	2	3	9	14	92	87	82	5	3	2
Limited English Proficient Students	NC	100	10084	NC	100	100	NC	418	474	NC	11	10	NC	41	39	NC	48	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	195	33296	NC	84	94	NC	540	527	NC	4	5	NC	21	27	NC	72	67	NC	3	0
Non-Economically Disadvantaged	202	2592	44871	99	100	100	588	561	559	1	2	2	5	13	12	90	82	84	4	3	3

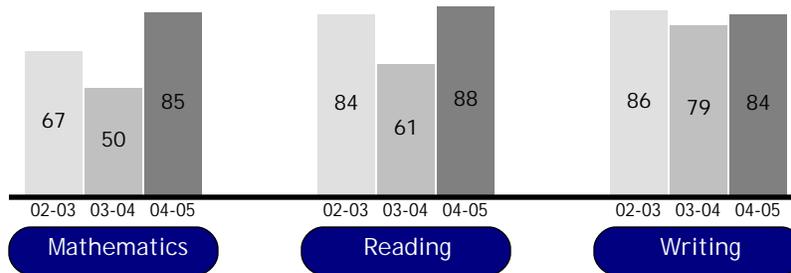
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

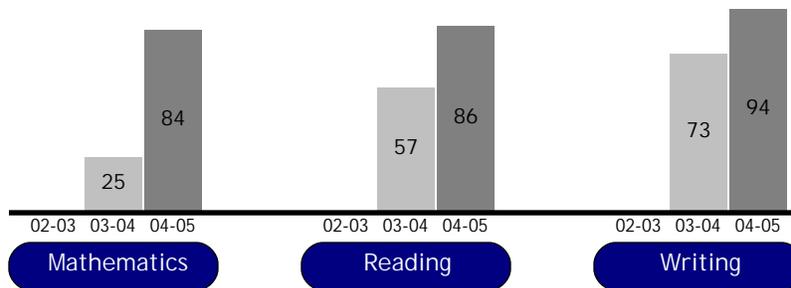
3rd Grade Proficiency



5th Grade Proficiency



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?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	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
2	Reading	96	65	63	50	99	66	NA	58	99	65	57	47
	Language	99	57	58	43	99	60	61	50	99	56	58	47
	Mathematics	100	72	70	57	99	74	72	64	99	68	62	50
3	Reading	100	71	61	47	100	65	NA	55	99	64	55	44
	Language	100	78	67	54	100	69	70	61	99	60	53	44
	Mathematics	100	70	66	54	100	65	69	61	99	65	60	51
4	Reading	100	71	66	52	100	73	NA	56	100	63	57	48
	Language	100	65	61	48	100	65	63	52	100	65	59	49
	Mathematics	100	71	73	57	100	72	74	61	100	65	63	53
5	Reading	100	72	62	50	100	68	NA	55	100	67	60	50
	Language	100	64	57	46	100	60	60	49	100	66	59	50
	Mathematics	100	77	73	57	100	72	75	63	98	63	58	49
6	Reading	99	67	66	53	100	72	NA	56	100	68	61	51
	Language	100	61	60	45	100	60	60	48	100	64	58	47
	Mathematics	99	76	79	62	100	81	79	66	100	70	66	52
7	Reading	100	64	62	51	98	67	NA	54	100	64	59	50
	Language	100	71	66	54	98	69	69	58	100	64	61	52
	Mathematics	100	68	71	58	98	73	76	62	99	62	60	50
8	Reading	--	--	64	53	99	62	NA	55	100	67	58	51
	Language	--	--	63	49	99	57	61	52	100	62	57	50
	Mathematics	--	--	72	58	99	64	70	61	100	68	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)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Academic Improvement
- Ü Safe School
- Ü Alternatives, Options and Choices
- Ü School Image
- Ü Parent/Community Involvement
- Ü Planned Growth

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	53.00
Other Professional Staff	3.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	4	0	0
4 to 6 years	9	5	0	0
7 to 9 years	2	3	0	0
10 or more years	7	14	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	142
Teachers with Emergency Certificaton.	.5
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Media Center/Library
- Ü Computer Labs: Stationary and Mobile

Extracurricular Activities

- Ü Boys & Girls: Basketball, Volleyball
- Ü Baseball, Softball, Spirit Line
- Ü After School Tutoring (at risk)
- Ü After School Academy
- Ü Chess Club
- Ü Summer School Programs

Social Services

- Ü Before & After Sch. Care Transportation
- Ü School Counselor
- Ü Prevention Intervention Specialist
- Ü School Nurse

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Gavilan Peak School's 2004/2005 school year AIMS test scores have improved in mathematics, reading, and writing in all grade levels!

- ü Gavilan Peak School provided students with a positive learning opportunities and school environment supported by a school wide focus on character development.

- ü Gavilan Peak's Third Grade was honored for being in the top five schools state wide for AIMS scores!

- ü Gavilan Peak was awarded the A+ Distinguished Program for our Standards Based Science Fair. Gavilan Peak was one of only 5 schools in the state to receive this award.

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	8	12	12	17
Transfers In Rate ⁶	11	28	28	37
Stability Rate ⁷	91	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	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

The Safety Committee's purpose is to ensure the safety of our students. We follow the guidelines of the Deer Valley Student Rights and Responsibility Handbook, that specifies a consistent response to misbehavior. We have also invited guest speakers to inform our community, staff, and students about drug abuse, bullying, and responsible decision making skills.

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	Deb Senatroy	(623) 445-7400
Transportation Policy	Karyl Carter	(623) 467-5095
Community Resources	Mark Oesterle	(623) 445-7404
School Nutrition Programs	Geoff Hapgood	(623) 445-4981
Parent Organization	Shelly Scheuring	(623) 445-7400
Student Health/Nurse	Kim Haelon	(623) 445-7410

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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** Due to booklet size printing, print copies are produced in multiples of 4.