

# Deer Valley High School

## ARIZONA SCHOOL REPORT CARD 2003-04

18424 N. 51st Avenue, Glendale, AZ 85308

Deer Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

High School  
Achievement Profile \*

Performing\*

\* The profiles are Excelling, Highly Performing, Performing or Underperforming.

### No Child Left Behind

Adequate Yearly  
Progress\*\*\*

Met

School Improvement  
Status\*\*\*

N/A

\*\*\* For additional information, please refer to the AYP page in this report card.

### School Overview

Principal/Administrator : Mrs. Barbara Dobbs  
Schedule : 6:30 AM to 3:30 PM  
Grades : 9-12  
2003 Enrollment : 2244  
Web Address : www.dvUSD.org  
Phone Number : (602) 467-6704  
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

ü Students will improve their reading, writing and math skills.

ü Students will have access to a variety of opportunities to meet graduation requirements.

### Instructional Programs

ü Advanced Placement  
ü Honors Classes  
ü On-site Special Education  
ü ELL

### Enrollment

October 1, 2002 School Year Student Enrollment : 2210  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 197

### Calendar Information

Number of Instruction Days : 177  
Average Daily Instruction Time : 6 hours 30 minutes  
First Day of School : 8/21/2003  
Last Day of School : 5/27/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web in early 2004 after schools have completed year-end reports.



ARIZONA  
DEPARTMENT OF  
EDUCATION

School Site Council

Council Composition

- 1 School Administrator(s)
- 3 Non-certified Employee(s)
- 4 Teacher(s)
- 8 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 2003-04

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

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	31	7	0	0
4 to 6 years	6	2	0	0
7 to 9 years	9	5	0	0
10 or more years	21	24	1	0

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.

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 Societies of Female & Male Scholars
- Ü SADD
- Ü Key Club

Social Services

- Ü Recreational Activities
- Ü Counseling Services
- Ü Crisis Intervention
- Ü Adult 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.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

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

ü Peer mediation program for resolving student conflicts.

School Honors

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

Award/Honor	Year
ü National Merit Scholarship Finalists (2)	2003
ü National Hispanic Merit Scholars (2)	2003
ü DVUSD Teachers of the Year (3)	2002
ü Region Coaches (3)	2002

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>2</sup>	95	95	94	96
Transfers Out <sup>3</sup>	16	20	20	20
Transfers In <sup>4</sup> (Within District)	0	2	2	2
Transfers In <sup>5</sup> (Out of District)	5	10	10	9
Promotion Rate <sup>6</sup>	97	99	98	95
Retention Rate <sup>7</sup>	3	1	2	5
Dropout Rate <sup>8</sup>	4			8
Status Unknown <sup>9</sup>	3			6
Graduation Rate <sup>10</sup>	83			76

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 2002-03. 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 2003. 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. 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).

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	420	1604	57534	80	82	91	493	496	491	38	36	46	20	18	16	31	33	23	10	13	15
All Students (Prior Year)	309	1417	51010	NA	NA	NA	489	492	483	33	34	45	30	25	20	33	31	23	5	10	11
Female	215	820	28155	82	84	90	493	497	491	38	36	47	21	18	16	32	34	24	9	13	14
Male	205	779	28932	78	80	89	493	496	491	39	36	46	19	19	15	30	32	23	12	14	16
African American	21	44	2558	95	85	86	484	482	475	44	54	64	28	23	15	22	18	16	6	5	6
Hispanic	28	135	17547	72	80	86	486	486	475	63	54	64	7	14	15	19	22	15	11	9	6
Asian/Pacific Islander	16	67	1395	107	100	96	490	509	519	31	21	22	31	19	16	31	34	28	8	26	35
American Indian/Alaskan Native	NC	17	3794	NC	94	91	NC	484	468	NC	46	72	NC	23	13	NC	31	12	NC	0	3
White	347	1331	29790	78	81	86	495	497	501	35	34	34	21	18	17	33	34	29	11	13	20
Students with Disabilities	46	155	5562	90	89	93	467	468	461	75	72	79	25	18	10	0	10	8	0	0	3
Students without Disabilities	374	1449	51972	79	81	90	494	497	492	37	35	45	20	18	16	32	33	24	11	14	15
Limited English Proficient Students	NC	24	5467	NC	69	111	NC	456	458	NC	100	87	NC	0	7	NC	0	5	NC	0	1
Migrant Students	--	--	702				--	--	471	--	--	74	--	--	9	--	--	14	--	--	3
Economically Disadvantaged	NC	NC	10446				NC	NC	472	NC	NC	70	NC	NC	13	NC	NC	13	NC	NC	4
Non-Economically Disadvantaged	419	1599	47088				493	496	495	38	36	42	20	18	16	31	33	26	10	13	17

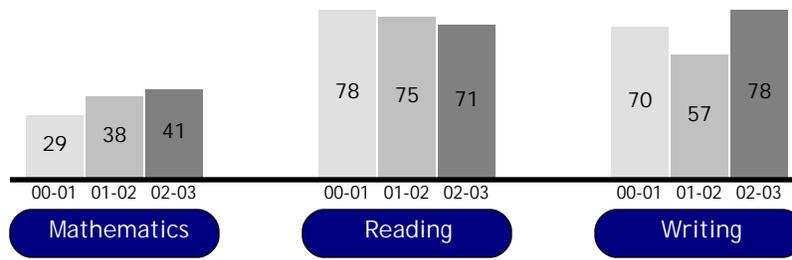
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	409	1537	56700	78	78	89	519	524	512	8	7	15	21	18	23	62	61	52	9	14	10
All Students (Prior Year)	271	1323	50525	NA	NA	NA	527	535	517	4	4	12	21	15	22	57	58	51	18	22	15
Female	221	800	27862	84	82	89	524	531	517	6	5	12	18	15	22	66	64	54	10	16	12
Male	188	735	28398	72	75	88	513	515	507	10	10	19	25	21	24	57	58	49	9	11	9
African American	20	42	2529	91	81	85	532	517	495	6	11	24	19	22	31	63	57	41	13	11	4
Hispanic	26	123	17305	67	73	85	501	506	494	13	13	24	43	30	31	35	49	41	9	8	4
Asian/Pacific Islander	16	68	1382	107	101	95	502	525	530	15	5	6	15	17	17	62	60	59	8	17	17
American Indian/Alaskan Native	NC	19	3815	NC	106	91	NC	496	489	NC	21	29	NC	29	35	NC	50	35	NC	0	2
White	339	1277	29209	76	77	84	521	526	525	7	7	9	20	17	17	65	62	59	9	14	15
Students with Disabilities	43	133	5215	86	76	87	498	494	478	15	21	43	31	33	29	54	44	25	0	2	2
Students without Disabilities	366	1404	51485	77	79	89	520	525	513	7	7	15	21	18	23	62	62	52	9	14	11
Limited English Proficient Students	NC	22	5378	NC	63	109	NC	469	471	NC	50	48	NC	50	36	NC	0	15	NC	0	0
Migrant Students	--	--	689				--	--	486	--	--	31	--	--	36	--	--	30	--	--	2
Economically Disadvantaged	NC	NC	10358				NC	NC	492	NC	NC	26	NC	NC	33	NC	NC	37	NC	NC	4
Non-Economically Disadvantaged	408	1531	46342				519	524	516	8	7	13	21	18	21	62	61	54	9	14	12

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	457	1688	55090	87	86	87	482	490	479	10	8	16	12	12	13	78	79	70	0	1	0
All Students (Prior Year)	381	1578	50572	NA	NA	NA	476	492	481	9	6	14	34	24	23	57	69	63	0	1	1
Female	244	885	27752	93	90	89	486	496	483	9	6	13	9	9	12	82	84	75	0	1	0
Male	213	801	26842	81	82	83	478	484	474	11	10	20	16	16	15	73	73	65	0	0	0
African American	23	50	2336	105	96	78	481	481	464	10	14	25	10	11	14	80	75	62	0	0	0
Hispanic	28	125	16391	72	74	81	467	473	458	13	10	28	25	21	16	63	68	56	0	1	0
Asian/Pacific Islander	14	65	1356	93	97	93	468	501	499	17	7	7	8	8	9	75	84	83	0	2	2
American Indian/Alaskan Native	NC	17	3731	NC	94	89	NC	470	446	NC	7	37	NC	20	16	NC	73	47	NC	0	0
White	383	1420	29053	86	86	84	485	492	492	9	7	8	11	12	12	80	80	79	0	1	0
Students with Disabilities	46	135	4141	92	78	69	454	447	436	29	32	47	14	22	18	57	46	35	0	0	0
Students without Disabilities	411	1553	50949	87	87	89	483	492	479	9	7	16	12	12	13	79	80	71	0	1	0
Limited English Proficient Students	NC	24	4711	NC	69	96	NC	422	422	NC	50	61	NC	0	13	NC	50	26	NC	0	0
Migrant Students	--	--	666				--	--	444	--	--	39	--	--	11	--	--	50	--	--	0
Economically Disadvantaged	NC	NC	10168				NC	NC	453	NC	NC	32	NC	NC	18	NC	NC	50	NC	NC	0
Non-Economically Disadvantaged	456	1684	44922				482	490	484	10	8	13	12	12	13	78	79	73	0	1	0

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 (AYP):** The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

**Met Percent Tested:** Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

**Met Test Objectives:** The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

**Met Attendance Rate:** Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

**Met Graduation Rate:** School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

**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](http://www.ade.az.gov/azlearns) and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	89	52	51	43	100	37	38	37	88	51	49	41
	Language	91	50	50	41	100	41	42	38	95	48	49	42
	Mathematics	92	65	66	59	100	52	57	56	96	65	67	60

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 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) :

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.

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](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns). If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 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 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

11 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](http://www.ade.az.gov/standards)