

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1143 S Lindsay Rd, Mesa, AZ 85204

Sun Valley Public Charter High School

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 <sup>(a)</sup>

2003-04	Underperforming
2002-03	Alternative School
2001-02	N/A

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

### School Overview

Principal/Administrator : Mr. Joe Procopio  
 Schedule : 7:15 AM to 9:30 PM  
 Grades : 9-12  
 2004 Enrollment : 1100  
 Web Address :  
 Phone Number : (480) 497-4800  
 Fax Number : (480) 497-1314  
 E-mail : Joe.Procopio@leonagroupaz.com

### Mission

SVHS provides a safe and supportive environment for an accelerated education. Through personalized instruction, we incorporate high academic standards with essential life skills. By meeting individual and academic needs, Sun Valley prepares students to be productive citizens.

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2003-04	Not Met
2002-03	Met
2001-02	N/A

#### School Improvement Status <sup>(b)</sup>

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

### School / Academic Goals

- ü All students will master the Arizona Academic Standards.
- ü All students will be prepared to successfully enter the job market upon graduation.

### Enrollment

October 1, 2003 School Year Student Enrollment : 954  
 Accepting New Students in 2004-05 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 1900

Instructional Programs

- ü Morning, Afternoon and Night Sessions
- ü Block Scheduling
- ü Alternative Education
- ü Free Tutoring
- ü IC3 Certification
- ü Microsoft Office Certification

Calendar Information

Number of Instruction Days :	144
Average Daily Instruction Time :	5 hours 0 minutes
First Day of School :	8/23/2004
Last Day of School :	6/2/2005

Shared Responsibilities

School

Our responsibility to our parents and students is to uphold high academic standards. Communication between the school and home is open for discussion of student progress and attendance. With full-time security, we assure a safe learning environment.

Parents

Parents are provided with a parent/student contract and list of our expectations; thus any concerns regarding the student, the learning process, curriculum or discipline procedures may be addressed.

Transportation Policy

Sun Valley High School gives bus tokens to students using the public transportation system. These bus tokens have been paid for by the school.

School Honors

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

Award/Honor	Year
ü Who's Who of American Teachers	2000
ü Chase Outstanding Principal Award	1994

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	147	147	65934	93	93	100	457	457	492	80	80	43	12	12	18	7	7	24	1	1	15
All Students (Prior Year)	165	165	57534	85	85	91	453	453	491	87	87	46	10	10	16	3	3	23	0	0	15
Female	77	77	32586	93	93	100	457	457	491	81	81	44	13	13	19	6	6	24	0	0	14
Male	70	70	33226	93	93	99	457	457	493	79	79	42	11	11	18	9	9	24	1	1	16
African American	NC	NC	3042	NC	NC	98	NC	NC	478	NC	NC	58	NC	NC	19	NC	NC	17	NC	NC	6
Hispanic	69	69	21740	91	91	100	450	450	475	88	88	63	7	7	17	3	3	15	1	1	5
Asian/Pacific Islander	NC	NC	1643	NC	NC	99	NC	NC	519	NC	NC	23	NC	NC	13	NC	NC	30	NC	NC	34
American Indian/Alaskan Native	NC	NC	4351	NC	NC	99	NC	NC	472	NC	NC	68	NC	NC	16	NC	NC	13	NC	NC	4
White	64	64	34819	97	97	99	466	466	505	70	70	27	19	19	20	11	11	31	0	0	22
Students with Disabilities	13	13	6507	100	100	100	440	440	456	92	92	83	8	8	9	0	0	6	0	0	2
Students without Disabilities	134	134	59427	92	92	100	459	459	494	78	78	41	13	13	19	8	8	25	1	1	16
Limited English Proficient Students	20	20	6793	91	91	100	439	439	464	100	100	79	0	0	11	0	0	8	0	0	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	62	62	18745				461	461	475	77	77	64	11	11	16	10	10	15	2	2	5
Non-Economically Disadvantaged	85	85	47182				455	455	499	81	81	35	13	13	19	6	6	27	0	0	19

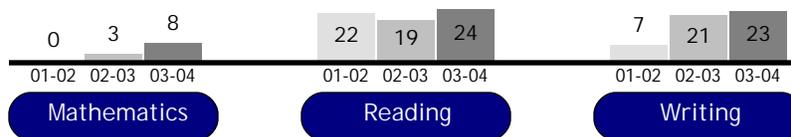
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	154	154	68162	100	100	100	473	473	509	43	43	18	33	33	24	24	24	51	0	0	8
All Students (Prior Year)	168	168	56700	88	88	89	466	466	512	57	57	15	24	24	23	18	18	52	1	1	10
Female	74	74	33509	100	100	100	480	480	513	31	31	15	43	43	23	26	26	52	0	0	9
Male	79	79	34521	100	100	100	467	467	505	53	53	20	24	24	24	23	23	49	0	0	7
African American	11	11	3163	100	100	99	506	506	497	18	18	22	27	27	30	55	55	46	0	0	3
Hispanic	67	67	22624	100	100	100	455	455	487	67	67	32	21	21	31	12	12	35	0	0	2
Asian/Pacific Islander	NC	NC	1666	NC	NC	100	NC	NC	523	NC	NC	11	NC	NC	17	NC	NC	60	NC	NC	12
American Indian/Alaskan Native	NC	NC	4592	NC	NC	100	NC	NC	484	NC	NC	32	NC	NC	37	NC	NC	30	NC	NC	1
White	69	69	35727	99	99	100	484	484	526	25	25	7	43	43	17	32	32	64	0	0	12
Students with Disabilities	15	15	6845	100	100	100	445	445	468	80	80	53	13	13	29	7	7	18	0	0	1
Students without Disabilities	139	139	61317	100	100	100	476	476	512	39	39	15	35	35	23	26	26	53	0	0	8
Limited English Proficient Students	21	21	7152	100	100	100	435	435	464	90	90	57	10	10	31	0	0	12	0	0	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	61	61	19528				477	477	487	39	39	31	36	36	32	25	25	34	0	0	2
Non-Economically Disadvantaged	93	93	48595				470	470	518	45	45	13	31	31	20	24	24	57	0	0	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	151	151	67629	100	100	100	434	434	524	60	60	22	17	17	16	23	23	59	0	0	3
All Students (Prior Year)	90	90	55090	47	47	87	425	425	479	63	63	16	17	17	13	21	21	70	0	0	0
Female	74	74	33347	100	100	100	457	457	537	50	50	17	19	19	15	31	31	64	0	0	4
Male	76	76	34151	97	97	99	411	411	512	70	70	27	14	14	18	16	16	54	0	0	2
African American	10	10	3150	100	100	99	483	483	515	50	50	24	10	10	19	40	40	56	0	0	2
Hispanic	66	66	22313	100	100	100	392	392	493	77	77	34	11	11	19	12	12	46	0	0	1
Asian/Pacific Islander	NC	NC	1659	NC	NC	100	NC	NC	564	NC	NC	11	NC	NC	12	NC	NC	68	NC	NC	9
American Indian/Alaskan Native	NC	NC	4528	NC	NC	99	NC	NC	492	NC	NC	35	NC	NC	21	NC	NC	42	NC	NC	1
White	68	68	35593	97	97	99	468	468	547	44	44	13	24	24	14	32	32	69	0	0	4
Students with Disabilities	14	14	6712	100	100	100	380	380	445	79	79	61	14	14	18	7	7	21	0	0	0
Students without Disabilities	137	137	60917	99	99	100	439	439	530	58	58	19	17	17	16	25	25	61	0	0	3
Limited English Proficient Students	19	19	6994	90	90	100	315	315	442	95	95	58	0	0	18	5	5	23	0	0	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	58	58	19310				417	417	489	69	69	35	17	17	20	14	14	44	0	0	1
Non-Economically Disadvantaged	93	93	48278				444	444	538	55	55	17	16	16	15	29	29	65	0	0	4

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

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

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	N
	Met Graduation Rate?	Y
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](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	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	17	17	37	--	--	--	41	75	17	NA	42
	Language	100	5	5	38	--	--	--	42	77	8	8	42
	Mathematics	100	26	26	56	--	--	--	60	77	29	29	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

Council Duties

- School Administrator(s)
- Non-certified Employee(s)
- Teacher(s)
- Parent(s)
- Community Member(s)
- Student(s)

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	4.00	Teacher	35.00
Other Professional Staff	9.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	28
Core academic classes taught by Highly Qualified (NCLB) teachers.	44
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Title I Computer Resource Center

Extracurricular Activities

- ü Sports
- ü National Honor Society
- ü Yearbook
- ü Prom Committee
- ü Service Learning

Social Services

- ü On-site Counseling--Social Worker
- ü Community WellNess - Vision & Hearing
- ü Healthy Kids Dental - Dental Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü The graduating class of 2003-04 was nearly 300 strong. Our students continued their successes after graduation through enrolling in community colleges, enlisting in the Armed Forces and joining a variety of Technical Programs.
- ü We received our North Central Association accreditation in 1999-2000.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	91	95	93	95
Transfers Out <sup>5</sup>	--	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	--	10	9	9
Promotion Rate <sup>8</sup>	--	98	98	94
Retention Rate <sup>9</sup>	--	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	71			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

No MAP data found for this school.

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

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We maintain a pro-active approach to issues of safety. We contract with the Mesa Police Department to have off-duty officers on campus during school hours as a preventative deterrent.

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) :

4

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		
Transportation Policy	Roxanne Brooks	(480) 497-4800
Community Resources	Sakina Crowder	(480) 497-4800
School Nutrition Programs		
Parent Organization		
Student Health/Nurse	Linda Rodriguez	(480) 497-4800

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 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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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