

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

25250 N. 35th Avenue, Glendale, AZ 85310

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 <sup>(a)</sup>

2003-04	Not Evaluated
2002-03	New School
2001-02	N/A

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

### School Overview

Principal/Administrator : Mr. Jack Dillard  
 Schedule : 7:00 AM to 4:00 PM  
 Grades : 9-12  
 2004 Enrollment : 1860  
 Web Address : www.so.dvUSD.org  
 Phone Number : (623) 445-7100  
 Fax Number : (623) 445-7180  
 E-mail : jdillard@so.dvUSD.org

### Mission

The mission of Sandra Day O'Connor High School is to equip students for the choices and challenges of living and working in an ever changing, fast paced, technological society.

### No Child Left Behind

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

2003-04	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 High academic achievement for all learners. Assure that all students meet, or exceed, the academic standards set forth by the state of Arizona and the DVUSD.
- ü Create and maintain a safe and orderly learning environment.
- ü All students will meet or exceed the standards that are measured by AIMS.
- ü All graduating seniors will engage in post secondary educational opportunities.

### Enrollment

October 1, 2003 School Year Student Enrollment : 1666  
 Accepting New Students in 2004-05 Under Open Enrollment Law :<sup>2</sup> No  
 Number of Students Attending Under Open Enrollment in 2003-04 : 175

Instructional Programs

- ü Honors/Advanced Placement
- ü Special Education Inclusion
- ü Standards Based Curriculum
- ü English Language Learners
- ü Community College Dual Enrollment
- ü At-Risk

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/19/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

SDOHS has the responsibility to provide: Positive school climate. Rigorous curriculum. An environment of high expectations. Quality fine arts, athletic, and club programs. Opportunities for parental involvement. Well equiped classrooms.

Parents

Assure that students receive adequate nutrition and rest. Monitor school work closely. Call teachers. Monitor outside work schedules. Make school and learning a priority. Talk to students about future plans, set realistic goals that are attainable.

Transportation Policy

The DVUSD provides transportation for high students who live 1.75 miles from their home school.

School Honors

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

Award/Honor	Year
ü Student Government named "Most Spirited" at state conve	2004
ü Multiple newspaper awards at the state level	2004
ü Teacher of the Year DVUSD	2004
ü Rookie Teacher of the Year	2004

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	572	2226	65934	99	99	100	500	502	492	31	27	43	20	21	18	35	36	24	13	16	15
All Students (Prior Year)	273	1604	57534	96	82	91	483	496	491	50	36	46	21	18	16	22	33	23	7	13	15
Female	291	1073	32586	98	99	100	499	502	491	31	26	44	24	23	19	32	35	24	13	16	14
Male	280	1148	33226	99	99	99	501	502	493	31	27	42	17	19	18	39	37	24	14	17	16
African American	NC	57	3042	NC	97	98	NC	483	478	NC	43	58	NC	22	19	NC	30	17	NC	6	6
Hispanic	42	239	21740	98	97	100	485	488	475	60	45	63	19	19	17	14	26	15	7	9	5
Asian/Pacific Islander	NC	64	1643	NC	100	99	NC	516	519	NC	16	23	NC	15	13	NC	44	30	NC	26	34
American Indian/Alaskan Native	NC	11	4351	NC	100	99	NC	502	472	NC	30	68	NC	10	16	NC	40	13	NC	20	4
White	518	1846	34819	99	99	99	501	504	505	29	24	27	21	21	20	37	37	31	14	17	22
Students with Disabilities	49	223	6507	100	99	100	469	465	456	79	81	83	8	7	9	13	11	6	0	1	2
Students without Disabilities	523	2003	59427	98	99	100	503	505	494	27	23	41	22	22	19	37	38	25	14	18	16
Limited English Proficient Students	NC	55	6793	NC	83	100	NC	470	464	NC	69	79	NC	8	11	NC	16	8	NC	6	2
Migrant Students	--	NC	708				--	NC	469	--	NC	72	--	NC	15	--	NC	10	--	NC	3
Economically Disadvantaged	49	317	18745				499	490	475	35	40	64	18	19	16	33	32	15	14	8	5
Non-Economically Disadvantaged	523	1909	47182				500	504	499	31	24	35	21	21	19	35	37	27	13	18	19

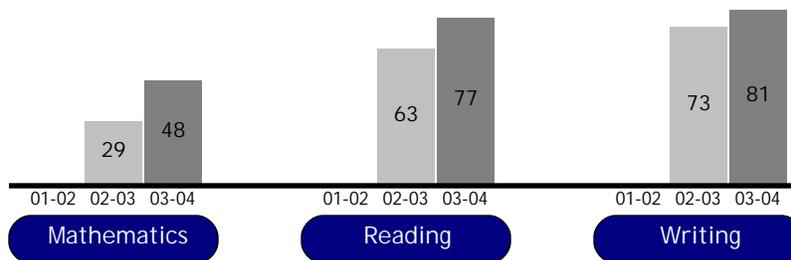
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	590	2267	68162	100	100	100	525	524	509	6	7	18	17	18	24	67	65	51	10	11	8
All Students (Prior Year)	259	1537	56700	91	78	89	510	524	512	14	7	15	24	18	23	53	61	52	10	14	10
Female	300	1092	33509	100	100	100	527	529	513	4	5	15	16	16	23	70	66	52	10	13	9
Male	289	1174	34521	100	100	100	523	520	505	8	9	20	19	19	24	64	63	49	9	9	7
African American	NC	57	3163	NC	93	99	NC	512	497	NC	11	22	NC	23	30	NC	61	46	NC	5	3
Hispanic	43	249	22624	100	100	100	510	502	487	9	22	32	33	25	31	53	49	35	5	5	2
Asian/Pacific Islander	NC	64	1666	NC	100	100	NC	525	523	NC	6	11	NC	19	17	NC	63	60	NC	11	12
American Indian/Alaskan Native	NC	11	4592	NC	100	100	NC	508	484	NC	18	32	NC	27	37	NC	36	30	NC	18	1
White	532	1880	35727	100	100	100	526	528	526	5	5	7	16	17	17	68	67	64	10	12	12
Students with Disabilities	54	227	6845	100	100	100	482	475	468	33	42	53	47	38	29	18	19	18	2	1	1
Students without Disabilities	536	2040	61317	99	100	100	529	529	512	3	4	15	14	16	23	72	69	53	10	12	8
Limited English Proficient Students	NC	56	7152	NC	88	100	NC	463	464	NC	67	57	NC	11	31	NC	22	12	NC	0	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	52	325	19528				536	508	487	8	17	31	19	24	32	58	54	34	15	5	2
Non-Economically Disadvantaged	538	1942	48595				524	527	518	6	6	13	17	17	20	68	66	57	9	12	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	592	2265	67629	100	100	100	551	538	524	8	11	22	12	16	16	79	71	59	2	2	3
All Students (Prior Year)	255	1688	55090	90	86	87	484	490	479	10	8	16	17	12	13	73	79	70	0	1	0
Female	301	1091	33347	100	100	100	562	550	537	3	7	17	11	14	15	84	77	64	2	2	4
Male	290	1173	34151	100	100	99	538	526	512	13	16	27	12	18	18	73	65	54	2	1	2
African American	NC	56	3150	NC	92	99	NC	528	515	NC	11	24	NC	27	19	NC	63	56	NC	0	2
Hispanic	43	247	22313	100	100	100	542	503	493	7	23	34	12	22	19	81	55	46	0	1	1
Asian/Pacific Islander	NC	64	1659	NC	100	100	NC	561	564	NC	6	11	NC	16	12	NC	71	68	NC	6	9
American Indian/Alaskan Native	NC	11	4528	NC	100	99	NC	526	492	NC	18	35	NC	18	21	NC	64	42	NC	0	1
White	534	1881	35593	100	100	99	552	542	547	8	10	13	11	15	14	79	73	69	2	2	4
Students with Disabilities	54	226	6712	100	99	100	482	461	445	46	50	61	21	28	18	33	22	21	0	0	0
Students without Disabilities	538	2039	60917	100	100	100	557	545	530	4	8	19	11	15	16	83	76	61	2	2	3
Limited English Proficient Students	NC	54	6994	NC	84	100	NC	412	442	NC	58	58	NC	28	18	NC	14	23	NC	0	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	52	326	19310				561	515	489	6	20	35	17	22	20	73	57	44	4	1	1
Non-Economically Disadvantaged	540	1939	48278				550	542	538	8	10	17	11	15	15	79	73	65	2	2	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?	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 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	--	--	38	37	93	52	49	41	90	51	NA	42
	Language	--	--	42	38	95	52	49	42	96	49	50	42
	Mathematics	--	--	57	56	95	69	67	60	95	70	71	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

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

Council Duties

- Ü Develop School Goals
- Ü Develop a Continuous Improvement Plan
- Ü Monitor Implementation of CIP
- Ü Evaluate the Impact of the CIP
- Ü Award grants to support the CIP
- Ü Manage Resources

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	4.00	Teacher	87.00
Other Professional Staff	7.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	23	8	0	0
4 to 6 years	15	0	1	0
7 to 9 years	2	0	0	0
10 or more years	24	12	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	56
Core academic classes taught by Highly Qualified (NCLB) teachers.	228
Teachers with Emergency Certificaton.	2

Resources Available at School Site

Special Facilities

- Ü Five Computer Labs
- Ü Mobile Mini Computer Lab
- Ü Performing Arts Center
- Ü Two Gymnasiums

Extracurricular Activities

- Ü Academic Decathlon
- Ü Fellowship of Christian Athletes
- Ü Student Governement
- Ü National Honor Society
- Ü MODEL UN
- Ü Speech and Debate
- Ü Common Ground
- Ü Fine Arts

Social Services

- Ü Crisis Mediation
- Ü Health Services
- Ü Recreation Activities and Camps
- Ü Community Education Programs
- Ü Financial Assistance

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Based on SAT scores SDOHS students rank in the top 30% in the area of mathematics. In other tested content areas SDOHS students performed at the above average level.
- ü Marching Band has recieved numerous awards for outstanding performance, presentation, and choreography.
- ü Adademic Decathlon named most improved chapter in Arizona
- ü Numerous sports teams and athletes made it to the state playoff level. They include: baseball, wrestling, golf, swim and dive, and girls soccer.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	94	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>	--			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

SDOHS has developed an extensive plan to create and maintain a positive and safe learning environment. The following strategies are in place to assure safety: Closed campus. Security monitors. Phoenix Police. Closed circuit video surveillance.

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) :

17

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	Jack Dillard	(623) 445-7104
Transportation Policy	Nick Portnova	(623) 445-5072
Community Resources	Tim Tait	(623) 445-5013
School Nutrition Programs	Geoff Habgood	(888) 445-7100
Parent Organization		
Student Health/Nurse	Ellie Heinzen	(623) 445-7110

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).

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 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.