

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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>

2005-06	Highly Performing
2004-05	Highly Performing
2003-04	Not Evaluated

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

### School Overview

Principal/Administrator : Mr. Jack Dillard  
 Schedule : 07:00 AM to 03:30 PM  
 Grades : 9-12  
 Web Address : [sdohs.dvUSD.org](http://sdohs.dvUSD.org)  
 Phone Number : (623) 445-7100  
 Fax Number : (623) 445-7180  
 E-mail : [jack.dillard@so.dvUSD.org](mailto:jack.dillard@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>

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

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

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

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

### School / Academic Goals

- ü 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, 2005 School Year Student Enrollment : 1954  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 223

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
- Ü CTE/School to work
- Ü AJROTC

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

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 equipped 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	2005
Ü Teacher of the Year DVUSD	2005
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	469	2531	71130	100	99	95	713	711	701	11	12	23	10	11	13	61	61	51	18	16	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	221	1219	35465	100	99	96	712	711	702	10	12	21	11	11	13	61	60	53	18	17	13
Male	248	1312	35648	100	99	94	714	711	701	11	12	24	10	10	12	60	62	50	19	16	14
African American	11	91	3868	100	97	95	698	697	686	18	20	33	18	18	17	55	56	45	9	7	6
Hispanic	28	277	25103	100	99	95	701	696	685	14	23	34	11	13	16	68	56	45	7	8	5
Asian/Pacific Islander	16	100	1805	100	100	98	709	726	731	6	10	9	25	11	7	56	52	50	13	27	34
American Indian/Alaskan Native	NC	23	4241	NC	96	90	NC	694	679	NC	22	39	NC	17	19	NC	57	39	NC	4	3
White	412	2040	36075	100	99	95	715	714	715	10	10	12	9	10	9	60	63	58	20	17	21
Students with Disabilities	41	258	5862	98	92	71	664	667	658	56	53	63	22	21	15	22	26	20	NA	1	2
Students without Disabilities	428	2273	65268	100	100	98	718	716	705	6	7	19	9	10	12	64	65	54	20	18	15
Limited English Proficient Students	NC	44	4859	NC	96	93	NC	668	662	NC	55	64	NC	14	15	NC	30	20	NC	2	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	16	164	22957	100	96	93	690	696	685	19	27	34	19	15	17	63	50	44	NA	8	5
Non-Economically Disadvantaged	453	2367	48173	100	99	96	714	712	709	10	11	17	10	10	11	60	62	55	19	17	18

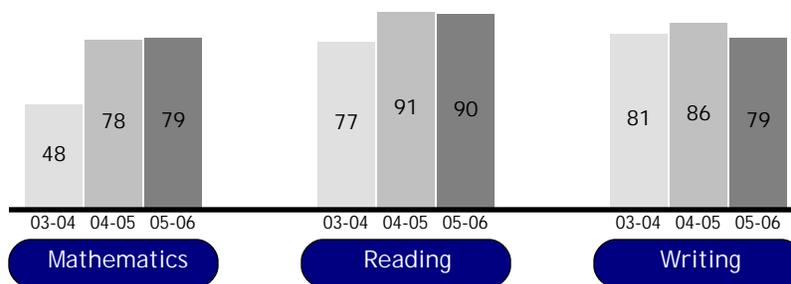
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	471	2572	73018	100	100	97	726	719	703	1	2	6	9	12	23	76	74	64	14	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	221	1226	36181	100	99	97	730	724	708	0	2	4	8	11	21	73	73	65	18	14	9
Male	250	1346	36816	100	100	96	723	714	699	1	3	7	10	14	24	78	75	62	11	8	7
African American	11	92	3976	100	99	96	722	700	689	NA	12	8	18	17	29	73	67	59	9	3	3
Hispanic	28	277	25801	100	99	96	728	699	683	NA	5	10	7	23	34	79	67	53	14	4	3
Asian/Pacific Islander	16	100	1812	100	100	98	713	716	722	NA	4	3	19	16	15	75	67	66	6	13	16
American Indian/Alaskan Native	NC	23	4389	NC	92	93	NC	698	675	NC	NA	9	NC	26	42	NC	70	47	NC	4	1
White	413	2078	37024	99	100	97	727	723	721	1	2	2	8	10	12	76	76	73	15	12	13
Students with Disabilities	42	267	7170	95	93	85	683	668	654	7	15	23	31	42	47	62	42	29	NA	1	1
Students without Disabilities	429	2305	65848	100	100	98	730	724	708	0	1	4	7	9	20	77	78	67	16	12	9
Limited English Proficient Students	NC	46	5099	NC	98	95	NC	641	641	NC	30	29	NC	57	59	NC	13	12	NC	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	15	164	23912	94	97	94	700	698	681	NA	2	10	20	26	36	80	68	52	NA	5	2
Non-Economically Disadvantaged	456	2408	49106	100	100	98	727	720	714	1	3	4	9	11	16	76	75	69	15	11	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	473	2589	72810	100	100	96	701	695	685	2	3	6	19	24	30	73	67	58	6	6	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	221	1236	36111	100	100	97	709	704	695	2	2	4	11	16	23	77	73	65	10	9	8
Male	252	1353	36678	100	100	95	694	686	674	2	4	9	26	31	36	69	61	52	3	4	3
African American	11	93	3962	100	100	96	700	684	675	NA	4	8	18	27	33	73	67	55	9	2	3
Hispanic	28	278	25735	100	100	96	703	683	669	NA	5	10	21	36	41	71	56	48	7	3	2
Asian/Pacific Islander	16	100	1809	100	100	97	700	696	704	NA	5	4	31	22	19	69	63	65	NA	10	13
American Indian/Alaskan Native	NC	22	4370	NC	88	92	NC	690	670	NC	5	9	NC	23	39	NC	73	50	NC	NA	2
White	415	2094	36915	100	100	97	701	697	697	2	2	3	19	22	21	73	68	67	7	7	8
Students with Disabilities	44	284	7071	100	99	84	657	648	634	14	17	24	55	53	53	32	30	21	NA	0	1
Students without Disabilities	429	2305	65739	100	100	98	705	700	689	1	1	4	16	20	27	77	71	62	7	7	6
Limited English Proficient Students	NC	47	5046	NC	100	94	NC	615	621	NC	34	31	NC	57	56	NC	9	12	NC	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	15	165	23814	94	98	94	686	684	667	NA	4	10	40	32	41	53	61	47	7	4	2
Non-Economically Disadvantaged	458	2424	48996	100	100	97	701	695	693	2	3	4	19	24	24	73	67	64	6	6	7

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

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

10th Grade Proficiency



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

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	90	51	NA	42	97	66	60	51	98	68	63	52
	Language	96	49	50	42	97	64	58	50	98	65	59	50
	Mathematics	95	70	71	63	97	63	58	50	98	67	59	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://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

Council Duties

2 School Administrator(s)	Ü Develop School Goals
2 Non-certified Employee(s)	Ü Develop a Continuous Improvement Plan
5 Teacher(s)	Ü Monitor Implementation of CIP
3 Parent(s)	Ü Evaluate the Impact of the CIP
1 Community Member(s)	Ü Award grants to support the CIP
2 Student(s)	Ü Manage Resources

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	81.00
Other Professional Staff	7.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	25	4	0	0
4 to 6 years	18	7	0	0
7 to 9 years	12	5	0	0
10 or more years	26	16	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	280
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	0%

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 Government
- 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
- Ü Youth Development Model
- Ü Parent University
- Ü Child Day Care

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- 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.  
SDOHS students scored in the top ten in the state with the AIMS reading assessment.
- ü Marching Band has recieved numerous awards for outstanding performance, presentation, and choreography.
- ü Adademic Decathlon named top three in region and number one in district.
- ü Girls Cross Country are ranked number one in state and multi-state region.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	94	89	88	73
Graduation Rate <sup>6</sup>	92	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

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

25

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	Jack Dillard	(623) 445-7104
Transportation Policy	Nick Portnova	(623) 445-5072
Community Resources	Sandi Hicks	(623) 445-5011
School Nutrition Programs	Linda Sharrett	(623) 445-7114
Parent Organization	Mary Horvath	(623) 445-7100
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."

## ACHIEVEMENT PROFILES

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](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. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/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.