

# Chaparral High School

## ARIZONA SCHOOL REPORT CARD 2003-04

6935 E. Gold Dust Avenue, Scottsdale, AZ 85253

Scottsdale 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 \*

Excelling\*

\* 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. Mary Lou Muccino  
Schedule : 7:30 AM to 4:00 PM  
Grades : 9-12  
2003 Enrollment : 1848  
Web Address : www.susd.org  
Phone Number : (480) 484-6500  
Fax Number : (480) 484-6501  
E-mail : chaparral@susd.org

### Mission

Chaparral High School challenges students in an interactive environment that values individual differences and provides opportunities for all students to realize their potential and develop into responsible citizens who are lifelong learners.

### School / Academic Goals

- ü Writing Skills: Students will improve their writing skills across the curriculum as measured by their performance on Arizona's Instrument to Measure Standards (AIMS).
- ü Math skills: Students will improve their math skills across the curriculum focusing on graphing as measured by their performance on Arizona's Instrument to Measure Standards.

### Instructional Programs

- ü Advanced Placement
- ü Honors Classes
- ü On-site Special Education
- ü English Language Learners

### Enrollment

October 1, 2002 School Year Student Enrollment : 1911  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 216

### Calendar Information

Number of Instruction Days : 178  
Average Daily Instruction Time : 5 hours 51 minutes  
First Day of School : 8/11/2003  
Last Day of School : 5/25/2004

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)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 2 Student(s)

Council Duties

- Ü School Improvement Plan
- Ü Budget
- Ü Curriculum Development
- Ü Parent/Educator Relations
- Ü North Central Association Accreditation
- Ü Local Policy Review

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	4.00	Teacher	102.50
Other Professional Staff	10.00	Teacher Aide	17.50

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	4	0	0
4 to 6 years	4	13	0	0
7 to 9 years	3	12	1	0
10 or more years	10	44	2	0

Shared Responsibilities

School

Chaparral provides a stimulating and challenging academic program with highly qualified teachers in a climate that is both safe and conducive to learning. Additionally we communicate regularly with parents and encourage their involvement in school.

Parents

Parents are urged to provide a supportive home environment conducive to studying and learning, as well as motivate their children to do their best. They should stress the importance of following school and district policies as stated in the UCC.

Resources Available at School Site

Special Facilities

- Ü Media/Technology Center
- Ü Life Skills Center for Special Education

Extracurricular Activities

- Ü Interscholastic Athletics
- Ü Student Government
- Ü Service Learning--Community Service
- Ü Speech and Debate

Social Services

- Ü Counseling Services
- Ü Adult Education
- Ü Health Services
- Ü Scottsdale Prevention Institute

Transportation Policy

Transportation is provided for students who live more than 1.5 walking miles from school. Service also is provided for special education students whose IEPs require it.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Ninety-one percent of Chaparral students have met or exceeded standards in writing (AIMS 2003). Chaparral students score among the highest in the state on the Stanford 9 partly as a result of our goal of Academic Achievement.
- ü Sixty-nine percent of Chaparral students have met or exceeded standards in math (AIMS 2003). This is a 14 point gain in student achievement as a result of a school-wide focus on math across the curriculum during the 2002-03 school year.

School Honors

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

Award/Honor	Year
ü Flinn Scholar Class of 2002, 2003	2003
ü 17 In-state Presidential Scholars	2003
ü 24 National Merit Semifinalists	2000
ü 4A Award of Excellence--7 of the Past 9 Years	2002

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>2</sup>	96	95	94	96
Transfers Out <sup>3</sup>	13	20	20	20
Transfers In <sup>4</sup> (Within District)	1	2	2	2
Transfers In <sup>5</sup> (Out of District)	5	10	10	9
Promotion Rate <sup>6</sup>	100	99	98	95
Retention Rate <sup>7</sup>	0	1	2	5
Dropout Rate <sup>8</sup>	0			8
Status Unknown <sup>9</sup>	0			6
Graduation Rate <sup>10</sup>	98			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	392	1791	57534	94	90	91	517	507	491	14	25	46	16	18	16	44	36	23	26	21	15
All Students (Prior Year)	437	1760	51010	NA	NA	NA	509	501	483	14	24	45	31	25	20	37	35	23	18	15	11
Female	191	913	28155	94	91	90	514	504	491	12	25	47	19	20	16	45	38	24	24	18	14
Male	197	874	28932	92	87	89	520	510	491	15	24	46	13	16	15	43	35	23	29	25	16
African American	NC	35	2558	NC	85	86	NC	487	475	NC	50	64	NC	25	15	NC	16	16	NC	9	6
Hispanic	12	159	17547	109	87	86	513	482	475	18	56	64	9	15	15	45	21	15	27	7	6
Asian/Pacific Islander	18	63	1395	95	94	96	526	518	519	6	16	22	18	14	16	41	40	28	35	30	35
American Indian/Alaskan Native	NC	11	3794	NC	79	91	NC	512	468	NC	9	72	NC	27	13	NC	45	12	NC	18	3
White	313	1368	29790	82	81	86	517	509	501	14	21	34	16	18	17	44	38	29	26	23	20
Students with Disabilities	25	99	5562	81	69	93	477	468	461	43	65	79	43	24	10	14	12	8	0	0	3
Students without Disabilities	367	1692	51972	95	91	90	517	507	492	13	24	45	15	18	16	44	37	24	27	22	15
Limited English Proficient Students	NC	80	5467	NC	75	111	NC	467	458	NC	76	87	NC	11	7	NC	11	5	NC	3	1
Migrant Students	--	--	702				--	--	471	--	--	74	--	--	9	--	--	14	--	--	3
Economically Disadvantaged	--	--	10446				--	--	472	--	--	70	--	--	13	--	--	13	--	--	4
Non-Economically Disadvantaged	392	1791	47088				517	507	495	14	25	42	16	18	16	44	36	26	26	21	17

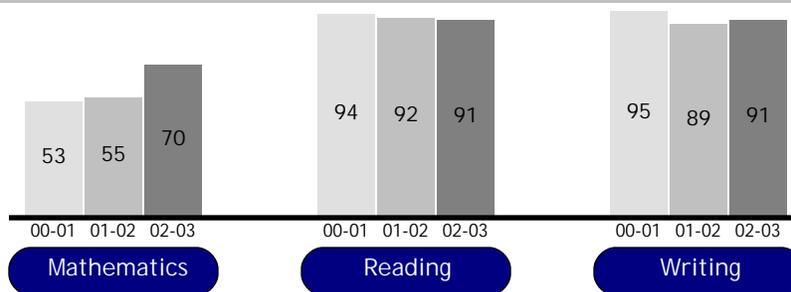
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	384	1773	56700	92	89	89	542	534	512	2	5	15	8	12	23	69	64	52	22	19	10
All Students (Prior Year)	433	1755	50525	NA	NA	NA	547	543	517	1	2	12	6	10	22	60	59	51	32	28	15
Female	189	892	27862	93	89	89	545	540	517	1	3	12	5	9	22	70	65	54	24	22	12
Male	193	878	28398	90	88	88	540	527	507	3	8	19	9	14	24	68	62	49	20	16	9
African American	NC	37	2529	NC	90	85	NC	509	495	NC	15	24	NC	12	31	NC	65	41	NC	9	4
Hispanic	12	153	17305	109	84	85	529	506	494	0	16	24	18	28	31	64	50	41	18	6	4
Asian/Pacific Islander	17	61	1382	89	91	95	531	537	530	0	2	6	12	14	17	82	63	59	6	21	17
American Indian/Alaskan Native	NC	12	3815	NC	86	91	NC	515	489	NC	18	29	NC	18	35	NC	36	35	NC	27	2
White	310	1359	29209	81	80	84	544	537	525	3	4	9	7	11	17	67	64	59	22	21	15
Students with Disabilities	26	108	5215	84	76	87	497	488	478	19	30	43	31	28	29	50	42	25	0	0	2
Students without Disabilities	358	1665	51485	93	90	89	544	535	513	1	5	15	6	11	23	70	64	52	23	20	11
Limited English Proficient Students	NC	73	5378	NC	71	109	NC	474	471	NC	39	48	NC	45	36	NC	16	15	NC	0	0
Migrant Students	--	--	689				--	--	486	--	--	31	--	--	36	--	--	30	--	--	2
Economically Disadvantaged	--	--	10358				--	--	492	--	--	26	--	--	33	--	--	37	--	--	4
Non-Economically Disadvantaged	384	1773	46342				542	534	516	2	5	13	8	12	21	69	64	54	22	19	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	402	1887	55090	96	94	87	509	500	479	2	5	16	7	7	13	90	88	70	1	1	0
All Students (Prior Year)	440	1816	50572	NA	NA	NA	515	505	481	1	4	14	10	13	23	87	82	63	2	1	1
Female	192	954	27752	95	95	89	514	505	483	2	3	13	3	5	12	93	92	75	2	1	0
Male	207	926	26842	96	92	83	504	495	474	2	7	20	10	10	15	88	83	65	1	0	0
African American	NC	37	2336	NC	90	78	NC	480	464	NC	14	25	NC	6	14	NC	80	62	NC	0	0
Hispanic	14	188	16391	127	103	81	500	464	458	8	22	28	0	10	16	92	68	56	0	0	0
Asian/Pacific Islander	16	59	1356	84	88	93	524	511	499	0	4	7	13	7	9	81	87	83	6	2	2
American Indian/Alaskan Native	NC	14	3731	NC	100	89	NC	490	446	NC	8	37	NC	8	16	NC	85	47	NC	0	0
White	321	1428	29053	84	84	84	509	504	492	2	3	8	6	7	12	91	90	79	1	1	0
Students with Disabilities	25	107	4141	81	75	69	458	446	436	11	27	47	56	27	18	33	46	35	0	0	0
Students without Disabilities	377	1780	50949	97	96	89	510	501	479	2	4	16	5	7	13	91	88	71	1	1	0
Limited English Proficient Students	NC	93	4711	NC	90	96	NC	425	422	NC	58	61	NC	16	13	NC	27	26	NC	0	0
Migrant Students	--	--	666				--	--	444	--	--	39	--	--	11	--	--	50	--	--	0
Economically Disadvantaged	--	--	10168				--	--	453	--	--	32	--	--	18	--	--	50	--	--	0
Non-Economically Disadvantaged	402	1887	44922				509	500	484	2	5	13	7	7	13	90	88	73	1	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	98	68	61	43	99	55	54	37	91	63	58	41
	Language	99	66	60	41	99	62	54	38	96	62	59	42
	Mathematics	97	81	75	59	99	76	71	56	99	81	76	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

Chaparral High School is a closed campus. Security fencing surrounds the facility and security guards are stationed in each of the parking lots. An emphasis on a respectful environment has enhanced the climate for learning.

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) :

13
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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	Mary Lou Muccino	(480) 484-6500
Transportation Policy	Dan Shearer	(602) 852-2443
Community Resources	Carol Hughes	(480) 484-6188
School Nutrition Programs	Barb Savastio	(480) 661-1126
Parent Organization	Terry Benson	(480) 953-9560
Student Health/Nurse	Joanne Hayslip	(480) 484-6500

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)