

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

6935 E. Gold Dust, 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 LEARNS¹

High School Achievement Profile ^(a)

2005-06	Excelling
2004-05	Excelling
2003-04	Excelling

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

School Overview

Principal/Administrator : Mrs. Mary Lou Muccino
 Schedule : 07:15 AM to 04:15 PM
 Grades : 9-12
 Web Address : www.susd.org
 Phone Number : (480) 484-6500
 Fax Number : (480) 484-6501
 E-mail : mmuccino@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.

No Child Left Behind

Adequate Yearly Progress ^(b)

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

School Improvement Status ^(b)

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 Reading skills: students will improve their reading skills across the curriculum as measured by their performance on the AIMS test. Teachers will implement reading strategies to increase student comprehension in the content area.
- ü Writing skills: students will improve their writing skills across the curriculum focusing word choice and sentence fluency as measured by their performance on Arizona's Instrument to Measure Standards.
- ü Respect: to promote student wellness by focusing on educating students on issues that would have a detrimental effect on their health and well-being.
- ü Technology: Teachers will improve communication with parents by posting their grades on line. Students will be required to utilize technology in completing classroom assignments

Enrollment

October 1, 2005 School Year Student Enrollment : 1849
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 262

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 52 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

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 either through email or phone calls. Teachers update their websites regularly and post grades on line to further communication. Research has shown parental involvement to be an indicator of academic achievement. At Chaparral High School we encourage and welcome parental involvement.

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 Uniform Code of Conduct.

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.

School Honors

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

Award/Honor	Year
ü Flinn Scholar Class of 2002, 2003, 2004,2005	2003
ü 17 In-state Presidential Scholars	2003
ü 24 National Merit Semifinalists	2000
ü 14 National Merit Semi ; 18 Commended Finalists	2006

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	451	2151	71130	98	98	95	733	722	701	3	10	23	6	8	13	58	56	51	33	26	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	235	1083	35465	98	98	96	735	724	702	3	9	21	6	9	13	56	55	53	35	27	13
Male	216	1068	35648	99	98	94	731	721	701	4	11	24	5	8	12	60	57	50	31	25	14
African American	NC	57	3868	NC	98	95	NC	705	686	NC	21	33	NC	12	17	NC	54	45	NC	12	6
Hispanic	14	245	25103	88	95	95	720	691	685	NA	28	34	7	18	16	71	47	45	21	8	5
Asian/Pacific Islander	16	68	1805	100	100	98	742	746	731	6	7	9	6	7	7	56	47	50	31	38	34
American Indian/Alaskan Native	NC	37	4241	NC	93	90	NC	689	679	NC	30	39	NC	19	19	NC	46	39	NC	5	3
White	409	1744	36075	98	99	95	733	727	715	3	7	12	5	6	9	58	58	58	33	29	21
Students with Disabilities	23	154	5862	85	95	71	678	671	658	39	49	63	17	16	15	43	35	20	NA	1	2
Students without Disabilities	428	1997	65268	99	99	98	735	726	705	1	7	19	5	8	12	59	58	54	35	28	15
Limited English Proficient Students	NC	71	4859	NC	91	93	NC	662	662	NC	63	64	NC	17	15	NC	20	20	NC	NA	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	NC	234	22957	NC	96	93	NC	691	685	NC	29	34	NC	19	17	NC	45	44	NC	7	5
Non-Economically Disadvantaged	446	1917	48173	98	99	96	733	726	709	3	8	17	6	7	11	58	57	55	33	28	18

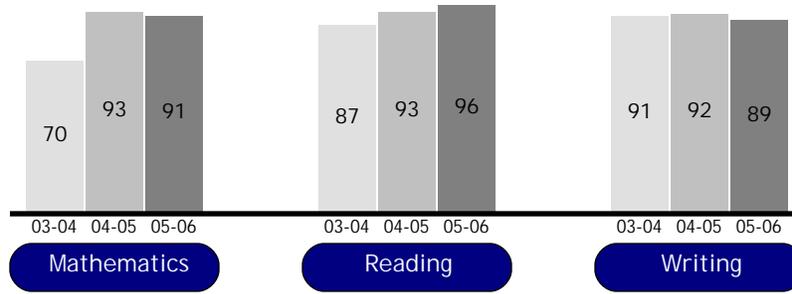
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	452	2179	73018	98	99	97	742	729	703	1	2	6	3	11	23	74	70	64	22	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	239	1098	36181	99	99	97	747	734	708	1	2	4	3	9	21	69	69	65	28	21	9
Male	213	1081	36816	97	99	96	737	724	699	0	2	7	3	13	24	80	72	62	16	13	7
African American	NC	59	3976	NC	97	96	NC	713	689	NC	3	8	NC	25	29	NC	59	59	NC	12	3
Hispanic	16	253	25801	94	98	96	724	692	683	NA	8	10	13	31	34	81	57	53	6	4	3
Asian/Pacific Islander	16	68	1812	100	100	98	745	735	722	6	4	3	NA	10	15	69	68	66	25	18	16
American Indian/Alaskan Native	NC	38	4389	NC	93	93	NC	701	675	NC	5	9	NC	18	42	NC	71	47	NC	5	1
White	409	1761	37024	99	99	97	743	735	721	0	1	2	3	7	12	73	72	73	23	19	13
Students with Disabilities	24	162	7170	89	97	85	683	675	654	13	10	23	29	43	47	58	44	29	NA	2	1
Students without Disabilities	428	2017	65848	99	99	98	745	733	708	NA	1	4	2	8	20	75	72	67	24	18	9
Limited English Proficient Students	NC	74	5099	NC	95	95	NC	646	641	NC	27	29	NC	58	59	NC	15	12	NC	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	NC	246	23912	NC	99	94	NC	688	681	NC	10	10	NC	32	36	NC	54	52	NC	4	2
Non-Economically Disadvantaged	447	1933	49106	98	99	98	742	734	714	1	1	4	3	8	16	74	72	69	22	18	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	453	2177	72810	98	99	96	715	702	685	0	3	6	10	19	30	76	68	58	13	10	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	240	1096	36111	100	99	97	724	713	695	0	1	4	5	14	23	78	70	65	16	15	8
Male	213	1081	36678	97	99	95	706	692	674	NA	4	9	16	25	36	74	65	52	10	6	3
African American	NC	59	3962	NC	97	96	NC	691	675	NC	3	8	NC	27	33	NC	64	55	NC	5	3
Hispanic	16	251	25735	94	98	96	699	670	669	NA	12	10	31	38	41	69	47	48	NA	3	2
Asian/Pacific Islander	16	68	1809	100	100	97	723	714	704	6	3	4	NA	15	19	75	63	65	19	19	13
American Indian/Alaskan Native	NC	39	4370	NC	95	92	NC	681	670	NC	5	9	NC	44	39	NC	44	50	NC	8	2
White	409	1760	36915	99	99	97	716	708	697	NA	1	3	10	16	21	77	71	67	14	11	8
Students with Disabilities	24	162	7071	89	97	84	666	663	634	4	12	24	58	46	53	38	42	21	NA	NA	1
Students without Disabilities	429	2015	65739	99	99	98	718	705	689	NA	2	4	7	17	27	79	70	62	14	11	6
Limited English Proficient Students	NC	73	5046	NC	94	94	NC	620	621	NC	33	31	NC	52	56	NC	15	12	NC	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	NC	244	23814	NC	98	94	NC	665	667	NC	11	10	NC	43	41	NC	42	47	NC	3	2
Non-Economically Disadvantaged	448	1933	48996	98	99	97	715	707	693	0	2	4	10	16	24	77	71	64	13	11	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	92	66	NA	42	96	72	66	51	92	76	68	52
	Language	94	66	59	42	96	71	64	50	92	76	67	50
	Mathematics	94	84	78	63	96	70	63	50	92	75	67	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/

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

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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	96.90
Other Professional Staff	7.50	Teacher Aide	22.80

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	8	0	0
4 to 6 years	5	15	1	0
7 to 9 years	3	12	0	0
10 or more years	6	35	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	294
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Media/Technology Center
- Ü Life Skills Center for Special Education
- Ü Computer Labs in Science, Math, Business
- Ü Nova Net Lab

Extracurricular Activities

- Ü 19 Interscholastic Sports
- Ü Student Government
- Ü Service Learning--Community Service
- Ü Speech and Debate
- Ü Yearbook
- Ü Newspaper
- Ü 65+ Club

Social Services

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

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Ninety-seven percent of Chaparral 10th graders have met or exceeded standards in reading (AIMS 2006). This was an 8 percent gain due to a school wide focus on reading across the curriculum.
- ü Ninety-one percent of Chaparral 10th graders have met or exceeded standards in math (AIMS 2006).
- ü Ninety percent of the Chaparral High School 10th graders have met or exceeded state standards in writing(AIMS 2006).
- ü There are 14 National Merit Semifinalists and 18 Commended Finalists in the Chaparral High School graduating class of 2007.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	90	89	88	73
Graduation Rate ⁶	98	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

Chaparral High School is a closed campus. Security fencing surrounds the facility and security guards are stationed in each of the parking lots. Student driving safety has been emphasized by students, faculty, and administration alike for the past several years. This will continue to be an emphasis on Chaparral's School Improvement Plan for the 2006/07 school year. An emphasis on a respectful environment has enhanced the climate for learning.

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) :

6

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	Mary Lou Muccino	(480) 484-6500
Transportation Policy	Dan Shearer	(480) 484-8558
Community Resources	Maureen O'Leary	(480) 484-6188
School Nutrition Programs	Sue Bettenhausen	(480) 484-6208
Parent Organization	Michelle Ligett	(480) 991-6581
Student Health/Nurse	Teri Davis	(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 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.

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.

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 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.