

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1255 N. Dobson Road, Chandler, AZ 85224

Chandler 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>

#### Elementary Achievement Profile (a)

2003-04	Highly Performing
2002-03	Highly Performing
2001-02	Maintaining

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

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 Overview

Principal/Administrator : Mr. Jim Anderson  
 Schedule : 7:30 AM to 4:30 PM  
 Grades : 7-8  
 2004 Enrollment : 1053  
 Web Address : ww2.chandler.k12.az.us/andersen-jr-high  
 Phone Number : (480) 883-5300  
 Fax Number : (480) 883-5320  
 E-mail : anderson.jim@chandler.k12.az.us

### Mission

Our mission is to instill a desire for lifelong learning. Our Students are able to learn, read, write, speak, and compute; take responsibility for their actions; use technology to acquire, analyze, and apply information to creatively solve problems.

### School / Academic Goals

- ü Focus on improving skills in math problem solving and computation, reading comprehension, vocabulary, and written communication.
- ü Continue emphasis on improved student responsibility (academic achievement, completion of work, self-motivation and attendance).

### Enrollment

October 1, 2003 School Year Student Enrollment : 1158  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 68

Instructional Programs

- Ü On-site Special Education
- Ü Honors/Advanced/Gifted Classes
- Ü English as a Second Language
- Ü Spanish/French/German

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 58 minutes
First Day of School :	7/27/2004
Last Day of School :	6/1/2005

Shared Responsibilities

School

Andersen JHS provides a safe environment in which high academic standards and attention to social-emotional growth are a priority. Teachers are organized into teams to assure careful attention to student progress and close communication with home.

Parents

Andersen JHS works in partnership with parents to promote student success. Parents are asked to assist by ensuring daily attendance, proper nutrition, adequate rest, completion of homework, regular contact with teachers and a commitment to education.

Transportation Policy

Most AJHS students live within walking distance. Transportation is provided to students living outside the one and one-half mile perimeter. Appropriate transportation is provided to assist students with special needs or handicapping conditions.

School Honors

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

Award/Honor	Year
Ü Knowledge Bowl - 1st in Arizona 5 Consecutive Years	2003
Ü Stock Market Simulation Competition - 1st in State	2003
Ü Project Citizen: 1st in AZ/3rd in US	2000
Ü Future City Competition Winner	2000

8th 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	585	2089	75001	94	99	99	470	470	468	36	33	37	35	41	36	19	18	16	11	8	10
All Students (Prior Year)	535	1855	71167	97	97	99	478	473	463	29	29	38	43	47	41	18	16	14	11	8	7
Female	310	1035	36846	92	98	99	472	472	468	34	32	36	36	40	38	19	20	16	11	9	10
Male	273	1042	37974	95	99	99	469	469	467	38	34	39	33	42	34	18	16	16	10	8	11
African American	40	134	3720	85	98	98	462	457	446	34	41	53	50	46	33	11	9	9	5	3	4
Hispanic	189	605	26675	90	96	98	442	445	448	62	56	52	23	32	34	13	10	10	2	2	4
Asian/Pacific Islander	25	78	1575	100	98	99	529	521	504	8	11	18	17	31	33	33	19	20	42	39	29
American Indian/Alaskan Native	NC	23	4731	NC	92	98	NC	447	438	NC	53	61	NC	32	30	NC	16	7	NC	0	2
White	320	1226	37785	96	99	99	483	480	482	23	23	25	41	45	39	22	22	21	14	10	15
Students with Disabilities	53	196	8802	100	100	100	415	420	418	77	78	79	18	17	16	2	4	3	2	1	1
Students without Disabilities	532	1893	66199	93	98	99	475	473	472	32	30	34	36	42	38	20	19	17	11	9	11
Limited English Proficient Students	50	158	11710	57	57	100	408	408	429	90	91	70	3	6	25	7	3	4	0	0	1
Migrant Students	NC	19	709				NC	415	442	NC	80	57	NC	20	34	NC	0	7	NC	0	2
Economically Disadvantaged	148	459	29814				449	448	448	53	52	53	29	34	33	15	11	10	2	3	4
Non-Economically Disadvantaged	437	1630	45170				477	476	479	30	28	28	37	43	38	20	20	20	13	10	14

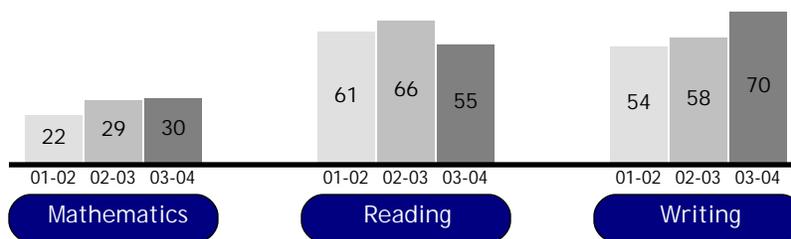
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	589	2091	74918	95	99	99	503	505	497	28	25	32	17	19	19	36	40	35	19	17	15
All Students (Prior Year)	530	1849	71100	96	96	99	515	511	502	14	17	25	20	20	21	43	44	40	23	18	15
Female	312	1036	36805	93	98	99	507	509	501	27	22	28	16	18	19	36	41	37	21	18	16
Male	275	1042	37936	96	99	99	499	501	493	30	27	35	17	19	18	37	39	33	16	15	14
African American	42	136	3719	89	99	98	503	501	481	28	28	43	15	19	21	48	39	29	10	15	7
Hispanic	193	606	26645	92	96	98	478	480	478	46	45	46	23	22	20	21	26	27	10	7	6
Asian/Pacific Islander	25	78	1571	100	98	99	533	529	521	13	13	18	13	19	15	42	40	38	33	28	30
American Indian/Alaskan Native	NC	25	4729	NC	100	98	NC	480	468	NC	45	57	NC	14	19	NC	41	19	NC	0	4
White	316	1222	37773	95	99	99	516	515	511	19	15	20	14	17	18	43	46	41	24	21	21
Students with Disabilities	54	197	8801	100	100	100	445	451	448	79	73	75	6	14	13	13	12	10	2	2	2
Students without Disabilities	535	1894	66117	93	98	99	509	508	501	24	21	28	18	19	19	39	42	37	20	18	16
Limited English Proficient Students	51	159	11706	59	57	100	437	434	454	87	90	71	3	6	16	10	4	12	0	0	1
Migrant Students	NC	19	706				NC	454	467	NC	70	55	NC	10	22	NC	20	20	NC	0	4
Economically Disadvantaged	151	462	29785				481	482	477	43	43	47	19	22	20	33	28	26	5	7	6
Non-Economically Disadvantaged	438	1629	45115				510	511	508	24	20	23	16	18	18	38	43	39	23	19	20

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	578	2074	74503	93	98	99	514	512	491	5	5	9	25	26	32	61	60	51	9	9	8
All Students (Prior Year)	531	1817	69001	96	95	96	504	502	490	7	9	17	34	32	37	57	58	45	1	1	1
Female	307	1030	36686	91	98	99	521	521	506	2	3	5	24	23	29	65	64	57	9	10	9
Male	269	1031	37644	94	98	98	506	502	476	9	6	13	26	31	36	56	55	45	9	8	6
African American	41	135	3677	87	99	97	525	510	475	3	6	12	31	30	36	51	54	46	15	11	5
Hispanic	191	603	26500	91	95	97	477	481	467	12	9	13	35	36	39	47	51	44	6	5	4
Asian/Pacific Islander	25	78	1566	100	98	99	550	562	537	0	0	5	17	14	23	71	68	55	13	18	18
American Indian/Alaskan Native	NC	24	4695	NC	96	97	NC	484	464	NC	5	14	NC	41	39	NC	55	44	NC	0	3
White	309	1213	37606	93	98	99	532	523	508	2	3	6	18	22	28	70	64	56	10	10	10
Students with Disabilities	52	192	8662	100	100	100	437	428	409	26	26	37	48	52	42	22	20	20	4	2	1
Students without Disabilities	526	1882	65841	92	97	98	521	518	499	3	3	7	23	25	32	65	63	53	9	9	8
Limited English Proficient Students	51	159	11608	59	57	100	407	411	430	33	28	23	47	54	47	20	19	28	0	0	1
Migrant Students	NC	19	701				NC	459	449	NC	20	17	NC	30	43	NC	50	38	NC	0	1
Economically Disadvantaged	152	462	29587				483	478	465	9	9	14	34	37	40	54	51	43	4	3	4
Non-Economically Disadvantaged	426	1612	44898				525	521	507	4	4	7	22	24	28	64	62	55	11	10	10

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)

8th Grade Proficiency



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

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

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

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

**Met Graduation Rate:**

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

**School Improvement - Year 1:**

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

**School Improvement - Year 2:**

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

**Corrective Action:**

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

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	97	59	57	48	99	59	58	51	95	59	NA	54
	Language	97	62	60	51	100	67	62	54	97	66	67	58
	Mathematics	98	60	57	54	98	63	59	58	96	61	65	62
8	Reading	98	57	56	49	98	60	57	53	96	63	NA	55
	Language	97	58	56	46	99	64	59	49	96	63	60	52
	Mathematics	97	59	59	54	99	65	61	58	96	64	62	61

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

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

Council Duties

- Ü Development of Schedule
- Ü Goal Setting
- Ü Monitoring of Academic Programs
- Ü Staff Inservices
- Ü Establish Schoolwide Discipline Program
- Ü Establish Schoolwide Rdg/Math Programs

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	59.00
Other Professional Staff	1.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	3	0	0
4 to 6 years	2	9	0	0
7 to 9 years	4	4	0	0
10 or more years	8	26	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	40
Core academic classes taught by Highly Qualified (NCLB) teachers.	234
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Four Computer Labs
- Ü Video Editing Lab
- Ü Computer Networked Classrooms

Extracurricular Activities

- Ü Academic Knowledge Bowl
- Ü Student Council
- Ü National Junior Honor Society
- Ü Foreign Language Clubs
- Ü JagArt
- Ü Four Seasons of Boys'/Girls' Sports
- Ü School/Community Recreation Program
- Ü MecCha

Social Services

- Ü Recreational Activities
- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services/Groups

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Test score improvement--highest middle-level scores in district. Students consistently demonstrate full-year's growth on the Stanford 9.
- ü Lowest number of student discipline referrals of CUSD junior highs, and the highest student attendance of all CUSD schools.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	96	95	93	95
Transfers Out <sup>5</sup>	--	21	20	24
Transfers In <sup>6</sup> (Within District)	1	2	2	2
Transfers In <sup>7</sup> (Out of District)	7	10	9	9
Promotion Rate <sup>8</sup>	97	98	98	94
Retention Rate <sup>9</sup>	2	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

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 6-7	70	59
Grades 7-8	64	70

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

Our discipline program helps children realize that their actions demonstrate respect for the rights, safety and learning of others. By asking a series of questions, they're taught to think responsibly about what they've done and choices they've made.

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) :

0

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	Jim Anderson	(480) 883-5300
Transportation Policy	Cathy Brown	(480) 812-7276
Community Resources	Terry Locke	(480) 812-7650
School Nutrition Programs	Cathy Brown	(480) 812-7276
Parent Organization	Kathy Doane	(480) 883-5300
Student Health/Nurse	Beverly Rodriguez	(480) 883-5302

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Total cost of printing: 12 Pages X .0318 Per page X 1053 Copies = \$402.00

\*\* 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.