

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 LEARNS¹

Elementary Achievement Profile (a)

2004-05	Highly Performing
2003-04	Highly Performing
2002-03	Highly Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School Overview

Principal/Administrator : Mr. Jim Anderson
 Schedule : 07:30 AM to 04:30 PM
 Grades : 7-8
 2005 Enrollment : 1050
 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. Develop students who 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, 2004 School Year Student Enrollment : 1075
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 72

Instructional Programs

- ü Inclusion of students with special needs
- ü Honors/Advanced/Gifted Classes
- ü English as a Second Language
- ü Spanish/French/German

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 50 minutes
First Day of School :	7/26/2005
Last Day of School :	5/31/2006

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. Teachers meet weekly in curricular teams to develop common unit plans, common assessments, and ensure a high standard of instruction.

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	2005
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	528	2247	78250	99	99	99	561	563	548	16	13	21	16	16	18	51	53	48	17	17	13
All Students (Prior Year)	585	2089	75001	94	99	99	470	470	468	36	33	37	35	41	36	19	18	16	11	8	10
Female	253	1065	38071	98	98	99	559	563	549	16	12	20	19	18	19	49	53	49	17	16	12
Male	272	1173	40126	99	100	99	563	563	547	17	14	23	13	15	17	53	54	46	18	17	14
African American	38	146	4058	97	99	99	541	537	523	31	21	32	17	23	22	46	49	41	6	7	5
Hispanic	168	653	29129	98	98	99	534	533	527	26	28	32	24	23	23	43	44	40	6	6	6
Asian/Pacific Islander	31	113	1747	100	100	100	608	605	589	3	6	9	3	7	9	53	46	50	40	42	32
American Indian/Alaskan Native	NC	33	4996	NC	100	100	NC	536	518	NC	16	36	NC	32	25	NC	35	36	NC	16	4
White	282	1302	38320	100	100	99	573	577	568	10	6	12	11	13	14	56	60	55	23	21	19
Students with Disabilities	51	260	9329	98	100	100	485	488	454	61	42	64	13	31	18	20	26	16	7	2	2
Students without Disabilities	480	1991	68996	100	99	99	568	573	561	12	10	16	16	15	18	54	57	52	18	19	14
Limited English Proficient Students	36	172	10133	100	98	100	501	493	488	35	45	45	25	22	25	37	30	28	2	4	2
Migrant Students	--	NC	83	--	NC	NA	--	NC	520	--	NC	39	--	NC	28	--	NC	30	--	NC	4
Economically Disadvantaged	162	554	33388	93	90	94	544	536	530	24	30	32	20	23	22	50	41	40	6	6	5
Non-Economically Disadvantaged	369	1697	44937	100	100	100	568	572	561	13	8	13	14	14	15	51	58	54	22	20	18

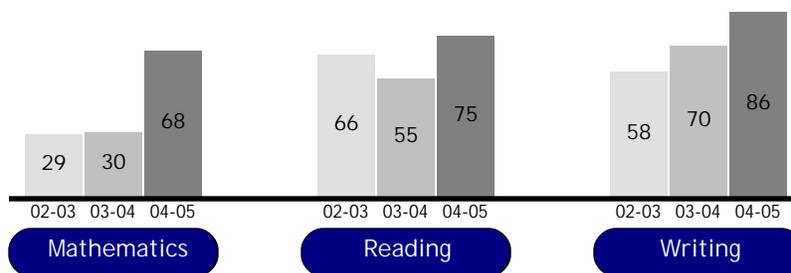
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	527	2247	78302	99	0	99	532	529	512	5	6	11	21	20	25	62	63	57	13	11	7
All Students (Prior Year)	589	2091	74918	95	99	99	503	505	497	28	25	32	17	19	19	36	40	35	19	17	15
Female	252	1064	38082	97	0	99	538	535	518	4	5	8	15	15	24	66	69	61	15	11	7
Male	272	1174	40166	99	0	99	527	523	507	6	7	14	25	24	26	58	59	54	11	10	6
African American	38	147	4064	97	0	100	515	509	498	11	9	14	29	26	29	54	58	54	6	7	3
Hispanic	167	652	29152	97	0	99	509	500	492	7	15	17	29	30	34	59	51	46	5	3	2
Asian/Pacific Islander	31	113	1746	100	0	100	567	556	542	0	2	5	0	8	13	77	67	66	23	23	16
American Indian/Alaskan Native	NC	33	4993	NC	0	100	NC	506	484	NC	6	19	NC	29	38	NC	58	42	NC	6	1
White	282	1302	38347	100	0	99	544	543	531	3	2	5	17	15	17	63	69	68	17	14	10
Students with Disabilities	51	262	9353	98	0	100	467	461	429	24	21	40	46	43	38	28	35	22	2	1	1
Students without Disabilities	479	1989	69024	99	0	99	539	537	524	3	5	7	18	17	23	65	67	62	14	12	7
Limited English Proficient Students	36	172	10140	100	0	100	465	455	451	12	25	28	49	42	43	39	33	29	0	0	1
Migrant Students	--	NC	83	--	NC	NA	--	NC	480	--	NC	29	--	NC	36	--	NC	35	--	NC	0
Economically Disadvantaged	162	554	33398	93	0	94	515	502	495	7	15	18	31	33	35	57	47	46	5	4	2
Non-Economically Disadvantaged	368	1697	44979	100	0	100	540	538	525	4	3	6	16	15	18	63	68	66	16	13	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	526	2246	78094	99	99	99	565	566	545	2	1	3	12	10	18	83	87	77	3	2	2
All Students (Prior Year)	578	2074	74503	93	98	99	514	512	491	5	5	9	25	26	32	61	60	51	9	9	8
Female	254	1064	38025	98	98	99	578	577	558	1	0	2	8	7	13	87	89	82	4	4	2
Male	269	1173	40013	98	100	99	551	557	534	3	2	5	16	13	23	78	84	71	2	1	1
African American	38	146	4037	97	99	99	557	557	532	3	2	4	17	11	22	77	84	73	3	3	1
Hispanic	168	655	29068	98	99	99	542	539	523	3	3	5	22	21	27	74	76	67	1	0	1
Asian/Pacific Islander	31	113	1743	100	100	100	597	593	577	3	2	2	3	7	9	83	81	82	10	10	8
American Indian/Alaskan Native	NC	33	4981	NC	100	100	NC	535	526	NC	3	4	NC	16	25	NC	77	70	NC	3	0
White	280	1299	38265	99	100	99	576	579	564	1	0	2	6	4	11	89	93	84	3	2	3
Students with Disabilities	50	260	9275	96	100	100	473	492	444	11	5	14	47	32	46	42	63	39	0	0	1
Students without Disabilities	479	1990	68892	99	99	98	574	576	559	1	1	2	8	7	14	87	90	82	3	3	2
Limited English Proficient Students	36	172	10084	100	98	100	494	490	474	6	6	10	37	34	39	57	59	50	0	1	1
Migrant Students	--	NC	81	--	NC	NA	--	NC	504	--	NC	12	--	NC	27	--	NC	60	--	NC	0
Economically Disadvantaged	161	553	33296	92	90	94	554	543	527	1	2	5	21	22	27	78	74	67	1	1	0
Non-Economically Disadvantaged	368	1697	44871	100	100	100	569	574	559	3	1	2	8	6	12	85	91	84	4	3	3

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.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

The school or district had an attendance rate of at least 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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	99	59	58	51	95	59	NA	54	99	52	57	50
	Language	100	67	62	54	97	66	67	58	99	55	59	52
	Mathematics	98	63	59	58	96	61	65	62	99	52	55	50
8	Reading	98	60	57	53	96	63	NA	55	99	59	57	51
	Language	99	64	59	49	96	63	60	52	99	56	56	50
	Mathematics	99	65	61	58	96	64	62	61	99	58	59	53

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

- 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 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	55.00
Other Professional Staff	2.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	7	7	0	0
7 to 9 years	3	5	0	0
10 or more years	8	21	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	221
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Hightly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

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

Extracurricular Activities

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

Social Services

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

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

ü Test score improvement--highest middle-level scores in district. Students consistently demonstrate full-year's academic growth.

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 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	9	12	12	17
Transfers In Rate ⁶	19	28	28	37
Stability Rate ⁷	90	87	87	82
Promotion Rate ⁸	99	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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 for school year 2004-05 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.

The Arizona Department of Education does not audit the information submitted by each school.

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	Lora Schumacher	(480) 883-5307
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 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.

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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.

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Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.