

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

350 N. Arizona Ave., Chandler, AZ 85225

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

High School Achievement Profile ^(a)

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

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

School Overview

Principal/Administrator : Mr. Terry Williams
 Schedule : 7:00 AM to 4:00 PM
 Grades : 9-12
 2004 Enrollment : 2760
 Web Address : ww2.chandler.k12.az.us
 Phone Number : (480) 812-7700
 Fax Number : (480) 812-7720
 E-mail : williams.terry@chandler.k12.az.us

Mission

The mission of Chandler High School is to create a quality educational environment that respects our diverse learning community by developing partnerships among community, parents, staff and students to maximize potential and lifelong learning.

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 / Academic Goals

- ü Achievement levels of all students to grow by more than one grade equivalent, and students will achieve an 80 percent completion rate of all essential skills each year.
- ü All students' achievement levels will move above the 50th percentile on normed tests. Dropout rates will not exceed five percent.
- ü A minimum of 20 percent of the students who have been in the English Learner program four years or more, will be exited from the program on an annual basis.
- ü Four and Five year graduation rates will increase by a growth factor of 0.5 percent.

Enrollment

October 1, 2003 School Year Student Enrollment : 2612
 Accepting New Students in 2004-05 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 259

Instructional Programs

- ü Advanced Placement/University Program
- ü International Baccalaureate/Gifted
- ü Intervention/Remediation
- ü LINK Program

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	7 hours 7 minutes
First Day of School :	7/27/2004
Last Day of School :	6/1/2005

Shared Responsibilities

School

Chandler High School is committed to a safe, highly communicative environment. Parents are kept informed of attendance, behavior, and academics through grade reports. When requested, a weekly reporting system is established for individual students.

Parents

Parents participate in the Advisory Council, in the site council, management team and the school improvement team. Parents are asked to call in absences for their students, participate in parent/teacher conferences and supervise student homework.

Transportation Policy

Nearly half the students live two miles or more from school and are eligible for bus transportation.

School Honors

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

Award/Honor	Year
ü Two Flinn Scholars	2004
ü Two Perfect SAT Scores	2004
ü Regional and State Championships	2004
ü Over \$3.2 Million in Scholarships Earned by Students	2004

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	730	1844	65934	98	98	100	505	504	492	31	30	43	18	18	18	25	29	24	27	23	15
All Students (Prior Year)	567	1430	57534	83	94	91	514	508	491	25	26	46	15	17	16	26	30	23	34	26	15
Female	392	949	32586	100	99	100	503	504	491	32	29	44	20	19	19	24	30	24	24	22	14
Male	337	891	33226	95	97	99	508	505	493	30	31	42	15	16	18	25	27	24	30	25	16
African American	53	126	3042	100	100	98	495	488	478	37	47	58	17	18	19	33	25	17	13	10	6
Hispanic	260	498	21740	94	96	100	486	485	475	48	49	63	18	18	17	24	23	15	9	10	5
Asian/Pacific Islander	37	93	1643	100	100	99	552	531	519	5	19	23	11	8	13	27	29	30	57	44	34
American Indian/Alaskan Native	16	33	4351	89	94	99	481	487	472	53	50	68	20	16	16	20	25	13	7	9	4
White	356	1076	34819	97	97	99	517	513	505	20	20	27	18	18	20	24	33	31	38	29	22
Students with Disabilities	53	143	6507	80	90	100	NA	465	456	NA	69	83	NA	18	9	NA	11	6	NA	2	2
Students without Disabilities	677	1701	59427	99	99	100	505	506	494	31	28	41	18	18	19	25	30	25	27	24	16
Limited English Proficient Students	79	121	6793	94	82	100	463	465	464	82	79	79	3	5	11	14	12	8	2	5	2
Migrant Students	NC	22	708				NC	476	469	NC	57	72	NC	14	15	NC	19	10	NC	10	3
Economically Disadvantaged	NC	12	18745				NC	466	475	NC	67	64	NC	17	16	NC	17	15	NC	0	5
Non-Economically Disadvantaged	727	1832	47182				506	504	499	31	30	35	18	18	19	25	29	27	27	23	19

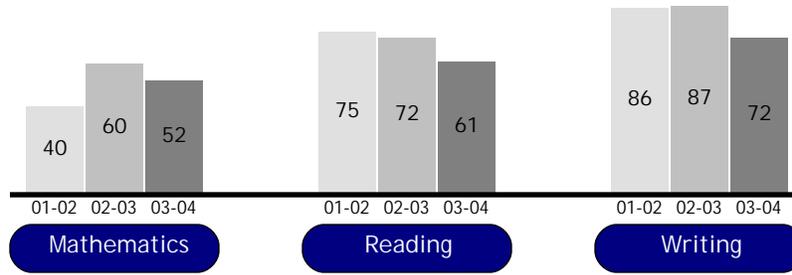
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	746	1856	68162	99	98	100	513	520	509	16	11	18	23	21	24	52	57	51	9	11	8
All Students (Prior Year)	550	1396	56700	81	92	89	523	526	512	7	7	15	20	18	23	60	61	52	12	14	10
Female	392	947	33509	99	98	100	515	525	513	15	10	15	20	19	23	54	58	52	11	13	9
Male	354	909	34521	98	98	100	511	516	505	16	13	20	25	23	24	51	56	49	8	9	7
African American	56	131	3163	100	100	99	501	505	497	21	18	22	27	27	30	45	49	46	7	6	3
Hispanic	275	515	22624	98	99	100	490	494	487	27	24	32	31	31	31	40	41	35	2	3	2
Asian/Pacific Islander	37	91	1666	100	100	100	549	535	523	3	9	11	16	17	17	57	58	60	24	17	12
American Indian/Alaskan Native	17	35	4592	89	97	100	489	513	484	24	14	32	47	43	37	29	37	30	0	6	1
White	353	1072	35727	96	96	100	531	534	526	6	4	7	15	14	17	64	66	64	15	15	12
Students with Disabilities	61	149	6845	92	94	100	466	479	468	58	39	53	28	34	29	12	25	18	2	2	1
Students without Disabilities	685	1707	61317	99	99	100	517	523	512	12	9	15	22	20	23	56	59	53	10	12	8
Limited English Proficient Students	84	128	7152	99	85	100	457	460	464	66	66	57	27	24	31	7	9	12	0	1	0
Migrant Students	NC	24	745				NC	471	469	NC	50	51	NC	23	31	NC	27	17	NC	0	1
Economically Disadvantaged	NC	10	19528				NC	481	487	NC	33	31	NC	44	32	NC	22	34	NC	0	2
Non-Economically Disadvantaged	743	1846	48595				513	521	518	16	11	13	22	21	20	53	57	57	9	11	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	738	1845	67629	97	98	100	554	568	524	16	12	22	12	10	16	64	69	59	8	9	3
All Students (Prior Year)	597	1493	55090	88	98	87	493	496	479	10	7	16	4	4	13	86	88	70	1	1	0
Female	389	943	33347	98	98	100	566	581	537	12	8	17	13	9	15	66	72	64	10	11	4
Male	349	902	34151	96	98	99	542	553	512	21	16	27	12	11	18	61	66	54	6	7	2
African American	56	133	3150	100	100	99	548	550	515	21	17	24	9	13	19	63	65	56	7	5	2
Hispanic	268	506	22313	96	97	100	506	520	493	28	24	34	16	14	19	55	59	46	2	3	1
Asian/Pacific Islander	38	93	1659	100	100	100	622	600	564	3	9	11	13	10	12	58	59	68	26	23	9
American Indian/Alaskan Native	15	33	4528	79	92	99	525	537	492	20	15	35	20	12	21	60	70	42	0	3	1
White	353	1068	35593	96	96	99	586	591	547	7	5	13	9	8	14	72	75	69	12	12	4
Students with Disabilities	61	148	6712	92	93	100	469	483	445	61	46	61	21	24	18	18	29	21	0	2	0
Students without Disabilities	677	1697	60917	98	98	100	562	574	530	12	9	19	11	9	16	68	72	61	9	10	3
Limited English Proficient Students	81	124	6994	95	82	100	434	434	442	60	57	58	20	18	18	20	25	23	0	0	0
Migrant Students	NC	25	732				NC	486	466	NC	29	44	NC	25	23	NC	46	33	NC	0	0
Economically Disadvantaged	NC	12	19310				NC	465	489	NC	50	35	NC	8	20	NC	42	44	NC	0	1
Non-Economically Disadvantaged	734	1833	48278				555	568	538	16	11	17	12	10	15	64	69	65	8	9	4

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. 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?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	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 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
9	Reading	90	43	44	37	97	44	48	41	90	47	NA	42
	Language	90	44	48	38	98	48	53	42	93	50	51	42
	Mathematics	90	66	66	56	97	64	72	60	89	67	70	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

Council Duties

1 School Administrator(s)	Ü Parent/Educator Relations
2 Non-certified Employee(s)	Ü Curriculum Development
2 Teacher(s)	Ü School Safety Issues
7 Parent(s)	Ü Extracurricular Activities
2 Community Member(s)	Ü Student Discipline
2 Student(s)	Ü Budget

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	5.00	Teacher	154.00
Other Professional Staff	8.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	8	0	0
4 to 6 years	7	8	0	0
7 to 9 years	5	19	0	0
10 or more years	10	79	1	1

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	92
Core academic classes taught by Highly Qualified (NCLB) teachers.	495
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Ten Subject Area Computer Labs
- Ü Media Center/CD Research Network

Extracurricular Activities

- Ü Co-Curricula Vocational
- Ü Service Organizations
- Ü Interscholastic Sports
- Ü Academic Interest Clubs

Social Services

- Ü Day Care
- Ü Before/After School Program--Tutoring
- Ü Breakfast/Lunch Programs
- Ü Scholarship-Based Career Center
- Ü Intervention Specialist
- Ü Peer Mediation

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Students' academic achievement has grown by an average of 1.25 grade equivalents each year.

- ü Student achievement level is at or above the 50th percentile. Dropout rate is 2.16 percent.

- ü \$400,000 more in scholarships for college.

- ü Numbers in AP/IB program increased by 25 percent.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	1	2	2	2
Transfers In ⁷ (Out of District)	5	10	9	9
Promotion Rate ⁸	88	98	98	94
Retention Rate ⁹	11	1	1	5
Dropout Rate ¹⁰	2	NA		3
Status Unknown ¹¹	1			2
Graduation Rate ¹²	85	NA		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

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 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

We have a zero-tolerance approach to violence, gangs and drugs on campus. We have a School Resource Officer. Administration/staff and security work together to promote a safe learning environment. ID badges are required for all students and staff.

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) :

102

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	Gary Meissner	(480) 699-3450
Transportation Policy	Kathy Brown	(480) 812-7275
Community Resources	Terry Locke	(480) 812-7000
School Nutrition Programs	Jeanette Polvani	(480) 812-7000
Parent Organization	Patty LaFlam	(480) 786-5942
Student Health/Nurse	Jodi Stoddard	(480) 812-7700

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.

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.

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

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.

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

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