

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

350 N. Arizona Av., 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)

2004-05	Excelling
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. Terry Williams
 Schedule : 07:00 AM to 04:00 PM
 Grades : 9-12
 2005 Enrollment : 3127
 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.

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, 2004 School Year Student Enrollment : 2956
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 234

Instructional Programs

- Ü Advanced Placement/University Program
- Ü International Baccalaureate/Gifted
- Ü Intervention/Remediation
- Ü LINK Program
- Ü Math Lab
- Ü Learning Center
- Ü Conference Hour

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 7 minutes
First Day of School :	7/26/2005
Last Day of School :	5/30/2006

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 Flinn Scholar	2004
Ü Perfect SAT Score	2005
Ü Regional and State Championships	2005
Ü Over \$4 Million in Scholarships Earned by Students	2005

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	747	2076	69846	100	100	100	711	714	699	12	12	21	11	10	11	50	54	49	26	24	18
All Students (Prior Year)	730	1844	65934	98	98	100	505	504	492	31	30	43	18	18	18	25	29	24	27	23	15
Female	381	1038	34328	100	100	99	715	715	702	12	11	19	11	9	12	52	56	51	26	24	18
Male	365	1032	35509	100	100	100	708	714	696	13	13	23	12	10	11	48	52	48	26	25	18
African American	61	167	3535	100	100	100	694	692	677	11	17	31	13	13	15	64	60	46	11	9	8
Hispanic	258	507	23363	100	100	100	686	692	680	23	22	32	21	17	16	43	47	45	14	13	7
Asian/Pacific Islander	44	124	1742	98	100	99	756	747	733	3	6	8	3	4	7	41	42	46	54	49	38
American Indian/Alaskan Native	NC	29	4785	NC	100	100	NC	698	671	NC	15	39	NC	22	17	NC	52	39	NC	11	5
White	376	1249	36421	100	100	99	728	723	714	7	8	12	5	7	8	54	57	54	34	28	26
Students with Disabilities	69	209	7690	100	100	100	596	622	593	41	50	64	12	14	14	36	32	21	10	5	2
Students without Disabilities	678	1867	62220	100	100	99	722	725	712	10	8	16	11	9	11	51	57	53	27	27	20
Limited English Proficient Students	49	90	5834	100	100	100	638	634	612	36	33	46	23	20	20	34	39	31	6	8	3
Migrant Students	11	18	117	NA	NA	NA	704	701	677	9	11	44	27	28	18	55	56	35	9	6	3
Economically Disadvantaged	128	244	21421	100	98	92	701	697	686	19	23	35	24	21	15	43	44	43	15	12	7
Non-Economically Disadvantaged	619	1832	48489	100	100	100	714	717	704	11	10	15	9	8	10	52	55	52	28	26	23

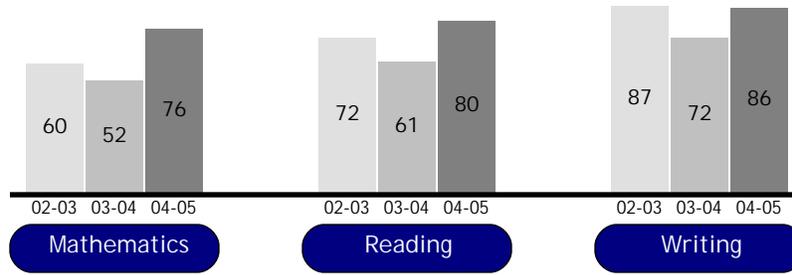
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	736	2068	71311	100	100	100	704	713	694	5	4	7	15	12	21	68	70	63	12	14	9
All Students (Prior Year)	746	1856	68162	99	98	100	513	520	509	16	11	18	23	21	24	52	57	51	9	11	8
Female	368	1028	34899	99	100	100	708	716	700	4	3	5	14	11	19	70	71	66	12	15	10
Male	367	1034	36430	100	100	100	700	711	688	6	4	9	16	14	22	66	68	61	12	14	8
African American	61	161	3573	100	97	100	687	694	676	5	4	9	13	16	26	76	74	60	5	6	4
Hispanic	255	503	24056	100	100	100	676	686	672	12	8	13	25	22	31	58	62	53	5	7	3
Asian/Pacific Islander	44	122	1731	100	100	98	735	730	717	0	2	3	8	8	13	70	64	68	22	25	16
American Indian/Alaskan Native	NC	27	5110	NC	100	100	NC	700	661	NC	0	14	NC	25	38	NC	63	46	NC	13	2
White	369	1255	36841	99	100	99	723	725	713	1	2	3	9	8	12	73	73	72	17	17	13
Students with Disabilities	79	225	8021	100	100	100	609	625	590	10	14	27	36	37	42	45	46	29	9	4	1
Students without Disabilities	657	1844	63379	100	100	100	714	724	707	5	2	5	13	10	18	70	72	68	12	16	10
Limited English Proficient Students	55	98	6402	100	100	100	621	617	596	18	17	25	35	36	44	44	44	30	3	3	1
Migrant Students	27	45	548	NA	NA	NA	684	695	659	4	2	26	44	27	36	48	69	38	4	2	0
Economically Disadvantaged	128	240	22243	100	96	93	687	690	677	10	9	14	23	22	32	63	63	51	4	6	3
Non-Economically Disadvantaged	608	1829	49157	100	100	100	708	716	702	4	3	4	13	11	16	69	70	69	14	16	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	732	2052	70868	100	100	100	704	713	688	3	2	5	11	9	23	71	71	63	15	19	9
All Students (Prior Year)	738	1845	67629	97	98	100	554	568	524	16	12	22	12	10	16	64	69	59	8	9	3
Female	366	1025	34710	98	100	99	714	720	697	2	1	3	9	7	19	70	68	66	18	24	12
Male	365	1022	36176	100	100	100	695	706	678	3	2	7	13	11	27	72	73	59	12	14	7
African American	60	157	3557	100	95	99	704	701	675	0	2	7	7	10	25	85	81	62	7	7	6
Hispanic	252	494	23868	100	100	100	682	693	670	6	4	9	20	18	33	64	67	55	10	12	4
Asian/Pacific Islander	44	121	1732	100	100	98	730	727	713	3	1	2	3	4	12	65	61	64	30	35	22
American Indian/Alaskan Native	NC	27	5001	NC	100	100	NC	700	661	NC	4	9	NC	17	41	NC	79	48	NC	0	2
White	369	1253	36710	99	100	99	718	722	702	1	1	2	6	6	15	75	72	69	18	22	13
Students with Disabilities	79	220	7900	100	100	100	614	633	580	6	5	22	31	33	49	56	57	28	7	5	1
Students without Disabilities	653	1833	63054	100	99	99	715	723	701	2	1	3	9	6	20	73	72	67	16	20	10
Limited English Proficient Students	56	97	6308	100	100	100	626	623	591	14	10	19	33	32	47	47	53	33	5	5	1
Migrant Students	27	45	540	NA	NA	NA	692	700	658	4	2	16	19	16	42	78	78	41	0	4	1
Economically Disadvantaged	127	235	21994	100	94	92	692	696	673	5	3	10	24	23	36	67	68	52	5	6	3
Non-Economically Disadvantaged	605	1818	48960	100	100	100	707	715	694	2	1	3	8	7	18	72	71	67	17	20	12

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?	Not Evaluated
	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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	97	44	48	41	90	47	NA	42	90	58	58	51
	Language	98	48	53	42	93	50	51	42	90	56	56	50
	Mathematics	97	64	72	60	89	67	70	63	90	55	57	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)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 4 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü Curriculum Development
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Student Discipline
- Ü Budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	5.00	Teacher	152.00
Other Professional Staff	10.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	10	0	0
4 to 6 years	12	9	0	0
7 to 9 years	4	14	0	0
10 or more years	10	75	1	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	116
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Olympic size competition pool
- Ü State of the art Career-Technology Bldg.
- 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
- Ü Play It Smart Athletic Program

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 2004-05

School Achievements/Accomplishments 2004-05

- 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 More than \$4 million dollars in scholarships given to Chandler High School students.

- ü Numbers in AP/IB program increased by 34 percent.

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	13	12	12	17
Transfers In Rate ⁶	18	28	28	37
Stability Rate ⁷	86	87	87	82
Promotion Rate ⁸	86	96	95	81
Retention Rate ⁹	7	1	1	3
Dropout Rate ¹⁰	2	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	90	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

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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

96

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	Norine Richardson	(480) 838-9294
Transportation Policy	Connie Draper	(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	Joyce Norton	(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.

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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** 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.