

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

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

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

School Overview

Principal/Administrator : Mr. Terry Williams
 Schedule : 07:00 AM to 04:00 PM
 Grades : 9-12
 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)

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

School Improvement Status ^(b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

School / Academic Goals

- ü 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, 2005 School Year Student Enrollment : 3060
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 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
- Ü L.I.F.T. LAB

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 7 minutes
First Day of School :	7/24/2005
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	2006
Ü Over \$4 Million in Scholarships Earned by Students	2006

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	715	2115	71130	94	93	95	713	716	701	14	10	23	11	9	13	55	60	51	20	20	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	381	1071	35465	95	94	96	716	717	702	12	10	21	11	9	13	55	61	53	22	21	13
Male	333	1043	35648	93	92	94	709	714	701	17	11	24	11	10	12	54	60	50	18	19	14
African American	58	153	3868	94	87	95	699	704	686	21	15	33	17	14	17	50	58	45	12	12	6
Hispanic	254	516	25103	92	91	95	692	697	685	25	21	34	19	17	16	48	53	45	8	9	5
Asian/Pacific Islander	30	114	1805	100	98	98	755	738	731	NA	4	9	3	2	7	43	59	50	53	36	34
American Indian/Alaskan Native	NC	22	4241	NC	76	90	NC	681	679	NC	36	39	NC	14	19	NC	45	39	NC	5	3
White	367	1310	36075	96	95	95	726	723	715	6	6	12	5	6	9	61	64	58	27	24	21
Students with Disabilities	65	133	5862	93	61	71	652	665	658	74	53	63	11	17	15	15	30	20	NA	1	2
Students without Disabilities	650	1982	65268	94	97	98	718	719	705	8	8	19	11	9	12	58	62	54	22	21	15
Limited English Proficient Students	61	92	4859	90	87	93	660	663	662	66	61	64	20	18	15	13	18	20	2	2	1
Migrant Students	NC	10	786	NC	91	95	NC	NA	681	NC	NA	38	NC	NA	18	NC	NA	41	NC	NA	4
Economically Disadvantaged	84	167	22957	88	86	93	693	694	685	25	19	34	19	19	17	46	55	44	10	7	5
Non-Economically Disadvantaged	631	1948	48173	95	94	96	715	718	709	13	10	17	10	8	11	56	61	55	22	21	18

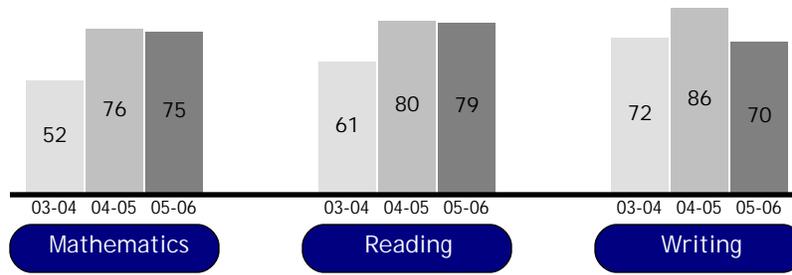
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	731	2185	73018	95	96	97	715	721	703	5	3	6	16	12	23	67	72	64	12	12	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	393	1099	36181	97	96	97	721	724	708	3	2	4	15	12	21	67	71	65	15	14	9
Male	337	1085	36816	93	96	96	708	717	699	7	4	7	16	12	24	68	73	62	9	11	7
African American	60	161	3976	95	91	96	704	707	689	10	6	8	13	15	29	68	73	59	8	7	3
Hispanic	266	546	25801	95	95	96	690	698	683	9	7	10	29	24	34	60	64	53	3	5	3
Asian/Pacific Islander	30	116	1812	100	100	98	742	728	722	3	3	3	7	10	15	60	70	66	30	17	16
American Indian/Alaskan Native	NC	24	4389	NC	77	93	NC	693	675	NC	8	9	NC	13	42	NC	75	47	NC	4	1
White	367	1337	37024	95	97	97	733	731	721	1	1	2	8	8	12	73	76	73	18	16	13
Students with Disabilities	64	180	7170	89	81	85	645	663	654	33	19	23	47	44	47	19	36	29	2	1	1
Students without Disabilities	667	2005	65848	96	98	98	722	725	708	2	1	4	13	10	20	72	76	67	13	13	9
Limited English Proficient Students	60	101	5099	87	94	95	638	642	641	32	25	29	62	63	59	7	12	12	NA	NA	0
Migrant Students	NC	11	817	NC	100	96	NC	667	667	NC	9	15	NC	45	44	NC	45	39	NC	NA	1
Economically Disadvantaged	89	183	23912	92	92	94	684	691	681	15	8	10	25	26	36	57	64	52	3	2	2
Non-Economically Disadvantaged	642	2002	49106	96	96	98	719	723	714	3	2	4	14	11	16	69	73	69	13	13	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	740	2186	72810	96	96	96	692	699	685	7	4	6	24	21	30	61	63	58	9	11	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	398	1105	36111	98	97	97	703	710	695	4	2	4	21	16	23	64	66	65	12	16	8
Male	341	1080	36678	94	95	95	679	688	674	11	6	9	27	26	36	57	61	52	6	7	3
African American	61	160	3962	97	90	96	684	691	675	11	5	8	25	27	33	56	60	55	8	8	3
Hispanic	274	551	25735	98	96	96	667	677	669	13	9	10	39	34	41	45	51	48	3	5	2
Asian/Pacific Islander	30	115	1809	100	99	97	712	707	704	NA	3	4	20	17	19	60	67	65	20	13	13
American Indian/Alaskan Native	NC	23	4370	NC	74	92	NC	678	670	NC	NA	9	NC	35	39	NC	61	50	NC	4	2
White	366	1336	36915	94	97	97	710	708	697	2	2	3	13	15	21	73	69	67	13	14	8
Students with Disabilities	65	178	7071	90	81	84	624	646	634	42	24	24	45	46	53	12	29	21	2	1	1
Students without Disabilities	675	2008	65739	97	98	98	698	703	689	4	2	4	22	19	27	65	66	62	10	12	6
Limited English Proficient Students	64	104	5046	93	97	94	604	614	621	48	38	31	52	54	56	NC	8	12	NA	NA	0
Migrant Students	NC	10	812	NC	91	96	NC	NA	654	NC	NA	15	NC	NA	51	NC	NA	34	NC	NA	0
Economically Disadvantaged	93	184	23814	96	92	94	657	667	667	18	13	10	41	38	41	37	47	47	4	3	2
Non-Economically Disadvantaged	647	2002	48996	96	96	97	697	702	693	5	3	4	21	20	24	64	65	64	10	12	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



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

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	90	47	NA	42	90	58	58	51	93	58	59	52
	Language	93	50	51	42	90	56	56	50	93	54	58	50
	Mathematics	89	67	70	63	90	55	57	50	93	58	59	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	6.00	Teacher	154.00
Other Professional Staff	10.00	Teacher Aide	20.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	11	0	0
4 to 6 years	10	5	0	0
7 to 9 years	6	15	0	2
10 or more years	9	80	1	0

Highly Qualified (NCLB) School Year 2004-05

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

Resources Available at School Site

Special Facilities

- Ü 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

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 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	92	95	94	95
Promotion Rate ⁵	80	89	88	73
Graduation Rate ⁶	91	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

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 2005-06 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	Rebecca Campagna	(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 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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Total cost of printing: 12 Pages X .0243 Per page X 50 Copies = \$15.00

** 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.