

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

3700 S Arizona Ave., Chandler, AZ 85248

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	Maintaining

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

School Overview

Principal/Administrator : Dr. Fred DePrez
 Schedule : 7:30 AM to 4:30 PM
 Grades : 9-12
 2004 Enrollment : 3059
 Web Address : ww2.chandler.k12.az.us/hhs/
 Phone Number : (480) 883-5000
 Fax Number : (480) 883-5020
 E-mail : deprez.fred@chandler.k12.az.us

Mission

The mission of Hamilton High School is to prepare students to be successful in their academic, personal and professional lives.

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 Proficiency in Core Academic Areas: Students will meet or exceed district and state standards.
- ü Student Personal Development: Students will use problem-solving skills to resolve conflicts and issues of concern.

Enrollment

October 1, 2003 School Year Student Enrollment : 3155
 Accepting New Students in 2004-05 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 342

Instructional Programs

- Ü School-to-Work/Career Pathways
- Ü Honors Classes
- Ü Advanced Placement/Dual Credit
- Ü Special Education

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	7/27/2004
Last Day of School :	6/1/2005

Shared Responsibilities

School

HHS offers students a safe learning environment where they are challenged to work to their highest level of performance in academics, athletics and the arts. We also prepare the students to be successful, participating members of their community.

Parents

Parents support the high academic, attendance and discipline policies set forth by the site-based council of the school in order to have their student reach his/her highest potential.

Transportation Policy

Transportation is provided for students living within the Hamilton High School boundary.

School Honors

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

Award/Honor	Year
Ü National Merit Scholars	2004
Ü Sun Lakes Rotary Teacher of the Year	2004
Ü Military Academy Appointments	2004
Ü All State Choir and Band 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	628	1844	65934	96	98	100	506	504	492	28	30	43	18	18	18	32	29	24	22	23	15
All Students (Prior Year)	853	1430	57534	100	94	91	505	508	491	26	26	46	19	17	16	34	30	23	21	26	15
Female	315	949	32586	96	99	100	506	504	491	27	29	44	19	19	19	34	30	24	20	22	14
Male	313	891	33226	95	97	99	506	505	493	29	31	42	16	16	18	29	27	24	25	25	16
African American	43	126	3042	98	100	98	487	488	478	51	47	58	19	18	19	19	25	17	12	10	6
Hispanic	133	498	21740	92	96	100	488	485	475	44	49	63	22	18	17	23	23	15	11	10	5
Asian/Pacific Islander	36	93	1643	100	100	99	523	531	519	25	19	23	6	8	13	33	29	30	36	44	34
American Indian/Alaskan Native	11	33	4351	92	94	99	486	487	472	55	50	68	18	16	16	18	25	13	9	9	4
White	402	1076	34819	95	97	99	513	513	505	20	20	27	17	18	20	36	33	31	27	29	22
Students with Disabilities	55	143	6507	86	90	100	471	465	456	64	69	83	20	18	9	15	11	6	2	2	2
Students without Disabilities	573	1701	59427	97	99	100	509	506	494	25	28	41	18	18	19	33	30	25	24	24	16
Limited English Proficient Students	26	121	6793	59	82	100	468	465	464	77	79	79	4	5	11	12	12	8	8	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	624	1832	47182				506	504	499	28	30	35	18	18	19	32	29	27	23	23	19

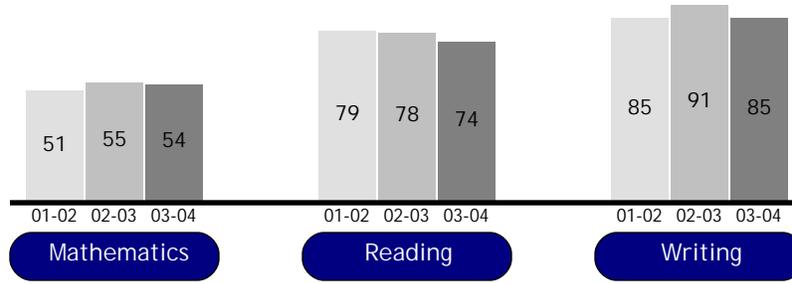
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	640	1856	68162	97	98	100	526	520	509	7	11	18	19	21	24	61	57	51	13	11	8
All Students (Prior Year)	835	1396	56700	100	92	89	529	526	512	6	7	15	17	18	23	63	61	52	15	14	10
Female	324	947	33509	96	98	100	532	525	513	6	10	15	18	19	23	61	58	52	16	13	9
Male	316	909	34521	97	98	100	520	516	505	9	13	20	19	23	24	62	56	49	9	9	7
African American	45	131	3163	100	100	99	515	505	497	16	18	22	18	27	30	58	49	46	9	6	3
Hispanic	140	515	22624	96	99	100	504	494	487	19	24	32	28	31	31	47	41	35	7	3	2
Asian/Pacific Islander	36	91	1666	100	100	100	517	535	523	8	9	11	19	17	17	67	58	60	6	17	12
American Indian/Alaskan Native	12	35	4592	100	97	100	504	513	484	8	14	32	42	43	37	50	37	30	0	6	1
White	406	1072	35727	96	96	100	536	534	526	3	4	7	15	14	17	67	66	64	16	15	12
Students with Disabilities	56	149	6845	89	94	100	493	479	468	19	39	53	44	34	29	35	25	18	2	2	1
Students without Disabilities	584	1707	61317	97	99	100	529	523	512	7	9	15	16	20	23	64	59	53	14	12	8
Limited English Proficient Students	27	128	7152	59	85	100	464	460	464	67	66	57	19	24	31	15	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	635	1846	48595				526	521	518	7	11	13	18	21	20	62	57	57	13	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	634	1845	67629	96	98	100	583	568	524	7	12	22	8	10	16	72	69	59	13	9	3
All Students (Prior Year)	889	1493	55090	100	98	87	498	496	479	5	7	16	4	4	13	90	88	70	1	1	0
Female	321	943	33347	95	98	100	599	581	537	5	8	17	6	9	15	74	72	64	15	11	4
Male	313	902	34151	96	98	99	567	553	512	10	16	27	10	11	18	70	66	54	10	7	2
African American	45	133	3150	100	100	99	561	550	515	18	17	24	11	13	19	64	65	56	7	5	2
Hispanic	138	506	22313	95	97	100	539	520	493	17	24	34	12	14	19	64	59	46	7	3	1
Asian/Pacific Islander	37	93	1659	100	100	100	591	600	564	16	9	11	5	10	12	54	59	68	24	23	9
American Indian/Alaskan Native	12	33	4528	100	92	99	584	537	492	0	15	35	8	12	21	83	70	42	8	3	1
White	401	1068	35593	95	96	99	601	591	547	2	5	13	6	8	14	77	75	69	15	12	4
Students with Disabilities	55	148	6712	87	93	100	509	483	445	25	46	61	29	24	18	42	29	21	4	2	0
Students without Disabilities	579	1697	60917	97	98	100	590	574	530	6	9	19	6	9	16	74	72	61	14	10	3
Limited English Proficient Students	26	124	6994	57	82	100	416	434	442	62	57	58	8	18	18	31	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	629	1833	48278				585	568	538	7	11	17	8	10	15	72	69	65	13	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?	Y
	Met Attendance Rate?	Y
	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 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	93	45	44	37	95	54	48	41	93	53	NA	42
	Language	94	52	48	38	95	59	53	42	94	57	51	42
	Mathematics	94	66	66	56	96	77	72	60	92	74	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

- 3 School Administrator(s)
- 2 Non-certified Employee(s)
- 15 Teacher(s)
- 9 Parent(s)
- 1 Community Member(s)
- 8 Student(s)

Council Duties

- Ü Advisory to Administration
- Ü Instructional Strategies
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Curriculum Development
- Ü Extracurricular Activities

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	5.00	Teacher	155.00
Other Professional Staff	8.00	Teacher Aide	14.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	24	12	0	0
4 to 6 years	9	18	0	0
7 to 9 years	3	24	0	0
10 or more years	5	69	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	124
Core academic classes taught by Highly Qualified (NCLB) teachers.	620
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Chandler Public Library On-site
- Ü Twelve Computer Labs

Extracurricular Activities

- Ü Vocational Student Organizations
- Ü Student Government
- Ü Music Council and Performing Groups
- Ü Sports/Athletic Activities

Social Services

- Ü Job Placement Service
- Ü Clothing/Food Banks
- Ü Health Services/Blood Drives
- Ü Crisis Intervention

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Stanford 9 and AIMS scores exceed State and county averages.

- ü Our partnerships with Intel and Microchip have allowed our students to learn and use technology.

- ü Graduating seniors earned over 2500 college credits and three million dollars in scholarships.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	99	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	9	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	98	98	98	94
Retention Rate ⁹	1	1	1	5
Dropout Rate ¹⁰	8	NA		3
Status Unknown ¹¹	3			2
Graduation Rate ¹²	92			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

HHS has worked with parents, students, staff and police to develop and implement a safe school program. As the result of these efforts, we received a state grant for an SRO police officer, video surveillance cameras and increased security guards.

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) :

79

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	Fred DePrez	(480) 883-5000
Transportation Policy	Cathy Brown	(480) 812-7240
Community Resources	Terry Locke	(480) 812-7650
School Nutrition Programs	Kathy Smith	(480) 883-5000
Parent Organization	Katherine Thornhill	(480) 883-5000
Student Health/Nurse	Michelle Onacki	(480) 883-5000

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.