

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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)

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.

School Overview

Principal/Administrator : Dr. Fred DePrez
 Schedule : 07:30 AM to 04:31 PM
 Grades : 9-12
 2005 Enrollment : 2900
 Web Address : ww2.chandler.k12.az.us/hhs/
 Phone Number : (480) 883-5000
 Fax Number : (602) 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)

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 / 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, 2004 School Year Student Enrollment : 3085
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 310

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	7/26/2005
Last Day of School :	5/31/2006

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	2005
Ü Arizona A+ School	2005
Ü Military Academy Appointments	2005
Ü All State Choir and Band 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	718	2076	69846	99	100	100	725	714	699	10	12	21	7	10	11	54	54	49	29	24	18
All Students (Prior Year)	628	1844	65934	96	98	100	506	504	492	28	30	43	18	18	18	32	29	24	22	23	15
Female	370	1038	34328	99	100	99	724	715	702	10	11	19	6	9	12	57	56	51	27	24	18
Male	348	1032	35509	100	100	100	727	714	696	10	13	23	9	10	11	51	52	48	30	25	18
African American	73	167	3535	100	100	100	700	692	677	20	17	31	11	13	15	59	60	46	9	9	8
Hispanic	138	507	23363	99	100	100	699	692	680	20	22	32	13	17	16	50	47	45	16	13	7
Asian/Pacific Islander	51	124	1742	98	100	99	766	747	733	6	6	8	0	4	7	35	42	46	58	49	38
American Indian/Alaskan Native	11	29	4785	100	100	100	720	698	671	10	15	39	0	22	17	80	52	39	10	11	5
White	445	1249	36421	99	100	99	733	723	714	6	8	12	6	7	8	55	57	54	32	28	26
Students with Disabilities	82	209	7690	100	100	100	662	622	593	53	50	64	14	14	14	30	32	21	3	5	2
Students without Disabilities	636	1867	62220	99	100	99	734	725	712	4	8	16	7	9	11	57	57	53	32	27	20
Limited English Proficient Students	25	90	5834	100	100	100	678	634	612	29	33	46	13	20	20	47	39	31	11	8	3
Migrant Students	--	18	117	--	NA	NA	--	701	677	--	11	44	--	28	18	--	56	35	--	6	3
Economically Disadvantaged	67	244	21421	99	98	92	692	697	686	27	23	35	13	21	15	52	44	43	8	12	7
Non-Economically Disadvantaged	651	1832	48489	99	100	100	729	717	704	8	10	15	7	8	10	54	55	52	31	26	23

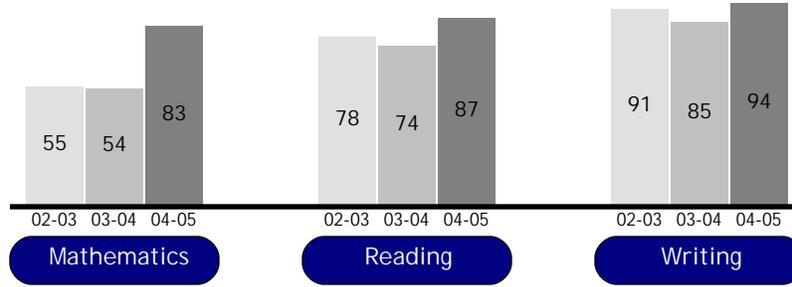
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	721	2068	71311	99	100	100	726	713	694	3	4	7	9	12	21	68	70	63	19	14	9
All Students (Prior Year)	640	1856	68162	97	98	100	526	520	509	7	11	18	19	21	24	61	57	51	13	11	8
Female	372	1028	34899	99	100	100	729	716	700	3	3	5	7	11	19	68	71	66	23	15	10
Male	349	1034	36430	98	100	100	723	711	688	4	4	9	11	14	22	69	68	61	16	14	8
African American	69	161	3573	95	97	100	709	694	676	3	4	9	16	16	26	76	74	60	5	6	4
Hispanic	136	503	24056	98	100	100	698	686	672	8	8	13	19	22	31	60	62	53	13	7	3
Asian/Pacific Islander	53	122	1731	100	100	98	743	730	717	2	2	3	8	8	13	56	64	68	33	25	16
American Indian/Alaskan Native	10	27	5110	100	100	100	715	700	661	0	0	14	11	25	38	67	63	46	22	13	2
White	453	1255	36841	99	100	99	735	725	713	2	2	3	5	8	12	71	73	72	22	17	13
Students with Disabilities	80	225	8021	96	100	100	657	625	590	20	14	27	33	37	42	47	46	29	0	4	1
Students without Disabilities	641	1844	63379	99	100	100	735	724	707	1	2	5	6	10	18	71	72	68	22	16	10
Limited English Proficient Students	27	98	6402	100	100	100	651	617	596	20	17	25	39	36	44	41	44	30	0	3	1
Migrant Students	--	45	548	--	NA	NA	--	695	659	--	2	26	--	27	36	--	69	38	--	2	0
Economically Disadvantaged	65	240	22243	94	96	93	689	690	677	11	9	14	21	22	32	61	63	51	7	6	3
Non-Economically Disadvantaged	656	1829	49157	99	100	100	730	716	702	3	3	4	8	11	16	69	70	69	21	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	711	2052	70868	97	100	100	726	713	688	1	2	5	5	9	23	70	71	63	24	19	9
All Students (Prior Year)	634	1845	67629	96	98	100	583	568	524	7	12	22	8	10	16	72	69	59	13	9	3
Female	371	1025	34710	99	100	99	731	720	697	1	1	3	5	7	19	65	68	66	30	24	12
Male	340	1022	36176	96	100	100	720	706	678	1	2	7	6	11	27	76	73	59	18	14	7
African American	66	157	3557	90	95	99	710	701	675	5	2	7	7	10	25	78	81	62	10	7	6
Hispanic	134	494	23868	96	100	100	708	693	670	2	4	9	14	18	33	65	67	55	19	12	4
Asian/Pacific Islander	52	121	1732	100	100	98	741	727	713	0	1	2	0	4	12	58	61	64	42	35	22
American Indian/Alaskan Native	10	27	5001	100	100	100	718	700	661	0	4	9	0	17	41	100	79	48	0	0	2
White	449	1253	36710	98	100	99	732	722	702	0	1	2	3	6	15	71	72	69	26	22	13
Students with Disabilities	74	220	7900	89	100	100	673	633	580	3	5	22	30	33	49	64	57	28	3	5	1
Students without Disabilities	637	1833	63054	98	99	99	732	723	701	1	1	3	2	6	20	71	72	67	26	20	10
Limited English Proficient Students	25	97	6308	96	100	100	668	623	591	5	10	19	25	32	47	66	53	33	5	5	1
Migrant Students	--	45	540	--	NA	NA	--	700	658	--	2	16	--	16	42	--	78	41	--	4	1
Economically Disadvantaged	62	235	21994	90	94	92	700	696	673	2	3	10	21	23	36	67	68	52	10	6	3
Non-Economically Disadvantaged	649	1818	48960	98	100	100	729	715	694	1	1	3	4	7	18	70	71	67	25	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	95	54	48	41	93	53	NA	42	95	60	58	51
	Language	95	59	53	42	94	57	51	42	95	60	56	50
	Mathematics	96	77	72	60	92	74	70	63	92	61	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

- 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 2005-06

Position	Number	Position	Number
Administrator	5.00	Teacher	142.00
Other Professional Staff	10.00	Teacher Aide	14.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	12	0	0
4 to 6 years	9	18	0	1
7 to 9 years	3	24	0	1
10 or more years	0	69	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	94
Teachers with Emergency Certificaton.	0
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 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 2004-05

School Achievements/Accomplishments 2004-05

- ü Terra Nova and AIMS scores exceed State, county and district averages.

- ü Our partnerships with Intel and Microchip have allowed our students to learn and use technology. Hamilton students have won more awards at the International Science Fair than students from any other Arizona high school.

- ü Graduating seniors earned over 3300 college credits and seven million dollars in scholarships.

- ü Hamilton is the only A+ Arizona High School for 2005.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	10	12	12	17
Transfers In Rate ⁶	17	28	28	37
Stability Rate ⁷	89	87	87	82
Promotion Rate ⁸	92	96	95	81
Retention Rate ⁹	2	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	95	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

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 for school year 2004-05 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.

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

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	Scott McDonald	(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.

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.