

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

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 : Dr. Fred DePrez
 Schedule : 07:30 AM to 04:31 PM
 Grades : 9-12
 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)

2005-06	Not 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 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, 2005 School Year Student Enrollment : 2975
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 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 & Military Academy Appointments	2006
ü Arizona A+ School	2005
ü Seiman's Advanced Placement Arizona School of the Year	2006
ü All State Choir and Band 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	703	2115	71130	92	93	95	725	716	701	6	10	23	8	9	13	61	60	51	26	20	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	358	1071	35465	92	94	96	724	717	702	8	10	21	6	9	13	60	61	53	26	21	13
Male	345	1043	35648	92	92	94	725	714	701	4	11	24	9	10	12	61	60	50	26	19	14
African American	62	153	3868	87	87	95	710	704	686	10	15	33	10	14	17	68	58	45	13	12	6
Hispanic	145	516	25103	90	91	95	707	697	685	12	21	34	14	17	16	60	53	45	13	9	5
Asian/Pacific Islander	49	114	1805	94	98	98	741	738	731	4	4	9	NA	2	7	57	59	50	39	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	441	1310	36075	93	95	95	731	723	715	3	6	12	6	6	9	60	64	58	31	24	21
Students with Disabilities	35	133	5862	45	61	71	683	665	658	31	53	63	26	17	15	43	30	20	NA	1	2
Students without Disabilities	668	1982	65268	97	97	98	727	719	705	4	8	19	7	9	12	62	62	54	27	21	15
Limited English Proficient Students	19	92	4859	73	87	93	671	663	662	47	61	64	21	18	15	32	18	20	NA	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	53	167	22957	85	86	93	694	694	685	9	19	34	25	19	17	64	55	44	2	7	5
Non-Economically Disadvantaged	650	1948	48173	92	94	96	727	718	709	6	10	17	6	8	11	60	61	55	28	21	18

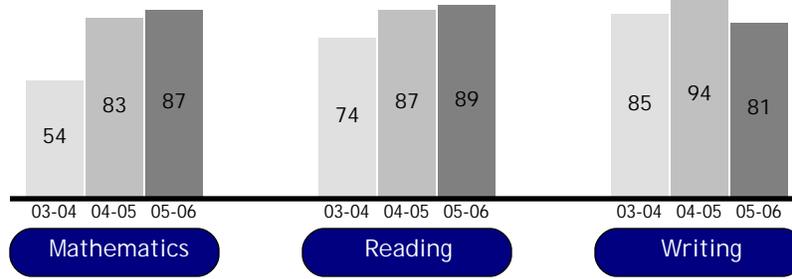
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	736	2185	73018	95	96	97	729	721	703	1	3	6	10	12	23	74	72	64	15	12	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	368	1099	36181	95	96	97	730	724	708	1	2	4	9	12	21	73	71	65	16	14	9
Male	368	1085	36816	96	96	96	727	717	699	1	4	7	10	12	24	74	73	62	14	11	7
African American	67	161	3976	93	91	96	711	707	689	1	6	8	18	15	29	76	73	59	4	7	3
Hispanic	152	546	25801	94	95	96	714	698	683	3	7	10	18	24	34	71	64	53	9	5	3
Asian/Pacific Islander	52	116	1812	98	100	98	733	728	722	NA	3	3	10	10	15	73	70	66	17	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	457	1337	37024	96	97	97	736	731	721	1	1	2	6	8	12	74	76	73	19	16	13
Students with Disabilities	64	180	7170	80	81	85	673	663	654	9	19	23	45	44	47	45	36	29	NA	1	1
Students without Disabilities	672	2005	65848	97	98	98	733	725	708	1	1	4	6	10	20	76	76	67	17	13	9
Limited English Proficient Students	23	101	5099	88	94	95	660	642	641	9	25	29	65	63	59	26	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	58	183	23912	91	92	94	698	691	681	2	8	10	28	26	36	71	64	52	NA	2	2
Non-Economically Disadvantaged	678	2002	49106	96	96	98	731	723	714	1	2	4	8	11	16	74	73	69	17	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	737	2186	72810	95	96	96	710	699	685	2	4	6	17	21	30	62	63	58	19	11	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	372	1105	36111	96	97	97	719	710	695	1	2	4	13	16	23	61	66	65	24	16	8
Male	365	1080	36678	95	95	95	702	688	674	3	6	9	21	26	36	64	61	52	13	7	3
African American	65	160	3962	90	90	96	701	691	675	NA	5	8	23	27	33	66	60	55	11	8	3
Hispanic	153	551	25735	94	96	96	694	677	669	6	9	10	23	34	41	61	51	48	10	5	2
Asian/Pacific Islander	52	115	1809	98	99	97	712	707	704	4	3	4	12	17	19	71	67	65	13	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	459	1336	36915	96	97	97	717	708	697	1	2	3	14	15	21	61	69	67	23	14	8
Students with Disabilities	67	178	7071	84	81	84	661	646	634	12	24	24	49	46	53	39	29	21	NA	1	1
Students without Disabilities	670	2008	65739	97	98	98	715	703	689	1	2	4	14	19	27	65	66	62	21	12	6
Limited English Proficient Students	23	104	5046	88	97	94	641	614	621	22	38	31	57	54	56	22	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	57	184	23814	89	92	94	674	667	667	9	13	10	35	38	41	54	47	47	2	3	2
Non-Economically Disadvantaged	680	2002	48996	96	96	97	713	702	693	1	3	4	15	20	24	63	65	64	20	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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	No

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

The school or district had an attendance rate of at least 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	93	53	NA	42	95	60	58	51	94	61	59	52
	Language	94	57	51	42	95	60	56	50	94	61	58	50
	Mathematics	92	74	70	63	92	61	57	50	94	63	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

- 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 Certification.	0
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 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 2005-06

School Achievements/Accomplishments 2005-06

- ü Terra Nova, AIMS and SAT 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 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	85	89	88	73
Graduation Rate ⁶	96	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

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 2005-06 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	Angie Auerbach	(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 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 0 Copies = \$0.00

** 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.