

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

5990 South Val Vista Drive, Chandler, AZ 85249

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 LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2003-04	Not Evaluated
2002-03	Not Evaluated
2001-02	N/A

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

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2003-04	Met
2002-03	Not Evaluated
2001-02	N/A

#### School Improvement Status <sup>(b)</sup>

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 Overview

Principal/Administrator : Mrs. Kristine Marchiando  
 Schedule : 7:30 AM to 4:30 PM  
 Grades : 9-11  
 2004 Enrollment : 1734  
 Web Address : ww2.chandler.k12.az.us/bhs  
 Phone Number : (480) 224-2100  
 Fax Number : (480) 224-2120  
 E-mail : marchiando.kristine@chandler.k12.az.us

### Mission

The mission of Basha High School is to provide students with a safe and the least-restrictive learning environment where students are able to exceed academically and personally. We believe that working in partnership with parents and the community all students will attain the necessary skills to be successful in a technologically advanced, culturally respectful, and collaboratively encouraging climate.

### School / Academic Goals

- ü Students will demonstrate increased academic performance in core subject areas of math, reading and writing while meeting both district and state standards.
- ü Students will be responsible and effective pillars of community involvement.

### Enrollment

October 1, 2003 School Year Student Enrollment : 1035  
 Accepting New Students in 2004-05 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 121

Instructional Programs

- ü Integrated Curriculum/Instruction
- ü Honors Classes
- ü Special Education
- ü Advanced Placement/Dual Credit

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	7/27/2004
Last Day of School :	6/1/2005

Shared Responsibilities

School

BHS is responsible for offering students a safe learning environment where they are challenged to work to their highest level of performance in academics, athletics and the arts.

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 all students living within the Basha High School attendance boundary and more than one mile from the high school.

School Honors

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

Award/Honor	Year
ü State Science Fair Awards	2004
ü NASC Region 6 Representative Appointment	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	432	1844	65934	100	98	100	505	504	492	25	30	43	19	18	18	34	29	24	22	23	15
All Students (Prior Year)	--	1430	57534	--	94	91	--	508	491	--	26	46	--	17	16	--	30	23	--	26	15
Female	221	949	32586	100	99	100	507	504	491	21	29	44	19	19	19	38	30	24	22	22	14
Male	208	891	33226	99	97	99	504	505	493	29	31	42	18	16	18	31	27	24	22	25	16
African American	25	126	3042	100	100	98	484	488	478	52	47	58	20	18	19	24	25	17	4	10	6
Hispanic	75	498	21740	100	96	100	489	485	475	45	49	63	15	18	17	24	23	15	16	10	5
Asian/Pacific Islander	18	93	1643	100	100	99	515	531	519	28	19	23	6	8	13	28	29	30	39	44	34
American Indian/Alaskan Native	NC	33	4351	NC	94	99	NC	487	472	NC	50	68	NC	16	16	NC	25	13	NC	9	4
White	305	1076	34819	98	97	99	510	513	505	17	20	27	21	18	20	38	33	31	24	29	22
Students with Disabilities	29	143	6507	100	90	100	454	465	456	79	69	83	14	18	9	3	11	6	3	2	2
Students without Disabilities	403	1701	59427	100	99	100	509	506	494	21	28	41	19	18	19	37	30	25	23	24	16
Limited English Proficient Students	14	121	6793	93	82	100	473	465	464	64	79	79	14	5	11	7	12	8	14	5	2
Migrant Students	NC	22	708				NC	476	469	NC	57	72	NC	14	15	NC	19	10	NC	10	3
Economically Disadvantaged	--	12	18745				--	466	475	--	67	64	--	17	16	--	17	15	--	0	5
Non-Economically Disadvantaged	432	1832	47182				505	504	499	25	30	35	19	18	19	34	29	27	22	23	19

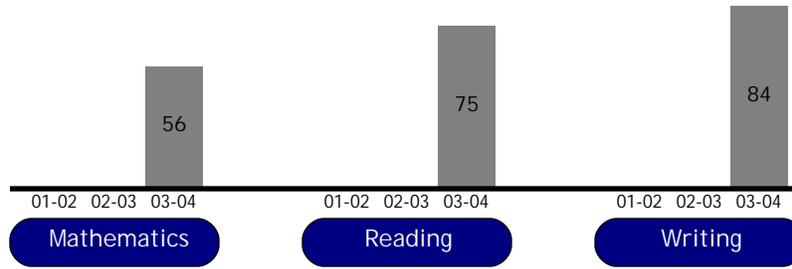
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	435	1856	68162	100	98	100	529	520	509	6	11	18	19	21	24	62	57	51	13	11	8
All Students (Prior Year)	--	1396	56700	--	92	89	--	526	512	--	7	15	--	18	23	--	61	52	--	14	10
Female	220	947	33509	100	98	100	533	525	513	6	10	15	16	19	23	65	58	52	14	13	9
Male	215	909	34521	100	98	100	525	516	505	7	13	20	23	23	24	59	56	49	12	9	7
African American	27	131	3163	100	100	99	499	505	497	11	18	22	41	27	30	48	49	46	0	6	3
Hispanic	77	515	22624	100	99	100	499	494	487	17	24	32	38	31	31	42	41	35	4	3	2
Asian/Pacific Islander	18	91	1666	100	100	100	543	535	523	24	9	11	12	17	17	41	58	60	24	17	12
American Indian/Alaskan Native	NC	35	4592	NC	97	100	NC	513	484	NC	14	32	NC	43	37	NC	37	30	NC	6	1
White	306	1072	35727	97	96	100	537	534	526	2	4	7	14	14	17	69	66	64	15	15	12
Students with Disabilities	32	149	6845	100	94	100	485	479	468	33	39	53	29	34	29	38	25	18	0	2	1
Students without Disabilities	403	1707	61317	100	99	100	531	523	512	5	9	15	19	20	23	63	59	53	13	12	8
Limited English Proficient Students	16	128	7152	94	85	100	475	460	464	58	66	57	25	24	31	8	9	12	8	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	434	1846	48595				529	521	518	6	11	13	19	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	436	1845	67629	100	98	100	575	568	524	7	12	22	9	10	16	77	69	59	7	9	3
All Students (Prior Year)	--	1493	55090	--	98	87	--	496	479	--	7	16	--	4	13	--	88	70	--	1	0
Female	221	943	33347	100	98	100	588	581	537	3	8	17	8	9	15	80	72	64	10	11	4
Male	215	902	34151	100	98	99	561	553	512	12	16	27	10	11	18	75	66	54	4	7	2
African American	27	133	3150	100	100	99	547	550	515	4	17	24	22	13	19	74	65	56	0	5	2
Hispanic	77	506	22313	100	97	100	543	520	493	16	24	34	9	14	19	73	59	46	1	3	1
Asian/Pacific Islander	18	93	1659	100	100	100	573	600	564	6	9	11	11	10	12	72	59	68	11	23	9
American Indian/Alaskan Native	NC	33	4528	NC	92	99	NC	537	492	NC	15	35	NC	12	21	NC	70	42	NC	3	1
White	307	1068	35593	98	96	99	587	591	547	5	5	13	7	8	14	79	75	69	8	12	4
Students with Disabilities	32	148	6712	100	93	100	467	483	445	50	46	61	21	24	18	29	29	21	0	2	0
Students without Disabilities	404	1697	60917	100	98	100	581	574	530	5	9	19	8	9	16	80	72	61	7	10	3
Limited English Proficient Students	16	124	6994	94	82	100	477	434	442	29	57	58	29	18	18	43	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	435	1833	48278				575	568	538	7	11	17	9	10	15	77	69	65	7	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?	Not Evaluated
	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](http://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	--	--	44	37	98	51	48	41	89	49	NA	42
	Language	--	--	48	38	99	58	53	42	91	50	51	42
	Mathematics	--	--	66	56	99	87	72	60	89	69	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

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Advisory Capacity
- Ü Extracurricular Activities
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Curriculum Development

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	4.00	Teacher	78.50
Other Professional Staff	6.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	20	6	0	0
4 to 6 years	8	16	0	0
7 to 9 years	4	9	0	0
10 or more years	2	14	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	34
Core academic classes taught by Highly Qualified (NCLB) teachers.	151
Teachers with Emergency Certificaton.	1

Resources Available at School Site

Special Facilities

- Ü 8 Computer Labs, Media Studio
- Ü Chandler Public Library, Basha Branch

Extracurricular Activities

- Ü Student Government
- Ü Athletic Activities
- Ü Performing Arts
- Ü Robotics Club, Service Clubs
- Ü National Honor Society
- Ü DECA/COE/FCCLA/VICA/FFA

Social Services

- Ü Breakfast/Lunch Programs
- Ü Counseling Services
- Ü Health Services
- Ü School Psychologist

ü Our AIMS scores exceed State and county averages.

Student Activity Rates for School Year 2003-04

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

Administration, Security (4) and DARE officer maintain high visibility. A strong disciplinary code is enforced; students and parents sign a document acknowledging receipt and awareness of school/district policies. BHS is a closed campus, picture ID required.

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) :

14
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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	Kristine Marchiando	(480) 224-2107
Transportation Policy	Cathy Brown	(480) 812-7240
Community Resources	Colleen Thornton	(480) 224-2124
School Nutrition Programs	Sherri Wilson	(480) 224-2104
Parent Organization	Kristine Marchiando	(480) 224-2107
Student Health/Nurse	Davida Crain	(480) 224-2102

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](http://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](http://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](http://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](http://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.