

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 LEARNS¹

High School Achievement Profile ^(a)

2004-05	Excelling
2003-04	Not Evaluated
2002-03	Not Evaluated

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

School Overview

Principal/Administrator : Mrs. Kristine Marchiando
 Schedule : 07:00 AM to 05:00 PM
 Grades : 9-12
 2005 Enrollment : 2682
 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.

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05	Met
2003-04	Met
2002-03	Not Evaluated

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 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, 2004 School Year Student Enrollment : 1817
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 74

Instructional Programs

- Ü Integrated Curriculum/Instruction
- Ü Honors Classes
- Ü Special Education
- Ü Advanced Placement/Dual Credit
- Ü ESL/Bilingual Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/26/2005
Last Day of School :	5/31/2006

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 National Merit Semifinalist	2004
Ü NASC Region 6 Representative Appointment	2004
Ü Band, Choir, Orchestra all received Superior Ratings	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	558	2076	69846	100	100	100	708	714	699	11	12	21	10	10	11	62	54	49	17	24	18
All Students (Prior Year)	432	1844	65934	100	98	100	505	504	492	25	30	43	19	18	18	34	29	24	22	23	15
Female	268	1038	34328	100	100	99	706	715	702	9	11	19	10	9	12	64	56	51	17	24	18
Male	286	1032	35509	100	100	100	710	714	696	13	13	23	9	10	11	59	52	48	18	25	18
African American	31	167	3535	91	100	100	662	692	677	23	17	31	18	13	15	55	60	46	5	9	8
Hispanic	83	507	23363	100	100	100	702	692	680	16	22	32	12	17	16	62	47	45	9	13	7
Asian/Pacific Islander	26	124	1742	100	100	99	729	747	733	5	6	8	14	4	7	59	42	46	23	49	38
American Indian/Alaskan Native	NC	29	4785	NC	100	100	NC	698	671	NC	15	39	NC	22	17	NC	52	39	NC	11	5
White	412	1249	36421	100	100	99	711	723	714	10	8	12	8	7	8	63	57	54	19	28	26
Students with Disabilities	51	209	7690	100	100	100	613	622	593	53	50	64	15	14	14	30	32	21	2	5	2
Students without Disabilities	507	1867	62220	100	100	99	718	725	712	7	8	16	9	9	11	65	57	53	19	27	20
Limited English Proficient Students	12	90	5834	100	100	100	570	634	612	25	33	46	15	20	20	50	39	31	10	8	3
Migrant Students	NC	18	117	NC	NA	NA	NC	701	677	NC	11	44	NC	28	18	NC	56	35	NC	6	3
Economically Disadvantaged	38	244	21421	97	98	92	695	697	686	24	23	35	24	21	15	41	44	43	12	12	7
Non-Economically Disadvantaged	520	1832	48489	100	100	100	709	717	704	11	10	15	9	8	10	63	55	52	18	26	23

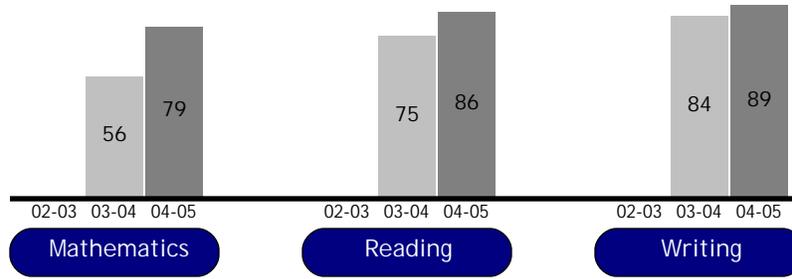
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	562	2068	71311	100	100	100	713	713	694	1	4	7	13	12	21	74	70	63	12	14	9
All Students (Prior Year)	435	1856	68162	100	98	100	529	520	509	6	11	18	19	21	24	62	57	51	13	11	8
Female	271	1028	34899	100	100	100	713	716	700	1	3	5	10	11	19	79	71	66	10	15	10
Male	286	1034	36430	100	100	100	713	711	688	2	4	9	17	14	22	69	68	61	13	14	8
African American	29	161	3573	85	97	100	669	694	676	5	4	9	27	16	26	59	74	60	9	6	4
Hispanic	87	503	24056	100	100	100	698	686	672	0	8	13	21	22	31	76	62	53	4	7	3
Asian/Pacific Islander	24	122	1731	96	100	98	725	730	717	5	2	3	10	8	13	71	64	68	14	25	16
American Indian/Alaskan Native	NC	27	5110	NC	100	100	NC	700	661	NC	0	14	NC	25	38	NC	63	46	NC	13	2
White	416	1255	36841	100	100	99	718	725	713	1	2	3	11	8	12	74	73	72	13	17	13
Students with Disabilities	57	225	8021	100	100	100	623	625	590	8	14	27	44	37	42	46	46	29	2	4	1
Students without Disabilities	505	1844	63379	100	100	100	722	724	707	1	2	5	10	10	18	77	72	68	13	16	10
Limited English Proficient Students	12	98	6402	100	100	100	579	617	596	8	17	25	33	36	44	50	44	30	8	3	1
Migrant Students	18	45	548	NA	NA	NA	712	695	659	0	2	26	0	27	36	100	69	38	0	2	0
Economically Disadvantaged	35	240	22243	88	96	93	708	690	677	0	9	14	21	22	32	67	63	51	12	6	3
Non-Economically Disadvantaged	527	1829	49157	100	100	100	713	716	702	1	3	4	13	11	16	74	70	69	12	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	561	2052	70868	100	100	100	713	713	688	1	2	5	10	9	23	72	71	63	17	19	9
All Students (Prior Year)	436	1845	67629	100	98	100	575	568	524	7	12	22	9	10	16	77	69	59	7	9	3
Female	271	1025	34710	100	100	99	718	720	697	0	1	3	7	7	19	70	68	66	22	24	12
Male	286	1022	36176	100	100	100	708	706	678	1	2	7	13	11	27	73	73	59	13	14	7
African American	29	157	3557	85	95	99	666	701	675	0	2	7	24	10	25	76	81	62	0	7	6
Hispanic	83	494	23868	100	100	100	706	693	670	1	4	9	12	18	33	81	67	55	5	12	4
Asian/Pacific Islander	24	121	1732	96	100	98	727	727	713	0	1	2	14	4	12	57	61	64	29	35	22
American Indian/Alaskan Native	NC	27	5001	NC	100	100	NC	700	661	NC	4	9	NC	17	41	NC	79	48	NC	0	2
White	419	1253	36710	100	100	99	716	722	702	1	1	2	8	6	15	71	72	69	20	22	13
Students with Disabilities	59	220	7900	100	100	100	631	633	580	6	5	22	35	33	49	55	57	28	4	5	1
Students without Disabilities	502	1833	63054	99	99	99	722	723	701	0	1	3	7	6	20	74	72	67	19	20	10
Limited English Proficient Students	12	97	6308	100	100	100	574	623	591	4	10	19	35	32	47	57	53	33	4	5	1
Migrant Students	18	45	540	NA	NA	NA	713	700	658	0	2	16	11	16	42	78	78	41	11	4	1
Economically Disadvantaged	34	235	21994	85	94	92	708	696	673	0	3	10	19	23	36	75	68	52	6	6	3
Non-Economically Disadvantaged	527	1818	48960	100	100	100	713	715	694	1	1	3	9	7	18	72	71	67	18	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?	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 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	98	51	48	41	89	49	NA	42	90	57	58	51
	Language	99	58	53	42	91	50	51	42	90	54	56	50
	Mathematics	99	87	72	60	89	69	70	63	89	58	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

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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	5.00	Teacher	118.00
Other Professional Staff	8.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	20	8	0	0
4 to 6 years	18	15	0	0
7 to 9 years	10	21	0	0
10 or more years	3	14	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	278
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	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/FCCLA

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 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	12	12	12	17
Transfers In Rate ⁶	24	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	94	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	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

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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

71

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	Kristine Marchiando	(480) 224-2107
Transportation Policy	Cathy Brown	(480) 812-7240
Community Resources	Patrick Annesley	(480) 224-2106
School Nutrition Programs	Sherri Wilson	(480) 224-2104
Parent Organization	Kristine Marchiando	(480) 224-2107
Student Health/Nurse	David 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 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.