

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Highly Performing
2004-05	Excelling
2003-04	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 04:00 PM
 Grades : 9-12
 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)

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 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, 2005 School Year Student Enrollment : 2595
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 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	645	2115	71130	91	93	95	713	716	701	7	10	23	8	9	13	70	60	51	15	20	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	314	1071	35465	93	94	96	715	717	702	5	10	21	9	9	13	71	61	53	15	21	13
Male	331	1043	35648	89	92	94	712	714	701	9	11	24	8	10	12	68	60	50	15	19	14
African American	28	153	3868	74	87	95	704	704	686	14	15	33	18	14	17	54	58	45	14	12	6
Hispanic	101	516	25103	85	91	95	700	697	685	15	21	34	13	17	16	66	53	45	6	9	5
Asian/Pacific Islander	35	114	1805	100	98	98	719	738	731	6	4	9	3	2	7	74	59	50	17	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	476	1310	36075	94	95	95	717	723	715	5	6	12	7	6	9	71	64	58	17	24	21
Students with Disabilities	30	133	5862	42	61	71	680	665	658	30	53	63	17	17	15	50	30	20	3	1	2
Students without Disabilities	615	1982	65268	97	97	98	714	719	705	6	8	19	8	9	12	71	62	54	15	21	15
Limited English Proficient Students	NC	92	4859	NC	87	93	NC	663	662	NC	61	64	NC	18	15	NC	18	20	NC	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	24	167	22957	75	86	93	705	694	685	13	19	34	8	19	17	67	55	44	13	7	5
Non-Economically Disadvantaged	621	1948	48173	92	94	96	714	718	709	7	10	17	8	8	11	70	61	55	15	21	18

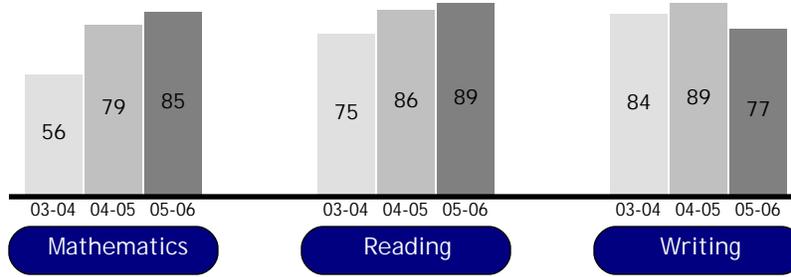
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	663	2185	73018	95	96	97	723	721	703	1	3	6	10	12	23	79	72	64	10	12	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	322	1099	36181	96	96	97	726	724	708	1	2	4	10	12	21	78	71	65	11	14	9
Male	341	1085	36816	93	96	96	720	717	699	1	4	7	9	12	24	80	73	62	9	11	7
African American	29	161	3976	76	91	96	713	707	689	3	6	8	14	15	29	72	73	59	10	7	3
Hispanic	109	546	25801	92	95	96	708	698	683	3	7	10	17	24	34	73	64	53	6	5	3
Asian/Pacific Islander	34	116	1812	100	100	98	707	728	722	6	3	3	15	10	15	74	70	66	6	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	486	1337	37024	96	97	97	728	731	721	0	1	2	7	8	12	81	76	73	12	16	13
Students with Disabilities	49	180	7170	71	81	85	674	663	654	10	19	23	39	44	47	49	36	29	2	1	1
Students without Disabilities	614	2005	65848	97	98	98	726	725	708	0	1	4	7	10	20	81	76	67	11	13	9
Limited English Proficient Students	12	101	5099	100	94	95	644	642	641	17	25	29	67	63	59	17	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	28	183	23912	88	92	94	701	691	681	NA	8	10	29	26	36	71	64	52	NA	2	2
Non-Economically Disadvantaged	635	2002	49106	95	96	98	724	723	714	1	2	4	9	11	16	79	73	69	11	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	654	2186	72810	93	96	96	698	699	685	2	4	6	21	21	30	71	63	58	6	11	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	320	1105	36111	96	97	97	710	710	695	1	2	4	13	16	23	75	66	65	12	16	8
Male	334	1080	36678	91	95	95	688	688	674	3	6	9	28	26	36	67	61	52	1	7	3
African American	29	160	3962	76	90	96	693	691	675	3	5	8	31	27	33	62	60	55	3	8	3
Hispanic	105	551	25735	89	96	96	687	677	669	4	9	10	33	34	41	58	51	48	5	5	2
Asian/Pacific Islander	33	115	1809	97	99	97	694	707	704	3	3	4	24	17	19	67	67	65	6	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	484	1336	36915	96	97	97	702	708	697	1	2	3	17	15	21	75	69	67	7	14	8
Students with Disabilities	43	178	7071	62	81	84	660	646	634	14	24	24	44	46	53	42	29	21	NA	1	1
Students without Disabilities	611	2008	65739	97	98	98	700	703	689	1	2	4	19	19	27	73	66	62	7	12	6
Limited English Proficient Students	11	104	5046	100	97	94	630	614	621	18	38	31	55	54	56	27	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	26	184	23814	81	92	94	683	667	667	4	13	10	31	38	41	65	47	47	NA	3	2
Non-Economically Disadvantaged	628	2002	48996	94	96	97	699	702	693	2	3	4	20	20	24	71	65	64	7	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	89	49	NA	42	90	57	58	51	92	63	59	52
	Language	91	50	51	42	90	54	56	50	92	59	58	50
	Mathematics	89	69	70	63	89	58	57	50	92	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

- 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 Certification.	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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	92	95	94	95
Promotion Rate ⁵	85	89	88	73
Graduation Rate ⁶	40	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

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 2005-06 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 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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** 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.