



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

550 N. Emmett, Chandler, AZ 85225

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

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mr. Don R. Shelley
 Schedule : 7:30 AM to 4:00 PM
 Grades : K-6
 2004 Enrollment : 750
 Web Address :
 Phone Number : (480) 883-4900
 Fax Number : (480) 883-4920
 E-mail : shelley.don@chandler.k12.az.us

Mission

The CTA-Liberty back-to-basics curriculum, pace of studies, and expectations for academic achievement, behavior, and dress require a firm commitment from every parent, student, and teacher. All are committed to following the policies of the school.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

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 / Academic Goals

- ü Increase the number of students meeting or exceeding expectations on the AIMS test in reading and math and writing.
- ü Continue to refine our curriculum as we align our programs to district and state standards within the Back-to-Basics framework. Successfully plan for the addition of 7th grade for next year, and the building of a second traditional school in CUSD.

Enrollment

October 1, 2003 School Year Student Enrollment : 499
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 150

Instructional Programs

- Ü Spalding Method-Integrated Lang. Arts
- Ü Six Traits Writing Rubric
- Ü Houghton/Mifflin Mathematics
- Ü 5 Steps of Inquiry Science Method

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/27/2004
Last Day of School :	6/1/2005

Shared Responsibilities

School

CTA Liberty shall meet or exceed all objectives of CUSD. CTA develops a foundation of skills through a structured curriculum that strives to meet the individual needs of each student. CTA uses strategies which connect subject matter to real-life.

Parents

Parents and students sign a contract stating their support of the programs of the school. Parents volunteer a minimum of 5 hours per year to the school. Parents check homework and sign it each night as a partner in their child's learning.

Transportation Policy

Transportation to and from CTA Liberty is the responsibility of the parent. District provides transportation for CTA students living below the canal, within the square mile of the school. (East of Cooper, South of Ray, and North of Chandler Blvd.)

School Honors

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

Award/Honor	Year
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3rd 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	62	2220	75509	98	100	100	519	531	521	11	8	13	18	19	23	32	37	33	39	36	31
All Students (Prior Year)	41	2034	75372	100	98	100	539	529	523	3	7	9	18	20	25	40	39	36	40	34	30
Female	23	1107	37013	100	100	100	518	534	522	9	7	12	17	19	24	35	38	33	39	37	31
Male	39	1113	38430	98	99	99	520	528	521	13	9	14	18	20	22	31	36	33	38	35	31
African American	NC	124	3660	NC	98	99	NC	514	496	NC	11	24	NC	23	31	NC	40	28	NC	25	18
Hispanic	NC	705	30486	NC	100	99	NC	510	505	NC	14	18	NC	29	29	NC	37	32	NC	20	21
Asian/Pacific Islander	NC	124	1780	NC	100	98	NC	557	549	NC	4	5	NC	9	13	NC	31	33	NC	56	50
American Indian/Alaskan Native	NC	28	4075	NC	100	100	NC	509	486	NC	19	28	NC	23	34	NC	35	26	NC	23	12
White	45	1232	35192	98	99	99	523	541	534	9	5	8	13	15	19	38	37	35	40	43	39
Students with Disabilities	NC	252	9708	NC	100	100	NC	508	489	NC	15	32	NC	33	27	NC	29	24	NC	23	17
Students without Disabilities	56	1968	65801	100	99	98	528	533	525	7	7	11	16	18	23	34	38	34	43	37	33
Limited English Proficient Students	NC	259	16928	NC	63	100	NC	470	485	NC	37	29	NC	37	33	NC	22	26	NC	3	12
Migrant Students	--	35	750				--	486	499	--	26	21	--	35	29	--	30	30	--	9	20
Economically Disadvantaged	NC	689	36411				NC	508	503	NC	15	19	NC	30	29	NC	35	32	NC	20	20
Non-Economically Disadvantaged	56	1531	39040				520	540	534	13	5	8	16	15	19	30	38	34	41	42	39

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	62	2224	75492	98	100	100	523	526	519	8	8	12	19	14	16	47	50	47	26	29	24
All Students (Prior Year)	40	2040	75221	100	98	100	548	529	523	0	5	8	0	12	16	64	57	56	36	25	21
Female	23	1107	37014	100	100	100	523	531	523	4	5	10	26	12	15	39	48	48	30	35	27
Male	39	1117	38400	98	100	99	522	521	516	10	11	14	15	15	17	51	52	47	23	23	21
African American	NC	124	3665	NC	98	99	NC	518	505	NC	9	20	NC	19	22	NC	49	43	NC	23	14
Hispanic	NC	708	30438	NC	100	99	NC	510	508	NC	14	17	NC	22	21	NC	49	47	NC	15	15
Asian/Pacific Islander	NC	124	1773	NC	100	98	NC	536	534	NC	4	4	NC	11	10	NC	49	50	NC	37	36
American Indian/Alaskan Native	NC	28	4081	NC	100	100	NC	513	498	NC	13	25	NC	29	26	NC	42	40	NC	17	8
White	45	1233	35177	98	99	99	524	534	528	7	5	8	20	9	13	47	50	49	27	35	31
Students with Disabilities	NC	254	9707	NC	100	100	NC	513	495	NC	14	33	NC	25	21	NC	43	33	NC	19	13
Students without Disabilities	56	1970	65785	100	99	98	526	527	522	7	7	10	16	13	16	48	50	49	29	29	26
Limited English Proficient Students	NC	259	16905	NC	63	100	NC	477	489	NC	44	34	NC	36	28	NC	20	32	NC	0	6
Migrant Students	--	35	763				--	501	499	--	17	21	--	30	30	--	43	40	--	9	8
Economically Disadvantaged	NC	690	36302				NC	509	507	NC	15	18	NC	22	21	NC	49	46	NC	14	14
Non-Economically Disadvantaged	56	1534	39164				522	532	528	7	5	8	21	10	13	48	50	48	23	34	31

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	62	2206	75053	98	99	99	612	618	597	11	4	7	6	8	12	74	77	72	8	11	9
All Students (Prior Year)	40	2003	73654	100	96	99	540	540	530	0	6	9	8	10	13	79	74	70	13	10	7
Female	23	1102	36872	100	100	99	625	642	621	4	1	5	9	6	9	74	79	74	13	14	12
Male	39	1104	38109	98	98	99	605	594	573	15	7	10	5	10	14	74	75	69	5	8	6
African American	NC	124	3636	NC	98	99	NC	597	568	NC	3	12	NC	10	16	NC	78	67	NC	9	6
Hispanic	NC	694	30235	NC	99	98	NC	582	575	NC	6	9	NC	13	14	NC	75	70	NC	6	6
Asian/Pacific Islander	NC	124	1768	NC	100	98	NC	654	651	NC	4	3	NC	2	5	NC	79	72	NC	16	19
American Indian/Alaskan Native	NC	28	4044	NC	100	99	NC	582	550	NC	4	13	NC	13	17	NC	79	66	NC	4	4
White	45	1230	35028	98	99	99	621	635	613	9	3	6	7	6	10	76	78	73	9	13	11
Students with Disabilities	NC	251	9625	NC	100	100	NC	555	530	NC	18	21	NC	18	21	NC	57	55	NC	7	4
Students without Disabilities	56	1955	65428	100	99	98	625	623	604	7	3	6	5	7	11	79	78	73	9	11	10
Limited English Proficient Students	NC	253	16765	NC	62	100	NC	527	525	NC	12	17	NC	22	20	NC	63	60	NC	3	2
Migrant Students	--	34	752				--	543	562	--	5	9	--	36	18	--	55	68	--	5	5
Economically Disadvantaged	NC	680	36077				NC	580	566	NC	4	10	NC	13	16	NC	77	69	NC	5	5
Non-Economically Disadvantaged	56	1526	38950				604	633	618	13	4	5	7	6	9	73	77	73	7	13	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th 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	58	2175	76019	100	99	100	512	510	499	9	9	14	28	33	39	23	16	14	40	42	33
All Students (Prior Year)	39	2101	76230	100	99	100	530	510	498	3	8	12	19	33	38	24	15	12	54	45	37
Female	31	1073	37207	100	99	100	517	511	499	0	7	12	39	36	41	23	17	14	39	40	33
Male	27	1099	38677	100	99	100	506	509	498	19	12	15	15	31	38	23	14	13	42	44	34
African American	NC	132	3817	NC	100	100	NC	490	475	NC	16	23	NC	43	47	NC	16	11	NC	26	18
Hispanic	NC	640	29458	NC	98	100	NC	483	480	NC	18	20	NC	47	48	NC	13	12	NC	22	20
Asian/Pacific Islander	NC	98	1673	NC	100	99	NC	542	531	NC	4	4	NC	22	29	NC	12	14	NC	62	53
American Indian/Alaskan Native	NC	38	4735	NC	97	100	NC	485	466	NC	18	28	NC	38	49	NC	21	10	NC	24	13
White	44	1257	35880	98	99	100	514	522	515	9	5	7	23	28	32	25	17	16	43	51	45
Students with Disabilities	NC	268	9786	NC	100	100	NC	477	457	NC	26	39	NC	41	40	NC	7	7	NC	25	13
Students without Disabilities	54	1907	66233	100	99	99	518	513	503	4	8	11	30	33	39	24	16	14	43	43	35
Limited English Proficient Students	NC	220	15206	NC	73	100	NC	442	459	NC	44	31	NC	48	53	NC	5	7	NC	3	9
Migrant Students	--	37	745				--	471	473	--	19	22	--	63	53	--	15	11	--	4	15
Economically Disadvantaged	NC	642	35714				NC	482	480	NC	19	20	NC	46	47	NC	11	12	NC	23	20
Non-Economically Disadvantaged	54	1533	40266				511	520	513	9	6	9	28	29	33	23	17	15	40	49	43

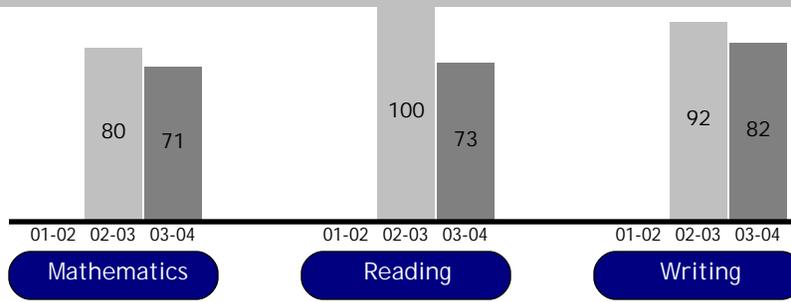
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	2174	76020	100	99	100	516	506	503	16	22	25	16	20	23	49	43	40	19	14	12
All Students (Prior Year)	39	2096	76202	100	99	100	521	509	505	3	13	19	19	22	24	62	52	46	16	13	11
Female	31	1073	37213	100	99	100	515	507	504	10	18	22	19	23	23	52	44	42	19	15	13
Male	27	1098	38666	100	99	100	518	504	501	23	26	29	12	18	22	46	42	38	19	14	12
African American	NC	132	3819	NC	100	100	NC	496	494	NC	29	37	NC	34	26	NC	35	31	NC	3	6
Hispanic	NC	639	29442	NC	98	99	NC	491	494	NC	45	37	NC	23	26	NC	27	31	NC	5	6
Asian/Pacific Islander	NC	97	1672	NC	100	99	NC	521	513	NC	9	12	NC	10	19	NC	58	49	NC	24	20
American Indian/Alaskan Native	NC	38	4735	NC	97	100	NC	501	489	NC	29	48	NC	29	25	NC	35	24	NC	6	3
White	44	1258	35890	98	99	100	515	512	511	14	12	15	18	19	20	48	50	48	20	19	18
Students with Disabilities	NC	268	9784	NC	100	100	NC	493	485	NC	47	58	NC	18	19	NC	27	19	NC	8	4
Students without Disabilities	54	1906	66236	100	99	99	518	507	504	13	20	23	15	21	23	52	44	42	20	15	13
Limited English Proficient Students	NC	219	15198	NC	73	100	NC	472	483	NC	88	59	NC	7	25	NC	4	14	NC	0	1
Migrant Students	--	37	743				--	480	488	--	73	50	--	19	28	--	8	19	--	0	3
Economically Disadvantaged	NC	640	35703				NC	491	494	NC	44	37	NC	24	26	NC	28	31	NC	4	6
Non-Economically Disadvantaged	54	1534	40274				513	511	509	17	14	17	15	19	20	51	49	47	17	18	17

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	58	2165	75673	100	99	100	574	544	530	2	7	12	11	23	25	82	65	58	5	4	4
All Students (Prior Year)	39	2069	74692	100	98	99	515	514	502	0	11	18	38	24	27	57	55	47	5	10	8
Female	31	1070	37099	100	99	100	574	563	548	3	4	8	6	21	22	84	69	64	6	6	6
Male	27	1092	38441	100	99	99	573	525	513	0	10	16	15	26	29	81	61	52	4	3	3
African American	NC	131	3791	NC	100	99	NC	534	506	NC	6	18	NC	32	29	NC	57	50	NC	5	3
Hispanic	NC	638	29305	NC	98	99	NC	507	507	NC	15	16	NC	30	31	NC	54	51	NC	1	2
Asian/Pacific Islander	NC	98	1665	NC	100	99	NC	590	573	NC	3	6	NC	14	16	NC	72	67	NC	11	10
American Indian/Alaskan Native	NC	38	4707	NC	97	100	NC	537	492	NC	3	19	NC	35	33	NC	56	46	NC	6	1
White	44	1250	35760	98	98	99	569	558	550	2	4	9	11	20	21	82	70	64	5	5	6
Students with Disabilities	NC	267	9706	NC	100	100	NC	500	462	NC	14	36	NC	39	32	NC	44	31	NC	2	1
Students without Disabilities	54	1898	65967	100	98	99	577	548	536	2	7	10	9	22	25	83	67	60	6	5	5
Limited English Proficient Students	NC	218	15115	NC	72	100	NC	455	471	NC	27	26	NC	46	38	NC	25	35	NC	1	1
Migrant Students	--	37	738				--	453	488	--	37	23	--	30	33	--	33	43	--	0	1
Economically Disadvantaged	NC	637	35541				NC	508	504	NC	13	17	NC	32	31	NC	53	50	NC	2	2
Non-Economically Disadvantaged	54	1528	40091				570	558	550	2	5	9	11	20	21	83	69	64	4	5	6

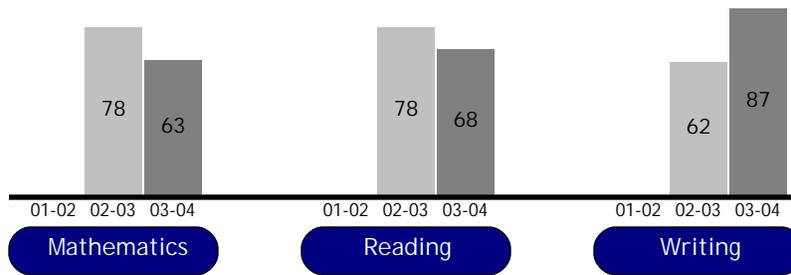
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th 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 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
2	Reading	--	--	53	44	93	72	57	50	100	72	NA	58
	Language	--	--	50	39	100	68	53	43	100	61	58	50
	Mathematics	--	--	63	52	100	85	63	57	100	79	71	64
3	Reading	--	--	51	43	100	59	56	47	98	61	NA	55
	Language	--	--	57	50	98	68	63	54	100	67	66	61
	Mathematics	--	--	56	50	98	72	61	54	100	69	66	61
4	Reading	--	--	56	47	98	75	60	52	96	82	NA	56
	Language	--	--	53	45	100	68	54	48	100	61	59	52
	Mathematics	--	--	59	52	100	73	61	57	100	81	68	61
5	Reading	--	--	54	46	100	71	58	50	98	67	NA	55
	Language	--	--	50	43	100	59	54	46	100	60	56	49
	Mathematics	--	--	60	54	100	78	65	57	100	75	69	63
6	Reading	--	--	57	49	100	60	59	53	100	72	NA	56
	Language	--	--	51	42	100	52	52	45	100	63	57	48
	Mathematics	--	--	65	58	100	74	68	62	100	81	74	66

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)
- 0 Non-certified Employee(s)
- 4 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- ü Curriculum
- ü Volunteerism
- ü School Policy
- ü School Governance
- ü Textbooks and Materials
- ü Establish and Direct School Goals

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	32.00
Other Professional Staff	2.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	2	0	0
4 to 6 years	5	4	0	0
7 to 9 years	0	3	0	0
10 or more years	4	8	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	22
Core academic classes taught by Highly Qualified (NCLB) teachers.	42
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Library

Extracurricular Activities

- ü After School Band/Morning Orchestra
- ü After School Chorus
- ü After School Tutoring Programs
- ü After School Sports Programs

Social Services

- ü YMCA Before and After School Care
- ü Parent Teacher Organization (PTO)
- ü School DARE Officer
- ü District Parenting Classes

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Grown from less than 300 students our first year, to 750 students in our third year. Because of the success of our program, positive parent and student satisfaction, and word of mouth advertising, we had to add 8 new classrooms this year.
- ü Successful implementation of the school has resulted in the plan to add 7th grade next year, and 8th the following year. In addition, the Chandler Unified School District will build a 2nd traditional school to be opened for the 2005-2006 school year.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	96	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	0	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	100	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			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

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	61	57
Grades 3-4	75	83
Grades 4-5	52	72
Grades 5-6	79	75

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

Chandler Traditional Academy actively monitors the safety and security of our students. We maintain a secured campus throughout the day. Entrance is only permitted through selected doorways. Fire and lock-down drills are scheduled and completed.

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) :

0

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	John Prothro	(480) 883-4900
Transportation Policy	Don Shelley	(480) 883-4900
Community Resources	Officer Dave Parson	(480) 782-4538
School Nutrition Programs	Mario Garcia	(480) 883-4900
Parent Organization	Melissa Barrows/Trish Bowman	(480) 883-4900
Student Health/Nurse	Jolye Bartelme	(480) 883-4900

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.

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.

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

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 200 Copies = \$76.00

** 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.