

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

4301 East Guadalupe Road, Gilbert, AZ 85234

Gilbert Unified District

AZ LEARNS¹

High School Achievement Profile ^(a)

2003-04	Excelling
2002-03	Excelling
2001-02	Improving

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

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.

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.

School Overview

Principal/Administrator : Mr. Ken James
 Schedule : 6:30 AM to 4:30 PM
 Grades : 9-12
 2004 Enrollment : 2424
 Web Address : www.gilbert.k12.az.us/info/schools/hhs.html
 Phone Number : (480) 813-0051
 Fax Number : (480) 813-0258
 E-mail : Ken_James@gilbert.k12.az.us

Mission

Students/parents/educators will share responsibility for quality education. HHS will be a positive/accepting environment empowering students to master skills/knowledge. HHS will support an innovative, interdisciplinary curriculum.

School / Academic Goals

- ü Students will be able to express themselves in a written format.
- ü Our North Central Accreditation Goal is Reading and Writing Across the Curriculum.

Enrollment

October 1, 2003 School Year Student Enrollment : 2347
 Accepting New Students in 2004-05 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 300

Instructional Programs

- Ü Comprehensive Program
- Ü Vocational/School-to-Work
- Ü Advanced Courses
- Ü On-site Special Education

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/12/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

HHS adheres to high academic standards. Our programs include: honors, special education, vocational, and tutoring. A school calendar, student handbook, and course description book are available to parents. A safe environment is provided.

Parents

Parents are responsible for ensuring that students arrive at school on time, in appropriate attire, with completed homework-ready to learn. They must report absences on a daily basis. Parents are responsible for their child's health/well-being.

Transportation Policy

Highland High School uses 16 buses (includes Special Needs) to transport students who live outside a one-mile range to and from school each day. Boundaries are approximately 11.5 square miles.

School Honors

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

Award/Honor	Year
Ü AIA, Cox 9 After the Bell Award	2004
Ü FFA Administrator of the Year	2004
Ü Top AIMS scores in Reading, Math	2004
Ü 2002/03 ASA/NASSP AZ Secondary Principal of the Year	2002

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	566	2435	65934	96	96	100	530	518	492	7	16	43	11	18	18	39	35	24	43	32	15
All Students (Prior Year)	546	2326	57534	99	99	91	531	521	491	10	16	46	11	14	16	35	34	23	44	36	15
Female	289	1213	32586	99	98	100	527	516	491	7	16	44	11	19	19	43	36	24	39	29	14
Male	277	1222	33226	92	95	99	533	520	493	8	15	42	10	17	18	34	34	24	49	34	16
African American	NC	78	3042	NC	96	98	NC	488	478	NC	42	58	NC	28	19	NC	24	17	NC	7	6
Hispanic	36	301	21740	90	93	100	515	499	475	24	31	63	9	24	17	42	32	15	24	13	5
Asian/Pacific Islander	24	112	1643	89	96	99	526	529	519	13	14	23	4	8	13	39	38	30	43	40	34
American Indian/Alaskan Native	NC	15	4351	NC	100	99	NC	515	472	NC	15	68	NC	38	16	NC	0	13	NC	46	4
White	493	1927	34819	96	96	99	532	522	505	5	12	27	11	17	20	39	36	31	45	35	22
Students with Disabilities	21	107	6507	50	50	100	499	487	456	33	44	83	33	12	9	33	44	6	0	0	2
Students without Disabilities	545	2328	59427	99	100	100	530	519	494	7	15	41	10	18	19	39	35	25	44	32	16
Limited English Proficient Students	NC	41	6793	NC	100	100	NC	489	464	NC	42	79	NC	28	11	NC	19	8	NC	11	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	NC	22	18745				NC	484	475	NC	41	64	NC	24	16	NC	35	15	NC	0	5
Non-Economically Disadvantaged	564	2413	47182				530	518	499	7	15	35	11	18	19	39	35	27	44	32	19

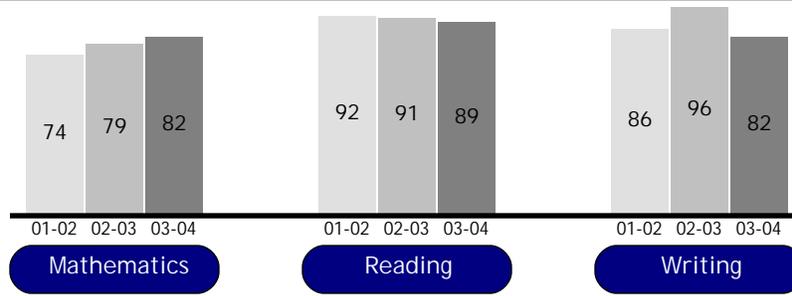
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	591	2464	68162	99	96	100	535	532	509	1	3	18	10	14	24	76	70	51	13	13	8
All Students (Prior Year)	542	2280	56700	98	97	89	540	535	512	1	3	15	8	12	23	70	67	52	21	19	10
Female	297	1220	33509	100	97	100	535	534	513	1	2	15	8	13	23	79	70	52	12	14	9
Male	294	1244	34521	99	96	100	535	531	505	2	3	20	13	14	24	73	70	49	13	12	7
African American	10	80	3163	91	98	99	507	514	497	13	8	22	25	29	30	63	55	46	0	9	3
Hispanic	38	305	22624	97	94	100	524	515	487	0	10	32	22	23	31	69	60	35	8	6	2
Asian/Pacific Islander	28	113	1666	97	97	100	513	529	523	8	4	11	23	15	17	65	72	60	4	10	12
American Indian/Alaskan Native	NC	15	4592	NC	100	100	NC	520	484	NC	0	32	NC	23	37	NC	62	30	NC	15	1
White	511	1949	35727	100	97	100	537	536	526	1	1	7	9	11	17	77	73	64	13	15	12
Students with Disabilities	35	110	6845	90	53	100	504	502	468	6	7	53	59	49	29	18	34	18	18	10	1
Students without Disabilities	556	2354	61317	100	100	100	536	533	512	1	3	15	9	13	23	77	71	53	12	13	8
Limited English Proficient Students	NC	41	7152	NC	100	100	NC	466	464	NC	56	57	NC	28	31	NC	17	12	NC	0	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	NC	19	19528				NC	508	487	NC	0	31	NC	41	32	NC	59	34	NC	0	2
Non-Economically Disadvantaged	589	2445	48595				535	532	518	1	3	13	10	13	20	76	70	57	13	13	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	589	2457	67629	99	96	100	569	560	524	5	7	22	12	11	16	77	77	59	5	4	3
All Students (Prior Year)	537	2266	55090	97	97	87	509	501	479	1	4	16	3	8	13	96	88	70	0	0	0
Female	298	1215	33347	100	97	100	580	570	537	3	6	17	9	9	15	81	80	64	7	5	4
Male	291	1242	34151	98	95	99	558	551	512	8	9	27	16	14	18	74	75	54	3	3	2
African American	10	79	3150	91	96	99	547	533	515	13	11	24	13	24	19	75	63	56	0	3	2
Hispanic	37	306	22313	95	94	100	574	539	493	6	12	34	11	18	19	74	66	46	9	4	1
Asian/Pacific Islander	27	111	1659	93	96	100	563	577	564	12	8	11	12	6	12	77	77	68	0	9	9
American Indian/Alaskan Native	NC	15	4528	NC	100	99	NC	518	492	NC	23	35	NC	15	21	NC	62	42	NC	0	1
White	511	1944	35593	100	96	99	570	564	547	5	6	13	12	10	14	78	80	69	5	4	4
Students with Disabilities	33	108	6712	85	52	100	505	506	445	13	20	61	33	27	18	53	53	21	0	0	0
Students without Disabilities	556	2349	60917	100	100	100	571	562	530	5	7	19	12	11	16	78	78	61	5	4	3
Limited English Proficient Students	NC	41	6994	NC	100	100	NC	466	442	NC	35	58	NC	24	18	NC	41	23	NC	0	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	NC	19	19310				NC	533	489	NC	24	35	NC	18	20	NC	59	44	NC	0	1
Non-Economically Disadvantaged	588	2438	48278				569	561	538	5	7	17	12	11	15	77	78	65	5	4	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?	Y
	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
9	Reading	94	52	52	37	99	54	53	41	100	54	NA	42
	Language	94	54	53	38	99	59	55	42	100	58	52	42
	Mathematics	94	79	77	56	99	81	77	60	100	79	75	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)
- 1 Teacher(s)
- 9 Parent(s)
- 0 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Instructional Programs
- Ü Student Discipline
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Textbook Selection
- Ü Parent/Educator Relations

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	5.00	Teacher	141.00
Other Professional Staff	12.00	Teacher Aide	18.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	22	3	1	0
4 to 6 years	12	21	0	0
7 to 9 years	9	22	0	0
10 or more years	4	47	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	92
Core academic classes taught by Highly Qualified (NCLB) teachers.	406
Teachers with Emergency Certificaton.	4

Resources Available at School Site

Special Facilities

- Ü Library Resource Center
- Ü Computer Labs

Extracurricular Activities

- Ü Extra Mile
- Ü Athletics/Including Spirit Squads
- Ü Performing/Visual Arts
- Ü Vocational Student Organizations

Social Services

- Ü Health Services
- Ü Counseling Services
- Ü Breakfast/Lunch Programs
- Ü Job Placement Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü 5A State Champions - Boys Volleyball

- ü Marching Band selected to perform at the Macy's Parade

- ü Lamp of Leadership and Learning Award from the State of Arizona

- ü Nominated for Blue Ribbon Status

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	97	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	97			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

HHS has a Diversity Program on campus. This program brings students of all ethnic and religious backgrounds together to promote tolerance and acceptance. Activities are designed to enlighten students on the benefits of a diverse world.

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) :

18

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	Liz Kebric	(480) 545-2662
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	Ken James	(480) 813-0051
School Nutrition Programs	Debbie McCarron	(480) 497-3370
Parent Organization	Barb Dwyer	(480) 497-3705
Student Health/Nurse	Dorothy Stewart	(480) 813-0051

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.

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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.