ARIZONA DEPARTMENT OF EDUCATION

Tom Horne, Superintendent of Public Instruction

Highland High School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4301 East Guadalupe Road, Gilbert, AZ 85234

Gilbert Unified District

AZ LEARNS[1]

High School Achievement Profile (a)

2004-05	Excelling
2003-04	Excelling
2002-03	Excelling

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

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.

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 :	06:30 AM to 04:30 PM
Grades :	9-12
2005 Enrollment :	2681
Web Address :	www.gilbert.k12.az.us/info/schools/hhs.html
Phone Number :	(480) 813-0051
Fax Number :	(480) 813-0258
E-mail :	kjames@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

- Students will be able to express themselves in a written format.
- Our North Central Accreditation Goal is Reading and Writing Across the Curriculum.
- Involve more students in our Honors Program.

Enrollment

October 1, 2004 School Year Student Enrollment :	2505
Accepting New Students in 2005-06 Under Open Enrollment Law : [2]	Yes
Number of Students Attending Under Open Enrollment in 2004-05 :	400

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

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 15 buses (includes Special Needs) to transport students who live outside a one-mile range to and from school each day. Boundaries are approximately 15.5 square miles.

School Honors

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

Award/Honor	Year
National Robotics Finals in Georgia - 2nd place	2005
US Department of Education Blue Ribbon School	2004
AIA, Cox 9 After the Bell Award	2004
Top AIMS scores in Reading, Math and Writing	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

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	654	2791	69846	99	99	100	734	724	699	5	8	21	4	6	11	49	52	49	42	34	18
All Students (Prior Year)	566	2435	65934	96	96	100	530	518	492	7	16	43	11	18	18	39	35	24	43	32	15
Female	317	1359	34328	100	100	99	734	727	702	5	7	19	4	6	12	49	52	51	42	35	18
Male	337	1432	35509	99	99	100	734	721	696	6	9	23	4	6	11	48	52	48	42	33	18
African American	17	115	3535	100	98	100	661	686	677	7	18	31	21	15	15	57	52	46	14	15	8
Hispanic	57	423	23363	97	100	100	699	699	680	13	18	32	10	10	16	52	54	45	25	17	7
Asian/Pacific Islander	26	129	1742	100	100	99	722	745	733	0	2	8	5	7	7	41	45	46	55	46	38
American Indian/Alaskan Native	NC	16	4785	NC	80	100	NC	727	671	NC	0	39	NC	7	17	NC	60	39	NC	33	5
White	550	2108	36421	99	99	99	740	729	714	5	6	12	3	5	8	48	52	54	44	37	26
Students with Disabilities	44	250	7690	100	100	100	603	595	593	50	49	64	23	19	14	28	30	21	0	2	2
Students without Disabilities	610	2541	62220	99	99	99	743	736	712	2	4	16	3	5	11	50	54	53	45	37	20
Limited English Proficient Students	11	57	5834	100	100	100	356	409	612	13	24	46	50	31	20	25	36	31	13	10	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	24	156	21421	100	100	92	713	713	686	15	17	35	0	6	15	60	53	43	25	24	7
Non-Economically Disadvantaged	630	2635	48489	96	95	100	735	725	704	5	7	15	4	6	10	48	52	52	42	34	23

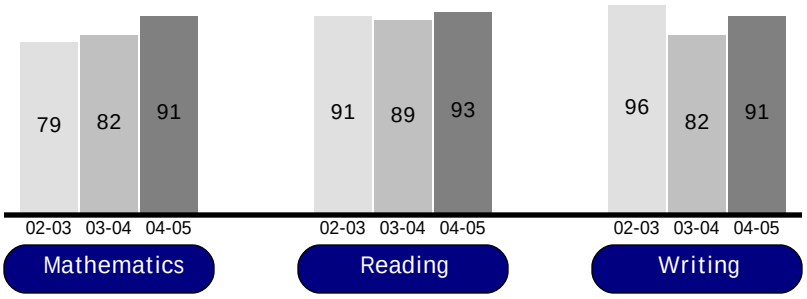
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	658	2815	71311	99	99	100	724	714	694	1	2	7	6	10	21	76	74	63	17	13	9
All Students (Prior Year)	591	2464	68162	99	96	100	535	532	509	1	3	18	10	14	24	76	70	51	13	13	8
Female	318	1366	34899	99	100	100	728	719	700	1	1	5	5	10	19	73	74	66	21	15	10
Male	340	1449	36430	99	99	100	720	708	688	2	4	9	6	11	22	79	74	61	13	11	8
African American	17	116	3573	94	99	100	670	682	676	0	6	9	7	23	26	79	63	60	14	9	4
Hispanic	58	425	24056	98	100	100	692	689	672	4	7	13	13	17	31	73	70	53	10	6	3
Asian/Pacific Islander	26	127	1731	100	100	98	690	720	717	0	1	3	9	9	13	82	75	68	9	16	16
American Indian/Alaskan Native	NC	17	5110	NC	85	100	NC	707	661	NC	0	14	NC	7	38	NC	93	46	NC	0	2
White	552	2130	36841	99	99	99	730	720	713	1	1	3	5	9	12	76	76	72	18	14	13
Students with Disabilities	40	243	8021	100	100	100	599	587	590	18	19	27	34	45	42	47	35	29	0	0	1
Students without Disabilities	618	2572	63379	99	99	100	732	726	707	0	1	5	4	7	18	78	78	68	18	14	10
Limited English Proficient Students	11	61	6402	100	100	100	327	385	596	13	17	25	38	41	44	50	42	30	0	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	23	150	22243	100	100	93	719	701	677	0	3	14	21	21	32	58	67	51	21	8	3
Non-Economically Disadvantaged	635	2665	49157	97	96	100	724	714	702	2	2	4	5	10	16	77	75	69	16	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	658	2807	70868	99	99	100	714	708	688	1	1	5	8	12	23	75	72	63	16	15	9
All Students (Prior Year)	589	2457	67629	99	96	100	569	560	524	5	7	22	12	11	16	77	77	59	5	4	3
Female	320	1368	34710	99	100	99	722	718	697	0	1	3	5	8	19	74	73	66	21	19	12
Male	338	1440	36176	99	99	100	707	698	678	1	2	7	12	15	27	76	72	59	11	11	7
African American	18	114	3557	100	97	99	655	683	675	0	3	7	27	22	25	60	62	62	13	13	6
Hispanic	56	425	23868	95	100	100	694	691	670	2	3	9	20	18	33	75	71	55	4	8	4
Asian/Pacific Islander	26	126	1732	100	100	98	694	717	713	0	1	2	14	6	12	64	73	64	23	20	22
American Indian/Alaskan Native	NC	17	5001	NC	85	100	NC	714	661	NC	0	9	NC	7	41	NC	73	48	NC	20	2
White	553	2125	36710	99	99	99	719	712	702	1	1	2	7	10	15	76	73	69	16	16	13
Students with Disabilities	41	240	7900	100	100	100	596	581	580	10	13	22	44	54	49	46	32	28	0	0	1
Students without Disabilities	617	2568	63054	99	99	99	722	719	701	0	0	3	6	8	20	77	76	67	17	16	10
Limited English Proficient Students	11	61	6308	100	100	100	335	389	591	13	14	19	38	32	47	50	53	33	0	2	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	24	151	21994	100	100	92	709	699	673	0	2	10	20	21	36	70	73	52	10	4	3
Non-Economically Disadvantaged	634	2657	48960	96	95	100	715	708	694	1	1	3	8	11	18	75	72	67	16	15	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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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?	Not Evaluated
	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 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.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

		2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	99	54	53	41	100	54	NA	42	99	67	61	51
	Language	99	59	55	42	100	58	52	42	99	65	59	50
	Mathematics	99	81	77	60	100	79	75	63	99	66	62	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		Council Duties
1	School Administrator(s)	ü Instructional Programs
1	Non-certified Employee(s)	ü Student Discipline
1	Teacher(s)	ü School Safety Issues
13	Parent(s)	ü Extracurricular Activities
0	Community Member(s)	ü Textbook Selection
2	Student(s)	ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	148.00
Other Professional Staff	12.50	Teacher Aide	20.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	4	0	0
4 to 6 years	9	12	0	0
7 to 9 years	7	21	1	1
10 or more years	8	70	0	5

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	495
Teachers with Emergency Certificaton.	5
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Hightly Qualified Teachers	1%

Resources Available at School Site

Special Facilities

- ü Library Resource Center
- ü Computer Labs
- ü Television Studio

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 Free/Reduced Lunch Program
- ü Job Placement Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- 5A State Champions - Boys Volleyball

- 5A State Champions - Wrestling/

  5A State Champions
  Girls Basketball

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

  Highest number of students taking AP tests

- Selected as the United States Department of Education
  No Child Left Behind - Blue Ribbon School (1 of 35 high schools selected throughout the nation)

Student Activity Rates for School Year 2004-05

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	95	95	94	95
Transfers Out Rate [5]	6	12	12	17
Transfers In Rate [6]	10	28	28	37
Stability Rate [7]	93	87	87	82
Promotion Rate [8]	96	96	95	81
Retention Rate [9]	1	1	1	3
Dropout Rate [10]	0	0	1	6
Status Unknown [11]	0	0	1	4
Graduation Rate [12]	98	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

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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) : 22

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	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."

ACHIEVEMENT PROFILES

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.

Footnotes

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.