

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4301 East Guadalupe Road, Gilbert, AZ 85234

Gilbert Unified District

### AZ LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2005-06	Excelling
2004-05	Excelling
2003-04	Excelling

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

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2005-06	Not Met
2004-05	Met
2003-04	Met

#### School Improvement Status <sup>(b)</sup>

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.

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. Domic Salce  
 Schedule : 07:00 AM to 04:30 PM  
 Grades : 9-12  
 Web Address : [www.gilbert.k12.az.us/info/schools/hhs.html](http://www.gilbert.k12.az.us/info/schools/hhs.html)  
 Phone Number : (480) 813-0051  
 Fax Number : (480) 813-0258  
 E-mail : [domic\\_salce@gilbert.k12.az.us](mailto:domic_salce@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.
- ü Involve more students in Honors and AP courses.
- ü Pilot a new academic success program at Highland High named AVID - Advancement Via Individual Determination.

### Enrollment

October 1, 2005 School Year Student Enrollment : 2662  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 445

## Instructional Programs

- Ü Comprehensive Program
- Ü Career & Technical Ed/School-to-Work
- Ü Advanced Honors & AP Courses
- Ü On-site Special Education
- Ü Advancement Via Individual Determination
- Ü Math & English Tutoring

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/9/2005
Last Day of School :	5/24/2006

## Shared Responsibilities

### School

HHS adheres to high academic standards. Our programs include: Honors/AP, special education, career and technical education, 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 11 square miles.

## School Honors

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

Award/Honor	Year
Ü Choir invited to perform at Carnegie Hall	2006
Ü 1st place for Yearbook - Columbia Scholastic Press	2006
Ü AIA, Cox 9 After the Bell Award	2004
Ü US Department of Education Blue Ribbon School	2004

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	633	2732	71130	95	93	95	735	727	701	3	6	23	4	7	13	58	59	51	34	28	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	325	1418	35465	96	95	96	735	728	702	3	5	21	5	6	13	58	61	53	34	28	13
Male	308	1314	35648	93	90	94	735	727	701	3	6	24	4	7	12	59	58	50	34	29	14
African American	12	137	3868	92	93	95	709	701	686	17	16	33	17	20	17	50	53	45	17	12	6
Hispanic	58	363	25103	95	88	95	716	708	685	7	11	34	9	13	16	66	61	45	19	15	5
Asian/Pacific Islander	22	112	1805	96	96	98	740	741	731	NA	4	9	5	4	7	55	48	50	41	45	34
American Indian/Alaskan Native	NC	21	4241	NC	78	90	NC	722	679	NC	10	39	NC	10	19	NC	48	39	NC	33	3
White	534	2099	36075	95	93	95	738	732	715	3	4	12	3	5	9	58	60	58	36	31	21
Students with Disabilities	26	88	5862	45	32	71	674	689	658	42	33	63	27	19	15	23	34	20	8	14	2
Students without Disabilities	607	2644	65268	99	99	98	737	728	705	1	5	19	3	6	12	60	60	54	35	29	15
Limited English Proficient Students	NC	29	4859	NC	94	93	NC	688	662	NC	38	64	NC	10	15	NC	41	20	NC	10	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	50	349	22957	86	87	93	722	712	685	10	10	34	8	13	17	60	62	44	22	15	5
Non-Economically Disadvantaged	583	2383	48173	95	93	96	736	730	709	3	5	17	4	6	11	58	59	55	35	30	18

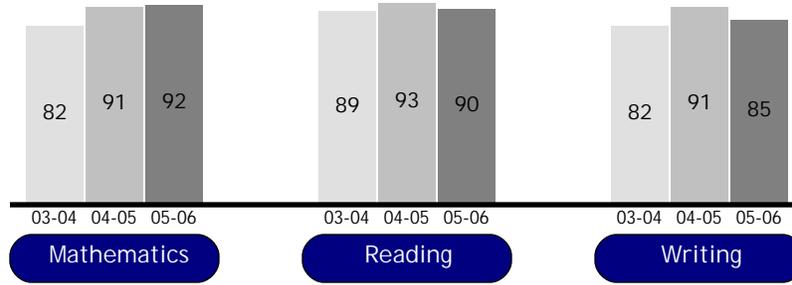
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	667	2921	73018	100	99	97	729	722	703	1	2	6	8	11	23	78	75	64	12	12	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	338	1482	36181	100	99	97	734	726	708	0	1	4	7	10	21	77	75	65	15	14	9
Male	329	1439	36816	99	99	96	723	717	699	2	3	7	9	12	24	80	76	62	10	9	7
African American	13	148	3976	100	98	96	722	698	689	NA	4	8	23	25	29	62	66	59	15	5	3
Hispanic	65	405	25801	100	98	96	706	702	683	3	5	10	15	21	34	82	68	53	NA	6	3
Asian/Pacific Islander	22	116	1812	100	100	98	732	726	722	NA	1	3	18	12	15	55	72	66	27	15	16
American Indian/Alaskan Native	NC	27	4389	NC	93	93	NC	697	675	NC	7	9	NC	26	42	NC	59	47	NC	7	1
White	560	2225	37024	99	99	97	731	727	721	1	1	2	7	8	12	79	78	73	13	13	13
Students with Disabilities	56	261	7170	98	96	85	665	669	654	11	13	23	46	44	47	43	43	29	NA	1	1
Students without Disabilities	611	2660	65848	100	99	98	734	727	708	NA	1	4	5	8	20	82	79	67	14	13	9
Limited English Proficient Students	NC	30	5099	NC	97	95	NC	656	641	NC	20	29	NC	47	59	NC	33	12	NC	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	58	393	23912	98	98	94	705	704	681	3	4	10	21	17	36	69	74	52	7	6	2
Non-Economically Disadvantaged	609	2528	49106	100	99	98	731	725	714	1	2	4	7	10	16	79	76	69	13	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	669	2931	72810	100	99	96	708	701	685	2	2	6	13	16	30	74	74	58	11	8	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	339	1488	36111	100	99	97	717	711	695	1	1	4	8	9	23	77	79	65	14	10	8
Male	330	1443	36678	99	99	95	698	692	674	4	3	9	18	23	36	70	69	52	8	5	3
African American	13	150	3962	100	99	96	695	684	675	8	4	8	15	27	33	77	68	55	NA	1	3
Hispanic	66	409	25735	100	99	96	692	690	669	3	3	10	23	24	41	71	69	48	3	4	2
Asian/Pacific Islander	22	117	1809	100	100	97	704	707	704	NA	NA	4	18	17	19	77	74	65	5	9	13
American Indian/Alaskan Native	NC	28	4370	NC	97	92	NC	684	670	NC	18	9	NC	11	39	NC	64	50	NC	7	2
White	561	2227	36915	100	99	97	710	705	697	2	2	3	11	13	21	74	76	67	13	9	8
Students with Disabilities	56	259	7071	98	95	84	643	649	634	23	17	24	48	48	53	27	33	21	2	1	1
Students without Disabilities	613	2672	65739	100	100	98	713	706	689	0	1	4	10	13	27	78	78	62	12	8	6
Limited English Proficient Students	NC	30	5046	NC	97	94	NC	655	621	NC	3	31	NC	70	56	NC	27	12	NC	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	59	394	23814	100	98	94	693	688	667	3	5	10	29	23	41	59	67	47	8	5	2
Non-Economically Disadvantaged	610	2537	48996	100	100	97	709	704	693	2	2	4	11	15	24	75	76	64	11	8	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	100	54	NA	42	99	67	61	51	99	70	67	52
	Language	100	58	52	42	99	65	59	50	99	70	65	50
	Mathematics	100	79	75	63	99	66	62	50	99	72	67	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/](http://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)
- 1 Teacher(s)
- 12 Parent(s)
- 1 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 2005-06

Position	Number	Position	Number
Administrator	5.00	Teacher	153.00
Other Professional Staff	10.00	Teacher Aide	14.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	22	7	0	0
4 to 6 years	11	8	0	0
7 to 9 years	9	12	1	2
10 or more years	8	75	0	8

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	538
Teachers with Emergency Certification.	23
Percent of teachers in the school with Emergency/Provisional Certification	15%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

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

Extracurricular Activities

- ü Extra Mile
- ü Athletics/Including Spirit Squads
- ü Performing/Visual Arts
- ü Career & Technical Student Organizations
- ü National Honor Society

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 2005-06

School Achievements/Accomplishments 2005-06

- Ü (3) Individual 5A State Wrestling Champions
  - 2006 AZ Learns Excelling School
  - 2005 Individual 5A Diving Champion
  - 2005 Individual 5A Chess Champion
- Ü 2005 5A State Boys Volleyball Champions
  - 2005 5A State Wrestling Champions
  - 2005 5A State Girls Basketball Champions
- Ü Lamp of Leadership and Learning Award from the State of Arizona
  - 2005 Scholarships awarded in excess of \$3.5 million dollars
- Ü 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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	91	89	88	73
Graduation Rate <sup>6</sup>	99	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

Highland High School works directly with the Gilbert Police Department to plan and coordinate safety procedures. During the week, we have a full-time School Resource Officer on campus. In addition, we have security guards for the purpose of identifying potential problems regarding welfare, safety and/or security of students and staff.

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) :

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	Nancy Spilsbury	(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](http://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](http://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](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 50 Copies = \$15.00

\*\* 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.