

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Higley Elementary School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Higley Unified District
15202 S. 170th Street, Higley, AZ 85236-9799

Principal: Mr. Anthony J. Perkins
Schedule: 7:00 AM to 3:30 PM
Web Address: Unpublished or Unavailable
E-mail: aperkins@higley.husd.org

Grades: Pre-K-8
2002 Enrollment: 585
Phone: (480) 279-6800
Fax: (480) 279-6805

∨ School Overview ∨

Mission

Education should develop habits, attitudes, understanding and skills necessary for a productive, satisfying life in our society. Students should be taught to understand the duties and privileges of responsible citizenship as such duties and privileges relate to themselves as individuals and to the whole community. The vast changes brought about by increasing technology, population and urbanization must also be taught.

Organization and Philosophy

- w Traditional
- w Self-contained Classrooms (Grades K-5)
- w Departmentalized Classrooms (Grades 6-8)
- w Special Programs

Instructional Programs

- w English Language Learner Program
- w Gifted
- w On-site Special Education
- w Remedial Education (tutor halls)
- w Moder. to large class sizes (Grades K-8)
- w Accelerated Reader Program
- w Character Counts Program
- w Art, PE, Music, Computer and Library

School/Academic Goals

- w Increase student performance on mandated assessment tests.
- w Assist students with character traits-Respect, Responsibility, Fairness, Caring, Citizenship and Trustworthiness.
- w Improve parent participation in school activities and the classrooms.
- w Improve student attendance.

Enrollment

October 1, 2001 School Year Student Enrollment:	464
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	15

¹ For an explanation of the Achievement Profiles, please visit <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.

∨ **School Site Council** ∨

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- w Test score improvement
- w Landscaping
- w Media Center improvement
- w Character deveploment
- w Fundraising
- w Student incentives

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	27.00
Other Professional Staff	6.00	Teacher Aide	3.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

The school has a responsibility to parents to provide the highest quality of education possible within the resources available to the school in an atmosphere that is safe and conducive to learning. It is also responsible for working with parents to identify the needs of each child and to accommodate those needs.

Parents

The school recognizes that the ultimate responsibility for the well-being of all children rests with their parents. All parents are expected to cooperate in the school's education effort by ensuring maximum attendance of their children, the cooperation of their children in educational endeavors and by fostering a positive attitude towards education.

∨ **Transportation Policy** ∨

Students who live one mile or farther from the school site and reside within the boundaries of the district will be provided transportation. Students who live less than one mile from the school but face hazardous conditions in walking to school also will be provided bus services. Students with disabling conditions will be provided bus services as required by their IEPs.

∨ **Calendar Information** ∨

Number of Instruction Days: 177 **First Day of School:** 8/12/02
Average Daily Instruction Time: 6 hrs. 20 min. **Last Day of School:** 5/22/03
Operates on Traditional Schedule

Report Card Release Dates

10/29/02 1/14/03 3/18/03 5/22/03

Additional Calendar/Report Card Information

∨ **Resources Available at School Site** ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

- W Comprehensive Library
- W Playing Fields
- W Computer Laboratory
- W Large Gymnasium

Extracurricular Activities

- W Athletics
- W Student Council
- W Orchestra
- W Band
- W Yearbook Club

School/Community Resources

- W Lunch Program
- W Active Parent-Teacher-Student Group
- W Breakfast Program
- W Health Services
- W YMCA Afterschool Program
- W Site-Council

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|--|---|
| <p>W We have a 30-station computer lab and a 12-station mini-computer lab in the Library. In the classroom their is a computer for each teacher and two student computers. All computers are connected to the internet.</p> | <p>W An Accelerated Reader Program was purchased and will be available for use in October of 2002. The program will supplement our current reading program. The goal of Accelerated Reader is to increase reading levels and the joy for reading.</p> |
| <p>W A new character education program, Character Counts, is being taught as of August 2002. This program will assist students in the areas of respect, responsibility, caring, fairness, trustworthiness and citizenship.</p> | <p>W A complete realignment of the entire curriculum was completed in the summer of 2000 to bring the curriculum into compliance with the Arizona Academic Standards.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	93.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	32.1 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.2 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	6.0 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.8 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.2 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ 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 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
NDS	

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	43	526	5%	19%	44%	33%
	School State	58840	524	9%	17%	45%	29%
Writing	School	42	537	7%	5%	79%	10%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	48	514	6%	38%	31%	25%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale 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.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	45	507	18%	20%	47%	16%
	State	61305	505	21%	20%	43%	15%
Writing	School	46	522	15%	20%	43%	22%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	45	489	18%	36%	13%	33%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	39	488	36%	23%	36%	5%
	State	57484	504	24%	20%	40%	16%
Writing	School	38	487	18%	47%	32%	3%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	39	435	67%	23%	8%	3%
	State	57734	459	39%	40%	14%	7%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	96	63	60	--	--	--
2	Reading	--	--	--	100	62	50	100	43	52	98	55	53	86	63	57
	Language	--	--	--	100	62	40	100	32	43	100	46	44	90	59	48
	Mathematics	--	--	--	100	66	51	100	43	55	100	61	57	88	69	61
3	Reading	91	60	47	100	49	47	100	53	48	100	47	50	86	56	50
	Language	100	46	49	100	56	51	100	66	54	100	52	56	86	47	57
	Mathematics	100	53	46	100	44	49	100	50	52	100	56	54	92	47	56
4	Reading	81	45	53	100	56	54	100	46	54	92	46	55	84	55	55
	Language	81	45	47	100	52	49	100	44	48	100	45	50	86	51	50
	Mathematics	81	43	51	100	65	54	100	50	55	100	53	57	88	52	58
5	Reading	75	53	51	100	58	51	100	50	51	100	50	51	94	58	53
	Language	75	57	42	100	53	44	100	47	45	100	44	45	94	52	47
	Mathematics	75	59	51	100	44	54	100	46	55	100	39	57	92	50	59
6	Reading	92	63	53	100	44	54	100	63	53	100	58	54	68	59	56
	Language	92	47	41	100	43	44	100	52	44	100	46	45	68	49	47
	Mathematics	92	69	57	100	56	59	100	67	60	100	63	63	70	64	65
7	Reading	100	54	52	100	66	53	100	43	52	100	55	53	86	62	55
	Language	100	54	52	100	60	54	100	52	54	100	59	55	86	58	58
	Mathematics	100	48	53	100	67	55	100	48	56	100	55	58	85	52	60
8	Reading	100	50	54	100	47	54	100	44	53	100	55	55	100	49	56
	Language	100	29	46	100	39	49	100	42	49	100	50	50	98	47	52
	Mathematics	100	30	52	100	43	54	100	45	56	100	52	58	100	49	59

∨ **Measure of Academic Progress** ∨

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 2001 and 2002. 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 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ 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).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	70	52
Grades 3-4	57	67
Grades 4-5	77	39
Grades 5-6	80	93
Grades 6-7	79	36
Grades 7-8	*	*

*Less than 10 students matched

**No information available

***Not applicable

∨ **School Safety** ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

It is policy that all guests report to the school office first. All guests will receive a visitor sticker. All staff members are required to wear ID badges at all times. Any adult without a visitor sticker will be asked to report to the office. Students are required to have a signed note from a parent for special requests. The fire drill and lock-down procedure is practiced monthly. School procedures and rules are reviewed at monthly staff meetings.

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).

1

School uniforms are not required at this school.

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.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$4,399	\$1,717,071
Classroom Supplies	\$122	\$47,682
Administration	\$1,135	\$442,915
Support Services-Students	\$167	\$65,052
Other Support Services and Operations	\$923	\$360,243
Total Expenditures- All Categories 2000-2001	\$6,746	\$2,632,963

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Anthony J. Perkins	(480) 279-6800	
Transportation Policy	Josh Crosby	(480) 279-7026	
Community Resources	Larry C. Likes	(480) 279-7000	
School Nutrition Programs	Larry C. Likes	(480) 279-7000	
Parent Organization	Anthony J. Perkins	(480) 279-6800	
Student Health/Nurse	Debbie MacKinlay	(480) 279-6815	

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.

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