



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

15202 South 170th Street, Higley, AZ 85236

Higley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Ann Templeton
 Schedule : 7:00 AM to 3:30 PM
 Grades : Pre-K-8
 2004 Enrollment : 946
 Web Address : husd.org
 Phone Number : (480) 279-6800
 Fax Number : (480) 279-6805
 E-mail : atempleton@higley.husd.org

Mission

The Higley Elementary School community is committed to educating and encouraging responsible, life-long learners who will possess the knowledge, skills and character necessary to be active members of our global society.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Our goal is to increase student achievement in the area of literacy by using a balanced approach- where reading, writing, listening and speaking are used within the framework of independent, shared, interactive and guided reading and writing.
- ü Our goal is to increase student achievement in the area of mathematics through the inclusion of the five process strands: communication, connection, representation, reasoning, and problem solving.
- ü Our goal is to ensure that all student assessments are on-going, authentic, and outcome-based.

Enrollment

October 1, 2003 School Year Student Enrollment : 832
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 65

Instructional Programs

- ü English Language Learner Program
- ü Gifted Program
- ü Special Education
- ü After School Academy
- ü Preschool for Disabilities
- ü No Child Left Behind Tutoring
- ü Summer School

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 25 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Higley Elementary will communicate and work with parents to identify the needs of each child, accommodate those needs, and provide the highest quality education possible using appropriate resources in an atmosphere that is conducive to learning.

Parents

The parents are responsible for the well-being of their children. Parents will cooperate and lead their children to cooperate in the school's education effort by ensuring maximum attendance and by fostering a positive attitude towards education.

Transportation Policy

The district will transport students who live more than 1 mile from the school site and reside within the school boundaries, live less than 1 mile from the school but face hazardous conditions in walking to school, or have IEPs which require such will be provided bus services.

School Honors

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

Award/Honor	Year
ü District Spelling Bee Champions	2003
ü Renaissance Learning's 'Model Classroom' (4th grade)	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	424	75509	98	100	100	506	520	521	13	8	13	32	28	23	36	36	33	20	27	31
All Students (Prior Year)	68	295	75372	100	100	100	520	515	523	11	7	9	20	32	25	38	42	36	31	20	30
Female	44	220	37013	100	100	100	508	518	522	8	6	12	35	31	24	43	39	33	15	23	31
Male	56	204	38430	95	98	99	505	521	521	17	10	14	30	25	22	30	33	33	23	31	31
African American	NC	18	3660	NC	100	99	NC	515	496	NC	11	24	NC	28	31	NC	33	28	NC	28	18
Hispanic	15	64	30486	100	100	99	501	500	505	8	13	18	46	39	29	38	39	32	8	9	21
Asian/Pacific Islander	NC	14	1780	NC	88	98	NC	528	549	NC	17	5	NC	0	13	NC	42	33	NC	42	50
American Indian/Alaskan Native	NC	NC	4075	NC	NC	100	NC	NC	486	NC	NC	28	NC	NC	34	NC	NC	26	NC	NC	12
White	72	320	35192	97	100	99	508	523	534	13	7	8	31	28	19	34	36	35	22	30	39
Students with Disabilities	15	44	9708	100	100	100	473	481	489	50	33	32	0	30	27	50	30	24	0	7	17
Students without Disabilities	85	380	65801	96	99	98	508	523	525	11	6	11	34	28	23	35	37	34	20	29	33
Limited English Proficient Students	NC	14	16928	NC	100	100	NC	NA	485	NC	NA	29	NC	NA	33	NC	NA	26	NC	NA	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	29	58	36411				493	501	503	13	14	19	46	38	29	38	32	32	4	16	20
Non-Economically Disadvantaged	71	366	39040				511	522	534	13	7	8	27	27	19	35	37	34	25	29	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	424	75492	98	100	100	518	527	519	9	6	12	18	13	16	60	55	47	13	26	24
All Students (Prior Year)	68	295	75221	100	100	100	521	527	523	7	3	8	23	13	16	54	65	56	16	19	21
Female	44	220	37014	100	100	100	525	531	523	0	2	10	20	11	15	63	58	48	18	29	27
Male	56	204	38400	95	98	99	512	522	516	17	10	14	17	15	17	57	52	47	9	23	21
African American	NC	19	3665	NC	100	99	NC	527	505	NC	5	20	NC	16	22	NC	53	43	NC	26	14
Hispanic	15	63	30438	100	98	99	515	517	508	8	11	17	15	13	21	62	62	47	15	13	15
Asian/Pacific Islander	NC	14	1773	NC	88	98	NC	534	534	NC	17	4	NC	8	10	NC	25	50	NC	50	36
American Indian/Alaskan Native	NC	NC	4081	NC	NC	100	NC	NC	498	NC	NC	25	NC	NC	26	NC	NC	40	NC	NC	8
White	72	320	35177	97	100	99	520	528	528	9	5	8	20	13	13	58	55	49	13	27	31
Students with Disabilities	15	44	9707	100	100	100	484	500	495	25	17	33	25	33	21	50	43	33	0	7	13
Students without Disabilities	85	380	65785	96	99	98	520	529	522	8	5	10	18	11	16	60	56	49	13	28	26
Limited English Proficient Students	NC	14	16905	NC	100	100	NC	NA	489	NC	NA	34	NC	NA	28	NC	NA	32	NC	NA	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	29	57	36302				510	519	507	8	4	18	29	20	21	50	59	46	13	16	14
Non-Economically Disadvantaged	71	367	39164				521	528	528	10	6	8	14	12	13	63	55	48	13	27	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	422	75053	96	99	99	582	631	597	6	3	7	18	8	12	67	73	72	9	15	9
All Students (Prior Year)	67	292	73654	100	100	99	524	532	530	5	5	9	20	11	13	70	78	70	5	6	7
Female	43	219	36872	100	100	99	618	661	621	3	1	5	15	6	9	69	70	74	13	22	12
Male	55	203	38109	93	98	99	551	600	573	9	5	10	20	11	14	65	76	69	7	8	6
African American	NC	19	3636	NC	100	99	NC	617	568	NC	0	12	NC	16	16	NC	74	67	NC	11	6
Hispanic	14	62	30235	93	97	98	544	602	575	0	4	9	25	10	14	75	75	70	0	12	6
Asian/Pacific Islander	NC	14	1768	NC	88	98	NC	749	651	NC	0	3	NC	0	5	NC	50	72	NC	50	19
American Indian/Alaskan Native	NC	NC	4044	NC	NC	99	NC	NC	550	NC	NC	13	NC	NC	17	NC	NC	66	NC	NC	4
White	72	320	35028	97	100	99	588	635	613	8	4	6	13	7	10	69	74	73	11	15	11
Students with Disabilities	15	44	9625	100	100	100	510	525	530	25	17	21	25	23	21	50	53	55	0	7	4
Students without Disabilities	83	378	65428	93	98	98	585	640	604	5	2	6	17	7	11	68	75	73	10	16	10
Limited English Proficient Students	NC	14	16765	NC	100	100	NC	NA	525	NC	NA	17	NC	NA	20	NC	NA	60	NC	NA	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	28	56	36077				545	590	566	9	4	10	30	19	16	57	69	69	4	8	5
Non-Economically Disadvantaged	70	366	38950				595	637	618	5	3	5	13	7	9	71	74	73	11	16	12

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	363	76019	100	100	100	483	508	499	10	5	14	59	40	39	15	18	14	16	36	33
All Students (Prior Year)	84	294	76230	100	100	100	483	505	498	18	8	12	45	36	38	8	16	12	30	41	37
Female	37	189	37207	100	100	100	478	503	499	14	6	12	61	43	41	14	19	14	11	31	33
Male	35	173	38677	100	100	100	490	513	498	6	4	15	55	37	38	16	17	13	23	42	34
African American	NC	11	3817	NC	100	100	NC	483	475	NC	0	23	NC	70	47	NC	20	11	NC	10	18
Hispanic	17	62	29458	100	100	100	473	495	480	20	11	20	60	45	48	7	14	12	13	30	20
Asian/Pacific Islander	NC	14	1673	NC	100	99	NC	506	531	NC	0	4	NC	38	29	NC	31	14	NC	31	53
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	466	NC	NC	28	NC	NC	49	NC	NC	10	NC	NC	13
White	44	268	35880	100	100	100	487	513	515	7	4	7	63	39	32	10	18	16	20	40	45
Students with Disabilities	15	39	9786	100	100	100	467	485	457	18	17	39	55	42	40	18	21	7	9	21	13
Students without Disabilities	58	324	66233	100	100	99	486	509	503	9	4	11	60	40	39	14	18	14	18	38	35
Limited English Proficient Students	NC	NC	15206	NC	NC	100	NC	NC	459	NC	NC	31	NC	NC	53	NC	NC	7	NC	NC	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	17	42	35714				471	499	480	33	17	20	33	25	47	20	25	12	13	33	20
Non-Economically Disadvantaged	56	321	40266				487	509	513	4	4	9	66	42	33	13	17	15	17	37	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	364	76020	100	100	100	495	509	503	28	15	25	32	21	23	36	51	40	4	12	12
All Students (Prior Year)	82	294	76202	100	100	100	506	510	505	14	11	19	27	21	24	44	52	46	15	16	11
Female	38	190	37213	100	100	100	492	507	504	38	17	22	22	18	23	38	55	42	3	10	13
Male	35	173	38666	100	100	100	498	510	501	16	12	29	42	25	22	35	47	38	6	16	12
African American	NC	11	3819	NC	100	100	NC	499	494	NC	30	37	NC	30	26	NC	40	31	NC	0	6
Hispanic	17	62	29442	100	100	99	492	500	494	47	21	37	13	23	26	40	50	31	0	5	6
Asian/Pacific Islander	NC	14	1672	NC	100	99	NC	504	513	NC	0	12	NC	46	19	NC	46	49	NC	8	20
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	489	NC	NC	48	NC	NC	25	NC	NC	24	NC	NC	3
White	45	269	35890	100	100	100	496	512	511	24	13	15	33	19	20	36	52	48	7	15	18
Students with Disabilities	15	39	9784	100	100	100	489	495	485	27	25	58	45	33	19	27	38	19	0	4	4
Students without Disabilities	59	325	66236	100	100	99	496	510	504	28	14	23	29	21	23	38	52	42	5	13	13
Limited English Proficient Students	NC	NC	15198	NC	NC	100	NC	NC	483	NC	NC	59	NC	NC	25	NC	NC	14	NC	NC	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	18	43	35703				486	502	494	56	30	37	19	24	26	19	35	31	6	11	6
Non-Economically Disadvantaged	56	321	40274				498	510	509	19	13	17	36	21	20	42	53	47	4	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	360	75673	100	100	100	545	543	530	7	6	12	21	23	25	66	66	58	6	5	4
All Students (Prior Year)	81	292	74692	100	100	99	499	515	502	16	9	18	28	22	27	51	61	47	4	8	8
Female	37	189	37099	100	100	100	548	559	548	6	3	8	19	18	22	69	72	64	6	7	6
Male	33	170	38441	94	100	99	545	525	513	7	9	16	23	29	29	63	59	52	7	3	3
African American	NC	11	3791	NC	100	99	NC	538	506	NC	10	18	NC	20	29	NC	60	50	NC	10	3
Hispanic	16	61	29305	100	100	99	526	530	507	7	11	16	14	24	31	79	60	51	0	5	2
Asian/Pacific Islander	NC	14	1665	NC	100	99	NC	579	573	NC	0	6	NC	15	16	NC	85	67	NC	0	10
American Indian/Alaskan Native	NC	NC	4707	NC	NC	100	NC	NC	492	NC	NC	19	NC	NC	33	NC	NC	46	NC	NC	1
White	43	266	35760	98	100	99	551	544	550	7	6	9	27	24	21	56	65	64	10	5	6
Students with Disabilities	14	38	9706	100	100	100	505	499	462	18	13	36	27	35	32	55	52	31	0	0	1
Students without Disabilities	57	322	65967	100	100	99	552	546	536	5	6	10	20	22	25	68	67	60	7	5	5
Limited English Proficient Students	NC	NC	15115	NC	NC	100	NC	NC	471	NC	NC	26	NC	NC	38	NC	NC	35	NC	NC	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	17	42	35541				548	527	504	0	3	17	20	30	31	73	65	50	7	3	2
Non-Economically Disadvantaged	54	318	40091				544	545	550	10	7	9	21	22	21	63	66	64	6	5	6

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

8th 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	73	347	75001	100	100	99	447	470	468	53	34	37	35	37	36	9	21	16	3	8	10
All Students (Prior Year)	55	209	71167	100	100	99	451	469	463	53	33	38	35	44	41	12	18	14	0	5	7
Female	36	165	36846	100	100	99	441	467	468	59	38	36	34	35	38	6	19	16	0	8	10
Male	37	182	37974	100	100	99	453	473	467	47	31	39	36	38	34	11	22	16	6	9	11
African American	NC	12	3720	NC	100	98	NC	450	446	NC	40	53	NC	50	33	NC	10	9	NC	0	4
Hispanic	19	62	26675	100	100	98	424	447	448	73	54	52	27	35	34	0	12	10	0	0	4
Asian/Pacific Islander	NC	14	1575	NC	100	99	NC	471	504	NC	31	18	NC	46	33	NC	15	20	NC	8	29
American Indian/Alaskan Native	NC	NC	4731	NC	NC	98	NC	NC	438	NC	NC	61	NC	NC	30	NC	NC	7	NC	NC	2
White	40	253	37785	98	100	99	454	477	482	49	29	25	33	36	39	13	24	21	5	11	15
Students with Disabilities	NC	37	8802	NC	100	100	NC	421	418	NC	76	79	NC	12	16	NC	12	3	NC	0	1
Students without Disabilities	64	310	66199	100	99	99	451	473	472	49	32	34	39	38	38	8	21	17	3	9	11
Limited English Proficient Students	NC	10	11710	NC	100	100	NC	NA	429	NC	NA	70	NC	NA	25	NC	NA	4	NC	NA	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	15	42	29814				444	463	448	57	50	53	29	18	33	14	24	10	0	9	4
Non-Economically Disadvantaged	58	305	45170				448	471	479	52	33	28	37	39	38	7	20	20	4	8	14

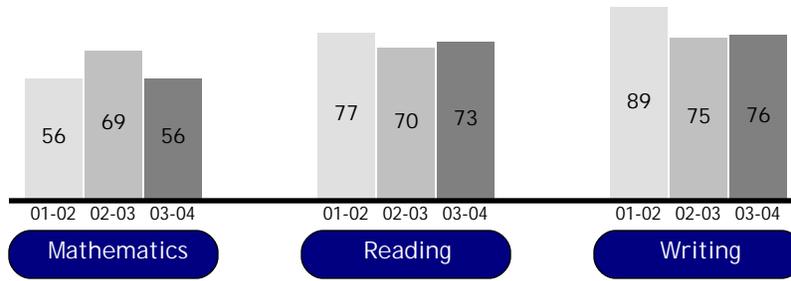
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	348	74918	100	100	99	486	502	497	38	25	32	22	19	19	28	40	35	13	15	15
All Students (Prior Year)	55	209	71100	100	100	99	507	515	502	16	14	25	26	20	21	42	44	40	16	22	15
Female	36	165	36805	100	100	99	486	503	501	34	22	28	25	18	19	38	45	37	3	14	16
Male	38	183	37936	100	100	99	486	500	493	41	28	35	19	20	18	19	36	33	22	16	14
African American	NC	12	3719	NC	100	98	NC	483	481	NC	30	43	NC	40	21	NC	30	29	NC	0	7
Hispanic	19	62	26645	100	100	98	468	491	478	53	35	46	33	17	20	13	44	27	0	4	6
Asian/Pacific Islander	NC	14	1571	NC	100	99	NC	494	521	NC	25	18	NC	25	15	NC	42	38	NC	8	30
American Indian/Alaskan Native	NC	NC	4729	NC	NC	98	NC	NC	468	NC	NC	57	NC	NC	19	NC	NC	19	NC	NC	4
White	41	254	37773	100	100	99	490	505	511	38	23	20	15	19	18	28	39	41	20	19	21
Students with Disabilities	NC	37	8801	NC	100	100	NC	475	448	NC	59	75	NC	18	13	NC	12	10	NC	12	2
Students without Disabilities	65	311	66117	100	100	99	488	503	501	33	23	28	25	20	19	28	42	37	13	15	16
Limited English Proficient Students	NC	10	11706	NC	100	100	NC	NA	454	NC	NA	71	NC	NA	16	NC	NA	12	NC	NA	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	15	42	29785				475	491	477	50	38	47	21	9	20	21	47	26	7	6	6
Non-Economically Disadvantaged	59	306	45115				489	503	508	35	24	23	22	21	18	29	39	39	15	16	20

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	74	347	74503	100	100	99	484	512	491	17	6	9	26	26	32	52	59	51	4	8	8
All Students (Prior Year)	54	204	69001	100	100	96	498	500	490	2	7	17	43	36	37	55	57	45	0	0	1
Female	36	165	36686	100	100	99	492	519	506	9	3	5	28	22	29	59	66	57	3	8	9
Male	38	182	37644	100	100	98	477	505	476	24	9	13	24	29	36	46	53	45	5	8	6
African American	NC	12	3677	NC	100	97	NC	550	475	NC	0	12	NC	10	36	NC	70	46	NC	20	5
Hispanic	19	62	26500	100	100	97	447	509	467	27	9	13	20	19	39	53	66	44	0	6	4
Asian/Pacific Islander	NC	14	1566	NC	100	99	NC	519	537	NC	8	5	NC	15	23	NC	69	55	NC	8	18
American Indian/Alaskan Native	NC	NC	4695	NC	NC	97	NC	NC	464	NC	NC	14	NC	NC	39	NC	NC	44	NC	NC	3
White	41	253	37606	100	100	99	486	510	508	20	6	6	28	29	28	48	57	56	5	9	10
Students with Disabilities	NC	36	8662	NC	100	100	NC	454	409	NC	26	37	NC	42	42	NC	26	20	NC	5	1
Students without Disabilities	65	311	65841	100	100	98	488	515	499	13	5	7	28	25	32	53	61	53	5	9	8
Limited English Proficient Students	NC	10	11608	NC	100	100	NC	NA	430	NC	NA	23	NC	NA	47	NC	NA	28	NC	NA	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	15	42	29587				495	514	465	0	3	14	36	31	40	64	54	43	0	11	4
Non-Economically Disadvantaged	59	305	44898				481	511	507	22	7	7	24	25	28	49	60	55	5	8	10

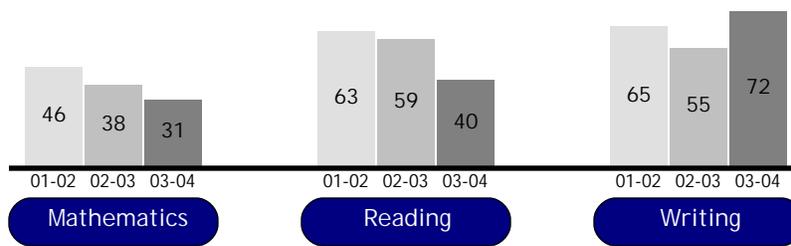
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

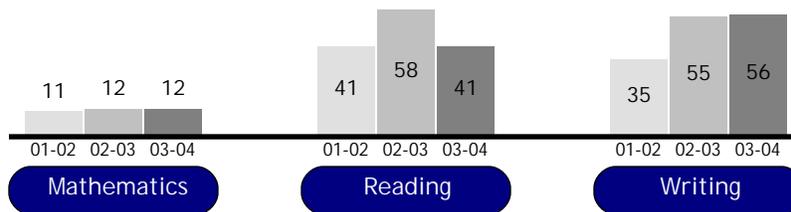
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

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

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	55	53	44	93	45	64	50	99	55	NA	58
	Language	96	56	52	39	99	35	57	43	99	52	54	50
	Mathematics	94	67	60	52	97	48	66	57	100	50	62	64
3	Reading	100	46	58	43	93	54	59	47	100	52	NA	55
	Language	100	37	57	50	99	57	63	54	99	56	67	61
	Mathematics	100	43	53	50	93	54	58	54	99	50	61	61
4	Reading	100	46	59	47	92	49	63	52	100	70	NA	56
	Language	100	46	55	45	89	41	58	48	100	60	61	52
	Mathematics	100	50	63	52	94	37	64	57	100	66	71	61
5	Reading	100	57	57	46	92	57	65	50	93	48	NA	55
	Language	100	50	50	43	87	50	63	46	93	46	58	49
	Mathematics	100	46	56	54	91	57	71	57	95	53	71	63
6	Reading	100	54	62	49	93	52	64	53	100	56	NA	56
	Language	100	44	53	42	93	45	56	45	99	45	59	48
	Mathematics	100	61	69	58	93	45	68	62	100	66	72	66
7	Reading	100	59	65	48	92	57	62	51	100	49	NA	54
	Language	100	56	66	51	92	57	68	54	100	46	66	58
	Mathematics	100	48	64	54	92	54	66	58	100	39	61	62
8	Reading	100	35	52	49	93	62	65	53	99	50	NA	55
	Language	100	26	52	46	93	59	64	49	99	45	61	52
	Mathematics	100	35	54	54	94	57	67	58	99	50	66	61

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

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

Council Duties

- Ü School Improvement
- Ü Safety
- Ü Assessment
- Ü Character Development and Climate
- Ü Curriculum
- Ü Student Activities and Sports

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	48.00
Other Professional Staff	6.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	4	0	0
4 to 6 years	11	1	0	0
7 to 9 years	2	1	0	0
10 or more years	4	10	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	37
Core academic classes taught by Highly Qualified (NCLB) teachers.	67
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Comprehensive Library
- Ü Computer Laboratory

Extracurricular Activities

- Ü Athletics
- Ü Band
- Ü Student Council
- Ü Yearbook Club
- Ü Higley Ambassadors
- Ü Orchestra
- Ü National Junior Honor Society

Social Services

- Ü Lunch Program
- Ü Health Services
- Ü Active Parent-Teacher Organization
- Ü Before/After School Care and Recreation

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Higley has implemented diagnostic literacy assessments in kindergarten through second grade. These comprehensive assessments will give teachers information to design instruction, implement appropriate practices, and monitor ongoing progress.
- ü The school has implemented the Accelerated Reader supplementary reading and incentive program to promote increased student achievement in reading comprehension and appreciation.
- ü The school has implemented the Character Counts! program in kindergarten through eighth grade to promote character education.
- ü The school has successfully expanded to accommodate over 150 additional students in 2004-05, including the addition of 12 new staff members.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	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	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	45	52
Grades 3-4	64	67
Grades 4-5	48	75
Grades 5-6	67	59
Grades 6-7	56	38
Grades 7-8	69	65

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

All guests report to the school office first and receive a visitor badge. Staff members are required to wear ID badges. Emergency procedures are 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) :

2

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	Ann Templeton	(480) 279-6800
Transportation Policy	Josh Crosby	(480) 279-7026
Community Resources	Catherine Gerber	(480) 279-7000
School Nutrition Programs	Dan Santos	(480) 279-7320
Parent Organization	Ann Templeton	(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. "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.