

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3391 E. Vest Ave., 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

(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.

### School Overview

Principal/Administrator : Mrs. Ann Templeton  
 Schedule : 07:00 AM to 03:30 PM  
 Grades : Pre-K-8  
 2005 Enrollment : 718  
 Web Address : husd.org  
 Phone Number : (480) 279-6800  
 Fax Number : (480) 279-6805  
 E-mail : atempleton@higley.husd.org

### Mission

At Higley Elementary and Middle School, we strive to reach academic excellence collaboratively and independently in our efforts to reach every child. As persons of character, we are engaged in building positive community relationships that foster citizenship in a safe and nurturing environment.

### 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, 2004 School Year Student Enrollment : 993  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 85

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 :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

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 Students petitioned 'Middle School' name addition	2005
ü Renaissance Learning's 'Model Classroom' (4th grade)	2004
ü District Spelling Bee Champion	2003

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	111	562	79306	97	99	99	449	461	445	6	5	10	16	11	18	57	58	51	20	26	20
All Students (Prior Year)	100	424	75509	98	100	100	506	520	521	13	8	13	32	28	23	36	36	33	20	27	31
Female	57	279	38691	97	99	99	452	461	446	7	4	10	20	13	18	52	60	52	22	23	20
Male	53	282	40583	95	100	99	447	461	445	6	6	11	11	9	18	64	57	50	19	28	21
African American	11	29	4041	100	100	99	449	435	426	14	14	17	14	23	23	57	55	50	14	9	10
Hispanic	15	101	32869	100	98	99	461	445	429	8	11	15	23	16	25	38	57	51	31	16	10
Asian/Pacific Islander	NC	12	1935	NC	100	99	NC	482	474	NC	0	3	NC	0	9	NC	67	48	NC	33	40
American Indian/Alaskan Native	NC	13	4264	NC	100	100	NC	390	419	NC	9	19	NC	36	30	NC	45	45	NC	9	6
White	77	407	36197	94	99	99	455	467	463	6	3	5	12	9	11	61	59	53	21	29	31
Students with Disabilities	14	64	10321	82	100	100	376	415	389	38	27	30	23	24	27	31	37	34	8	13	9
Students without Disabilities	97	498	69060	99	98	98	461	467	454	1	2	7	15	9	17	62	61	54	22	27	22
Limited English Proficient Students	NC	12	15509	NC	100	100	NC	374	406	NC	33	20	NC	33	30	NC	33	45	NC	0	5
Migrant Students	NC	NC	118	NC	NC	NA	NC	NC	419	NC	NC	25	NC	NC	21	NC	NC	50	NC	NC	3
Economically Disadvantaged	31	70	39415	89	91	96	440	444	431	8	8	15	25	20	25	54	58	50	13	13	10
Non-Economically Disadvantaged	80	492	39966	100	100	100	452	463	459	6	5	6	13	10	12	59	58	52	23	27	30

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	111	562	79395	97	0	99	455	466	446	6	3	9	12	15	25	72	68	55	10	14	11
All Students (Prior Year)	100	424	75492	98	100	100	518	527	519	9	6	12	18	13	16	60	55	47	13	26	24
Female	57	279	38743	97	0	100	462	472	451	4	2	7	11	12	24	72	69	57	13	17	12
Male	53	282	40618	95	0	99	449	460	440	9	4	11	13	18	27	72	67	53	6	11	9
African American	11	29	4052	100	0	100	483	454	434	0	5	11	14	27	29	71	64	54	14	5	6
Hispanic	15	101	32915	100	0	99	458	452	426	8	8	15	15	24	35	62	60	47	15	9	4
Asian/Pacific Islander	NC	12	1936	NC	0	99	NC	480	468	NC	0	3	NC	17	14	NC	67	63	NC	17	19
American Indian/Alaskan Native	NC	13	4271	NC	0	100	NC	398	420	NC	0	15	NC	36	42	NC	55	41	NC	9	2
White	77	407	36221	94	0	99	458	472	465	7	2	4	9	11	15	75	71	63	9	16	17
Students with Disabilities	14	64	10331	82	0	100	374	420	388	46	17	25	8	32	37	46	46	34	0	5	4
Students without Disabilities	97	498	69139	99	0	99	468	472	454	0	1	7	12	13	24	77	71	58	11	16	11
Limited English Proficient Students	NC	12	15545	NC	0	100	NC	368	399	NC	33	21	NC	33	42	NC	33	35	NC	0	1
Migrant Students	NC	NC	120	NC	NC	NA	NC	NC	414	NC	NC	20	NC	NC	45	NC	NC	35	NC	NC	0
Economically Disadvantaged	31	70	39484	89	0	96	444	444	429	8	10	14	29	30	35	58	52	47	4	8	4
Non-Economically Disadvantaged	80	492	39986	100	0	100	459	469	461	6	2	4	6	13	16	77	70	63	11	15	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	110	564	78869	96	100	99	449	469	442	8	4	6	15	13	21	67	65	63	11	18	10
All Students (Prior Year)	98	422	75053	96	99	99	582	631	597	6	3	7	18	8	12	67	73	72	9	15	9
Female	57	282	38536	97	100	99	464	486	458	7	3	4	13	9	15	70	63	67	11	25	14
Male	52	281	40302	93	99	99	433	452	428	9	5	8	17	16	26	63	67	60	11	11	7
African American	11	29	4015	100	100	99	452	450	430	14	9	8	0	9	24	71	64	61	14	18	7
Hispanic	15	102	32606	100	99	98	464	465	426	8	4	8	23	18	27	46	56	60	23	21	5
Asian/Pacific Islander	NC	12	1925	NC	100	99	NC	491	471	NC	0	3	NC	8	11	NC	67	64	NC	25	22
American Indian/Alaskan Native	NC	13	4245	NC	100	100	NC	366	423	NC	18	9	NC	18	26	NC	64	61	NC	0	4
White	76	408	36078	93	100	99	452	473	459	6	3	4	17	11	16	68	67	66	9	18	14
Students with Disabilities	13	63	10246	76	100	100	377	414	367	17	10	18	25	35	39	50	47	40	8	8	4
Students without Disabilities	97	501	68697	99	99	98	459	476	454	6	3	4	14	10	18	69	67	67	11	20	11
Limited English Proficient Students	NC	12	15339	NC	100	100	NC	378	399	NC	8	11	NC	50	31	NC	42	54	NC	0	3
Migrant Students	NC	NC	119	NC	NC	NA	NC	NC	402	NC	NC	16	NC	NC	30	NC	NC	53	NC	NC	1
Economically Disadvantaged	31	70	39106	89	91	95	449	451	427	8	5	8	21	23	28	63	60	59	8	12	5
Non-Economically Disadvantaged	79	494	39837	99	100	100	449	471	457	7	4	4	13	11	14	68	66	67	12	19	15

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	111	476	78906	99	97	99	501	507	498	13	8	13	13	14	19	59	56	48	14	22	20
All Students (Prior Year)	73	363	76019	100	100	100	483	508	499	10	5	14	59	40	39	15	18	14	16	36	33
Female	53	229	38644	98	97	99	501	509	500	9	6	12	20	15	19	56	57	49	16	22	19
Male	58	246	40236	100	98	99	502	505	497	18	10	15	7	12	19	62	54	46	13	23	20
African American	12	24	4087	100	100	99	480	492	481	14	13	20	14	13	24	71	63	45	0	13	11
Hispanic	23	109	31938	96	100	99	499	500	481	21	12	19	21	20	25	47	54	46	11	14	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	69	327	36483	99	96	99	504	510	517	12	7	7	10	11	13	60	56	51	17	26	30
Students with Disabilities	16	50	10664	100	100	100	430	416	430	77	63	42	8	23	27	15	15	26	0	0	5
Students without Disabilities	95	426	68310	98	96	98	513	517	509	3	2	9	14	13	18	66	60	51	17	25	22
Limited English Proficient Students	NC	16	12573	NC	100	100	NC	413	454	NC	21	27	NC	53	30	NC	26	38	NC	0	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	--	38679	--	--	96	--	--	483	--	--	20	--	--	25	--	--	45	--	--	10
Non-Economically Disadvantaged	111	476	40295	100	100	100	501	507	513	13	8	7	13	14	13	59	56	50	14	22	30

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	110	475	78908	98	0	99	494	499	484	8	5	10	21	15	23	62	69	58	9	11	9
All Students (Prior Year)	74	364	76020	100	100	100	495	509	503	28	15	25	32	21	23	36	51	40	4	12	12
Female	53	229	38648	98	0	99	501	505	489	7	4	8	16	12	22	64	72	61	13	13	10
Male	57	245	40233	98	0	99	487	493	479	9	6	12	27	19	25	60	67	55	4	9	8
African American	11	23	4092	100	0	99	497	491	473	0	6	12	29	19	28	71	69	54	0	6	5
Hispanic	23	109	31940	96	0	99	479	492	465	21	8	16	21	23	32	53	63	49	5	7	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	69	327	36502	99	0	99	498	502	502	5	3	4	21	13	14	62	71	67	12	12	15
Students with Disabilities	15	49	10665	100	0	100	431	424	423	38	33	30	54	38	36	8	28	31	0	3	2
Students without Disabilities	95	426	68312	98	0	98	505	508	493	3	2	7	16	13	21	71	74	62	10	12	10
Limited English Proficient Students	NC	16	12556	NC	0	100	NC	403	436	NC	26	24	NC	42	40	NC	32	35	NC	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	--	38662	--	--	96	--	--	468	--	--	16	--	--	32	--	--	49	--	--	3
Non-Economically Disadvantaged	110	475	40315	100	0	100	494	499	498	8	5	5	21	15	15	62	69	66	9	11	14

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	110	485	78750	98	99	99	511	509	500	2	5	6	27	24	29	70	69	63	1	3	2
All Students (Prior Year)	71	360	75673	100	100	100	545	543	530	7	6	12	21	23	25	66	66	58	6	5	4
Female	52	233	38586	96	98	99	534	528	515	0	3	4	11	14	22	89	78	71	0	5	3
Male	58	251	40135	100	100	99	489	489	486	4	7	8	42	33	35	51	60	56	2	1	1
African American	12	24	4081	100	100	99	530	501	488	0	6	8	14	25	32	86	69	59	0	0	2
Hispanic	23	110	31841	96	100	99	501	503	483	5	6	8	26	26	36	68	65	55	0	3	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	68	335	36440	97	98	99	510	511	516	2	4	3	32	23	22	65	69	71	2	3	4
Students with Disabilities	15	49	10622	100	100	100	436	414	415	17	21	21	67	56	50	17	23	28	0	0	1
Students without Disabilities	95	436	68196	98	98	98	523	519	513	0	3	3	21	20	25	78	73	69	1	3	3
Limited English Proficient Students	NC	16	12504	NC	100	100	NC	433	451	NC	0	12	NC	58	44	NC	42	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	--	38558	--	--	96	--	--	485	--	--	8	--	--	37	--	--	54	--	--	1
Non-Economically Disadvantaged	110	485	40260	100	100	100	511	509	514	2	5	3	27	24	21	70	69	72	1	3	4

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	98	406	78250	98	98	99	532	552	548	26	17	21	22	15	18	50	57	48	2	10	13
All Students (Prior Year)	73	347	75001	100	100	99	447	470	468	53	34	37	35	37	36	9	21	16	3	8	10
Female	52	193	38071	96	99	99	549	555	549	20	14	20	17	14	19	61	64	49	2	8	12
Male	46	213	40126	100	98	99	511	550	547	33	20	23	28	17	17	36	51	46	3	12	14
African American	NC	18	4058	NC	95	99	NC	542	523	NC	30	32	NC	0	22	NC	70	41	NC	0	5
Hispanic	18	84	29129	100	100	99	476	522	527	56	35	32	28	16	23	17	43	40	0	6	6
Asian/Pacific Islander	NC	13	1747	NC	100	100	NC	584	589	NC	9	9	NC	9	9	NC	45	50	NC	36	32
American Indian/Alaskan Native	NC	12	4996	NC	100	100	NC	530	518	NC	38	36	NC	25	25	NC	38	36	NC	0	4
White	63	279	38320	94	97	99	549	562	568	15	11	12	20	16	14	63	62	55	2	11	19
Students with Disabilities	13	44	9329	100	100	100	421	461	454	89	70	64	11	22	18	0	8	16	0	0	2
Students without Disabilities	85	362	68996	98	98	99	546	563	561	18	11	16	23	15	18	56	63	52	3	11	14
Limited English Proficient Students	NC	NC	10133	NC	NC	100	NC	NC	488	NC	NC	45	NC	NC	25	NC	NC	28	NC	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	--	--	33388	--	--	94	--	--	530	--	--	32	--	--	22	--	--	40	--	--	5
Non-Economically Disadvantaged	98	406	44937	100	100	100	532	552	561	26	17	13	22	15	15	50	57	54	2	10	18

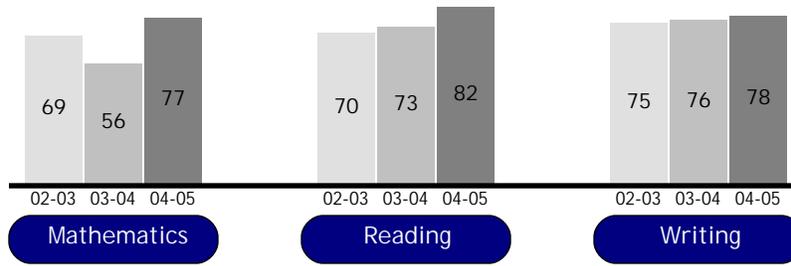
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	406	78302	98	0	99	514	527	512	11	6	11	18	15	25	66	70	57	5	8	7
All Students (Prior Year)	74	348	74918	100	100	99	486	502	497	38	25	32	22	19	19	28	40	35	13	15	15
Female	52	193	38082	96	0	99	531	534	518	9	3	8	17	14	24	65	73	61	9	10	7
Male	46	213	40166	100	0	99	492	521	507	14	9	14	19	17	26	67	68	54	0	6	6
African American	NC	18	4064	NC	0	100	NC	525	498	NC	10	14	NC	30	29	NC	60	54	NC	0	3
Hispanic	18	84	29152	100	0	99	460	498	492	28	12	17	28	27	34	44	57	46	0	4	2
Asian/Pacific Islander	NC	13	1746	NC	0	100	NC	537	542	NC	0	5	NC	9	13	NC	82	66	NC	9	16
American Indian/Alaskan Native	NC	12	4993	NC	0	100	NC	507	484	NC	25	19	NC	13	38	NC	38	42	NC	25	1
White	63	279	38347	94	0	99	530	537	531	6	4	5	15	12	17	74	75	68	6	9	10
Students with Disabilities	13	44	9353	100	0	100	404	449	429	56	30	40	44	41	38	0	30	22	0	0	1
Students without Disabilities	85	362	69024	98	0	99	527	536	524	5	3	7	15	12	23	74	75	62	5	9	7
Limited English Proficient Students	NC	NC	10140	NC	NC	100	NC	NC	451	NC	NC	28	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	--	--	33398	--	--	94	--	--	495	--	--	18	--	--	35	--	--	46	--	--	2
Non-Economically Disadvantaged	98	406	44979	100	0	100	514	527	525	11	6	6	18	15	18	66	70	66	5	8	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	409	78094	99	99	99	561	571	545	1	1	3	10	8	18	88	88	77	1	2	2
All Students (Prior Year)	74	347	74503	100	100	99	484	512	491	17	6	9	26	26	32	52	59	51	4	8	8
Female	52	193	38025	96	99	99	582	583	558	0	0	2	4	4	13	93	92	82	2	4	2
Male	47	216	40013	100	99	99	534	561	534	3	3	5	17	12	23	81	84	71	0	2	1
African American	NC	18	4037	NC	95	99	NC	561	532	NC	0	4	NC	20	22	NC	80	73	NC	0	1
Hispanic	18	82	29068	100	100	99	515	546	523	6	4	5	22	12	27	72	81	67	0	3	1
Asian/Pacific Islander	NC	13	1743	NC	100	100	NC	592	577	NC	0	2	NC	0	9	NC	100	82	NC	0	8
American Indian/Alaskan Native	NC	12	4981	NC	100	100	NC	559	526	NC	0	4	NC	25	25	NC	75	70	NC	0	0
White	64	284	38265	96	99	99	573	578	564	0	1	2	6	6	11	93	90	84	2	3	3
Students with Disabilities	13	42	9275	100	98	100	449	493	444	11	6	14	33	26	46	56	69	39	0	0	1
Students without Disabilities	86	367	68892	99	99	98	575	580	559	0	1	2	7	6	14	92	90	82	1	3	2
Limited English Proficient Students	NC	NC	10084	NC	NC	100	NC	NC	474	NC	NC	10	NC	NC	39	NC	NC	50	NC	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	--	--	33296	--	--	94	--	--	527	--	--	5	--	--	27	--	--	67	--	--	0
Non-Economically Disadvantaged	99	409	44871	100	100	100	561	571	559	1	1	2	10	8	12	88	88	84	1	2	3

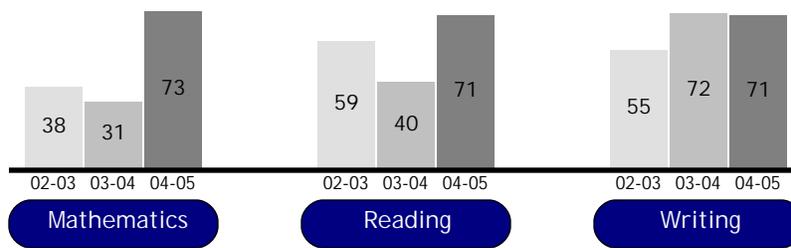
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

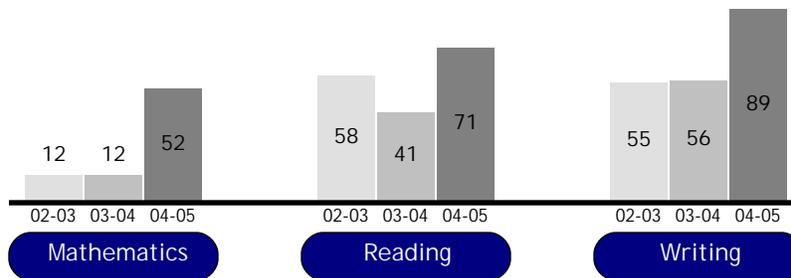
3rd Grade Proficiency



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.

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 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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	45	64	50	99	55	NA	58	96	49	57	47
	Language	99	35	57	43	99	52	54	50	96	50	56	47
	Mathematics	97	48	66	57	100	50	62	64	95	55	59	50
3	Reading	93	54	59	47	100	52	NA	55	96	49	57	44
	Language	99	57	63	54	99	56	67	61	96	49	54	44
	Mathematics	93	54	58	54	99	50	61	61	96	55	61	51
4	Reading	92	49	63	52	100	70	NA	56	95	51	59	48
	Language	89	41	58	48	100	60	61	52	95	53	59	49
	Mathematics	94	37	64	57	100	66	71	61	95	52	61	53
5	Reading	92	57	65	50	93	48	NA	55	98	54	58	50
	Language	87	50	63	46	93	46	58	49	98	57	58	50
	Mathematics	91	57	71	57	95	53	71	63	99	51	56	49
6	Reading	93	52	64	53	100	56	NA	56	99	57	60	51
	Language	93	45	56	45	99	45	59	48	99	50	56	47
	Mathematics	93	45	68	62	100	66	72	66	99	54	59	52
7	Reading	92	57	62	51	100	49	NA	54	98	56	60	50
	Language	92	57	68	54	100	46	66	58	98	60	64	52
	Mathematics	92	54	66	58	100	39	61	62	98	55	58	50
8	Reading	93	62	65	53	99	50	NA	55	97	51	60	51
	Language	93	59	64	49	99	45	61	52	97	49	58	50
	Mathematics	94	57	67	58	99	50	66	61	97	48	57	53

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."

# Higley Elementary and Middle School

## School Site Council

### Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 4 Parent(s)
- 0 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 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	68.00
Other Professional Staff	6.00	Teacher Aide	10.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	28	1	0	0
4 to 6 years	20	2	0	0
7 to 9 years	8	0	0	0
10 or more years	6	7	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	138
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Hightly Qualified Teachers	10%

## Resources Available at School Site

### Special Facilities

- Ü Comprehensive Library
- Ü Two Computer Laboratories

### Extracurricular Activities

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

### 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 2004-05

School Achievements/Accomplishments 2004-05

- 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's specials program has successfully expanded to accommodate Current Events and Discovery Science for students in grades one through five, as well as performance electives, such as dance, drama, and choir for students in middle school.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Transfers Out Rates <sup>5</sup>	13	12	12	17
Transfers In Rate <sup>6</sup>	35	28	28	37
Stability Rate <sup>7</sup>	86	87	87	82
Promotion Rate <sup>8</sup>	97	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	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

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

3

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	Ann Templeton	(480) 279-6800
Transportation Policy	Chester Dean	(480) 279-7058
Community Resources	Tot Wallace	(480) 279-7036
School Nutrition Programs	Bob Schryver	(480) 279-7120
Parent Organization	Laura Fowkes	(480) 279-3590
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](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 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](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 16 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* 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.