

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

D.W. Higgins Institute

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

D.W. Higgins Institute
1805 E. Elliot, Suite 112, Tempe, AZ 85284-1746

Director: Mrs. Martha E. Wallace
Schedule: 8:30 AM to 3:35 PM
Web Address: www.dwhiggins.org
E-mail: marthaw_dwhi@hotmail.com

Grades: K-8
2002 Enrollment: 170
Phone: (480) 413-0829
Fax: (480) 413-9365

∨ School Overview ∨

Mission

The mission of the D.W. Higgins Institute is to deliver a quality instructional program of communication, science and the arts in a technology-based environment which provides all children the opportunity for high scholastic achievement and the development of the critical thinking skills that lead to success in education, career and life.

Organization and Philosophy

- w Charter School
- w Technology-based
- w Small Class Size: 16/18 to 1
- w Parental Involvement

Instructional Programs

- w Individualized Instruction
- w Special Education
- w Language Arts/Reading
- w Math
- w Science
- w Social Studies/Music/Art
- w Health/PE
- w Spanish/Drama/Computers/Yearbook

School/Academic Goals

- w To ensure that all students learn and achieve at their individual levels of ability and areas of interest; to enable them to become responsible contributing citizens who understand and respect the value of their role in the global society.
- w To use instructional techniques and assessment which ensure that students master the prescribed Arizona Academic Standards.
- w To ensure that all students become healthy, analytical decision makers; to promote a drug-free, gang-free, respectful, responsible and honest lifestyle.
- w To develop technological skills that will transfer to future achievement in society and the workplace.

Enrollment

October 1, 2001 School Year Student Enrollment:	207
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	170

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

- 0 School Administrator(s)
- 0 Non-certified Employee(s)
- 0 Teacher(s)
- 0 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	13.00
Other Professional Staff	0.00	Teacher Aide	1.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

Higgins Institute provides a safe environment for all students to achieve goals. High academic standards, as well as critical thinking are stressed in all subject areas. We provide expanded opportunities and individualized instruction through small class environments.

Parents

Ensuring school attendance, proper attire and nourishment, transportation commitments, homework support, fundraising and parental involvement in schoolwide goals.

∨ **Transportation Policy** ∨

D. W. Higgins Institute does not provide transportation for students.

∨ Calendar Information ∨

Number of Instruction Days:	185	First Day of School:	8/12/02
Average Daily Instruction Time:	7 hrs. 5 min.	Last Day of School:	6/6/03

Operates on Traditional Schedule

Report Card Release Dates

11/14/02	3/6/03	6/6/03
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Additional Calendar/Report Card Information

Higgins Institute works on a twelve-week trimester rather than a nine-week quarter.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible² students:

Breakfast - No Lunch - No Summer Food - No

² 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 Twenty Classrooms	W Office
W Multipurpose Room	

Extracurricular Activities

W Yearbook Club	W Extracurricular Athletics
W Afterschool Program	W Before School Care
W Chess Club	W Journalism Club
W Art Club	

School/Community Resources

W Afterschool Program	W Before School Care
W Community Service	

∨ 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 The students at Higgins continue to excel in the classroom and on standardized/state assessments. We have students that participate in afterschool sports and clubs. Individualized instruction/low class size continues to help students succeed.</p> | <p>w Our Art students were actively involved in many fairs. Our fourth graders won first prize in a Phoenix Art Museum contest. The elementary won many awards in the Maricopa County Fair.</p> |
| <p>w Our Music program has grown to two bands and a chorus this year.</p> | <p>w The girls Softball team won 1st place this year in our charter league.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ³	13.6 %	19.6 %	19.5 %	20.5 %
Transfers In ⁴ : Within District	0.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁴ : Out-of-District	0.0 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁵	100.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁶	0.0 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁷	NA			9.5 %
Status Unknown ⁸	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.

³ 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.

⁴ 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.

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

⁶ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁷ 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.

⁸ 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	12	550	0%	0%	33%	67%
	School State	58840	524	9%	17%	45%	29%
Writing	School	13	571	0%	0%	69%	31%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	12	550	0%	8%	58%	33%
	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	26	519	0%	8%	69%	23%
	State	61305	505	21%	20%	43%	15%
Writing	School	25	574	0%	4%	44%	52%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	25	538	0%	12%	16%	72%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	29	543	7%	7%	38%	48%
	State	57484	504	24%	20%	40%	16%
Writing	School	28	523	0%	32%	61%	7%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	28	485	25%	43%	11%	21%
	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	--	--	--	--	--	--	--	--	--	--	--	60	--	--	--
2	Reading	--	--	--	--	--	50	--	--	52	--	--	53	92	71	57
	Language	--	--	--	--	--	40	--	--	43	--	--	44	92	65	48
	Mathematics	--	--	--	--	--	51	--	--	55	--	--	57	92	68	61
3	Reading	--	--	47	--	--	47	87	79	48	57	76	50	88	57	50
	Language	--	--	49	--	--	51	87	74	54	50	81	56	88	55	57
	Mathematics	--	--	46	--	--	49	87	73	52	57	76	54	94	59	56
4	Reading	--	--	53	100	**	54	86	47	54	100	84	55	85	63	55
	Language	--	--	47	100	52	49	100	45	48	100	76	50	77	61	50
	Mathematics	--	--	51	100	34	54	100	43	55	100	60	57	92	56	58
5	Reading	--	--	51	100	84	51	100	76	51	100	71	51	83	78	53
	Language	--	--	42	100	66	44	100	73	45	87	59	45	86	69	47
	Mathematics	--	--	51	100	75	54	100	78	55	100	71	57	93	77	59
6	Reading	--	--	53	100	82	54	96	73	53	81	82	54	96	76	56
	Language	--	--	41	100	72	44	99	59	44	68	72	45	96	65	47
	Mathematics	--	--	57	100	**	59	99	64	60	81	81	63	92	83	65
7	Reading	--	--	52	100	56	53	89	80	52	88	79	53	77	62	55
	Language	--	--	52	100	53	54	89	91	54	88	80	55	68	61	58
	Mathematics	--	--	53	100	60	55	89	74	56	88	76	58	74	54	60
8	Reading	--	--	54	100	54	54	88	70	53	77	88	55	81	72	56
	Language	--	--	46	100	58	49	88	78	49	77	90	50	78	69	52
	Mathematics	--	--	52	100	50	54	88	64	56	77	87	58	75	65	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 Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 2-3	*	*
Grades 3-4	80	64
Grades 4-5	69	93
Grades 5-6	92	83
Grades 6-7	67	67
Grades 7-8	76	64

*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

Implementation of small class sizes has reduced safety concerns a great deal. Higgins has also created Family and Student handbooks which outline rules and regulations, as well as consequences for minor and serious infractions. Higgins is currently working to implement a Peer Mediation program to teach students how to work through and reconcile differences before conflict occurs. This program will also have a conflict resolution component and will be facilitated by interested staff members.

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)

0

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	NDS	NDS
Classroom Supplies	NDS	NDS
Administration	NDS	NDS
Support Services-Students	NDS	NDS
Other Support Services and Operations	NDS	NDS
Total Expenditures- All Categories 2000-2001	NDS	NDS

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.

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.

∨ Contacts ∨

Name	Phone	Extension
School Site Council	NDS	
Transportation Policy	NDS	
Community Resources	NDS	
School Nutrition Programs	NDS	
Parent Organization	Ross Pearson	(480) 413-0829
Student Health/Nurse	Marsha Crockett	(480) 413-0829

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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