

Higley High School

ARIZONA SCHOOL REPORT CARD 2003-04

4068 E. Pecos Road, Gilbert, AZ 85297

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

High School
Achievement Profile *

New School**

** Some schools will not receive an Achievement Profile until October 2004.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Burnie Hibbard
Schedule : 7:00 AM to 4:00 PM
Grades : 9-12
2003 Enrollment : 1155
Web Address : dev.hmweb.com/higley/district/home/index.cfm
Phone Number : (480) 279-7300
Fax Number : (480) 279-7305
E-mail : shamberg@higleyhigh.husd.org

Mission

As a leading educational district, our purpose is to collectively develop self-directed, life long learners... Through effective learning communities, ... all students will be empowered to demonstrate excellence in character, knowledge and skills.

School / Academic Goals

Ü All Higley High School students will improve in all academic areas. (Reading, Writing and Math will be the areas emphasized.)

Ü Higley High School will provide a 'small school' environment as we 'Reach Every Child.'

Instructional Programs

Ü Honors Classes
Ü Advanced Placement Courses
Ü Alternative Learning Lab
Ü Career Education

Enrollment

October 1, 2002 School Year Student Enrollment : 518
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 350

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 18 minutes
First Day of School : 8/11/2003
Last Day of School : 5/21/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web in early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- Ü Curriculum Advisement
- Ü Policy Advisement
- Ü Public Relations
- Ü Financial Advisement

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	3.00	Teacher	52.00
Other Professional Staff	5.00	Teacher Aide	2.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	3	0	0
4 to 6 years	13	1	0	0
7 to 9 years	2	8	0	0
10 or more years	0	14	0	0

Shared Responsibilities

School

Higley High believes the educational process is a partnership/commitment involving the student, the home and the community. We provide consistent reporting on the progress of all students, utilizing report cards that are sent home every three weeks.

Parents

As a part of our collaborative partnership with parents, we expect parents to send us, daily, their best students. In doing this, we ask parents to insist on regular school attendance, good behavior, and respect for the educational environment!

Resources Available at School Site

Special Facilities

- Ü Multimedia Center with 100 Computers
- Ü Nine Additional Computer Labs

Extracurricular Activities

- Ü 18 Sports Programs
- Ü Career and Technical Education Clubs
- Ü Fine Arts Programs
- Ü Special Interest Clubs

Social Services

- Ü Counseling Services
- Ü Lunch Program
- Ü Health Services
- Ü Recreational Activities

Transportation Policy

Transportation is provided to students who live within the district and more than one mile from the school. Special education students will be transported when required by their handicapping condition.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Successful implementation of AIMS writing improvement program. Class of 2005 had the best AIMS writing scores of any district in Maricopa County. Class of 2004 had the best writing scores of any 3A high school in Arizona.
- ü Through the use of common prep hours our teachers at Higley High have had strong departmental contributions to vertically align our curriculum. This has strengthened our delivery of instruction in all classes.

School Honors

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

Award/Honor	Year
ü DECA Diamond Award	2002
ü FBLA State Interviewing Award	2002

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	97	95	94	96
Transfers Out ³	21	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	15	10	10	9
Promotion Rate ⁶	95	99	98	95
Retention Rate ⁷	5	1	2	5
Dropout Rate ⁸	3			8
Status Unknown ⁹	2			6
Graduation Rate ¹⁰	98			76

Measure of Academic Progress

No MAP data found for this school.

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

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 2002-03. 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 2003. 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. 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).

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	209	209	57534	174	174	91	488	488	491	44	44	46	22	22	16	25	25	23	8	8	15
All Students (Prior Year)	131	131	51010	NA	NA	NA	471	471	483	57	57	45	19	19	20	18	18	23	5	5	11
Female	118	118	28155	171	171	90	487	487	491	43	43	47	25	25	16	26	26	24	5	5	14
Male	88	88	28932	173	173	89	491	491	491	44	44	46	19	19	15	25	25	23	13	13	16
African American	NC	NC	2558	NC	NC	86	NC	NC	475	NC	NC	64	NC	NC	15	NC	NC	16	NC	NC	6
Hispanic	32	32	17547	160	160	86	473	473	475	64	64	64	11	11	15	18	18	15	7	7	6
Asian/Pacific Islander	NC	NC	1395	NC	NC	96	NC	NC	519	NC	NC	22	NC	NC	16	NC	NC	28	NC	NC	35
American Indian/Alaskan Native	NC	NC	3794	NC	NC	91	NC	NC	468	NC	NC	72	NC	NC	13	NC	NC	12	NC	NC	3
White	149	149	29790	171	171	86	491	491	501	38	38	34	26	26	17	27	27	29	8	8	20
Students with Disabilities	14	14	5562	93	93	93	NA	NA	461	NA	NA	79	NA	NA	10	NA	NA	8	NA	NA	3
Students without Disabilities	195	195	51972	186	186	90	488	488	492	44	44	45	22	22	16	25	25	24	8	8	15
Limited English Proficient Students	NC	NC	5467	NC	NC	111	NC	NC	458	NC	NC	87	NC	NC	7	NC	NC	5	NC	NC	1
Migrant Students	--	--	702				--	--	471	--	--	74	--	--	9	--	--	14	--	--	3
Economically Disadvantaged	--	--	10446				--	--	472	--	--	70	--	--	13	--	--	13	--	--	4
Non-Economically Disadvantaged	209	209	47088				488	488	495	44	44	42	22	22	16	25	25	26	8	8	17

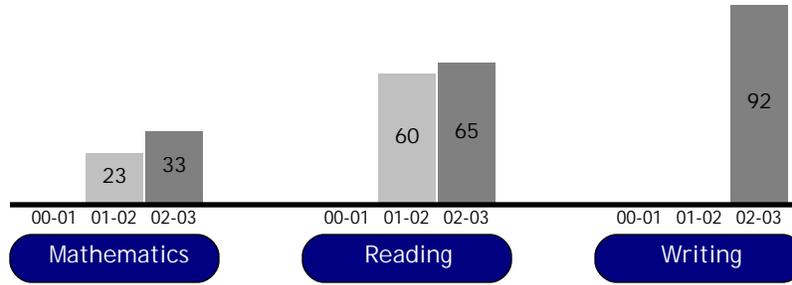
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	185	185	56700	154	154	89	515	515	512	10	10	15	24	24	23	56	56	52	9	9	10
All Students (Prior Year)	119	119	50525	NA	NA	NA	494	494	517	17	17	12	23	23	22	51	51	51	9	9	15
Female	104	104	27862	151	151	89	521	521	517	9	9	12	22	22	22	56	56	54	13	13	12
Male	78	78	28398	153	153	88	508	508	507	11	11	19	28	28	24	57	57	49	4	4	9
African American	NC	NC	2529	NC	NC	85	NC	NC	495	NC	NC	24	NC	NC	31	NC	NC	41	NC	NC	4
Hispanic	29	29	17305	145	145	85	497	497	494	23	23	24	42	42	31	27	27	41	8	8	4
Asian/Pacific Islander	NC	NC	1382	NC	NC	95	NC	NC	530	NC	NC	6	NC	NC	17	NC	NC	59	NC	NC	17
American Indian/Alaskan Native	NC	NC	3815	NC	NC	91	NC	NC	489	NC	NC	29	NC	NC	35	NC	NC	35	NC	NC	2
White	130	130	29209	149	149	84	521	521	525	6	6	9	20	20	17	62	62	59	11	11	15
Students with Disabilities	10	10	5215	67	67	87	NA	NA	478	NA	NA	43	NA	NA	29	NA	NA	25	NA	NA	2
Students without Disabilities	175	175	51485	167	167	89	515	515	513	10	10	15	24	24	23	56	56	52	9	9	11
Limited English Proficient Students	NC	NC	5378	NC	NC	109	NC	NC	471	NC	NC	48	NC	NC	36	NC	NC	15	NC	NC	0
Migrant Students	--	--	689				--	--	486	--	--	31	--	--	36	--	--	30	--	--	2
Economically Disadvantaged	--	--	10358				--	--	492	--	--	26	--	--	33	--	--	37	--	--	4
Non-Economically Disadvantaged	185	185	46342				515	515	516	10	10	13	24	24	21	56	56	54	9	9	12

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	207	207	55090	173	173	87	490	490	479	6	6	16	3	3	13	91	91	70	1	1	0
All Students (Prior Year)	12	12	50572	NA	NA	NA	NA	NA	481	NA	NA	14	NA	NA	23	NA	NA	63	NA	NA	1
Female	112	112	27752	162	162	89	496	496	483	3	3	13	4	4	12	92	92	75	1	1	0
Male	89	89	26842	175	175	83	482	482	474	11	11	20	1	1	15	88	88	65	0	0	0
African American	NC	NC	2336	NC	NC	78	NC	NC	464	NC	NC	25	NC	NC	14	NC	NC	62	NC	NC	0
Hispanic	30	30	16391	150	150	81	467	467	458	12	12	28	8	8	16	81	81	56	0	0	0
Asian/Pacific Islander	NC	NC	1356	NC	NC	93	NC	NC	499	NC	NC	7	NC	NC	9	NC	NC	83	NC	NC	2
American Indian/Alaskan Native	NC	NC	3731	NC	NC	89	NC	NC	446	NC	NC	37	NC	NC	16	NC	NC	47	NC	NC	0
White	154	154	29053	177	177	84	496	496	492	4	4	8	1	1	12	94	94	79	1	1	0
Students with Disabilities	NC	NC	4141	NC	NC	69	NC	NC	436	NC	NC	47	NC	NC	18	NC	NC	35	NC	NC	0
Students without Disabilities	198	198	50949	189	189	89	490	490	479	6	6	16	3	3	13	91	91	71	1	1	0
Limited English Proficient Students	NC	NC	4711	NC	NC	96	NC	NC	422	NC	NC	61	NC	NC	13	NC	NC	26	NC	NC	0
Migrant Students	--	--	666				--	--	444	--	--	39	--	--	11	--	--	50	--	--	0
Economically Disadvantaged	--	--	10168				--	--	453	--	--	32	--	--	18	--	--	50	--	--	0
Non-Economically Disadvantaged	207	207	44922				490	490	484	6	6	13	3	3	13	91	91	73	1	1	0

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

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

10th Grade Proficiency



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

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

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	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	--	--	NC	43	100	40	40	37	94	45	45	41
	Language	--	--	NC	41	100	43	43	38	94	40	40	42
	Mathematics	--	--	NC	59	100	58	58	56	95	58	58	60

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 Safety

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

Higley High School has a School Resource Officer, a Security Staff and a closed campus. We make every effort to ensure the safety of all students. Exterior gates are locked during school hours. Visitors must check in at the front office.

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

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	Burnie Hibbard	(480) 279-7300
Transportation Policy	Josh Crosby	(480) 279-7026
Community Resources	Jeannette Maxwell	(480) 279-7312
School Nutrition Programs	Kim Sneed	(480) 279-7320
Parent Organization	Donna Feidler	(480) 279-7300
Student Health/Nurse	Rhonda Richardson	(480) 279-7315

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 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 2002-03 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 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 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