

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4068 East Pecos Road, Gilbert, AZ 85296

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 ^(a)

2004-05	Highly Performing
2003-04	Performing
2002-03	New School

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

School Overview

Principal/Administrator : Mr. Robert Mileham
 Schedule : 06:30 AM to 04:30 PM
 Grades : 9-12
 2005 Enrollment : 1711
 Web Address : www.husd.org
 Phone Number : (480) 279-7300
 Fax Number : (480) 279-7305
 E-mail : rmileham@higleyhigh.husd.org

Mission

As a leading educational district, our purpose is to collectively develop self-directed, life long learners. All children will be reached individually as we educate them for the future. Through effective learning communities and ever-adapting curricular experiences, all students will be empowered to demonstrate excellence in character, knowledge and skills.

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05	Not 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 / 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.'

Enrollment

October 1, 2004 School Year Student Enrollment : 1480
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 502

Instructional Programs

- ü Honors Classes
- ü Advanced Placement Courses
- ü Performance Center
- ü Career Education
- ü Dual Credit Classes
- ü Dual Diploma Option
- ü Career and Technical Education Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

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!

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.

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
ü FFA National Chapter Award	2004

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	393	393	69846	97	98	100	719	719	699	12	12	21	7	7	11	59	59	49	23	23	18
All Students (Prior Year)	282	282	65934	97	97	100	491	491	492	33	33	43	34	34	18	27	27	24	6	6	15
Female	193	193	34328	97	97	99	724	724	702	12	12	19	8	8	12	54	54	51	27	27	18
Male	200	200	35509	98	99	100	714	714	696	11	11	23	6	6	11	64	64	48	18	18	18
African American	13	13	3535	100	100	100	713	713	677	22	22	31	0	0	15	44	44	46	33	33	8
Hispanic	61	61	23363	95	95	100	713	713	680	16	16	32	10	10	16	55	55	45	20	20	7
Asian/Pacific Islander	NC	NC	1742	NC	NC	99	NC	NC	733	NC	NC	8	NC	NC	7	NC	NC	46	NC	NC	38
American Indian/Alaskan Native	NC	NC	4785	NC	NC	100	NC	NC	671	NC	NC	39	NC	NC	17	NC	NC	39	NC	NC	5
White	305	305	36421	97	98	99	720	720	714	11	11	12	7	7	8	59	59	54	24	24	26
Students with Disabilities	37	37	7690	90	97	100	641	641	593	69	69	64	6	6	14	25	25	21	0	0	2
Students without Disabilities	356	356	62220	98	98	99	727	727	712	6	6	16	7	7	11	62	62	53	25	25	20
Limited English Proficient Students	NC	NC	5834	NC	NC	100	NC	NC	612	NC	NC	46	NC	NC	20	NC	NC	31	NC	NC	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	--	--	21421	--	--	92	--	--	686	--	--	35	--	--	15	--	--	43	--	--	7
Non-Economically Disadvantaged	393	393	48489	98	99	100	719	719	704	12	12	15	7	7	10	59	59	52	23	23	23

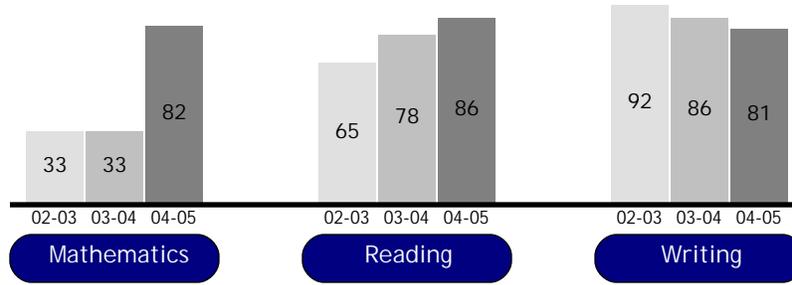
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	391	391	71311	95	96	100	712	712	694	2	2	7	12	12	21	76	76	63	10	10	9
All Students (Prior Year)	289	289	68162	99	99	100	521	521	509	7	7	18	15	15	24	69	69	51	9	9	8
Female	195	195	34899	96	97	100	718	718	700	2	2	5	12	12	19	75	75	66	12	12	10
Male	196	196	36430	94	96	100	707	707	688	2	2	9	13	13	22	77	77	61	8	8	8
African American	11	11	3573	79	79	100	710	710	676	0	0	9	13	13	26	75	75	60	13	13	4
Hispanic	59	59	24056	89	89	100	702	702	672	4	4	13	14	14	31	78	78	53	4	4	3
Asian/Pacific Islander	NC	NC	1731	NC	NC	98	NC	NC	717	NC	NC	3	NC	NC	13	NC	NC	68	NC	NC	16
American Indian/Alaskan Native	NC	NC	5110	NC	NC	100	NC	NC	661	NC	NC	14	NC	NC	38	NC	NC	46	NC	NC	2
White	307	307	36841	97	98	99	715	715	713	2	2	3	12	12	12	75	75	72	11	11	13
Students with Disabilities	32	32	8021	78	84	100	631	631	590	16	16	27	52	52	42	32	32	29	0	0	1
Students without Disabilities	359	359	63379	97	97	100	719	719	707	1	1	5	9	9	18	79	79	68	11	11	10
Limited English Proficient Students	NC	NC	6402	NC	NC	100	NC	NC	596	NC	NC	25	NC	NC	44	NC	NC	30	NC	NC	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	--	--	22243	--	--	93	--	--	677	--	--	14	--	--	32	--	--	51	--	--	3
Non-Economically Disadvantaged	391	391	49157	96	97	100	712	712	702	2	2	4	12	12	16	76	76	69	10	10	11

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	398	398	70868	97	98	100	701	701	688	2	2	5	17	17	23	72	72	63	9	9	9
All Students (Prior Year)	290	290	67629	99	99	100	561	561	524	7	7	22	8	8	16	83	83	59	3	3	3
Female	199	199	34710	98	99	99	712	712	697	0	0	3	14	14	19	72	72	66	14	14	12
Male	199	199	36176	96	97	100	689	689	678	5	5	7	20	20	27	73	73	59	3	3	7
African American	14	14	3557	100	100	99	673	673	675	18	18	7	18	18	25	55	55	62	9	9	6
Hispanic	60	60	23868	91	91	100	688	688	670	6	6	9	14	14	33	78	78	55	2	2	4
Asian/Pacific Islander	NC	NC	1732	NC	NC	98	NC	NC	713	NC	NC	2	NC	NC	12	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	NC	5001	NC	NC	100	NC	NC	661	NC	NC	9	NC	NC	41	NC	NC	48	NC	NC	2
White	310	310	36710	98	99	99	704	704	702	1	1	2	17	17	15	72	72	69	10	10	13
Students with Disabilities	36	36	7900	88	95	100	622	622	580	17	17	22	45	45	49	38	38	28	0	0	1
Students without Disabilities	362	362	63054	98	98	99	708	708	701	1	1	3	14	14	20	75	75	67	9	9	10
Limited English Proficient Students	NC	NC	6308	NC	NC	100	NC	NC	591	NC	NC	19	NC	NC	47	NC	NC	33	NC	NC	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	--	--	21994	--	--	92	--	--	673	--	--	10	--	--	36	--	--	52	--	--	3
Non-Economically Disadvantaged	398	398	48960	98	99	100	701	701	694	2	2	3	17	17	18	72	72	67	9	9	12

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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	No

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
9	Reading	94	45	45	41	93	47	NA	42	87	53	53	51
	Language	94	40	40	42	92	42	42	42	87	52	52	50
	Mathematics	95	58	58	60	93	66	66	63	90	53	53	50

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/

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

- 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 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	86.00
Other Professional Staff	6.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	6	1	0
4 to 6 years	5	1	0	0
7 to 9 years	3	6	1	0
10 or more years	2	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	449
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	8%

Resources Available at School Site

Special Facilities

- Ü Multimedia Center with 100 Computers
- Ü Performing Arts Center
- Ü Eleven Additional Computer Labs

Extracurricular Activities

- Ü Nineteen Sports Programs
- Ü Bands
- Ü 5 Career and Technical Education Clubs
- Ü Choirs
- Ü Fine Arts Programs
- Ü Drama
- Ü Special Interest Clubs

Social Services

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

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Successful implementation of AIMS improvement programs. Higley High students made significant increase in all three areas of the AIMS tests for 04-05 school year.

- ü Through the continued use of common prep hours our teachers at Higley High continue to make strong departmental contributions to vertically align our curriculum. This continues to strengthened our delivery of instruction in all classes.

- ü Cooperative efforts of the faculty incorporating reading, writing, and math across the curriculum contributed to the increase in AIMS scores.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	13	12	12	17
Transfers In Rate ⁶	23	28	28	37
Stability Rate ⁷	86	87	87	82
Promotion Rate ⁸	90	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	79	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

Higley High School has a school resource officer, a security staff of three and a closed campus. We make every effort to ensure the safety of all students. All exterior gates except one gate are locked during school hours. Visitors must check in at the front office.

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) :

12

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	Robert Mileham	(480) 279-7300
Transportation Policy	Josh Crosby	(480) 279-7026
Community Resources	Lauretta Clark	(480) 279-7321
School Nutrition Programs	Bob Schryver	(480) 279-7120
Parent Organization	Donna Feidler	(480) 279-7300
Student Health/Nurse	Connie Taylor	(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 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.

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.

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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.