

Horizon High School

ARIZONA SCHOOL REPORT CARD 2003-04

5601 E. Greenway Road, Scottsdale, AZ 85254

Paradise Valley 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 *

Excelling*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

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. Anthony Capuano
Schedule : 7:00 AM to 3:30 PM
Grades : 9-12
2003 Enrollment : 2404
Web Address : hhs.pvUSD.k12.az.us
Phone Number : (602) 953-4104
Fax Number : (602) 953-4144
E-mail :

Mission

Horizon High School is a traditional college preparatory school offering AP, Honors, Signature Programs, Standard and Special Education classes. Our mission is to provide Academic Excellence, Belief in Self and Others, and Community Responsibility.

School / Academic Goals

- ü Encouraging and directing students to seek their highest level of performance. Every child is supported in reaching maximum academic potential.
- ü Encouraging student development of a self-concept and a sense of trust in their colleagues; using cooperative learning approaches to develop this self-concept.

Instructional Programs

- ü Advanced Placement
- ü Honors Classes
- ü Law-related Studies
- ü ESL

Enrollment

October 1, 2002 School Year Student Enrollment : 2386
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 362

Calendar Information

Number of Instruction Days : 180
Average Daily Instruction Time : 6 hours 36 minutes
First Day of School : 8/18/2003
Last Day of School : 5/27/2004

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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- ü School Safety Issues
- ü Student Discipline
- ü At-risk Programs
- ü Parent/Educator Relations
- ü Curriculum Development
- ü Budget

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	3.00	Teacher	103.90
Other Professional Staff	11.00	Teacher Aide	18.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	3	0	0
4 to 6 years	4	0	0	0
7 to 9 years	2	10	0	0
10 or more years	12	72	1	2

Shared Responsibilities

School

Horizon distributes parent newsletters, a schoolwide calendar of events, progress reports, report cards and utilizes electronic attendance reporting. An electronic surveillance system is in place to provide a safe campus environment.

Parents

Parents are expected to cooperate and work with the school regarding its policies, notify the school of any circumstances that affect student learning, report absences, enforce dress code, and encourage student support in school-related activities.

Resources Available at School Site

Special Facilities

- ü Computer Labs
- ü Theatre Production Studio

Extracurricular Activities

- ü Interscholastic Sports
- ü Performing Arts
- ü Student Clubs
- ü Student Government

Social Services

- ü Lunch Program
- ü Counseling Services
- ü Crisis Intervention
- ü Health Services

Transportation Policy

Transportation is provided for all students who live more than a 1 1/2 mile radius from the school. The school is bound by Bell Rd, Tatum Blvd., Cactus Rd & Pima Rd. Transfer students living outside this radius must supply their own transportation.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü North Central Association: Received its endorsement in April 2000 and is now a North Central accredited school. This prestigious national recognition meets student needs in written expression, higher-order thinking skills and student responsibility.
- ü Two hundred and fifty-one students took 439 Advanced Placement exams. More than 60% of exams resulted in college credit.

School Honors

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

Award/Honor	Year
ü AP Scholars (42)	2002
ü Flinn Foundation Scholars (5)	2000
ü National Merit Semifinalists (2)	2003
ü Commended Merit Scholars (10)	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	99	95	94	96
Transfers Out ³	11	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	3	10	10	9
Promotion Rate ⁶	99	99	98	95
Retention Rate ⁷	1	1	2	5
Dropout Rate ⁸	1			8
Status Unknown ⁹	0			6
Graduation Rate ¹⁰	96			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	486	2301	57534	84	88	91	508	498	491	24	37	46	21	19	16	34	27	23	22	17	15
All Students (Prior Year)	533	2090	51010	NA	NA	NA	503	492	483	26	35	45	24	25	20	31	29	23	19	12	11
Female	241	1159	28155	81	87	90	504	496	491	29	40	47	20	19	16	32	27	24	19	15	14
Male	237	1122	28932	83	87	89	513	500	491	17	34	46	22	19	15	36	27	23	25	20	16
African American	NC	53	2558	NC	90	86	NC	480	475	NC	59	64	NC	12	15	NC	24	16	NC	5	6
Hispanic	17	229	17547	77	81	86	492	474	475	40	64	64	33	19	15	13	12	15	13	4	6
Asian/Pacific Islander	14	58	1395	93	95	96	523	519	519	7	20	22	29	16	16	29	24	28	36	40	35
American Indian/Alaskan Native	NC	18	3794	NC	90	91	NC	478	468	NC	57	72	NC	29	13	NC	14	12	NC	0	3
White	442	1908	29790	82	87	86	509	500	501	23	34	34	21	19	17	35	28	29	21	18	20
Students with Disabilities	37	248	5562	95	98	93	482	461	461	25	82	79	50	14	10	25	4	8	0	0	3
Students without Disabilities	449	2053	51972	83	87	90	508	499	492	23	36	45	21	19	16	34	27	24	22	18	15
Limited English Proficient Students	NC	113	5467	NC	89	111	NC	457	458	NC	86	87	NC	9	7	NC	2	5	NC	2	1
Migrant Students	--	--	702				--	--	471	--	--	74	--	--	9	--	--	14	--	--	3
Economically Disadvantaged	--	38	10446				--	471	472	--	75	70	--	13	13	--	13	13	--	0	4
Non-Economically Disadvantaged	486	2263	47088				508	498	495	24	37	42	21	19	16	34	27	26	22	17	17

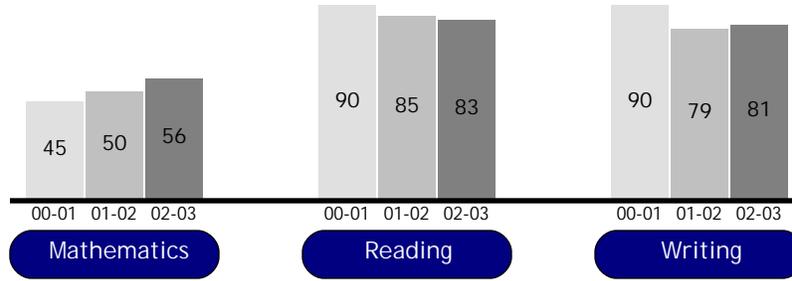
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	468	2132	56700	80	81	89	536	527	512	4	7	15	13	17	23	66	62	52	17	14	10
All Students (Prior Year)	524	2013	50525	NA	NA	NA	539	530	517	3	5	12	12	16	22	59	58	51	26	21	15
Female	234	1078	27862	79	81	89	540	533	517	2	5	12	13	15	22	68	64	54	17	17	12
Male	227	1035	28398	79	81	88	532	520	507	5	10	19	14	19	24	64	60	49	17	12	9
African American	NC	49	2529	NC	83	85	NC	504	495	NC	13	24	NC	33	31	NC	46	41	NC	8	4
Hispanic	17	195	17305	77	69	85	508	497	494	7	23	24	33	26	31	53	47	41	7	3	4
Asian/Pacific Islander	14	57	1382	93	93	95	534	532	530	0	7	6	14	15	17	64	57	59	21	20	17
American Indian/Alaskan Native	NC	18	3815	NC	90	91	NC	505	489	NC	7	29	NC	36	35	NC	57	35	NC	0	2
White	425	1789	29209	79	81	84	537	530	525	3	6	9	13	15	17	67	64	59	17	16	15
Students with Disabilities	22	178	5215	56	71	87	514	487	478	33	28	43	0	38	29	67	34	25	0	0	2
Students without Disabilities	446	1954	51485	82	82	89	536	528	513	3	7	15	13	16	23	66	63	52	17	15	11
Limited English Proficient Students	NC	106	5378	NC	83	109	NC	462	471	NC	55	48	NC	38	36	NC	7	15	NC	0	0
Migrant Students	--	--	689				--	--	486	--	--	31	--	--	36	--	--	30	--	--	2
Economically Disadvantaged	--	39	10358				--	487	492	--	30	26	--	36	33	--	33	37	--	0	4
Non-Economically Disadvantaged	468	2093	46342				536	527	516	4	7	13	13	16	21	66	62	54	17	15	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	507	2210	55090	87	84	87	496	488	479	5	9	16	14	18	13	81	73	70	0	0	0
All Students (Prior Year)	554	2165	50572	NA	NA	NA	502	494	481	2	5	14	18	22	23	79	73	63	0	0	1
Female	263	1154	27752	89	86	89	499	493	483	2	6	13	13	15	12	85	79	75	0	0	0
Male	238	1026	26842	83	80	83	492	483	474	8	12	20	15	21	15	77	67	65	0	0	0
African American	NC	46	2336	NC	78	78	NC	466	464	NC	25	25	NC	18	14	NC	58	62	NC	0	0
Hispanic	17	182	16391	77	65	81	478	465	458	6	27	28	13	21	16	81	53	56	0	0	0
Asian/Pacific Islander	15	61	1356	100	100	93	487	495	499	0	7	7	40	21	9	60	72	83	0	0	2
American Indian/Alaskan Native	NC	17	3731	NC	85	89	NC	471	446	NC	13	37	NC	31	16	NC	56	47	NC	0	0
White	463	1835	29053	86	83	84	497	492	492	5	7	8	13	17	12	82	76	79	0	0	0
Students with Disabilities	23	150	4141	59	60	69	498	438	436	0	39	47	40	33	18	60	28	35	0	0	0
Students without Disabilities	484	2060	50949	89	87	89	496	490	479	5	8	16	13	17	13	82	75	71	0	0	0
Limited English Proficient Students	NC	64	4711	NC	50	96	NC	410	422	NC	75	61	NC	14	13	NC	11	26	NC	0	0
Migrant Students	--	--	666				--	--	444	--	--	39	--	--	11	--	--	50	--	--	0
Economically Disadvantaged	--	37	10168				--	443	453	--	47	32	--	13	18	--	41	50	--	0	0
Non-Economically Disadvantaged	507	2173	44922				496	489	484	5	8	13	14	18	13	81	74	73	0	0	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	96	59	53	43	100	53	46	37	91	60	52	41
	Language	98	62	53	41	100	59	48	38	97	64	53	42
	Mathematics	96	79	71	59	99	73	65	56	97	78	68	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

Alternative programs for students include safety and first aid training for teachers; support groups for students in areas of smoking cessation and teen issues; peer mediation; quick follow through on referrals with documented consequences.

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

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	Anthony Capuano	(602) 953-4195
Transportation Policy	Jeffrey Cook	(602) 493-6324
Community Resources	Counseling Department	(602) 953-4103
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Horizon Booster Club	(602) 953-9151
Student Health/Nurse	Lynn Lawrence	(602) 953-4114

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