

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

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 ^(a)

2003-04	Excelling
2002-03	Excelling
2001-02	Improving

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

School Overview

Principal/Administrator : Mr. Anthony Capuano
 Schedule : 7:00 AM to 3:30 PM
 Grades : 9-12
 2004 Enrollment : 2457
 Web Address : hhs.pvUSD.k12.az.us
 Phone Number : (602) 953-4104
 Fax Number : (602) 953-4144
 E-mail : acapuano@pvUSD.k12.az.us

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.

No Child Left Behind

Adequate Yearly Progress ^(b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status ^(b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

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.

Enrollment

October 1, 2003 School Year Student Enrollment : 2395
 Accepting New Students in 2004-05 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 391

Instructional Programs

- Ü Advanced Placement
- Ü Honors Classes
- Ü Law-related Studies
- Ü ESL
- Ü Engineering

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 36 minutes
First Day of School :	8/16/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Horizon distributes parent newsletters, a schoolwide calendar of events, progress reports, report cards and utilizes electronic attendance reporting. Horizon also has a web site with links for counseling, attendance, athletics, faculty, clubs and student services. 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.

Transportation Policy

Transportation is provided for all students who live more than a one-and-a-half mile radius from the school. The school boundaries are approximately Bell Rd, Tatum Blvd., Cactus Rd and Pima Rd. Refer to Horizon's web site under counseling Link, student services for more specific boundary lines. Transfer students living outside this radius must supply their own transportation.

School Honors

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

Award/Honor	Year
Ü AP Scholars (39)	2003
Ü Flinn Foundation Scholars (5)	2000
Ü National Merit Semifinalists (2)	2003
Ü Commended Merit Scholars (10)	2003

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	563	2536	65934	98	99	100	514	503	492	16	28	43	17	20	18	36	34	24	30	18	15
All Students (Prior Year)	486	2301	57534	84	88	91	508	498	491	24	37	46	21	19	16	34	27	23	22	17	15
Female	293	1256	32586	99	99	100	514	503	491	17	28	44	16	20	19	37	33	24	30	19	14
Male	269	1278	33226	97	99	99	515	502	493	15	28	42	19	20	18	35	34	24	31	18	16
African American	NC	67	3042	NC	96	98	NC	484	478	NC	52	58	NC	18	19	NC	28	17	NC	2	6
Hispanic	18	326	21740	90	99	100	475	476	475	67	58	63	6	20	17	17	19	15	11	3	5
Asian/Pacific Islander	18	98	1643	100	100	99	541	523	519	0	18	23	6	10	13	22	33	30	72	39	34
American Indian/Alaskan Native	NC	21	4351	NC	100	99	NC	484	472	NC	42	68	NC	16	16	NC	37	13	NC	5	4
White	516	2017	34819	98	99	99	515	506	505	14	23	27	18	21	20	37	36	31	30	21	22
Students with Disabilities	42	228	6507	93	96	100	463	463	456	75	78	83	23	15	9	3	6	6	0	1	2
Students without Disabilities	521	2308	59427	99	99	100	518	505	494	12	25	41	17	20	19	39	35	25	33	19	16
Limited English Proficient Students	13	133	6793	100	100	100	490	474	464	46	67	79	8	12	11	15	13	8	31	8	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	18	375	18745				515	483	475	22	51	64	6	23	16	44	21	15	28	6	5
Non-Economically Disadvantaged	545	2161	47182				514	506	499	16	24	35	18	19	19	36	36	27	31	21	19

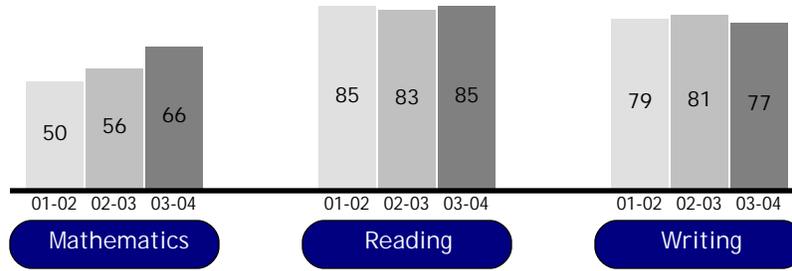
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	564	2564	68162	98	99	100	537	526	509	4	8	18	12	17	24	68	63	51	17	12	8
All Students (Prior Year)	468	2132	56700	80	81	89	536	527	512	4	7	15	13	17	23	66	62	52	17	14	10
Female	293	1261	33509	99	99	100	541	531	513	2	7	15	11	14	23	67	65	52	19	15	9
Male	269	1294	34521	97	98	100	531	521	505	5	9	20	13	19	24	68	61	49	14	10	7
African American	NC	67	3163	NC	94	99	NC	512	497	NC	7	22	NC	33	30	NC	56	46	NC	5	3
Hispanic	18	326	22624	90	96	100	496	489	487	22	32	32	22	28	31	56	37	35	0	3	2
Asian/Pacific Islander	18	97	1666	100	100	100	543	531	523	0	3	11	11	16	17	67	68	60	22	12	12
American Indian/Alaskan Native	NC	20	4592	NC	91	100	NC	489	484	NC	20	32	NC	45	37	NC	35	30	NC	0	1
White	515	2035	35727	98	99	100	538	532	526	3	4	7	12	14	17	68	67	64	18	14	12
Students with Disabilities	42	231	6845	93	95	100	485	482	468	29	31	53	39	40	29	32	28	18	0	1	1
Students without Disabilities	522	2333	61317	99	99	100	541	529	512	2	6	15	10	15	23	70	65	53	18	13	8
Limited English Proficient Students	13	138	7152	100	100	100	502	473	464	23	57	57	15	17	31	54	22	12	8	4	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	18	379	19528				535	498	487	17	25	31	11	27	32	56	45	34	17	3	2
Non-Economically Disadvantaged	546	2185	48595				537	530	518	3	5	13	12	15	20	68	66	57	17	14	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	562	2548	67629	98	98	100	550	538	524	9	14	22	14	16	16	73	67	59	4	3	3
All Students (Prior Year)	507	2210	55090	87	84	87	496	488	479	5	9	16	14	18	13	81	73	70	0	0	0
Female	292	1252	33347	99	98	100	561	551	537	6	11	17	11	13	15	79	72	64	4	4	4
Male	268	1288	34151	97	98	99	538	525	512	13	18	27	18	19	18	66	61	54	3	2	2
African American	NC	68	3150	NC	96	99	NC	521	515	NC	18	24	NC	19	19	NC	61	56	NC	2	2
Hispanic	18	321	22313	90	94	100	506	484	493	22	38	34	11	18	19	67	43	46	0	1	1
Asian/Pacific Islander	18	97	1659	100	100	100	560	576	564	6	7	11	6	12	12	83	69	68	6	11	9
American Indian/Alaskan Native	NC	21	4528	NC	95	99	NC	497	492	NC	38	35	NC	5	21	NC	57	42	NC	0	1
White	513	2023	35593	98	98	99	552	546	547	9	10	13	14	16	14	73	71	69	4	3	4
Students with Disabilities	42	229	6712	93	95	100	500	468	445	34	48	61	15	18	18	49	34	21	2	1	0
Students without Disabilities	520	2319	60917	98	99	100	554	543	530	7	12	19	14	16	16	75	69	61	4	3	3
Limited English Proficient Students	13	130	6994	100	98	100	496	448	442	38	56	58	8	13	18	54	31	23	0	1	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	18	372	19310				524	493	489	22	32	35	17	20	20	61	47	44	0	1	1
Non-Economically Disadvantaged	544	2176	48278				551	546	538	9	11	17	14	16	15	73	70	65	4	3	4

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

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	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	53	46	37	91	60	52	41	88	65	NA	42
	Language	100	59	48	38	97	64	53	42	93	68	54	42
	Mathematics	99	73	65	56	97	78	68	60	93	83	71	63

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)
- 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 2004-05

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

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	75
Core academic classes taught by Highly Qualified (NCLB) teachers.	378
Teachers with Emergency Certificaton.	2

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Theatre Production Studio
- Ü Wireless Computer Labs
- Ü TV/Video Production

Extracurricular Activities

- Ü Interscholastic Sports
- Ü Performing Arts
- Ü Student Clubs
- Ü Student Government
- Ü Business Co-Op

Social Services

- Ü Lunch Program
- Ü Counseling Services
- Ü Crisis Intervention
- Ü Health Services
- Ü Peer Mediation

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- 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 sixty-five students took 422 Advanced Placement exams. More than 70 percent of exams resulted in college credit.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	98	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	96			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

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 2003-04. 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 2004. 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. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. 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).

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, and an SRO on campus.

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) 493-6320
Community Resources	Counseling Department	(602) 953-4103
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Horizon Booster Club	(602) 743-9064
Student Health/Nurse	Rachel Muth	(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 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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. 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

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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

Total cost of printing: 12 Pages X .0318 Per page X 480 Copies = \$183.00

** 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.