

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2004-05	Excelling
2003-04	Excelling
2002-03	Excelling

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

### School Overview

Principal/Administrator : Mr. Anthony Capuano  
 Schedule : 07:00 AM to 03:30 PM  
 Grades : 9-12  
 2005 Enrollment : 2472  
 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 <sup>(b)</sup>

2004-05	Met
2003-04	Met
2002-03	Met

#### School Improvement Status <sup>(b)</sup>

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 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.
- ü Encouraging student self-concept and academic success through differentiated instruction.

### Enrollment

October 1, 2004 School Year Student Enrollment : 2409  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 405

## Instructional Programs

- Ü Advanced Placement
- Ü Honors Classes
- Ü Law-related Studies
- Ü ESL
- Ü Engineering
- Ü Technology-based Learning

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 36 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

Horizon distributes parent newsletters, a schoolwide calendar of events, progress reports, report cards and utilizes an online grading system available to parents and students 24 hours as well as 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 the 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 (69)	2004
Ü Flinn Foundation Designates (2)	2005
Ü National Merit Semifinalists (3)	2004
Ü Commended Merit Scholars (10)	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	623	2607	69846	99	99	100	737	714	699	4	12	21	3	7	11	50	57	49	43	25	18
All Students (Prior Year)	563	2536	65934	98	99	100	514	503	492	16	28	43	17	20	18	36	34	24	30	18	15
Female	300	1287	34328	99	99	99	734	715	702	3	10	19	3	8	12	53	59	51	40	24	18
Male	317	1314	35509	97	98	100	740	713	696	5	14	23	3	6	11	48	54	48	45	26	18
African American	NC	69	3535	NC	99	100	NC	665	677	NC	27	31	NC	11	15	NC	50	46	NC	11	8
Hispanic	26	325	23363	96	97	100	735	678	680	12	36	32	0	12	16	44	44	45	44	8	7
Asian/Pacific Islander	21	77	1742	100	100	99	766	744	733	0	7	8	0	4	7	42	46	46	58	43	38
American Indian/Alaskan Native	NC	30	4785	NC	94	100	NC	667	671	NC	23	39	NC	23	17	NC	42	39	NC	12	5
White	569	2106	36421	99	99	99	737	721	714	4	8	12	3	6	8	51	59	54	42	27	26
Students with Disabilities	52	260	7690	98	100	100	606	600	593	35	58	64	17	13	14	46	27	21	2	2	2
Students without Disabilities	572	2350	62220	99	99	99	750	727	712	1	7	16	1	6	11	51	60	53	46	27	20
Limited English Proficient Students	11	119	5834	100	100	100	331	567	612	9	49	46	27	19	20	55	30	31	9	2	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	18	379	21421	86	87	92	716	691	686	13	32	35	13	11	15	53	49	43	20	7	7
Non-Economically Disadvantaged	606	2231	48489	100	100	100	738	718	704	4	8	15	3	6	10	51	58	52	43	28	23

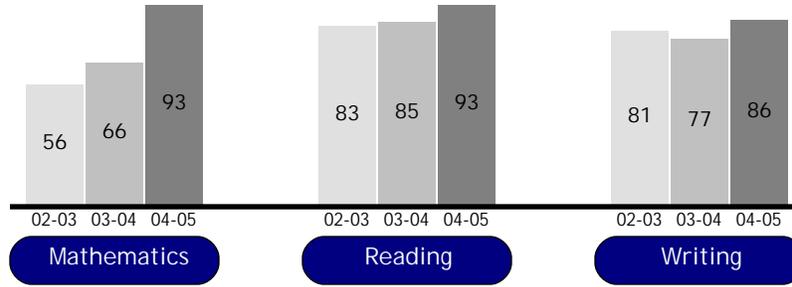
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	631	2648	71311	100	99	100	724	711	694	1	5	7	6	12	21	75	70	63	18	14	9
All Students (Prior Year)	564	2564	68162	98	99	100	537	526	509	4	8	18	12	17	24	68	63	51	17	12	8
Female	303	1299	34899	99	100	100	724	715	700	1	3	5	5	11	19	75	72	66	19	14	10
Male	328	1347	36430	100	99	100	725	707	688	1	6	9	7	12	22	74	68	61	18	14	8
African American	NC	69	3573	NC	96	100	NC	670	676	NC	11	9	NC	19	26	NC	60	60	NC	10	4
Hispanic	27	346	24056	100	100	100	719	666	672	4	18	13	12	31	31	68	48	53	16	3	3
Asian/Pacific Islander	21	79	1731	100	100	98	740	729	717	0	0	3	0	9	13	80	72	68	20	19	16
American Indian/Alaskan Native	NC	30	5110	NC	97	100	NC	667	661	NC	11	14	NC	25	38	NC	61	46	NC	4	2
White	577	2124	36841	100	99	99	724	719	713	1	2	3	6	8	12	75	74	72	18	16	13
Students with Disabilities	55	272	8021	100	100	100	600	597	590	11	24	27	35	37	42	53	37	29	2	2	1
Students without Disabilities	576	2377	63379	99	99	100	737	724	707	0	2	5	3	9	18	77	74	68	20	15	10
Limited English Proficient Students	11	131	6402	100	100	100	164	550	596	0	32	25	50	42	44	38	25	30	13	1	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	22	406	22243	100	90	93	697	685	677	11	14	14	17	28	32	72	53	51	0	5	3
Non-Economically Disadvantaged	609	2243	49157	100	100	100	725	715	702	1	3	4	6	9	16	75	73	69	19	15	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	625	2640	70868	99	99	100	703	696	688	1	4	5	13	19	23	75	66	63	11	12	9
All Students (Prior Year)	562	2548	67629	98	98	100	550	538	524	9	14	22	14	16	16	73	67	59	4	3	3
Female	300	1291	34710	98	99	99	705	703	697	1	2	3	9	14	19	77	71	66	13	13	12
Male	325	1347	36176	99	99	100	702	689	678	1	5	7	17	23	27	73	61	59	9	11	7
African American	NC	69	3557	NC	96	99	NC	660	675	NC	6	7	NC	24	25	NC	61	62	NC	8	6
Hispanic	26	347	23868	96	100	100	705	658	670	0	13	9	24	40	33	64	44	55	12	3	4
Asian/Pacific Islander	21	78	1732	100	100	98	728	724	713	0	0	2	0	15	12	75	52	64	25	33	22
American Indian/Alaskan Native	NC	30	5001	NC	97	100	NC	664	661	NC	7	9	NC	29	41	NC	61	48	NC	4	2
White	572	2116	36710	99	99	99	702	702	702	1	2	2	13	15	15	76	70	69	10	12	13
Students with Disabilities	55	270	7900	100	100	100	601	582	580	5	23	22	40	48	49	49	26	28	5	3	1
Students without Disabilities	570	2371	63054	98	99	99	713	709	701	0	1	3	11	15	20	78	71	67	11	13	10
Limited English Proficient Students	NC	128	6308	NC	100	100	NC	546	591	NC	22	19	NC	51	47	NC	24	33	NC	2	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	22	410	21994	100	91	92	692	675	673	0	10	10	28	37	36	72	48	52	0	6	3
Non-Economically Disadvantaged	603	2231	48960	99	100	100	704	700	694	1	3	3	13	15	18	75	69	67	11	13	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?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	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 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	91	60	52	41	88	65	NA	42	98	68	60	51
	Language	97	64	53	42	93	68	54	42	98	67	58	50
	Mathematics	97	78	68	60	93	83	71	63	98	68	58	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/](http://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

Council Duties

1 School Administrator(s)	Ü School Safety Issues
1 Non-certified Employee(s)	Ü Student Discipline
3 Teacher(s)	Ü At-risk Programs
3 Parent(s)	Ü Parent/Educator Relations
1 Community Member(s)	Ü Curriculum Development
1 Student(s)	Ü Budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	99.80
Other Professional Staff	9.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	9	0	0
4 to 6 years	1	5	0	0
7 to 9 years	5	4	0	0
10 or more years	11	56	0	2

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	350
Teachers with Emergency Certificaton.	4
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Hightly Qualified Teachers	4%

Resources Available at School Site

Special Facilities

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

Extracurricular Activities

Ü Interscholastic Sports	Ü Business Co-Op
Ü Performing Arts	Ü Academic Decathlon
Ü Student Clubs	Ü Speech & Debate
Ü Student Government	Ü Freshmen Mentor Program

Social Services

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

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- 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 Three hundred forty-eight students took 557 Advanced Placement exams. More than 66 percent of exams resulted in college credit.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	98	95	94	95
Transfers Out Rates <sup>5</sup>	5	12	12	17
Transfers In Rate <sup>6</sup>	7	28	28	37
Stability Rate <sup>7</sup>	94	87	87	82
Promotion Rate <sup>8</sup>	98	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	97	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

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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

33
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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	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) 494-0685
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](http://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](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

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](http://www.ade.az.gov/researchpolicy/grad).

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Total cost of printing: 12 Pages X .0318 Per page X 500 Copies = \$191.00

\*\* 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.