

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Excelling
2004-05	Excelling
2003-04	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
 Web Address : hhs.pvUSD.k12.az.us
 Phone Number : (602) 953-4104
 Fax Number : (602) 953-4144
 E-mail : acapuano@pvschools.net

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)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status ^(b)

2005-06	N/A
2004-05	N/A
2003-04	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, 2005 School Year Student Enrollment : 2473
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 430

Instructional Programs

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

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 (92)	2006
Ü National Merit Semifinalists (13)	2006
Ü Commended Merit Scholars (12)	2006

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	602	2597	71130	99	98	95	731	714	701	5	14	23	5	8	13	57	58	51	33	20	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	284	1271	35465	99	98	96	730	714	702	5	12	21	5	9	13	56	59	53	34	20	13
Male	318	1326	35648	99	98	94	731	713	701	5	16	24	6	7	12	57	57	50	33	20	14
African American	NC	75	3868	NC	96	95	NC	700	686	NC	20	33	NC	9	17	NC	60	45	NC	11	6
Hispanic	21	355	25103	100	97	95	711	684	685	14	37	34	5	12	16	67	46	45	14	6	5
Asian/Pacific Islander	23	89	1805	96	98	98	734	733	731	4	7	9	9	11	7	48	42	50	39	40	34
American Indian/Alaskan Native	NC	25	4241	NC	96	90	NC	700	679	NC	20	39	NC	12	19	NC	56	39	NC	12	3
White	549	2052	36075	99	98	95	732	719	715	5	10	12	5	7	9	57	61	58	34	22	21
Students with Disabilities	37	224	5862	86	86	71	688	667	658	35	54	63	14	16	15	46	28	20	5	2	2
Students without Disabilities	565	2373	65268	100	99	98	733	718	705	3	10	19	5	7	12	57	61	54	35	22	15
Limited English Proficient Students	NC	101	4859	NC	96	93	NC	655	662	NC	72	64	NC	11	15	NC	17	20	NC	NA	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	11	169	22957	100	94	93	705	689	685	9	33	34	27	14	17	55	47	44	9	6	5
Non-Economically Disadvantaged	591	2428	48173	99	98	96	731	715	709	5	13	17	5	7	11	57	59	55	34	21	18

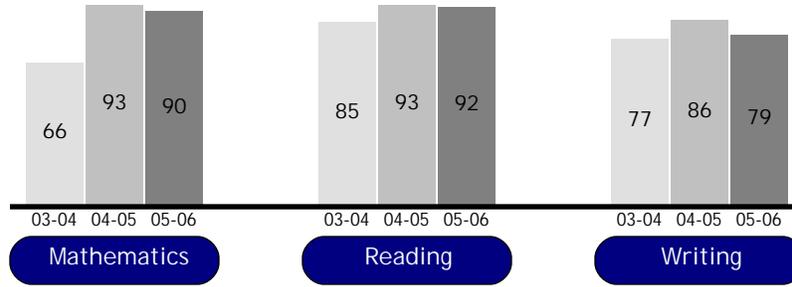
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	610	2642	73018	99	99	97	732	719	703	1	4	6	7	13	23	76	72	64	16	12	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	287	1287	36181	99	98	97	736	723	708	0	3	4	5	11	21	76	72	65	18	14	9
Male	323	1355	36816	99	99	96	728	714	699	1	5	7	9	15	24	76	71	62	14	9	7
African American	NC	77	3976	NC	97	96	NC	709	689	NC	5	8	NC	13	29	NC	77	59	NC	5	3
Hispanic	21	368	25801	100	98	96	706	682	683	5	15	10	14	29	34	76	52	53	5	4	3
Asian/Pacific Islander	22	89	1812	92	98	98	727	726	722	NA	NA	3	14	16	15	68	66	66	18	18	16
American Indian/Alaskan Native	NC	26	4389	NC	96	93	NC	710	675	NC	4	9	NC	8	42	NC	85	47	NC	4	1
White	558	2082	37024	99	99	97	733	725	721	1	2	2	7	10	12	76	75	73	17	13	13
Students with Disabilities	43	256	7170	96	94	85	686	667	654	5	16	23	37	40	47	58	44	29	NA	0	1
Students without Disabilities	567	2386	65848	99	99	98	735	724	708	0	2	4	5	10	20	78	75	67	17	13	9
Limited English Proficient Students	NC	109	5099	NC	99	95	NC	637	641	NC	38	29	NC	52	59	NC	10	12	NC	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	13	182	23912	100	96	94	714	692	681	NA	9	10	15	29	36	85	55	52	NA	7	2
Non-Economically Disadvantaged	597	2460	49106	99	99	98	732	721	714	1	3	4	7	12	16	76	73	69	16	12	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	610	2631	72810	99	98	96	704	694	685	2	5	6	20	25	30	70	61	58	9	9	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	287	1287	36111	99	98	97	713	706	695	1	3	4	11	17	23	74	67	65	14	13	8
Male	323	1344	36678	99	98	95	696	684	674	2	7	9	27	31	36	66	56	52	5	6	3
African American	NC	77	3962	NC	97	96	NC	691	675	NC	3	8	NC	29	33	NC	65	55	NC	4	3
Hispanic	21	363	25735	100	97	96	692	662	669	5	17	10	19	40	41	71	38	48	5	6	2
Asian/Pacific Islander	22	90	1809	92	99	97	705	707	704	NA	1	4	27	22	19	64	66	65	9	11	13
American Indian/Alaskan Native	NC	25	4370	NC	93	92	NC	698	670	NC	NA	9	NC	32	39	NC	60	50	NC	8	2
White	558	2076	36915	99	99	97	704	700	697	2	3	3	19	22	21	70	65	67	9	10	8
Students with Disabilities	43	257	7071	96	95	84	664	639	634	12	26	24	51	47	53	37	24	21	NA	2	1
Students without Disabilities	567	2374	65739	99	99	98	707	700	689	1	3	4	17	22	27	72	65	62	10	10	6
Limited English Proficient Students	NC	102	5046	NC	93	94	NC	606	621	NC	42	31	NC	54	56	NC	3	12	NC	1	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	13	175	23814	100	93	94	707	668	667	NA	13	10	31	39	41	62	43	47	8	5	2
Non-Economically Disadvantaged	597	2456	48996	99	99	97	704	696	693	2	4	4	19	23	24	70	63	64	9	10	7

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

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	88	65	NA	42	98	68	60	51	100	73	63	52
	Language	93	68	54	42	98	67	58	50	100	72	61	50
	Mathematics	93	83	71	63	98	68	58	50	100	72	61	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

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 Certification.	6
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Highly Qualified Teachers	4%

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
- Ü Academic Decathlon
- Ü Speech & Debate
- Ü Freshmen Mentor Program

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 2005-06

School Achievements/Accomplishments 2005-06

- 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 fifty-five students took 620 Advanced Placement exams. More than 70 percent of exams resulted in college credit.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	98	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	98	NA	NA	81

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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

57

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 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 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.

6 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.