

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Desert Horizon Elementary School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Pendergast Elementary District
8525 W. Osborn Road, Phoenix, AZ 85037-2799

Principal: Mrs. Camille Shaffer
Schedule: 7:30 AM to 4:30 PM
Web Address: www.pendergast.k12.az.us/dist/dhorizon/
E-mail: cshaffer@pendergast.k12.az.us

Grades: Pre-K-8
2002 Enrollment: 1212
Phone: (623) 873-1001
Fax: (623) 873-4691

∨ School Overview ∨

Mission

Desert Horizon School takes pride in offering to students an educational program that is motivating and challenging. The staff implements and integrates best practice ideas that are supported by research. As a school, we are committed to fulfilling the vision of an educational environment that meets the needs of all our students. Students are encouraged to Do what is expected and do it the best we can. Our school provides an educational environment for students in preschool through 8th grade.

Organization and Philosophy

- w Self-contained Classrooms
- w Departmentalized Classrooms
- w Inclusion LD

School/Academic Goals

- w To improve student achievement in reading, writing and math.
- w To increase the integration of technology across the curriculum at all grade levels.

Instructional Programs

- w On-site Special Education
- w Gifted Education
- w Head Start
- w Title I Math
- w Reading Resource (K-3)
- w Balanced Literacy Program/4 Blocks
- w ESL/Sheltered English
- w Accelerated Reading

- w To maintain ongoing communication with parents and community and be responsive to their needs.
- w To study and implement best practices affording our students optimal academic growth.

Enrollment

October 1, 2001 School Year Student Enrollment:	1189
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	40

¹ For an explanation of the Achievement Profiles, please visit <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.

∨ **School Site Council** ∨

Council Composition

2 School Administrator(s)
 1 Non-certified Employee(s)
 4 Teacher(s)
 4 Parent(s)
 0 Community Member(s)
 0 Student(s)

Council Duties

w Instructional Strategies
 w Curriculum Development
 w School Safety Issues
 w Student Discipline
 w Budget
 w Parental Involvement

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	67.00
Other Professional Staff	2.00	Teacher Aide	16.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	32	6	0	0
4 to 6 years	12	1	0	0
7 to 9 years	5	1	0	2
10 or more years	6	4	0	2

∨ **Shared Responsibilities** ∨

School

We believe that our role is to educate the children of the Desert Horizon community. We strive to do the following: To communicate efficiently and effectively with parents and students; to provide a safe learning environment that reflects best practices; to provide students with a quality child-centered learning environment; to provide parents with student progress information and to provide opportunities for the community to use our facilities.

Parents

At Desert Horizon we believe parents and teachers working together generate student success. Our expectations are that parents be directly involved in their child's academic, social and emotional progress; be aware, knowledgeable and supportive of the Make Your Day program; set aside time daily to talk about school, homework and read together; support and visit our school; and provide feedback that will promote a quality learning environment.

∨ **Transportation Policy** ∨

Transportation of students is a privilege granted by the district. Bus transportation is provided for students who are residents within a school attendance area and live more than a mile from school. Transportation also is provided for students with disabilities who require transportation as indicated in their Individual Education Programs (IEPs).

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/5/02
Average Daily Instruction Time:	6 hrs. 0 min.	Last Day of School:	6/4/03

Operates on Extended Schedule

Report Card Release Dates

10/10/02	1/10/03	3/12/03	6/4/03
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Additional Calendar/Report Card Information

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Computer Lab	W Media Center
W Yamaha Keyboard Classroom	W Community Center

Extracurricular Activities

W Student Council	W Yearbook
W Coed Intermural Sports	W Chorus/Band
W Cheer	W Art Club
W National Junior Honor Society	W Generation Y Club

School/Community Resources

W Counseling Services	W School Resource Officer
W Health Fair	W Crisis Intervention
W Adult Education Programs	W Food/Clothing Banks
W Breakfast/Lunch Programs	W Before/After School Care Program

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|---|---|
| <p>W We have implemented the Accelerated Reading Program to develop reading comprehension in all students, grade 1-8.</p> | <p>W Family Activity Nights will be offered each month.</p> |
| <p>W The Cummings Community Center offers an afterschool program until 5:30 P.M. Tutoring is available during the program. We also offer a before school program at 6:00 A.M.</p> | <p>W Progress reports are given to parents of students every 2 weeks in 6th grade and every 3 weeks in 7th and 8th grade to keep them well informed of academics.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	25.0 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.9 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	14.0 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.8 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.2 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ 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 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 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 2001-02 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 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
State Cheerleading - 2nd Place	2001
Westside Impact Math Challenge, 2nd Place - Grade 3/4	2002
Westside Impact Math Challenge, 2nd Place-Grade 5/6	2002

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	107	510	18%	21%	38%	23%
	School State	58840	524	9%	17%	45%	29%
Writing	School	87	508	22%	21%	54%	3%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	105	484	26%	38%	28%	9%
	State	59030	517	11%	27%	35%	27%

Legend

MS	- The Mean Scale 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.
FFB	- Percent of students who Fell Far Below the standard
A	- Percent of students who Approached the standard
M	- Percent of students who Met the standard
E	- Percent of students who Exceeded the standard

Grade 5

Reading	School	109	493	38%	25%	31%	6%
	State	61305	505	21%	20%	43%	15%
Writing	School	103	484	26%	38%	34%	2%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	107	471	27%	37%	18%	18%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	94	483	37%	24%	29%	10%
	State	57484	504	24%	20%	40%	16%
Writing	School	93	471	37%	39%	25%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	97	432	66%	26%	3%	5%
	State	57734	459	39%	40%	14%	7%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (-) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	97	32	60	--	--	--
2	Reading	--	--	--	100	30	50	96	32	52	99	27	53	69	39	57
	Language	--	--	--	99	22	40	100	22	43	100	23	44	72	35	48
	Mathematics	--	--	--	99	36	51	100	31	55	100	29	57	71	42	61
3	Reading	100	34	47	100	35	47	100	30	48	100	33	50	81	32	50
	Language	100	46	49	100	41	51	100	37	54	100	42	56	82	39	57
	Mathematics	100	42	46	100	40	49	100	30	52	99	33	54	82	29	56
4	Reading	100	48	53	93	38	54	89	37	54	82	32	55	74	45	55
	Language	100	43	47	100	33	49	97	35	48	97	30	50	76	41	50
	Mathematics	100	41	51	100	42	54	99	42	55	99	35	57	77	46	58
5	Reading	100	39	51	100	49	51	94	31	51	93	34	51	71	33	53
	Language	100	35	42	100	37	44	92	30	45	98	32	45	72	32	47
	Mathematics	100	47	51	100	41	54	97	37	55	99	45	57	74	45	59
6	Reading	100	40	53	99	45	54	100	43	53	88	37	54	70	42	56
	Language	100	34	41	100	35	44	100	31	44	90	40	45	70	35	47
	Mathematics	100	51	57	100	54	59	100	43	60	91	40	63	70	53	65
7	Reading	98	43	52	100	48	53	89	38	52	90	37	53	84	38	55
	Language	97	52	52	100	49	54	92	41	54	92	40	55	87	49	58
	Mathematics	100	38	53	100	39	55	95	38	56	93	35	58	84	45	60
8	Reading	95	54	54	100	49	54	91	47	53	92	42	55	76	44	56
	Language	95	44	46	100	43	49	94	37	49	91	39	50	75	41	52
	Mathematics	94	46	52	100	46	54	94	40	56	94	36	58	79	40	59

∨ Measure of Academic Progress ∨

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 2001 and 2002. 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 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ 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).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	67	65
Grades 3-4	77	82
Grades 4-5	74	81
Grades 5-6	87	78
Grades 6-7	69	78
Grades 7-8	86	75

*Less than 10 students matched

**No information available

***Not applicable

∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Desert Horizon offers Second Step, a violence prevention program taught by the guidance counselor. A School Resource Officer is on site. The officer is present throughout the day for instruction and community interaction. The Alternative Recess program provides a place for structured leisure time. Student mediators resolve conflicts with peers. Students who display a pattern of aggression are required to attend a class dealing with conflict avoidance, feelings and alternatives to violence.

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

School uniforms are required at this school.

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.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,285	\$2,753,747
Classroom Supplies	\$33	\$39,541
Administration	\$362	\$436,167
Support Services-Students	\$150	\$180,686
Other Support Services and Operations	\$708	\$853,285
Total Expenditures- All Categories 2000-2001	\$3,538	\$4,263,426

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Camille Shaffer	(623) 873-1001	
Transportation Policy	Harry Yogurtian	(623) 877-1918	
Community Resources	Nancy Acedo	(623) 873-8604	
School Nutrition Programs	Jennifer Boesch	(623) 872-5467	
Parent Organization	Donna Vazquez	(623) 873-1001	
Student Health/Nurse	Cindy Walker	(623) 873-1001	

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.

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