

Desert Horizon Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

8525 W. Osborn Road, Phoenix, AZ 85037

Pendergast Elementary 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

Elementary
Achievement Profile *

Performing*

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

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

Year 1

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mrs. Camille Shaffer
Schedule : 7:30 AM to 4:30 PM
Grades : Pre-K-8
2003 Enrollment : 1299
Web Address : www.pendergast.k12.az.us/dist/dhorizon/
Phone Number : (623) 873-1001
Fax Number : (623) 873-4691
E-mail : cshaffer@pendergast.k12.az.us

Mission

Desert Horizon implements best practice programs and strategies that are supported by research. Our vision is: Valuing education, Inspiring individuality, Successful students, Community involvement, Opportunities for all, No Child Left Behind.

School / Academic Goals

ü To improve student achievement in reading, writing and math.

ü To increase the integration of technology across the curriculum at all grade levels.

Instructional Programs

ü On-site Special Education
ü Gifted Education
ü Head Start
ü CLIP Reading

Enrollment

October 1, 2002 School Year Student Enrollment : 1206
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 40

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 0 minutes
First Day of School : 8/4/2003
Last Day of School : 6/3/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

Desert Horizon Elementary School

School Site Council

Council Composition

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

Council Duties

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

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	69.00
Other Professional Staff	2.00	Teacher Aide	16.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	22	7	0	0
4 to 6 years	19	1	0	0
7 to 9 years	5	1	0	2
10 or more years	6	4	0	2

Shared Responsibilities

School

We believe our role is to educate the children in our community. We strive to have regular communication with parents, provide a safe/child-centered learning environment, and provide parents/students with progress information.

Parents

We believe parents and teachers working together generate student success. Our expectations are that parents be involved in their child's academic progress, be knowledgeable of the Make Your Day program, and set aside time daily to talk about school.

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Library/Media Center

Extracurricular Activities

- ü Student Council
- ü Yearbook
- ü Coed Intermural Sports
- ü Chorus/Band

Social Services

- ü Counseling Services
- ü School Resource Officer
- ü Health Fair
- ü Crisis Intervention/Family Assistance

Transportation Policy

Transportation of students is a privilege granted by the district. Transportation is provided for students who reside within a school attendance area and live more than a mile from school, and for students with disabilities as indicated in their IEP.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

ü We have implemented the Accelerated Reading Program to develop reading comprehension in all students, grade 1-8.

ü Family Activity Nights are offered each month. Pastries with the Principal is also held once a month.

School Honors

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

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

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	95	95	94	96
Transfers Out ³	25	20	20	20
Transfers In ⁴ (Within District)	2	2	2	2
Transfers In ⁵ (Out of District)	16	10	10	9
Promotion Rate ⁶	98	99	98	95
Retention Rate ⁷	2	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	57	69
Grades 3-4	80	91
Grades 4-5	76	80
Grades 5-6	87	85
Grades 6-7	61	62
Grades 7-8	82	67

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

3rd 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	145	1084	75372	103	100	101	502	515	523	10	11	9	51	31	25	23	34	36	16	24	30
All Students (Prior Year)	134	984	70809	NA	NA	NA	485	509	518	25	13	11	38	32	27	28	34	35	9	21	27
Female	68	509	36901	106	99	101	510	516	524	9	11	8	48	31	25	18	31	36	24	26	31
Male	77	575	38385	100	101	101	498	513	523	11	10	9	52	31	24	26	37	36	11	22	30
African American	19	118	3589	100	94	96	475	495	501	22	19	18	61	39	33	17	31	33	0	11	16
Hispanic	92	489	29103	105	93	99	501	505	510	14	15	12	46	32	31	22	32	36	19	20	20
Asian/Pacific Islander	NC	14	1574	NC	56	96	NC	545	549	NC	0	3	NC	11	14	NC	33	34	NC	56	48
American Indian/Alaskan Native	--	14	5086	--	108	114	--	501	491	--	10	22	--	40	38	--	40	28	--	10	12
White	30	381	34597	107	97	98	525	529	535	0	5	4	46	27	20	29	38	38	25	31	38
Students with Disabilities	11	84	8057	73	83	99	454	484	496	50	30	23	25	35	31	0	15	28	25	20	17
Students without Disabilities	134	1000	67315	106	102	101	505	515	525	8	10	8	52	31	24	24	35	37	16	24	31
Limited English Proficient Students	57	244	16925	104	96	112	442	508	482	100	20	27	0	20	40	0	50	26	0	10	7
Migrant Students	NC	NC	869				NC	NC	501	NC	NC	17	NC	NC	30	NC	NC	39	NC	NC	14
Economically Disadvantaged	142	415	26325				502	504	504	10	11	15	51	42	34	23	29	33	16	17	18
Non-Economically Disadvantaged	NC	669	49047				NC	519	530	NC	10	6	NC	27	21	NC	37	37	NC	26	35

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	147	1089	75221	104	101	101	507	514	523	17	12	8	17	20	16	56	55	56	10	13	21
All Students (Prior Year)	135	988	70860	NA	NA	NA	510	520	524	18	9	9	21	19	17	38	47	45	23	25	30
Female	68	512	36833	106	100	100	514	518	526	12	11	6	15	19	15	58	53	56	15	17	23
Male	79	577	38319	103	102	101	503	510	520	20	13	9	18	21	17	55	57	56	7	9	18
African American	19	119	3597	100	94	97	492	504	510	28	21	14	22	21	22	44	50	53	6	8	11
Hispanic	94	492	29019	107	94	99	508	507	513	21	17	12	16	22	21	50	52	55	13	9	13
Asian/Pacific Islander	NC	14	1572	NC	56	95	NC	527	536	NC	11	2	NC	11	9	NC	56	57	NC	22	31
American Indian/Alaskan Native	--	14	5071	--	108	114	--	509	502	--	0	20	--	30	27	--	70	46	--	0	8
White	30	383	34543	107	98	97	516	522	531	4	5	4	14	18	12	71	59	58	11	18	26
Students with Disabilities	12	87	8006	80	86	99	468	495	505	60	28	22	0	22	23	40	44	42	0	6	13
Students without Disabilities	135	1002	67215	107	102	101	509	514	524	14	11	7	18	20	16	57	55	56	11	13	21
Limited English Proficient Students	58	246	16853	105	96	112	450	492	489	100	30	29	0	40	36	0	20	32	0	10	3
Migrant Students	NC	NC	866				NC	NC	503	NC	NC	19	NC	NC	23	NC	NC	49	NC	NC	8
Economically Disadvantaged	144	417	26256				507	509	509	17	15	14	17	20	24	56	56	51	10	10	11
Non-Economically Disadvantaged	NC	672	48965				NC	516	528	NC	10	5	NC	20	13	NC	55	58	NC	14	24

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	139	1058	73654	99	98	99	509	521	530	15	15	9	22	17	13	61	63	70	1	6	7
All Students (Prior Year)	111	935	68592	NA	NA	NA	508	537	542	22	10	9	21	14	12	54	63	63	3	13	16
Female	65	505	36239	102	99	99	519	530	537	13	13	7	13	12	11	72	67	72	3	8	10
Male	74	553	37301	96	97	98	503	514	523	17	16	12	28	20	15	55	59	68	0	5	5
African American	17	113	3488	89	90	94	489	502	515	29	26	16	41	24	18	29	47	62	0	4	4
Hispanic	89	479	28348	101	91	96	511	519	520	17	17	13	17	17	17	64	61	65	3	5	5
Asian/Pacific Islander	NC	14	1558	NC	56	95	NC	547	547	NC	0	3	NC	0	8	NC	89	76	NC	11	13
American Indian/Alaskan Native	--	14	4947	--	108	111	--	507	507	--	20	22	--	30	22	--	50	53	--	0	3
White	29	372	33924	104	95	96	517	530	537	7	8	5	21	15	10	71	69	75	0	8	9
Students with Disabilities	NC	68	7306	NC	67	90	NC	509	506	NC	24	24	NC	18	20	NC	53	52	NC	6	4
Students without Disabilities	131	990	66348	104	101	100	511	522	531	14	14	8	23	17	13	62	63	71	1	6	8
Limited English Proficient Students	55	240	16422	100	94	109	407	499	495	100	20	30	0	20	27	0	60	43	0	0	0
Migrant Students	NC	NC	849				NC	NC	511	NC	NC	19	NC	NC	22	NC	NC	56	NC	NC	4
Economically Disadvantaged	139	407	25711				509	516	514	15	15	16	22	18	19	61	64	61	1	3	3
Non-Economically Disadvantaged	--	651	47943				--	524	535	--	14	7	--	16	11	--	62	74	--	7	9

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th 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	145	1051	76230	104	100	101	492	487	498	14	17	12	47	43	38	7	15	12	32	25	37
All Students (Prior Year)	137	1038	72888	NA	NA	NA	470	482	494	28	18	14	37	45	40	18	13	12	18	24	34
Female	74	503	37247	106	100	100	490	486	500	11	14	11	58	49	40	2	15	13	29	23	37
Male	71	547	38725	103	101	101	495	487	497	17	20	14	35	38	37	13	15	12	35	27	37
African American	18	111	3594	113	85	96	463	467	476	29	28	22	53	47	46	6	8	11	12	17	21
Hispanic	92	475	28100	101	89	98	499	480	482	13	21	18	39	44	47	11	15	11	38	21	24
Asian/Pacific Islander	NC	15	1447	NC	68	95	NC	511	527	NC	0	5	NC	27	26	NC	27	11	NC	45	58
American Indian/Alaskan Native	NC	11	5292	NC	157	113	NC	471	463	NC	18	31	NC	64	47	NC	0	8	NC	18	14
White	30	312	35389	103	88	96	498	497	514	10	13	6	55	40	32	3	16	14	31	32	48
Students with Disabilities	10	96	9022	125	88	105	440	440	465	67	40	31	17	55	43	17	5	8	0	0	17
Students without Disabilities	135	955	67208	103	102	100	495	488	500	11	17	12	49	43	38	7	15	12	34	26	38
Limited English Proficient Students	43	183	14826	105	90	113	480	450	460	14	41	31	57	45	51	14	7	8	14	7	10
Migrant Students	NC	11	837				NC	501	478	NC	29	19	NC	0	51	NC	14	8	NC	57	21
Economically Disadvantaged	145	395	25037				492	478	477	14	23	21	47	45	47	7	10	11	32	22	21
Non-Economically Disadvantaged	--	656	51193				--	491	507	--	14	9	--	42	35	--	17	13	--	27	43

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	145	1049	76202	104	100	101	502	500	505	20	24	19	30	27	24	38	40	46	12	8	11
All Students (Prior Year)	142	1050	72779	NA	NA	NA	493	500	505	38	26	21	25	23	20	31	41	43	6	11	15
Female	73	501	37231	104	99	100	501	502	507	19	18	16	35	30	24	40	43	48	6	9	13
Male	72	545	38718	104	101	101	502	498	503	20	30	22	26	25	24	36	38	44	18	8	10
African American	18	111	3600	113	85	97	493	493	497	29	38	28	41	25	29	29	33	39	0	4	5
Hispanic	92	476	28090	101	89	98	501	498	497	19	27	28	31	29	30	40	37	37	10	7	5
Asian/Pacific Islander	NC	15	1443	NC	68	95	NC	499	515	NC	18	9	NC	27	19	NC	45	53	NC	9	19
American Indian/Alaskan Native	NC	11	5311	NC	157	113	NC	493	491	NC	36	38	NC	45	31	NC	9	28	NC	9	3
White	30	309	35371	103	87	96	509	503	512	14	16	10	25	27	20	36	45	54	25	12	16
Students with Disabilities	10	95	9097	125	87	106	461	482	493	100	64	39	0	27	27	0	9	29	0	0	5
Students without Disabilities	135	954	67105	103	102	100	502	500	506	19	23	18	31	27	24	39	41	47	12	8	12
Limited English Proficient Students	43	182	14780	105	89	113	484	486	486	57	55	50	43	30	32	0	14	18	0	2	1
Migrant Students	NC	11	832				NC	499	492	NC	29	36	NC	14	31	NC	43	31	NC	14	3
Economically Disadvantaged	145	395	24961				502	499	495	20	27	32	30	30	30	38	35	34	12	8	4
Non-Economically Disadvantaged	--	654	51241				--	501	509	--	22	14	--	26	22	--	43	51	--	9	14

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	144	1026	74692	104	98	99	494	496	502	16	20	18	38	30	27	41	44	47	5	5	8
All Students (Prior Year)	133	1008	70710	NA	NA	NA	484	504	512	26	19	17	38	30	26	34	40	42	2	11	16
Female	73	493	36710	104	98	99	501	502	509	9	13	14	39	34	26	44	48	50	7	6	10
Male	71	531	37742	103	98	98	487	489	495	24	27	22	37	28	28	37	41	44	2	5	6
African American	18	107	3516	113	82	94	479	478	487	18	32	26	65	32	31	12	30	39	6	5	4
Hispanic	91	461	27492	100	86	96	494	490	486	17	22	27	35	31	32	46	43	38	2	3	4
Asian/Pacific Islander	NC	15	1428	NC	68	94	NC	509	528	NC	18	8	NC	36	20	NC	36	54	NC	9	18
American Indian/Alaskan Native	NC	11	5166	NC	157	110	NC	474	470	NC	36	39	NC	36	32	NC	27	27	NC	0	2
White	30	307	34785	103	87	94	501	505	517	14	15	10	31	29	23	45	48	56	10	8	11
Students with Disabilities	10	82	8428	125	75	98	429	456	472	75	53	38	25	27	30	0	13	29	0	7	3
Students without Disabilities	134	944	66264	102	101	99	497	496	503	14	19	17	39	31	27	43	45	48	5	5	8
Limited English Proficient Students	42	177	14363	102	87	109	449	456	459	43	48	47	57	34	34	0	18	19	0	0	1
Migrant Students	NC	11	814				NC	493	475	NC	29	33	NC	14	37	NC	57	27	NC	0	2
Economically Disadvantaged	144	394	24507				494	488	480	16	24	31	38	31	33	41	42	33	5	3	3
Non-Economically Disadvantaged	--	632	50185				--	500	511	--	18	13	--	30	24	--	46	53	--	6	10

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

8th 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	121	1014	71167	103	101	99	439	452	463	61	45	38	34	43	41	2	8	14	3	3	7
All Students (Prior Year)	118	973	66213	NA	NA	NA	432	442	459	66	52	39	26	37	40	3	9	14	5	2	7
Female	64	478	34825	102	100	99	439	450	462	60	47	38	38	45	42	0	5	14	2	3	6
Male	56	532	36047	104	101	99	439	453	464	62	43	38	30	43	39	4	11	15	4	4	8
African American	14	106	3225	78	85	95	419	432	441	69	72	57	31	26	34	0	1	6	0	1	2
Hispanic	70	435	23643	103	96	97	439	442	445	65	52	53	31	43	37	2	3	8	2	2	2
Asian/Pacific Islander	NC	32	1503	NC	94	100	NC	482	493	NC	13	18	NC	63	40	NC	13	23	NC	10	19
American Indian/Alaskan Native	NC	10	5161	NC	83	103	NC	440	435	NC	40	63	NC	50	30	NC	0	5	NC	10	2
White	28	327	35245	97	87	95	443	464	476	59	34	26	30	46	45	4	16	19	7	4	10
Students with Disabilities	NC	101	8095	NC	98	104	NC	427	426	NC	67	69	NC	33	25	NC	0	5	NC	0	1
Students without Disabilities	113	913	63072	108	102	99	439	452	464	61	45	37	34	43	41	2	8	15	3	3	7
Limited English Proficient Students	25	129	10317	104	97	111	431	429	426	100	74	72	0	26	25	0	0	2	0	0	1
Migrant Students	NC	NC	614				NC	NC	440	NC	NC	57	NC	NC	34	NC	NC	6	NC	NC	3
Economically Disadvantaged	121	343	17057				439	444	440	61	53	58	34	40	34	2	4	6	3	2	2
Non-Economically Disadvantaged	--	671	54110				--	455	468	--	42	33	--	45	43	--	10	16	--	4	8

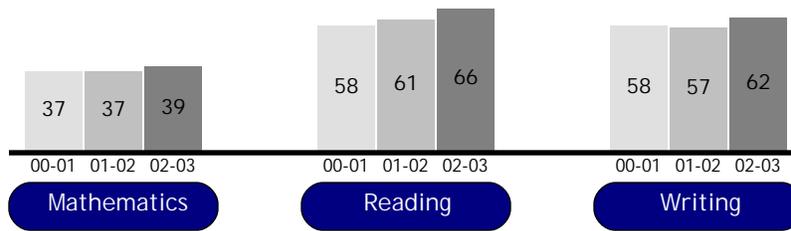
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	121	1012	71100	103	101	99	485	496	502	40	28	25	26	23	21	32	40	40	3	9	15
All Students (Prior Year)	118	978	66144	NA	NA	NA	483	497	504	37	27	24	24	21	20	29	40	40	10	12	16
Female	64	477	34801	102	100	99	487	498	505	33	21	21	35	27	22	31	44	42	2	7	15
Male	56	531	36010	104	101	99	483	494	499	46	34	28	17	19	20	33	37	38	4	11	14
African American	14	105	3219	78	85	95	472	478	486	62	46	38	23	22	24	8	26	31	8	6	7
Hispanic	70	439	23630	103	97	96	483	487	485	48	37	37	21	22	25	27	36	32	4	4	6
Asian/Pacific Islander	NC	32	1509	NC	94	100	NC	515	522	NC	17	12	NC	17	14	NC	47	46	NC	20	28
American Indian/Alaskan Native	NC	11	5144	NC	92	102	NC	498	478	NC	20	46	NC	20	24	NC	60	25	NC	0	5
White	28	325	35198	97	86	95	493	509	515	22	15	15	26	25	18	52	45	47	0	15	21
Students with Disabilities	NC	105	8121	NC	102	105	NC	459	470	NC	64	55	NC	14	20	NC	21	21	NC	0	4
Students without Disabilities	113	907	62979	108	101	99	486	496	503	38	28	23	26	23	21	32	40	41	3	9	15
Limited English Proficient Students	25	127	10304	104	95	110	475	471	462	67	53	63	22	29	23	11	15	13	0	3	1
Migrant Students	NC	NC	623				NC	NC	475	NC	NC	45	NC	NC	27	NC	NC	25	NC	NC	3
Economically Disadvantaged	121	342	17040				485	488	483	40	34	40	26	26	25	32	34	29	3	5	6
Non-Economically Disadvantaged	--	670	54060				--	500	507	--	25	20	--	21	20	--	43	43	--	11	17

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	121	999	69001	103	100	96	480	486	490	19	18	17	52	43	37	27	39	45	1	0	1
All Students (Prior Year)	116	937	63579	NA	NA	NA	471	489	493	37	17	15	39	46	42	25	36	41	0	1	2
Female	64	474	34086	102	100	97	488	492	496	8	11	13	64	46	36	26	42	51	2	0	1
Male	56	522	34644	104	99	95	472	481	484	33	24	22	39	39	39	29	36	38	0	0	0
African American	14	104	3115	78	84	92	468	474	478	36	27	25	50	51	44	14	23	31	0	0	0
Hispanic	70	431	22656	103	95	92	477	479	476	19	22	27	58	48	43	23	30	30	0	0	0
Asian/Pacific Islander	NC	32	1472	NC	94	98	NC	505	507	NC	10	8	NC	27	30	NC	63	60	NC	0	2
American Indian/Alaskan Native	NC	11	4940	NC	92	98	NC	478	469	NC	30	34	NC	30	43	NC	40	23	NC	0	0
White	28	319	34501	97	84	93	489	496	500	11	11	10	50	37	34	36	50	55	4	1	1
Students with Disabilities	NC	92	7386	NC	89	95	NC	461	459	NC	36	46	NC	64	37	NC	0	17	NC	0	0
Students without Disabilities	114	907	61615	109	101	97	481	487	491	19	17	16	52	43	37	28	39	45	1	0	1
Limited English Proficient Students	25	126	9662	104	95	104	464	457	454	33	50	51	67	47	40	0	3	9	0	0	0
Migrant Students	NC	NC	590				NC	NC	466	NC	NC	35	NC	NC	43	NC	NC	22	NC	NC	0
Economically Disadvantaged	121	341	16383				480	479	472	19	22	30	52	49	43	27	29	26	1	0	0
Non-Economically Disadvantaged	--	658	52618				--	490	494	--	16	14	--	40	36	--	44	49	--	1	1

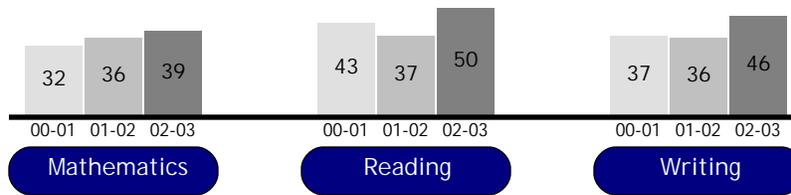
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

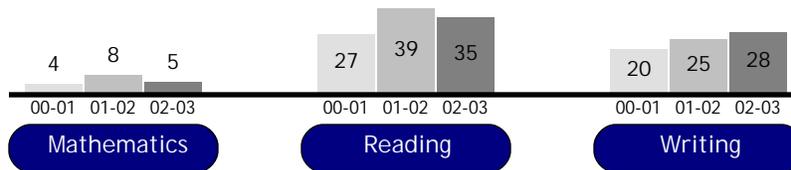
3rd Grade Proficiency



5th Grade Proficiency



8th 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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2002-03

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?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	85	27	41	53	97	30	36	44	93	37	45	50
	Language	92	22	33	45	98	30	34	39	99	23	34	43
	Mathematics	92	29	43	56	98	37	46	52	98	35	50	57
3	Reading	95	33	39	50	99	26	38	43	97	30	39	47
	Language	97	43	49	55	99	34	50	50	99	33	49	54
	Mathematics	96	33	41	53	98	25	41	50	98	41	46	54
4	Reading	82	32	46	55	100	35	41	47	91	35	46	52
	Language	97	30	44	50	100	36	42	45	98	32	45	48
	Mathematics	98	36	48	56	100	42	46	52	98	44	51	57
5	Reading	94	34	44	51	99	24	38	46	96	39	42	50
	Language	98	33	42	46	99	26	38	43	99	37	41	46
	Mathematics	99	46	50	56	99	38	46	54	99	50	49	57
6	Reading	96	38	47	54	99	31	43	49	95	32	47	53
	Language	98	41	39	46	98	27	38	42	96	28	39	45
	Mathematics	98	42	50	61	95	44	54	58	97	44	55	62
7	Reading	98	37	51	53	99	30	44	48	95	32	47	51
	Language	98	41	55	55	99	44	51	51	97	40	55	54
	Mathematics	98	36	49	57	99	38	51	54	96	40	53	58
8	Reading	98	42	52	55	100	34	47	49	96	41	49	53
	Language	97	40	50	50	100	29	45	46	98	41	47	49
	Mathematics	98	35	51	57	100	34	48	54	95	41	51	58

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

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

Desert Horizon offers Second Step, a violence prevention program. A School Resource Officer is on site and present throughout the day. Students who display a pattern of aggression are required to attend classes dealing with conflict.

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	Camille Shaffer	(623) 873-1001
Transportation Policy	Dean Humphrey	(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. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards