

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

16233 S. 48th St., Phoenix, AZ 85048

Horizon Community Learning Center, Inc.

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 (a)

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

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

High School Achievement Profile (a)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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 Overview

Principal/Administrator : Mr. Lawrence E. Pieratt
Schedule : 07:45 AM to 03:45 PM
Grades : K-12
2005 Enrollment : 1440
Web Address : www.horizonclc.org
Phone Number : (480) 659-3000
Fax Number : (480) 659-3022
E-mail : larry.pieratt@horizonclc.org

Mission

Horizon Community Learning Center is committed to providing a safe learning environment rich in technology where students achieve academic and social excellence while solving real-life problems in a cooperative manner.

School / Academic Goals

- ü Horizon is a place where students strive to reach their personal best academically, gaining new knowledge and skills while applying them in a real-life setting. Horizon is a place where students gain confidence in both themselves and others.
- ü Horizon is a place where students are challenged to reach beyond their perceived limitations. Horizon is a place where students honor and apply the values of the school.
- ü Schools serving the grades K-8 and 9-12 will achieve (AYP) in accordance with the No Child Left Behind Federal Legislation.
- ü 70% or more of our students attending HCLC for one or more years will achieve 'Meet and/or Exceed' on the AIMS.

70% or more of our students attending HCLC for one or more years will achieve one year's growth in those areas tested.

Enrollment

October 1, 2004 School Year Student Enrollment : 1339
Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 1440

Instructional Programs

- Full-Day Kindergarten
- Honors Elementary
- Honors Intermediate
- Honors Middle
- Honors High School
- Advanced Placement Classes Grades 9-12
- High School/College Course Credit
- Pre-Advancement of Classes Grades 7-8

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 30 minutes
First Day of School :	7/25/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

Horizon outlines its commitment to the students and parents in our Learning Community Commitment. It reflects our commitment to providing a safe, challenging learning environment where students achieve academic and social excellence.

Parents

Parent responsibilities are defined with the Learning Community Commitment. They include transportation, active participation in ILP conferences, volunteering, forums and a willingness to go to the source with concerns.

Transportation Policy

Parents are responsible for the daily transportation to and from the school. Field trips and athletic trips are provided by the school.

School Honors

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

Award/Honor	Year
• Arizona High School All-State Orchestra	2005
• All Around State Cheer Champions	2005
• Ambassador to Sister City Commission	2005
• Two National Merit Semi-Finalist	2005

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	111	111	79306	100	100	99	468	468	445	3	3	10	7	7	18	56	56	51	34	34	20
All Students (Prior Year)	121	121	75509	100	100	100	545	545	521	5	5	13	17	17	23	32	32	33	47	47	31
Female	56	56	38691	100	100	99	469	469	446	2	2	10	7	7	18	55	55	52	36	36	20
Male	55	55	40583	100	100	99	466	466	445	4	4	11	7	7	18	57	57	50	31	31	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	10	10	32869	100	100	99	451	451	429	0	0	15	10	10	25	80	80	51	10	10	10
Asian/Pacific Islander	13	13	1935	100	100	99	495	495	474	0	0	3	0	0	9	38	38	48	62	62	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	83	83	36197	100	100	99	469	469	463	1	1	5	9	9	11	56	56	53	35	35	31
Students with Disabilities	15	15	10321	100	100	100	441	441	389	13	13	30	20	20	27	47	47	34	20	20	9
Students without Disabilities	96	96	69060	99	99	98	472	472	454	1	1	7	5	5	17	57	57	54	36	36	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	--	--	39415	--	--	96	--	--	431	--	--	15	--	--	25	--	--	50	--	--	10
Non-Economically Disadvantaged	111	111	39966	100	100	100	468	468	459	3	3	6	7	7	12	56	56	52	34	34	30

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	111	111	79395	100	0	99	472	472	446	6	6	9	7	7	25	67	67	55	19	19	11
All Students (Prior Year)	121	121	75492	100	100	100	532	532	519	6	6	12	10	10	16	48	48	47	36	36	24
Female	56	56	38743	100	0	100	480	480	451	4	4	7	4	4	24	71	71	57	22	22	12
Male	55	55	40618	100	0	99	464	464	440	9	9	11	11	11	27	63	63	53	17	17	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	10	10	32915	100	0	99	471	471	426	0	0	15	0	0	35	90	90	47	10	10	4
Asian/Pacific Islander	13	13	1936	100	0	99	492	492	468	0	0	3	8	8	14	69	69	63	23	23	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	83	83	36221	100	0	99	472	472	465	6	6	4	9	9	15	64	64	63	21	21	17
Students with Disabilities	15	15	10331	100	0	100	428	428	388	27	27	25	20	20	37	53	53	34	0	0	4
Students without Disabilities	96	96	69139	99	0	99	479	479	454	3	3	7	5	5	24	69	69	58	22	22	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	--	--	39484	--	--	96	--	--	429	--	--	14	--	--	35	--	--	47	--	--	4
Non-Economically Disadvantaged	111	111	39986	100	0	100	472	472	461	6	6	4	7	7	16	67	67	63	19	19	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	111	111	78869	100	100	99	454	454	442	6	6	6	21	21	21	55	55	63	18	18	10
All Students (Prior Year)	121	121	75053	100	100	99	631	631	597	4	4	7	5	5	12	73	73	72	18	18	9
Female	56	56	38536	100	100	99	486	486	458	2	2	4	9	9	15	58	58	67	31	31	14
Male	55	55	40302	100	100	99	422	422	428	9	9	8	33	33	26	52	52	60	6	6	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	10	10	32606	100	100	98	461	461	426	0	0	8	10	10	27	90	90	60	0	0	5
Asian/Pacific Islander	13	13	1925	100	100	99	481	481	471	8	8	3	0	0	11	62	62	64	31	31	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	83	83	36078	100	100	99	455	455	459	4	4	4	26	26	16	51	51	66	20	20	14
Students with Disabilities	15	15	10246	100	100	100	378	378	367	27	27	18	47	47	39	27	27	40	0	0	4
Students without Disabilities	96	96	68697	99	99	98	466	466	454	2	2	4	17	17	18	60	60	67	21	21	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	--	--	39106	--	--	95	--	--	427	--	--	8	--	--	28	--	--	59	--	--	5
Non-Economically Disadvantaged	111	111	39837	100	100	100	454	454	457	6	6	4	21	21	14	55	55	67	18	18	15

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	122	122	78906	99	99	99	536	536	498	3	3	13	10	10	19	49	49	48	38	38	20
All Students (Prior Year)	123	123	76019	100	100	100	512	512	499	11	11	14	27	27	39	19	19	14	44	44	33
Female	56	56	38644	100	100	99	530	530	500	4	4	12	9	9	19	58	58	49	29	29	19
Male	66	66	40236	97	97	99	541	541	497	3	3	15	11	11	19	42	42	46	45	45	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	12	12	31938	100	100	99	532	532	481	0	0	19	25	25	25	42	42	46	33	33	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	94	94	36483	99	99	99	529	529	517	4	4	7	10	10	13	52	52	51	34	34	30
Students with Disabilities	14	14	10664	100	100	100	496	496	430	21	21	42	14	14	27	50	50	26	14	14	5
Students without Disabilities	108	108	68310	98	98	98	541	541	509	1	1	9	9	9	18	49	49	51	41	41	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	--	38679	--	--	96	--	--	483	--	--	20	--	--	25	--	--	45	--	--	10
Non-Economically Disadvantaged	122	122	40295	99	99	100	536	536	513	3	3	7	10	10	13	49	49	50	38	38	30

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	122	122	78908	99	0	99	514	514	484	2	2	10	13	13	23	69	69	58	17	17	9
All Students (Prior Year)	123	123	76020	100	100	100	512	512	503	11	11	25	12	12	23	53	53	40	23	23	12
Female	56	56	38648	100	0	99	512	512	489	2	2	8	7	7	22	78	78	61	13	13	10
Male	66	66	40233	97	0	99	515	515	479	2	2	12	17	17	25	62	62	55	20	20	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	12	12	31940	100	0	99	508	508	465	0	0	16	8	8	32	83	83	49	8	8	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	94	94	36502	99	0	99	510	510	502	2	2	4	15	15	14	67	67	67	15	15	15
Students with Disabilities	14	14	10665	100	0	100	477	477	423	7	7	30	43	43	36	43	43	31	7	7	2
Students without Disabilities	108	108	68312	98	0	98	518	518	493	1	1	7	8	8	21	73	73	62	18	18	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	--	38662	--	--	96	--	--	468	--	--	16	--	--	32	--	--	49	--	--	3
Non-Economically Disadvantaged	122	122	40315	99	0	100	514	514	498	2	2	5	13	13	15	69	69	66	17	17	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	122	122	78750	99	99	99	530	530	500	2	2	6	22	22	29	68	68	63	8	8	2
All Students (Prior Year)	123	123	75673	100	100	100	568	568	530	7	7	12	12	12	25	70	70	58	11	11	4
Female	56	56	38586	100	100	99	549	549	515	0	0	4	11	11	22	80	80	71	9	9	3
Male	66	66	40135	97	97	99	513	513	486	3	3	8	31	31	35	58	58	56	8	8	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	12	12	31841	100	100	99	542	542	483	0	0	8	25	25	36	67	67	55	8	8	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	94	94	36440	99	99	99	522	522	516	2	2	3	24	24	22	67	67	71	7	7	4
Students with Disabilities	14	14	10622	100	100	100	447	447	415	14	14	21	64	64	50	14	14	28	7	7	1
Students without Disabilities	108	108	68196	98	98	98	541	541	513	0	0	3	16	16	25	75	75	69	8	8	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	--	38558	--	--	96	--	--	485	--	--	8	--	--	37	--	--	54	--	--	1
Non-Economically Disadvantaged	122	122	40260	99	99	100	530	530	514	2	2	3	22	22	21	68	68	72	8	8	4

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	101	101	78250	98	98	99	568	568	548	17	17	21	9	9	18	57	57	48	17	17	13
All Students (Prior Year)	100	100	75001	100	100	99	504	504	468	14	14	37	38	38	36	26	26	16	22	22	10
Female	48	48	38071	98	98	99	572	572	549	11	11	20	11	11	19	64	64	49	15	15	12
Male	53	53	40126	98	98	99	564	564	547	23	23	23	8	8	17	51	51	46	19	19	14
African American	10	10	4058	100	100	99	522	522	523	60	60	32	0	0	22	30	30	41	10	10	5
Hispanic	NC	NC	29129	NC	NC	99	NC	NC	527	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	74	74	38320	96	96	99	577	577	568	8	8	12	11	11	14	63	63	55	18	18	19
Students with Disabilities	16	16	9329	100	100	100	497	497	454	67	67	64	7	7	18	20	20	16	7	7	2
Students without Disabilities	85	85	68996	97	97	99	581	581	561	8	8	16	9	9	18	64	64	52	19	19	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	--	--	33388	--	--	94	--	--	530	--	--	32	--	--	22	--	--	40	--	--	5
Non-Economically Disadvantaged	101	101	44937	98	98	100	568	568	561	17	17	13	9	9	15	57	57	54	17	17	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	103	103	78302	100	0	99	534	534	512	6	6	11	18	18	25	69	69	57	8	8	7
All Students (Prior Year)	100	100	74918	100	100	99	517	517	497	23	23	32	17	17	19	32	32	35	27	27	15
Female	48	48	38082	98	0	99	546	546	518	4	4	8	4	4	24	85	85	61	6	6	7
Male	55	55	40166	100	0	99	524	524	507	7	7	14	29	29	26	55	55	54	9	9	6
African American	10	10	4064	100	0	100	498	498	498	20	20	14	30	30	29	50	50	54	0	0	3
Hispanic	NC	NC	29152	NC	NC	99	NC	NC	492	NC	NC	17	NC	NC	34	NC	NC	46	NC	NC	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	76	76	38347	99	0	99	540	540	531	4	4	5	16	16	17	71	71	68	9	9	10
Students with Disabilities	16	16	9353	100	0	100	470	470	429	40	40	40	27	27	38	33	33	22	0	0	1
Students without Disabilities	87	87	69024	99	0	99	545	545	524	0	0	7	16	16	23	75	75	62	9	9	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	--	--	33398	--	--	94	--	--	495	--	--	18	--	--	35	--	--	46	--	--	2
Non-Economically Disadvantaged	103	103	44979	100	0	100	534	534	525	6	6	6	18	18	18	69	69	66	8	8	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	103	78094	100	100	99	567	567	545	2	2	3	10	10	18	84	84	77	4	4	2
All Students (Prior Year)	100	100	74503	100	100	99	524	524	491	2	2	9	24	24	32	61	61	51	13	13	8
Female	48	48	38025	98	98	99	583	583	558	0	0	2	4	4	13	89	89	82	6	6	2
Male	55	55	40013	100	100	99	554	554	534	4	4	5	15	15	23	80	80	71	2	2	1
African American	10	10	4037	100	100	99	550	550	532	0	0	4	20	20	22	80	80	73	0	0	1
Hispanic	NC	NC	29068	NC	NC	99	NC	NC	523	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	76	76	38265	99	99	99	570	570	564	1	1	2	8	8	11	85	85	84	5	5	3
Students with Disabilities	16	16	9275	100	100	100	505	505	444	7	7	14	47	47	46	47	47	39	0	0	1
Students without Disabilities	87	87	68892	99	99	98	578	578	559	1	1	2	3	3	14	91	91	82	5	5	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	--	--	33296	--	--	94	--	--	527	--	--	5	--	--	27	--	--	67	--	--	0
Non-Economically Disadvantaged	103	103	44871	100	100	100	567	567	559	2	2	2	10	10	12	84	84	84	4	4	3

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

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	68	68	69846	99	99	100	713	713	699	12	12	21	14	14	11	55	55	49	20	20	18
All Students (Prior Year)	63	63	65934	98	98	100	498	498	492	37	37	43	19	19	18	27	27	24	17	17	15
Female	36	36	34328	100	100	99	706	706	702	19	19	19	14	14	12	50	50	51	17	17	18
Male	32	32	35509	97	97	100	721	721	696	3	3	23	13	13	11	60	60	48	23	23	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	NC	NC	23363	NC	NC	100	NC	NC	680	NC	NC	32	NC	NC	16	NC	NC	45	NC	NC	7
Asian/Pacific Islander	NC	NC	1742	NC	NC	99	NC	NC	733	NC	NC	8	NC	NC	7	NC	NC	46	NC	NC	38
American Indian/Alaskan Native	--	--	4785	--	--	100	--	--	671	--	--	39	--	--	17	--	--	39	--	--	5
White	59	59	36421	97	97	99	714	714	714	11	11	12	12	12	8	58	58	54	19	19	26
Students with Disabilities	NC	NC	7690	NC	NC	100	NC	NC	593	NC	NC	64	NC	NC	14	NC	NC	21	NC	NC	2
Students without Disabilities	62	62	62220	98	98	99	716	716	712	10	10	16	13	13	11	55	55	53	22	22	20
Limited English Proficient Students	--	--	5834	--	--	100	--	--	612	--	--	46	--	--	20	--	--	31	--	--	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	--	--	21421	--	--	92	--	--	686	--	--	35	--	--	15	--	--	43	--	--	7
Non-Economically Disadvantaged	68	68	48489	99	99	100	713	713	704	12	12	15	14	14	10	55	55	52	20	20	23

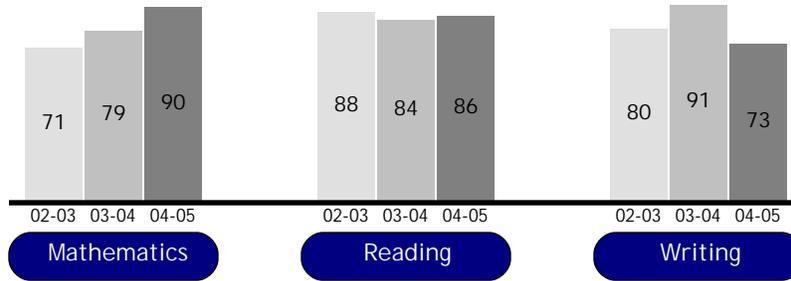
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	68	71311	97	97	100	724	724	694	0	0	7	8	8	21	85	85	63	8	8	9
All Students (Prior Year)	66	66	68162	99	99	100	533	533	509	6	6	18	21	21	24	62	62	51	11	11	8
Female	36	36	34899	100	100	100	720	720	700	0	0	5	11	11	19	81	81	66	8	8	10
Male	32	32	36430	94	94	100	728	728	688	0	0	9	3	3	22	90	90	61	7	7	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	NC	NC	24056	NC	NC	100	NC	NC	672	NC	NC	13	NC	NC	31	NC	NC	53	NC	NC	3
Asian/Pacific Islander	NC	NC	1731	NC	NC	98	NC	NC	717	NC	NC	3	NC	NC	13	NC	NC	68	NC	NC	16
American Indian/Alaskan Native	--	--	5110	--	--	100	--	--	661	--	--	14	--	--	38	--	--	46	--	--	2
White	59	59	36841	95	95	99	725	725	713	0	0	3	5	5	12	86	86	72	9	9	13
Students with Disabilities	NC	NC	8021	NC	NC	100	NC	NC	590	NC	NC	27	NC	NC	42	NC	NC	29	NC	NC	1
Students without Disabilities	62	62	63379	97	97	100	727	727	707	0	0	5	5	5	18	87	87	68	8	8	10
Limited English Proficient Students	--	--	6402	--	--	100	--	--	596	--	--	25	--	--	44	--	--	30	--	--	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	--	--	22243	--	--	93	--	--	677	--	--	14	--	--	32	--	--	51	--	--	3
Non-Economically Disadvantaged	68	68	49157	97	97	100	724	724	702	0	0	4	8	8	16	85	85	69	8	8	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	68	68	70868	97	97	100	709	709	688	0	0	5	18	18	23	65	65	63	17	17	9
All Students (Prior Year)	66	66	67629	99	99	100	541	541	524	9	9	22	20	20	16	70	70	59	2	2	3
Female	36	36	34710	100	100	99	713	713	697	0	0	3	19	19	19	58	58	66	22	22	12
Male	32	32	36176	94	94	100	705	705	678	0	0	7	17	17	27	73	73	59	10	10	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	NC	NC	23868	NC	NC	100	NC	NC	670	NC	NC	9	NC	NC	33	NC	NC	55	NC	NC	4
Asian/Pacific Islander	NC	NC	1732	NC	NC	98	NC	NC	713	NC	NC	2	NC	NC	12	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	--	--	5001	--	--	100	--	--	661	--	--	9	--	--	41	--	--	48	--	--	2
White	59	59	36710	95	95	99	708	708	702	0	0	2	16	16	15	72	72	69	12	12	13
Students with Disabilities	NC	NC	7900	NC	NC	100	NC	NC	580	NC	NC	22	NC	NC	49	NC	NC	28	NC	NC	1
Students without Disabilities	62	62	63054	97	97	99	713	713	701	0	0	3	17	17	20	65	65	67	18	18	10
Limited English Proficient Students	--	--	6308	--	--	100	--	--	591	--	--	19	--	--	47	--	--	33	--	--	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	--	--	21994	--	--	92	--	--	673	--	--	10	--	--	36	--	--	52	--	--	3
Non-Economically Disadvantaged	68	68	48960	97	97	100	709	709	694	0	0	3	18	18	18	65	65	67	17	17	12

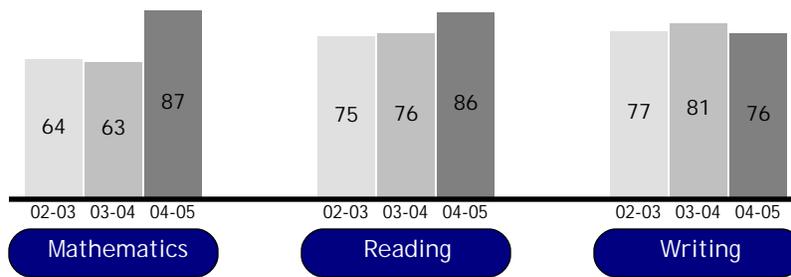
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

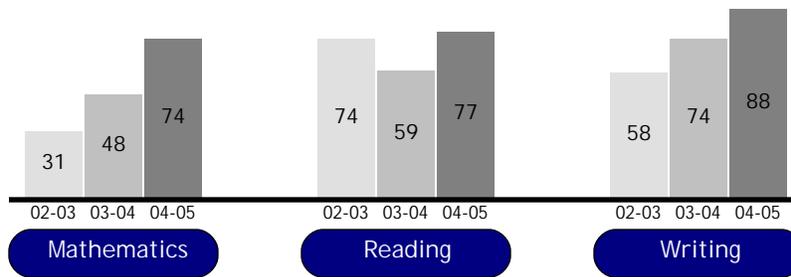
3rd Grade Proficiency



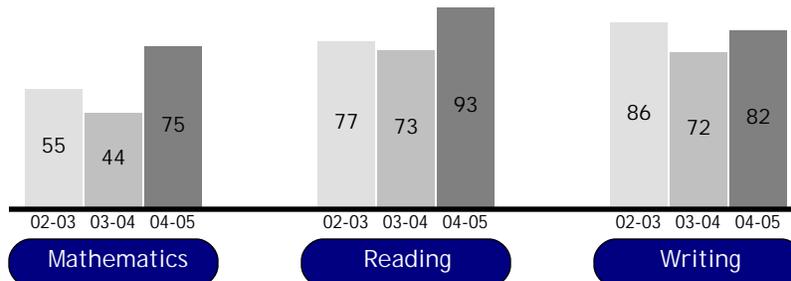
5th Grade Proficiency



8th Grade Proficiency



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
2	Reading	96	70	70	50	100	70	NA	58	100	67	67	47
	Language	97	65	65	43	100	63	63	50	100	61	61	47
	Mathematics	98	76	76	57	100	73	73	64	100	71	71	50
3	Reading	99	72	72	47	99	73	NA	55	100	57	57	44
	Language	98	73	73	54	100	73	73	61	100	61	61	44
	Mathematics	99	74	74	54	100	78	78	61	100	67	67	51
4	Reading	98	74	74	52	98	75	NA	56	100	64	64	48
	Language	95	66	66	48	98	68	68	52	100	69	69	49
	Mathematics	97	72	72	57	98	79	79	61	100	71	71	53
5	Reading	97	76	76	50	98	70	NA	55	99	67	67	50
	Language	98	67	67	46	99	65	65	49	99	70	70	50
	Mathematics	98	75	75	57	99	79	79	63	99	69	69	49
6	Reading	96	75	75	53	96	79	NA	56	100	69	69	51
	Language	99	63	63	45	97	66	66	48	100	66	66	47
	Mathematics	96	80	80	62	97	80	80	66	100	66	66	52
7	Reading	99	66	66	51	99	72	NA	54	100	70	70	50
	Language	99	74	74	54	100	75	75	58	100	72	72	52
	Mathematics	98	70	70	58	100	80	80	62	100	67	67	50
8	Reading	97	65	65	53	100	66	NA	55	100	62	62	51
	Language	100	67	67	49	100	63	63	52	100	62	62	50
	Mathematics	100	65	65	58	100	76	76	61	98	63	63	53
9	Reading	99	50	50	41	98	57	NA	42	99	69	69	51
	Language	100	47	47	42	98	50	50	42	99	65	65	50
	Mathematics	100	62	62	60	98	71	71	63	99	65	65	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

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

Council Duties

- ü Safe Learning Environment
- ü School Improvement Plan/NCA
- ü School Dress Code
- ü Conduct School Forums
- ü School/Parent Communications
- ü Advise School Board on School Operations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	66.00
Other Professional Staff	6.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	3	0	0
4 to 6 years	17	6	0	0
7 to 9 years	7	1	0	0
10 or more years	9	9	0	2

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	274
Teachers with Emergency Certificaton.	16
Percent of teachers in the school with Emergency/Provisional Certification	23%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü State-of-the-Art Technology Center
- ü Research Library/Media Center
- ü One computer for every four students
- ü Gym/Climbing Wall/Fine Arts Center

Extracurricular Activities

- ü AIA 2A HS Athletics/CAA MS Athletics
- ü Hands Across the Border (Spanish)
- ü National Honor Society/JNHS
- ü Math Counts/Chess Club/Travel Club
- ü Band Grades 5-12
- ü Chorus Grades 5-12
- ü Student Councils Grades 5-12
- ü Intermediate School Intramurals

Social Services

- ü Before/After School Programs
- ü Adult Education
- ü SMCC Extended Campus
- ü Staff Childcare On-Site
- ü Intercession and Summer Camp Programs
- ü Community Facility Rentals

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü 0% High School dropout rate for the 2004-2005 school year.

- ü 100% of the 2005 graduates are college-bound.

- ü \$485,728 in scholarships was awarded for the 2005 graduation class.

- ü Standardized testing scores average above the local, state, and national norms.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	5	12	12	17
Transfers In Rate ⁶	6	28	28	37
Stability Rate ⁷	94	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	100	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

Horizon Community Learning Center is a secure and closed campus requiring anyone entering the campus to enter through the school office. All staff and students are trained in emergency procedures in accordance with our School Security/Emergency Plan.

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) :

1

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	Larry Pieratt	(480) 659-3000
Transportation Policy	Larry Pieratt	(480) 659-3000
Community Resources	Melissa Hartley	(480) 659-3000
School Nutrition Programs	Dan Bigler	(480) 659-3000
Parent Organization	Mona Volden	(480) 659-3000
Student Health/Nurse	Theresa Territo	(480) 659-3000

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 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.

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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.