

# ARIZONA SCHOOL REPORT CARD 2002-03

Does Not Receive Profile <sup>1</sup>:

- Alternative School
- Pre-K - 2
- New School

## Desert Hills High School

El Dorado Public Charter High School  
1515 S. Val Vista Drive, Gilbert, AZ 85296

**Director:** Mr. Larry McGill, Jr.  
**Schedule:** 7:30 AM to 6:00 PM  
**Web Address:** [www.leonagroupaz.com](http://www.leonagroupaz.com)  
**E-mail:** [lmcgill@leonagroupaz.com](mailto:lmcgill@leonagroupaz.com)

**Grades:** 9-12  
**2002 Enrollment:** 474  
**Phone:** (480) 813-1151  
**Fax:** (480) 813-1161

### ∨ School Overview ∨

#### Mission

Desert Hills High School will provide students with an equitable, safe and secure environment. Desert Hills staff will instill fundamental life skills, encourage collaboration and thoughtful inquiry, stimulate a desire for lifelong learning, and foster respect and dignity for self and others. Desert Hills will teach responsibility, promote resourcefulness and inspire excellence in academic, cultural and community endeavors that will cultivate leadership throughout the 21st Century.

#### Organization and Philosophy

- w Ensure Academic Success for All Students
- w Provide a Safe, Nurturing Environment
- w Improve the Self-esteem of Every Student
- w Traditional Curriculum

#### School/Academic Goals

- w To instill fundamental life skills, encourage collaboration, thoughtful inquiry; and experience academic success by setting and obtaining academic goals.
- w To work in partnership with parents and the community to provide students with an educational environment that is equitable, safe and secure.
- w To stimulate a desire for lifelong learning and foster respect and dignity for self and for others.
- w To prepare students to successfully master the Arizona Academic Standards and enter the job market or college upon graduation.

#### Instructional Programs

- w Mathematics
- w English
- w Sciences
- w Social Studies
- w Arts and Humanities
- w Computers
- w Automotives
- w Equine and Vocational Programs

#### Enrollment

October 1, 2001 School Year Student Enrollment:	316
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	352

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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**

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

**Council Duties**

∨ **Staffing Information** ∨

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

<b>Position</b>	<b>Number</b>	<b>Position</b>	<b>Number</b>
Administrator	4.00	Teacher	14.00
Other Professional Staff	7.00	Teacher Aide	1.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

<b>Experience</b>	<b>Degree</b>			
	<b>Bachelor's</b>	<b>Master's</b>	<b>Doctorate</b>	<b>Other</b>
<b>3 or fewer years</b>	3	2	1	1
<b>4 to 6 years</b>	5	2	1	1
<b>7 to 9 years</b>	2	0	0	0
<b>10 or more years</b>	3	2	0	0

∨ **Shared Responsibilities** ∨

**School**

Teachers and staff have the responsibility to our parents and students to uphold high academic standards. The lines of communication between the school and home are kept open for discussion of student progress and attendance. Students are provided the opportunity to learn in a safe and secure environment without fear. Students are given the encouragement and skills to further their education in college or enter the work world in order to become productive and independent members of society.

**Parents**

It is the responsibility of the parents to be supportive of our school in any way possible. Parents are asked to get involved in their students' education and will have an opportunity to volunteer in school programs and activities at Desert Hills. Parents are requested to encourage high expectations of academic and social behavior at home and at school.

∨ **Transportation Policy** ∨

Desert Hills High School provides limited transportation to students. Free bus tokens are provided to students using public transportation.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	141	<b>First Day of School:</b>	8/19/02
<b>Average Daily Instruction Time:</b>	5 hrs. 25 min.	<b>Last Day of School:</b>	5/22/03

**Operates on Traditional Schedule**

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#### Report Card Release Dates

10/17/02	1/7/03	3/13/03	5/22/03
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### Additional Calendar/Report Card Information

Desert Hills High School operates on a nine-week, four-block per year system. Progress reports are sent home with the students in the middle of every block and report cards are mailed home at the end of every block. Credit is issued (.5 per class) at the end of each block.

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### ∨ Resources Available at School Site ∨

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#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - No      Lunch - No      Summer Food - No

<sup>3</sup> 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.

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#### Special Facilities

W Computer Lab	W Auto Work Area
W Agricultural and Equine Area	W Dance Studio

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#### Extracurricular Activities

W Student Council	W Equine/4-H Activities
W FFA	W Competitive Sports
W Dance Team	W Drama Productions
W Club Volleyball	W National Honor Society

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#### School/Community Resources

W NDS

## ∨ 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 Desert Hills High School is one of only a handful charter schools nation-wide to be inducted into the National Honor Society.</p> | <p>W Desert Hills High School maintains high standards in education earning ongoing North Central Association Accreditation.</p>                            |
| <p>W Desert Hills High School has an award winning 4-H Club and excellent Equine program.</p>  | <p>W The Desert Hills High School Dual and Concurrent Enrollment programs earned DHHS students college credits before even graduating from high school.</p> |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	96.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	24.2 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	3.3 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	40.4 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	94.1 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	5.9 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	20.9 %			9.5 %
<b>Status Unknown</b> <sup>9</sup>	14.0 %			6.0 %

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

<sup>4</sup> 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.

<sup>5</sup> 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.

<sup>6</sup> 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.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> 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.

<sup>9</sup> 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
Induction into the National Honor Society	2002
3 students received Citizenship Awards- City of Gilbert	2002
5 students received Citizenship Awards- City of Gilbert	2001

## ∨ 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 <sup>1</sup>, 2001-02

Grade 10 (Class of 2003) <sup>2</sup>		Number Tested	MS	FFB	A	M	E
Reading	School	121	467	41%	26%	31%	2%
	State	49803	512	15%	23%	48%	14%
Writing	School	79	453	29%	33%	38%	0%
	State	50471	477	17%	23%	59%	1%
Mathematics	School	118	432	87%	9%	3%	0%
	State	50429	480	48%	19%	22%	10%

#### 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

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class 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**

		1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
Grade	Content Area	%	Score	AZ												
9	Reading	--	--	44	--	--	43	100	22	43	100	27	43	100	29	43
	Language	--	--	39	--	--	39	97	10	40	100	18	41	100	28	42
	Mathematics	--	--	57	--	--	57	97	30	59	100	35	61	100	40	62
10	Reading	--	--	42	--	--	42	100	14	42	--	--	--	--	--	--
	Language	--	--	43	--	--	44	100	8	44	--	--	--	--	--	--
	Mathematics	--	--	47	--	--	49	100	18	50	--	--	--	--	--	--
11	Reading	--	--	46	--	--	44	75	7	45	--	--	--	--	--	--
	Language	--	--	43	--	--	42	90	6	44	--	--	--	--	--	--
	Mathematics	--	--	51	--	--	52	100	18	55	--	--	--	--	--	--

## ∨ 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 Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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; therefore, no data to report.**

## ∨ 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 Hills High School provides full-time security staff on the campus daily.

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 not 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	\$2,059	\$459,417
Classroom Supplies	NDS	NDS
Administration	\$1,811	\$404,033
Support Services-Students	NDS	NDS
Other Support Services and Operations	\$961	\$214,382
Total Expenditures- All Categories 2000-2001	NDS	NDS

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
<b>School Site Council</b>	NA	
<b>Transportation Policy</b>	Stanley Gross	(480) 813-1151
<b>Community Resources</b>	Larry McGill, Jr.	(480) 813-1151
<b>School Nutrition Programs</b>	NA	
<b>Parent Organization</b>	Darla Eddy	(480) 813-1151
<b>Student Health/Nurse</b>	NDS	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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