

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

EL HS

- | | | |
|-------------------------------------|-------------------------------------|-------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Excelling |
| <input type="checkbox"/> | <input type="checkbox"/> | Improving |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Maintaining Performance |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Underperforming |
| <input type="checkbox"/> | <input type="checkbox"/> | Extremely Small School |

Fort Thomas High School

Ft Thomas Unified District
15502 W. Hwy 70, Ft Thomas, AZ 85536
Mailing Address: P.O. Box 28, Ft Thomas, AZ 85536-0028

Principal: Mr. Carter McEuen
Schedule: 8:00 AM to 4:30 PM
Web Address: Unpublished or Unavailable
E-mail: CMcEuen@ftthomas.k12.az.us

Grades: 7-12
2002 Enrollment: 276
Phone: (928) 485-2427
Fax: (928) 485-2834

∨ School Overview ∨

Mission

Fort Thomas High School serves two distinct rural communities, Bylas and Fort Thomas--one on the San Carlos Apache Reservation and the other off. Foremost in the focus and mission of the school are the concepts that school is for children; the school belongs to the community; schools are people developers; self-effort educates. Fort Thomas High School strives for a positive learning environment, low student/teacher ratio, appropriate discipline and quality instruction.

Organization and Philosophy

- w Traditional
- w Departmentalized Classrooms
- w Strong Vocational Programs

School/Academic Goals

- w Teachers and students will work together for the next three years to improve our AIMS and Stanford 9 scores by 10% in the areas of reading, writing and math.
- w The quality of instruction presented by the teachers, staff and principal of the Fort Thomas Jr./Sr. High School will increase through professional development opportunities.
- w Parent and community involvement in the planning and implementation of school improvement activities will increase to support achievement in reading, writing and mathematics.
- w All teachers provide after school tutoring and summer school opportunities for students to better prepare for AIMS.

Instructional Programs

- w Distance Learning
- w Gifted
- w On-site Special Education
- w Title I Math/Reading
- w ESL
- w Tech Prep
- w Local Special Education Transition Team
- w Member of Joint Tech. Dist. - GIFT

Enrollment

October 1, 2001 School Year Student Enrollment:	169
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	15

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>. EL-Elementary; HS-High School.

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.

NDS = No Data Submitted NR = No Response NA = Not Applicable ISD = Insufficient Data to Calculate Rate

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w Student Discipline
- w Promotion/Retention Issues
- w Parent/Educator Relations
- w School Safety Issues
- w Curriculum
- w Instructional Strategies

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	21.00
Other Professional Staff	0.00	Teacher Aide	2.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

A comprehensive Bulletin of Information to parents and students is distributed at the beginning of each school year--then at other times to transfer students. Announcements, memos, schedules, personal letters, parent advisory committees, and open houses are used to help keep parents involved and informed. Report cards currently are sent four times per year.

Parents

Parents of Fort Thomas High School students are expected to encourage their students to attend school regularly and behave properly. They will visit the school often and work closely with the teachers, provide homework time and place, and put a high value on appropriate social and academic skills. Good nutrition and health practices also influence success in school.

∨ **Transportation Policy** ∨

Bus services are available for 100% of our students to and from school. The average one-way distance is about 9 miles. Students are also bused for virtually every special or extracurricular activity. The fleet, primarily transit-style school buses powered by diesel engines, is modern and well maintained. Passenger vans are also used where most appropriate.

∨ Calendar Information ∨

Number of Instruction Days:	180	First Day of School:	8/13/02
Average Daily Instruction Time:	6 hrs. 49 min.	Last Day of School:	5/22/03

Operates on Traditional Schedule

Report Card Release Dates

10/18/02	12/20/02	3/7/03	5/22/03
----------	----------	--------	---------

Additional Calendar/Report Card Information

No pass-no play eligibility is determined and deficiency notices mailed at one-week intervals.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

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

Special Facilities

W Computer/Administrative Support Labs	W Industrial Arts Shop
W Automotive Facilities	W Voc Ag Green House

Extracurricular Activities

W Student Government	W FFA
W National Honor Society	W Spelling/Geography Bees
W Interscholastic Sports	W Automotive Troubleshooting Contest
W EAC Technical Skills Day	

School/Community Resources

W Counseling Services	W Lunch Program
W Breakfast Program	W Career One Stop Center
W Parent Access Student Progress--Internet	

∨ 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 Building new auditorium, computer labs, library, cafeteria, vocational agriculture shop, athletic complex and six new classrooms.</p> | <p>W Multiple winners in Vocational Agriculture contests, Business contests and Vocational Automotive contests.</p> |
| <p>W Development of a student planner, which enables students to organize their days more effectively.</p> | <p>W Participated and placed 4th in the annual Firebird Raceway Pitcrew Challenge.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	90.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	0.0 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	4.6 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	97.4 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	2.6 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	0.0 %			9.5 %
Status Unknown ⁹	0.0 %			6.0 %

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

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

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

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

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

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

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

∨ School Honors ∨

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

Award/Honor	Year
AIA Scholar/Athletes	2002
FFA Regional Conservation Contest	2000
1A State Basketball Champions	2001
Firebird Pit Crew Challenge Winners	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 ¹, 2001-02

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	37	452	76%	16%	8%	0%
	State	57484	504	24%	20%	40%	16%
Writing	School	44	448	55%	39%	7%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	46	397	87%	13%	0%	0%
	State	57734	459	39%	40%	14%	7%

Legend

MS	- The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
FFB	- Percent of students who Fell Far Below the standard
A	- Percent of students who Approached the standard
M	- Percent of students who Met the standard
E	- Percent of students who Exceeded the standard

Grade 10 (Class of 2003)²

Reading	School	42	467	48%	31%	19%	2%
	State	49803	512	15%	23%	48%	14%
Writing	School	41	438	44%	29%	27%	0%
	State	50471	477	17%	23%	59%	1%
Mathematics	School	38	434	87%	5%	8%	0%
	State	50429	480	48%	19%	22%	10%

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

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

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

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

∨ Mathematics Education and AIMS ∨

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

∨ Academic Achievement Indicators ∨

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

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
7	Reading	73	15	52	--	21	53	100	12	52	--	14	53	--	9	55
	Language	73	14	52	--	21	54	100	14	54	--	15	55	--	12	58
	Mathematics	69	28	53	--	29	55	100	29	56	--	24	58	--	17	60
8	Reading	73	21	54	--	21	54	100	26	53	--	17	55	--	19	56
	Language	76	14	46	--	14	49	100	20	49	--	13	50	--	13	52
	Mathematics	87	26	52	--	29	54	100	35	56	--	25	58	--	29	59
9	Reading	77	19	44	80	13	43	77	17	43	93	16	43	82	17	43
	Language	79	19	39	89	12	39	89	14	40	91	17	41	80	20	42
	Mathematics	86	22	57	91	29	57	89	27	59	93	31	61	91	33	62
10	Reading	78	16	42	82	13	42	99	16	42	--	--	--	--	--	--
	Language	78	22	43	95	17	44	99	17	44	--	--	--	--	--	--
	Mathematics	89	15	47	95	21	49	99	26	50	--	--	--	--	--	--
11	Reading	76	16	46	67	21	44	72	20	45	--	--	--	--	--	--
	Language	84	21	43	73	21	42	72	27	44	--	--	--	--	--	--
	Mathematics	82	24	51	73	21	52	72	24	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 Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

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

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

	Reading Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 6-7	*	64
Grades 7-8	81	76

*Less than 10 students matched **No information available ***Not applicable

∨ **School Safety** ∨

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

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

A full-time Resource Officer is available on campus. Life Skills classes are taught promoting positive behavior and communication. Implementation of AIA Victory With Honor Program.

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).

11

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	\$3,354	\$874,351
Classroom Supplies	\$139	\$36,184
Administration	\$825	\$215,114
Support Services-Students	\$153	\$39,918
Other Support Services and Operations	\$1,806	\$470,824
Total Expenditures- All Categories 2000-2001	\$6,277	\$1,636,391

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

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

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

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Carter McEuen	(928) 485-2427	
Transportation Policy	Carter McEuen	(928) 485-2427	
Community Resources	Carter McEuen	(928) 485-2427	
School Nutrition Programs	Terry Sanders	(928) 485-2433	
Parent Organization	Eldon Woodall	(928) 485-9435	
Student Health/Nurse	Lori Bryce	(928) 485-2433	

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."