

# Foothills Elementary School

## ARIZONA SCHOOL REPORT CARD 2003-04

17835 N. 44th Street, Phoenix, AZ 85032

Paradise Valley Unified 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 LEARNS<sup>1</sup>

Elementary  
Achievement Profile \*

Performing\*

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

### No Child Left Behind

Adequate Yearly  
Progress\*\*\*

Met

School Improvement  
Status\*\*\*

N/A

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

### School Overview

Principal/Administrator : Mr. Dennis J. Reiley

Schedule : 8:00 AM to 4:00 PM

Grades : Pre-K-6

2003 Enrollment : 561

Web Address : pvusd.k12.az.us

Phone Number : (602) 493-6120

Fax Number : (602) 493-6125

E-mail : ppetr@pvusd.k12.az.us

### Mission

Education at Foothills is a joint effort of students, teachers, families and the community, united to promote learning as a lifelong activity. We strive to provide educational excellence with high expectations of instruction and student achievement.

### School / Academic Goals

ü Foothills strives to develop data driven instruction for increasing student achievement. This will be accomplished by using continuous staff training in research based practices and using technology to improve efficiency.

ü Foothill will work closely with the middle and high schools to maintain curriculum alignment for maximum student growth.

### Instructional Programs

ü Fine Arts and Full-time Physical Ed.

ü Honors Classes (Gifted)

ü Arizona Standards Aligned Instruction

ü Technology-based Learning

### Enrollment

October 1, 2002 School Year Student Enrollment : 596

Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes

Number of Students Attending Under Open Enrollment in 2002-03 : 29

### Calendar Information

Number of Instruction Days : 180

Average Daily Instruction Time : 5 hours 20 minutes

First Day of School : 8/18/2003

Last Day of School : 5/27/2004

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

School Site Council

Council Composition

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

Council Duties

- Ü General Advisement
- Ü Support Services
- Ü Facility Improvement
- Ü School Safety Issues
- Ü School/Business/Community Relations
- Ü Creation of School Mission Statement

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	34.00
Other Professional Staff	3.00	Teacher Aide	6.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	2	0	0
4 to 6 years	0	2	0	0
7 to 9 years	0	1	0	0
10 or more years	8	15	0	0

Shared Responsibilities

School

Foothills will unite with all stakeholders to promote learning as a lifelong activity; create a safe and supportive environment; promote high expectations of instruction and achievement; develop respect for themselves and the community.

Parents

Parents should ensure their children attend school ready to learn. They should maintain close communications with the school by supporting PTSA attending parent conferences and Open House, and volunteering time and service whenever possible.

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Science Lab

Extracurricular Activities

- Ü Band
- Ü Chorus
- Ü Strings
- Ü Student Council

Social Services

- Ü Breakfast Program
- Ü Social Worker
- Ü Before/After School Day Care
- Ü After School - Phoenix Activity City

Transportation Policy

The district transportation policy allows for bus service to kindergarteners who live more than one-half mile from the school; first through sixth graders who live more than one mile from the school.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Foothills has successfully integrated the Accelerated Reader program into our Scholastic Reading adoption. This has significantly increased student library checkouts and independent reading which will lead to increased reading achievement.
- ü Schoolwide saturation of the 6 Trait Writing model has occurred, resulting in increased student performance in writing.

School Honors

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

Award/Honor	Year
ü Second Place in District Spelling Bee	2001
ü Two Winners in City of Phoenix Recycling Poster Contest	2000
ü Band/Strings Superior Ratings	2001
ü 100% Grade One At the Library (GOAL)	2002

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>2</sup>	96	95	94	96
Transfers Out <sup>3</sup>	24	20	20	20
Transfers In <sup>4</sup> (Within District)	0	2	2	2
Transfers In <sup>5</sup> (Out of District)	1	10	10	9
Promotion Rate <sup>6</sup>	100	99	98	95
Retention Rate <sup>7</sup>	0	1	2	5
Dropout Rate <sup>8</sup>	--			8
Status Unknown <sup>9</sup>	--			6
Graduation Rate <sup>10</sup>	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	73	71
Grades 3-4	76	61
Grades 4-5	44	67
Grades 5-6	78	85

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	97	2687	75372	101	101	101	535	538	523	6	4	9	19	19	25	36	36	36	39	42	30
All Students (Prior Year)	97	2686	70809	NA	NA	NA	528	533	518	7	6	11	14	19	27	43	37	35	35	38	27
Female	54	1298	36901	102	101	101	539	539	524	6	3	8	14	19	25	42	35	36	38	43	31
Male	43	1380	38385	100	99	101	529	538	523	6	4	9	26	19	24	29	36	36	40	41	30
African American	NC	98	3589	NC	96	96	NC	514	501	NC	10	18	NC	31	33	NC	38	33	NC	21	16
Hispanic	22	519	29103	105	104	99	533	518	510	0	10	12	20	28	31	40	36	36	40	26	20
Asian/Pacific Islander	NC	70	1574	NC	96	96	NC	555	549	NC	2	3	NC	11	14	NC	32	34	NC	55	48
American Indian/Alaskan Native	NC	26	5086	NC	100	114	NC	522	491	NC	0	22	NC	26	38	NC	61	28	NC	13	12
White	69	1962	34597	100	100	98	535	542	535	8	3	4	18	17	20	34	35	38	40	45	38
Students with Disabilities	14	386	8057	127	104	99	523	514	496	13	11	23	13	31	31	38	36	28	38	21	17
Students without Disabilities	83	2301	67315	98	100	101	536	541	525	5	3	8	19	18	24	36	35	37	39	44	31
Limited English Proficient Students	NC	318	16925	NC	102	112	NC	473	482	NC	44	27	NC	33	40	NC	11	26	NC	11	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	NC	355	26325				NC	522	504	NC	7	15	NC	33	34	NC	31	33	NC	30	18
Non-Economically Disadvantaged	96	2332	49047				535	540	530	6	4	6	19	18	21	36	36	37	39	43	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	98	2699	75221	102	101	101	525	532	523	9	4	8	14	11	16	47	57	56	30	28	21
All Students (Prior Year)	99	2685	70860	NA	NA	NA	551	535	524	4	5	9	12	11	17	35	43	45	49	40	30
Female	54	1301	36833	102	102	100	530	536	526	8	3	6	11	9	15	47	56	56	34	32	23
Male	44	1389	38319	102	100	101	519	529	520	11	4	9	18	12	17	47	59	56	24	25	18
African American	NC	99	3597	NC	97	97	NC	517	510	NC	10	14	NC	20	22	NC	55	53	NC	15	11
Hispanic	22	522	29019	105	105	99	525	518	513	11	8	12	11	19	21	50	58	55	28	14	13
Asian/Pacific Islander	NC	70	1572	NC	96	95	NC	538	536	NC	2	2	NC	2	9	NC	61	57	NC	36	31
American Indian/Alaskan Native	NC	26	5071	NC	100	114	NC	525	502	NC	0	20	NC	17	27	NC	65	46	NC	17	8
White	70	1971	34543	101	100	97	525	535	531	9	3	4	16	9	12	44	57	58	31	31	26
Students with Disabilities	15	389	8006	136	105	99	501	514	505	29	12	22	29	19	23	14	53	42	29	16	13
Students without Disabilities	83	2310	67215	98	101	101	530	534	524	5	3	7	12	10	16	53	58	56	30	30	21
Limited English Proficient Students	NC	321	16853	NC	103	112	NC	480	489	NC	44	29	NC	44	36	NC	0	32	NC	11	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	NC	356	26256				NC	516	509	NC	10	14	NC	24	24	NC	52	51	NC	14	11
Non-Economically Disadvantaged	97	2343	48965				525	533	528	9	3	5	14	10	13	47	58	58	30	29	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	96	2644	73654	100	99	99	537	541	530	7	4	9	13	8	13	69	78	70	11	10	7
All Students (Prior Year)	94	2640	68592	NA	NA	NA	556	560	542	4	5	9	4	7	12	74	65	63	19	23	16
Female	53	1283	36239	100	100	99	543	548	537	2	2	7	11	6	11	75	79	72	11	13	10
Male	43	1347	37301	100	97	98	528	534	523	13	6	12	16	10	15	61	77	68	11	7	5
African American	NC	91	3488	NC	89	94	NC	523	515	NC	8	16	NC	16	18	NC	73	62	NC	4	4
Hispanic	21	506	28348	100	102	96	534	527	520	6	9	13	17	13	17	67	75	65	11	4	5
Asian/Pacific Islander	NC	68	1558	NC	93	95	NC	557	547	NC	2	3	NC	0	8	NC	80	76	NC	19	13
American Indian/Alaskan Native	NC	26	4947	NC	100	111	NC	536	507	NC	4	22	NC	9	22	NC	78	53	NC	9	3
White	69	1938	33924	100	98	96	535	544	537	7	3	5	13	7	10	71	79	75	9	11	9
Students with Disabilities	14	357	7306	127	96	90	506	520	506	21	13	24	29	18	20	50	64	52	0	5	4
Students without Disabilities	82	2287	66348	96	100	100	542	544	531	4	3	8	10	7	13	73	79	71	13	11	8
Limited English Proficient Students	NC	310	16422	NC	99	109	NC	486	495	NC	44	30	NC	22	27	NC	33	43	NC	0	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	349	25711				--	526	514	--	10	16	--	16	19	--	70	61	--	4	3
Non-Economically Disadvantaged	96	2295	47943				537	542	535	7	4	7	13	7	11	69	79	74	11	10	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	80	2748	76230	100	100	101	498	513	498	7	7	12	44	32	38	12	13	12	37	49	37
All Students (Prior Year)	104	2846	72888	NA	NA	NA	515	513	494	8	7	14	31	32	40	9	13	12	52	48	34
Female	33	1338	37247	94	100	100	504	515	500	3	6	11	50	32	40	16	13	13	31	49	37
Male	46	1390	38725	102	99	101	492	511	497	10	8	14	40	32	37	10	12	12	40	48	37
African American	NC	87	3594	NC	98	96	NC	487	476	NC	16	22	NC	43	46	NC	10	11	NC	31	21
Hispanic	NC	462	28100	NC	102	98	NC	481	482	NC	18	18	NC	49	47	NC	10	11	NC	23	24
Asian/Pacific Islander	NC	64	1447	NC	103	95	NC	522	527	NC	5	5	NC	32	26	NC	7	11	NC	57	58
American Indian/Alaskan Native	NC	20	5292	NC	83	113	NC	486	463	NC	20	31	NC	30	47	NC	15	8	NC	35	14
White	61	2089	35389	98	99	96	500	520	514	7	5	6	43	28	32	14	13	14	36	54	48
Students with Disabilities	16	384	9022	145	110	105	477	484	465	18	18	31	45	46	43	0	10	8	36	27	17
Students without Disabilities	64	2364	67208	93	99	100	501	517	500	5	6	12	44	30	38	15	13	12	37	51	38
Limited English Proficient Students	NC	254	14826	NC	98	113	NC	448	460	NC	36	31	NC	55	51	NC	8	8	NC	2	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	NC	342	25037				NC	473	477	NC	24	21	NC	49	47	NC	10	11	NC	17	21
Non-Economically Disadvantaged	77	2406	51193				500	518	507	6	5	9	44	30	35	13	13	13	38	52	43

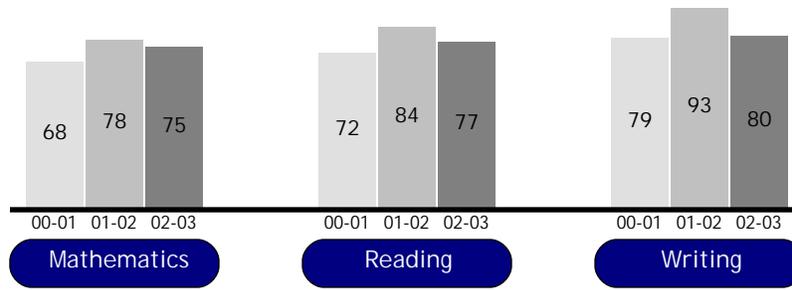
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	2755	76202	101	100	101	506	513	505	17	11	19	31	20	24	44	51	46	9	18	11
All Students (Prior Year)	103	2845	72779	NA	NA	NA	518	514	505	12	12	21	13	16	20	47	47	43	28	25	15
Female	34	1340	37231	97	100	100	511	516	507	12	8	16	24	18	24	55	52	48	9	21	13
Male	46	1394	38718	102	99	101	503	510	503	20	13	22	34	21	24	36	50	44	9	16	10
African American	NC	88	3600	NC	99	97	NC	502	497	NC	16	28	NC	36	29	NC	40	39	NC	8	5
Hispanic	NC	462	28090	NC	102	98	NC	499	497	NC	27	28	NC	26	30	NC	40	37	NC	7	5
Asian/Pacific Islander	NC	64	1443	NC	103	95	NC	511	515	NC	8	9	NC	20	19	NC	53	53	NC	19	19
American Indian/Alaskan Native	NC	20	5311	NC	83	113	NC	500	491	NC	30	38	NC	25	31	NC	25	28	NC	20	3
White	62	2093	35371	100	99	96	508	516	512	20	7	10	26	18	20	43	54	54	11	21	16
Students with Disabilities	16	391	9097	145	112	106	500	502	493	47	25	39	27	26	27	13	40	29	13	8	5
Students without Disabilities	65	2364	67105	94	99	100	508	514	506	10	9	18	32	19	24	51	52	47	8	20	12
Limited English Proficient Students	NC	255	14780	NC	98	113	NC	481	486	NC	61	50	NC	27	32	NC	12	18	NC	1	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	NC	346	24961				NC	492	495	NC	34	32	NC	31	30	NC	34	34	NC	2	4
Non-Economically Disadvantaged	78	2409	51241				508	516	509	15	8	14	31	18	22	45	53	51	9	20	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	79	2708	74692	99	99	99	501	519	502	19	10	18	22	22	27	53	56	47	6	12	8
All Students (Prior Year)	98	2802	70710	NA	NA	NA	521	534	512	10	8	17	25	19	26	46	49	42	18	24	16
Female	34	1326	36710	97	99	99	506	526	509	21	7	14	18	20	26	52	58	50	9	15	10
Male	44	1364	37742	98	97	98	496	513	495	18	12	22	26	24	28	53	54	44	3	10	6
African American	NC	87	3516	NC	98	94	NC	502	487	NC	16	26	NC	30	31	NC	46	39	NC	7	4
Hispanic	NC	456	27492	NC	101	96	NC	489	486	NC	26	27	NC	30	32	NC	40	38	NC	5	4
Asian/Pacific Islander	NC	64	1428	NC	103	94	NC	526	528	NC	5	8	NC	31	20	NC	49	54	NC	15	18
American Indian/Alaskan Native	NC	19	5166	NC	79	110	NC	503	470	NC	32	39	NC	21	32	NC	37	27	NC	11	2
White	61	2058	34785	98	97	94	501	526	517	18	6	10	20	20	23	58	60	56	4	14	11
Students with Disabilities	15	368	8428	136	105	98	485	494	472	44	21	38	11	34	30	33	38	29	11	7	3
Students without Disabilities	64	2340	66264	93	98	99	503	522	503	16	8	17	24	21	27	56	58	48	5	13	8
Limited English Proficient Students	NC	248	14363	NC	96	109	NC	451	459	NC	51	47	NC	38	34	NC	11	19	NC	0	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	NC	340	24507				NC	476	480	NC	31	31	NC	34	33	NC	33	33	NC	2	3
Non-Economically Disadvantaged	76	2368	50185				502	525	511	19	7	13	21	21	24	54	59	53	6	14	10

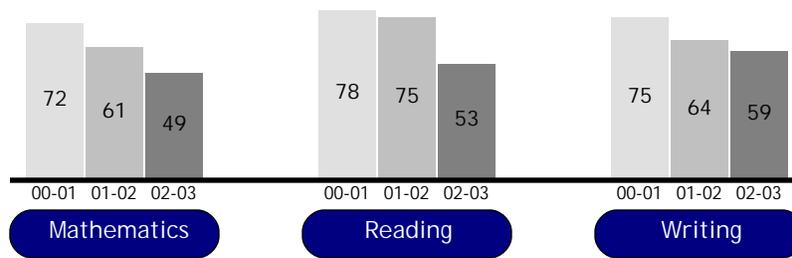
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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](http://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	93	53	61	53	96	46	54	44	95	63	61	50
	Language	99	41	53	45	96	33	48	39	99	54	54	43
	Mathematics	99	51	59	56	96	50	57	52	99	68	67	57
3	Reading	91	49	60	50	89	48	55	43	99	50	60	47
	Language	96	58	66	55	89	57	63	50	100	57	64	54
	Mathematics	94	61	64	53	89	58	61	50	100	58	66	54
4	Reading	90	70	67	55	88	70	63	47	100	58	65	52
	Language	90	65	61	50	88	59	59	45	100	55	60	48
	Mathematics	89	74	67	56	88	66	65	52	100	57	69	57
5	Reading	93	69	66	51	93	59	62	46	97	58	64	50
	Language	95	69	58	46	93	56	57	43	97	48	58	46
	Mathematics	95	75	71	56	93	65	68	54	99	56	69	57
6	Reading	94	55	68	54	96	69	65	49	98	66	67	53
	Language	91	48	62	46	96	62	59	42	100	59	60	45
	Mathematics	95	63	73	61	96	71	73	58	100	76	74	62

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

Foothills Safety Committee meets quarterly for safety review. Our annually updated Crisis Plan specifies that fire drills and lock-downs are practiced regularly. Our Make Your Day citizenship program helps create safe and orderly school behavior.

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	Dennis Reiley	(602) 493-6120
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Rand Lewis	(602) 493-6120
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Foothills PTSA	(602) 493-6120
Student Health/Nurse	Ruth Riley	(602) 493-6123

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. "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](http://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](http://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](http://www.ade.az.gov/standards)