

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

17835 North 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 LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Performing
2001-02 Improving

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

School Overview

Principal/Administrator : Mr. Dennis Reiley
Schedule : 8:00 AM to 4:00 PM
Grades : Pre-K-6
2004 Enrollment : 595
Web Address :
Phone Number : (602) 493-6120
Fax Number :
E-mail : dreiley@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.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Foothills strives to develop data driven instruction for increasing student achievement. This will be accomplished using continuous staff training in research based practices aided by technological innovations.
- ü Foothill will work closely with the middle and high schools to maintain curriculum alignment for maximum student growth.
- ü Foothills seeks to increase impact of it's 'Make Your Day' citizenship program by integrating nationally acclaimed Character Counts as a companion. Use of the Six Pillars of Character will help advance the culture of community strength.

Enrollment

October 1, 2003 School Year Student Enrollment : 568
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 52

Instructional Programs

- ü Fine Arts and Full-time Physical Ed.
- ü Honors Classes (Gifted)
- ü Arizona Standards Aligned Instruction
- ü Technology-Based Learning
- ü Full-Day , Structured Kindergarten
- ü Accelerated Reading/Math Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/16/2004
Last Day of School :	5/26/2005

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.

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.

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)	2004

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	80	2710	75509	98	100	100	534	538	521	10	7	13	18	17	23	29	34	33	43	42	31
All Students (Prior Year)	97	2687	75372	100	100	100	535	538	523	6	4	9	19	19	25	36	36	36	39	42	30
Female	40	1339	37013	93	100	100	541	538	522	6	7	12	17	17	24	33	36	33	44	39	31
Male	38	1369	38430	97	99	99	530	539	521	13	8	14	17	16	22	27	32	33	43	45	31
African American	NC	84	3660	NC	100	99	NC	510	496	NC	15	24	NC	33	31	NC	33	28	NC	19	18
Hispanic	10	599	30486	91	99	99	509	512	505	20	16	18	20	25	29	20	34	32	40	24	21
Asian/Pacific Islander	NC	73	1780	NC	96	98	NC	561	549	NC	2	5	NC	12	13	NC	30	33	NC	57	50
American Indian/Alaskan Native	NC	29	4075	NC	100	100	NC	519	486	NC	12	28	NC	23	34	NC	42	26	NC	23	12
White	61	1908	35192	95	99	99	538	543	534	7	6	8	18	14	19	32	34	35	43	46	39
Students with Disabilities	10	393	9708	83	100	100	499	511	489	25	20	32	25	22	27	0	30	24	50	28	17
Students without Disabilities	70	2317	65801	100	99	98	536	542	525	9	6	11	17	16	23	31	34	34	42	44	33
Limited English Proficient Students	NC	315	16928	NC	89	100	NC	NA	485	NC	NA	29	NC	NA	33	NC	NA	26	NC	NA	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	26	871	36411				511	513	503	17	16	19	28	24	29	33	37	32	22	23	20
Non-Economically Disadvantaged	54	1839	39040				542	546	534	8	5	8	14	14	19	28	33	34	50	48	39

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	2702	75492	99	100	100	522	528	519	9	7	12	18	12	16	41	49	47	32	32	24
All Students (Prior Year)	98	2699	75221	100	100	100	525	532	523	9	4	8	14	11	16	47	57	56	30	28	21
Female	40	1335	37014	93	100	100	529	531	523	3	6	10	11	10	15	50	49	48	36	35	27
Male	39	1365	38400	100	99	99	517	525	516	13	9	14	23	13	17	33	49	47	30	30	21
African American	NC	84	3665	NC	100	99	NC	515	505	NC	16	20	NC	11	22	NC	54	43	NC	18	14
Hispanic	10	595	30438	91	98	99	503	511	508	20	16	17	40	18	21	20	50	47	20	16	15
Asian/Pacific Islander	NC	73	1773	NC	96	98	NC	546	534	NC	3	4	NC	8	10	NC	35	50	NC	53	36
American Indian/Alaskan Native	NC	29	4081	NC	100	100	NC	519	498	NC	11	25	NC	26	26	NC	33	40	NC	30	8
White	62	1906	35177	97	99	99	526	531	528	5	6	8	14	10	13	46	49	49	34	35	31
Students with Disabilities	11	390	9707	92	100	100	491	505	495	50	24	33	0	17	21	50	41	33	0	18	13
Students without Disabilities	70	2312	65785	100	99	98	524	531	522	6	5	10	19	11	16	41	50	49	34	34	26
Limited English Proficient Students	NC	312	16905	NC	88	100	NC	461	489	NC	100	34	NC	0	28	NC	0	32	NC	0	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	26	867	36302				511	511	507	11	16	18	28	18	21	39	50	46	22	17	14
Non-Economically Disadvantaged	55	1835	39164				526	533	528	8	5	8	14	10	13	42	49	48	36	37	31

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	80	2688	75053	98	99	99	650	634	597	4	4	7	9	8	12	69	74	72	18	14	9
All Students (Prior Year)	96	2644	73654	100	99	99	537	541	530	7	4	9	13	8	13	69	78	70	11	10	7
Female	40	1334	36872	93	100	99	673	656	621	3	3	5	6	6	9	69	72	74	22	19	12
Male	38	1352	38109	97	98	99	614	611	573	7	4	10	13	10	14	70	76	69	10	10	6
African American	NC	84	3636	NC	100	99	NC	604	568	NC	4	12	NC	11	16	NC	72	67	NC	13	6
Hispanic	10	591	30235	91	98	98	567	586	575	0	6	9	40	12	14	60	78	70	0	4	6
Asian/Pacific Islander	NC	73	1768	NC	96	98	NC	663	651	NC	3	3	NC	10	5	NC	65	72	NC	22	19
American Indian/Alaskan Native	NC	29	4044	NC	100	99	NC	616	550	NC	4	13	NC	8	17	NC	77	66	NC	12	4
White	61	1896	35028	95	99	99	656	642	613	5	3	6	5	7	10	70	74	73	20	16	11
Students with Disabilities	10	385	9625	83	100	100	551	574	530	25	12	21	25	19	21	50	62	55	0	7	4
Students without Disabilities	70	2303	65428	100	98	98	657	642	604	3	3	6	8	6	11	70	76	73	19	15	10
Limited English Proficient Students	NC	309	16765	NC	87	100	NC	563	525	NC	0	17	NC	0	20	NC	100	60	NC	0	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	26	860	36077				583	581	566	6	8	10	28	14	16	61	72	69	6	6	5
Non-Economically Disadvantaged	54	1828	38950				675	651	618	4	2	5	2	6	9	72	75	73	22	17	12

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	93	2756	76019	100	100	100	494	513	499	15	9	14	41	32	39	19	16	14	24	43	33
All Students (Prior Year)	80	2748	76230	100	100	100	498	513	498	7	7	12	44	32	38	12	13	12	37	49	37
Female	41	1336	37207	100	99	100	500	511	499	14	9	12	40	34	41	17	16	14	29	41	33
Male	52	1408	38677	100	99	100	489	515	498	16	9	15	42	31	38	21	15	13	21	45	34
African American	10	84	3817	100	95	100	468	492	475	11	14	23	67	43	47	22	16	11	0	27	18
Hispanic	10	539	29458	100	98	100	492	476	480	25	26	20	50	42	48	0	12	12	25	19	20
Asian/Pacific Islander	NC	75	1673	NC	99	99	NC	536	531	NC	3	4	NC	25	29	NC	15	14	NC	57	53
American Indian/Alaskan Native	NC	38	4735	NC	95	100	NC	493	466	NC	22	28	NC	28	49	NC	9	10	NC	41	13
White	64	1990	35880	100	99	100	500	521	515	15	5	7	33	30	32	22	16	16	30	49	45
Students with Disabilities	16	371	9786	100	100	100	398	469	457	100	29	39	0	45	40	0	11	7	0	14	13
Students without Disabilities	77	2385	66233	100	99	99	505	517	503	6	7	11	46	31	39	21	16	14	27	46	35
Limited English Proficient Students	NC	271	15206	NC	89	100	NC	448	459	NC	43	31	NC	42	53	NC	8	7	NC	7	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	29	805	35714				483	481	480	14	22	20	55	42	47	14	14	12	18	22	20
Non-Economically Disadvantaged	64	1951	40266				499	524	513	16	5	9	36	29	33	21	16	15	27	50	43

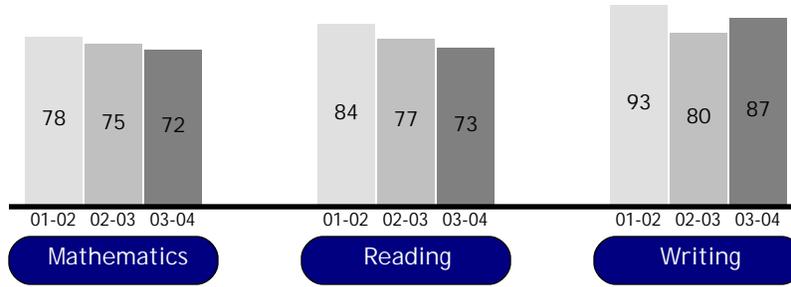
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	2754	76020	100	100	100	505	510	503	23	17	25	22	18	23	40	47	40	15	18	12
All Students (Prior Year)	81	2755	76202	100	100	100	506	513	505	17	11	19	31	20	24	44	51	46	9	18	11
Female	41	1335	37213	100	99	100	511	511	504	26	15	22	20	19	23	31	47	42	23	19	13
Male	52	1407	38666	100	99	100	499	509	501	21	19	29	23	16	22	47	48	38	9	17	12
African American	10	84	3819	100	95	100	495	501	494	33	24	37	22	35	26	33	31	31	11	9	6
Hispanic	10	537	29442	100	98	99	545	494	494	25	40	37	13	23	26	38	31	31	25	6	6
Asian/Pacific Islander	NC	75	1672	NC	99	99	NC	512	513	NC	13	12	NC	15	19	NC	48	49	NC	24	20
American Indian/Alaskan Native	NC	38	4735	NC	95	100	NC	496	489	NC	30	48	NC	21	25	NC	45	24	NC	3	3
White	64	1990	35890	100	99	100	502	514	511	20	11	15	20	16	20	44	52	48	15	21	18
Students with Disabilities	16	372	9784	100	100	100	469	490	485	100	46	58	0	24	19	0	25	19	0	5	4
Students without Disabilities	77	2382	66236	100	98	99	509	512	504	14	14	23	24	17	23	44	49	42	17	19	13
Limited English Proficient Students	NC	271	15198	NC	89	100	NC	480	483	NC	67	59	NC	22	25	NC	9	14	NC	2	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	29	802	35703				500	494	494	27	37	37	14	25	26	45	33	31	14	6	6
Non-Economically Disadvantaged	64	1952	40274				506	515	509	21	10	17	25	15	20	38	52	47	16	22	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	92	2748	75673	100	99	100	530	558	530	10	7	12	24	18	25	60	68	58	5	7	4
All Students (Prior Year)	79	2708	74692	99	99	99	501	519	502	19	10	18	22	22	27	53	56	47	6	12	8
Female	41	1333	37099	100	99	100	555	572	548	9	5	8	23	14	22	57	73	64	11	8	6
Male	51	1403	38441	100	99	99	509	543	513	12	9	16	26	22	29	63	64	52	0	5	3
African American	10	83	3791	100	94	99	485	546	506	22	5	18	33	27	29	44	63	50	0	4	3
Hispanic	10	535	29305	100	98	99	559	508	507	25	17	16	0	29	31	63	51	51	13	4	2
Asian/Pacific Islander	NC	75	1665	NC	99	99	NC	600	573	NC	0	6	NC	15	16	NC	75	67	NC	10	10
American Indian/Alaskan Native	NC	37	4707	NC	93	100	NC	533	492	NC	13	19	NC	22	33	NC	59	46	NC	6	1
White	64	1989	35760	100	99	99	535	568	550	6	5	9	26	15	21	63	73	64	6	7	6
Students with Disabilities	15	369	9706	100	100	100	416	486	462	63	22	36	25	31	32	13	46	31	0	1	1
Students without Disabilities	77	2379	65967	100	98	99	543	564	536	4	5	10	24	17	25	66	70	60	6	7	5
Limited English Proficient Students	NC	269	15115	NC	88	100	NC	457	471	NC	30	26	NC	42	38	NC	28	35	NC	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	28	800	35541				525	511	504	18	15	17	23	29	31	55	54	50	5	2	2
Non-Economically Disadvantaged	64	1948	40091				532	574	550	7	4	9	25	15	21	63	73	64	5	8	6

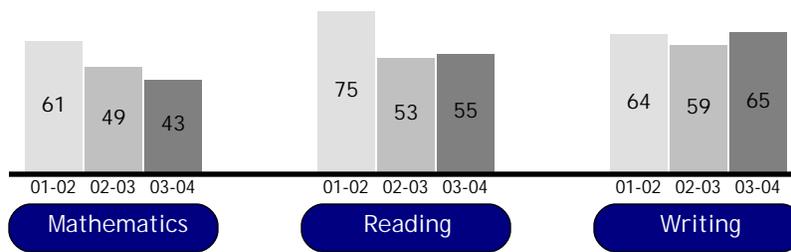
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2003-04

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

School Improvement - Year 1:

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

School Improvement - Year 2:

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

Corrective Action:

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

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

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	46	54	44	95	63	61	50	100	41	NA	58
	Language	96	33	48	39	99	54	54	43	100	36	59	50
	Mathematics	96	50	57	52	99	68	67	57	100	40	68	64
3	Reading	89	48	55	43	99	50	60	47	95	61	NA	55
	Language	89	57	63	50	100	57	64	54	95	67	69	61
	Mathematics	89	58	61	50	100	58	66	54	95	62	69	61
4	Reading	88	70	63	47	100	58	65	52	100	58	NA	56
	Language	88	59	59	45	100	55	60	48	100	54	63	52
	Mathematics	88	66	65	52	100	57	69	57	100	55	72	61
5	Reading	93	59	62	46	97	58	64	50	100	58	NA	55
	Language	93	56	57	43	97	48	58	46	100	50	60	49
	Mathematics	93	65	68	54	99	56	69	57	100	56	72	63
6	Reading	96	69	65	49	98	66	67	53	99	60	NA	56
	Language	96	62	59	42	100	59	60	45	97	48	61	48
	Mathematics	96	71	73	58	100	76	74	62	97	70	76	66

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)
- 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 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	36.00
Other Professional Staff	3.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	5	3	0	0
7 to 9 years	0	1	0	0
10 or more years	8	15	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 25
 Core academic classes taught by Highly Qualified (NCLB) teachers. 66
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Science Lab
- Ü Performing Arts Stage

Extracurricular Activities

- Ü Band
- Ü Chorus
- Ü Strings
- Ü Student Council
- Ü After School Intermural Sports

Social Services

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

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- 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.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	4	10	9	9
Promotion Rate ⁸	98	98	98	94
Retention Rate ⁹	1	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	67	49
Grades 3-4	76	61
Grades 4-5	44	65
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 2003-04. 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 2004. 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. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. 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).

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 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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

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. 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

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.