

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School Overview

Principal/Administrator : Mr. Dennis Reiley
 Schedule : 08:00 AM to 04:00 PM
 Grades : K-6
 2005 Enrollment : 515
 Web Address :
 Phone Number : (602) 493-6120
 Fax Number : (602) 493-6125
 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.

School / Academic Goals

- ü Foothills School Action Plan will be fully developed by December, 05. It will contain comprehensive, short term and long term goals that will address our values, vision and mission for the next three years.
- 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.
- 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.

Enrollment

October 1, 2004 School Year Student Enrollment : 579
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 31

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

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
• Second Place in District Spelling Bee	2001
• Two Winners in City of Phoenix Recycling Poster Contest	2000
• Band/Strings Superior Ratings	2001
• 100% Grade One At the Library (GOAL)	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	2586	79306	100	100	99	430	467	445	19	6	10	24	11	18	44	50	51	13	34	20
All Students (Prior Year)	80	2710	75509	98	100	100	534	538	521	10	7	13	18	17	23	29	34	33	43	42	31
Female	35	1264	38691	100	100	99	441	466	446	17	6	10	17	11	18	47	49	52	20	34	20
Male	42	1321	40583	100	99	99	421	468	445	21	6	11	29	11	18	42	50	50	8	34	21
African American	NC	85	4041	NC	99	99	NC	441	426	NC	9	17	NC	13	23	NC	62	50	NC	17	10
Hispanic	15	568	32869	100	99	99	411	435	429	31	16	15	31	21	25	38	50	51	0	13	10
Asian/Pacific Islander	NC	87	1935	NC	100	99	NC	490	474	NC	0	3	NC	6	9	NC	49	48	NC	44	40
American Indian/Alaskan Native	NC	36	4264	NC	100	100	NC	438	419	NC	9	19	NC	15	30	NC	58	45	NC	18	6
White	53	1810	36197	100	100	99	434	477	463	17	4	5	21	8	11	47	49	53	15	40	31
Students with Disabilities	21	372	10321	100	100	100	379	420	389	55	23	30	30	20	27	15	43	34	0	14	9
Students without Disabilities	56	2215	69060	100	99	98	451	475	454	4	3	7	21	9	17	56	51	54	19	37	22
Limited English Proficient Students	NC	301	15509	NC	100	100	NC	413	406	NC	21	20	NC	27	30	NC	46	45	NC	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	25	780	39415	96	94	96	413	439	431	26	13	15	39	21	25	22	53	50	13	13	10
Non-Economically Disadvantaged	52	1807	39966	100	100	100	438	479	459	16	3	6	16	6	12	56	48	52	13	42	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	2577	79395	100	0	99	437	468	446	18	6	9	29	16	25	40	58	55	13	21	11
All Students (Prior Year)	81	2702	75492	99	100	100	522	528	519	9	7	12	18	12	16	41	49	47	32	32	24
Female	35	1261	38743	100	0	100	454	473	451	10	5	7	30	14	24	40	57	57	20	24	12
Male	42	1315	40618	100	0	99	423	464	440	24	6	11	29	17	27	39	59	53	8	18	9
African American	NC	86	4052	NC	0	100	NC	451	434	NC	9	11	NC	17	29	NC	63	54	NC	12	6
Hispanic	15	563	32915	100	0	99	407	430	426	38	17	15	23	32	35	38	44	47	0	6	4
Asian/Pacific Islander	NC	87	1936	NC	0	99	NC	485	468	NC	1	3	NC	7	14	NC	59	63	NC	32	19
American Indian/Alaskan Native	NC	36	4271	NC	0	100	NC	440	420	NC	6	15	NC	18	42	NC	67	41	NC	9	2
White	53	1805	36221	100	0	99	443	480	465	11	2	4	34	11	15	40	61	63	15	25	17
Students with Disabilities	21	364	10331	100	0	100	381	419	388	55	19	25	30	31	37	10	42	34	5	8	4
Students without Disabilities	56	2214	69139	100	0	99	460	476	454	2	3	7	29	13	24	52	60	58	17	23	11
Limited English Proficient Students	NC	300	15545	NC	0	100	NC	401	399	NC	23	21	NC	44	42	NC	32	35	NC	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	25	771	39484	96	0	96	416	436	429	26	13	14	39	31	35	30	50	47	4	6	4
Non-Economically Disadvantaged	52	1807	39986	100	0	100	448	482	461	13	2	4	24	9	16	44	61	63	18	27	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	75	2578	78869	99	99	99	416	467	442	10	4	6	30	12	21	58	65	63	1	19	10
All Students (Prior Year)	80	2688	75053	98	99	99	650	634	597	4	4	7	9	8	12	69	74	72	18	14	9
Female	35	1260	38536	100	100	99	436	479	458	7	4	4	20	8	15	73	63	67	0	25	14
Male	40	1318	40302	95	99	99	400	455	428	14	5	8	38	15	26	46	67	60	3	13	7
African American	NC	86	4015	NC	100	99	NC	447	430	NC	8	8	NC	10	24	NC	74	61	NC	8	7
Hispanic	13	565	32606	87	99	98	396	430	426	17	10	8	42	21	27	42	63	60	0	6	5
Asian/Pacific Islander	NC	87	1925	NC	100	99	NC	493	471	NC	1	3	NC	9	11	NC	56	64	NC	35	22
American Indian/Alaskan Native	NC	36	4245	NC	100	100	NC	431	423	NC	9	9	NC	15	26	NC	67	61	NC	9	4
White	53	1804	36078	100	100	99	422	478	459	9	3	4	26	9	16	64	66	66	2	22	14
Students with Disabilities	21	369	10246	100	100	100	346	403	367	35	16	18	45	29	39	20	48	40	0	8	4
Students without Disabilities	54	2210	68697	98	99	98	446	478	454	0	3	4	23	9	18	74	68	67	2	21	11
Limited English Proficient Students	NC	298	15339	NC	100	100	NC	403	399	NC	13	11	NC	26	31	NC	58	54	NC	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	23	776	39106	88	94	95	417	430	427	14	9	8	32	22	28	55	63	59	0	5	5
Non-Economically Disadvantaged	52	1803	39837	100	100	100	415	482	457	9	2	4	29	7	14	60	66	67	2	25	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	2711	78906	100	100	99	506	515	498	15	8	13	11	13	19	51	50	48	23	29	20
All Students (Prior Year)	93	2756	76019	100	100	100	494	513	499	15	9	14	41	32	39	19	16	14	24	43	33
Female	57	1325	38644	100	100	99	508	517	500	15	7	12	10	13	19	48	51	49	27	29	19
Male	39	1384	40236	100	100	99	505	514	497	14	9	15	14	13	19	56	49	46	17	29	20
African American	NC	94	4087	NC	99	99	NC	486	481	NC	11	20	NC	20	24	NC	53	45	NC	15	11
Hispanic	17	565	31938	100	100	99	495	484	481	6	19	19	12	24	25	76	46	46	6	12	10
Asian/Pacific Islander	NC	81	1805	NC	99	98	NC	538	536	NC	5	5	NC	3	8	NC	48	45	NC	44	42
American Indian/Alaskan Native	NC	33	4593	NC	100	100	NC	499	467	NC	14	26	NC	14	29	NC	59	39	NC	14	6
White	71	1938	36483	100	100	99	508	525	517	17	5	7	11	10	13	48	51	51	25	34	30
Students with Disabilities	24	394	10664	100	100	100	465	451	430	35	29	42	20	25	27	40	37	26	5	9	5
Students without Disabilities	72	2317	68310	94	98	98	519	526	509	9	5	9	9	11	18	54	52	51	28	33	22
Limited English Proficient Students	NC	270	12573	NC	100	100	NC	448	454	NC	24	27	NC	29	30	NC	40	38	NC	7	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	38	798	38679	97	95	96	497	487	483	14	19	20	17	20	25	50	49	45	19	12	10
Non-Economically Disadvantaged	58	1913	40295	100	100	100	513	527	513	15	4	7	8	10	13	52	50	50	25	36	30

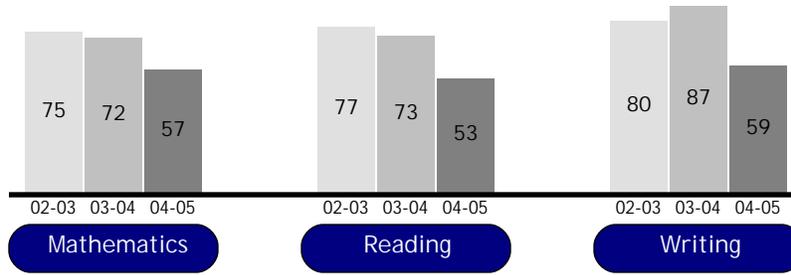
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	2712	78908	100	0	99	497	499	484	8	6	10	16	15	23	61	65	58	15	14	9
All Students (Prior Year)	93	2754	76020	100	100	100	505	510	503	23	17	25	22	18	23	40	47	40	15	18	12
Female	57	1327	38648	100	0	99	504	504	489	4	5	8	19	14	22	58	65	61	19	16	10
Male	39	1383	40233	100	0	99	487	494	479	14	7	12	11	17	25	67	66	55	8	11	8
African American	NC	94	4092	NC	0	99	NC	481	473	NC	5	12	NC	19	28	NC	65	54	NC	11	5
Hispanic	17	564	31940	100	0	99	495	467	465	6	15	16	12	33	32	65	48	49	18	3	3
Asian/Pacific Islander	NC	81	1805	NC	0	98	NC	509	507	NC	3	4	NC	11	13	NC	69	65	NC	17	18
American Indian/Alaskan Native	NC	33	4569	NC	0	100	NC	493	457	NC	3	18	NC	24	39	NC	69	41	NC	3	2
White	71	1940	36502	100	0	99	497	508	502	9	3	4	17	11	14	58	69	67	15	17	15
Students with Disabilities	24	394	10665	100	0	100	464	442	423	25	19	30	20	31	36	50	48	31	5	2	2
Students without Disabilities	72	2318	68312	94	0	98	507	508	493	3	4	7	15	13	21	65	68	62	18	16	10
Limited English Proficient Students	NC	269	12556	NC	0	100	NC	431	436	NC	20	24	NC	40	40	NC	39	35	NC	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	38	798	38662	97	0	96	488	474	468	8	14	16	14	29	32	69	54	49	8	4	3
Non-Economically Disadvantaged	58	1914	40315	100	0	100	503	509	498	8	2	5	17	10	15	56	70	66	19	18	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	96	2708	78750	100	100	99	513	516	500	5	4	6	25	21	29	67	71	63	3	3	2
All Students (Prior Year)	92	2748	75673	100	99	100	530	558	530	10	7	12	24	18	25	60	68	58	5	7	4
Female	57	1324	38586	100	100	99	532	531	515	2	2	4	15	13	22	77	79	71	6	5	3
Male	39	1382	40135	100	100	99	486	501	486	8	5	8	39	29	35	53	64	56	0	2	1
African American	NC	94	4081	NC	99	99	NC	495	488	NC	5	8	NC	20	32	NC	72	59	NC	3	2
Hispanic	17	562	31841	100	100	99	530	485	483	0	9	8	18	36	36	76	54	55	6	1	1
Asian/Pacific Islander	NC	81	1802	NC	99	98	NC	530	533	NC	3	2	NC	13	16	NC	79	75	NC	5	7
American Indian/Alaskan Native	NC	32	4586	NC	100	100	NC	515	481	NC	7	8	NC	14	37	NC	79	54	NC	0	1
White	71	1939	36440	100	100	99	509	524	516	5	2	3	28	18	22	65	76	71	3	4	4
Students with Disabilities	24	395	10622	100	100	100	447	441	415	20	13	21	45	47	50	35	40	28	0	1	1
Students without Disabilities	72	2313	68196	94	98	98	532	528	513	0	2	3	19	17	25	76	77	69	4	4	3
Limited English Proficient Students	NC	269	12504	NC	100	100	NC	444	451	NC	13	12	NC	41	44	NC	45	43	NC	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	38	797	38558	97	94	96	504	487	485	6	9	8	31	35	37	61	55	54	3	1	1
Non-Economically Disadvantaged	58	1911	40260	100	100	100	520	527	514	4	2	3	21	16	21	71	78	72	4	5	4

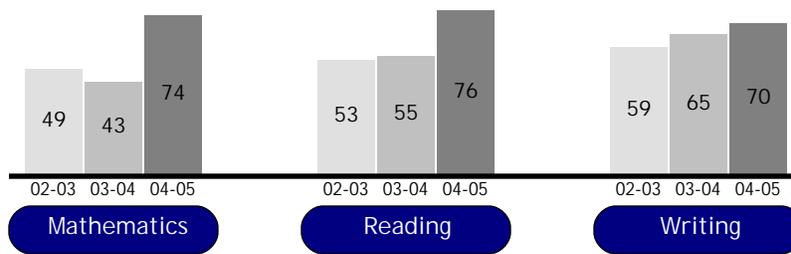
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2004-05

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?	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 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	63	61	50	100	41	NA	58	97	53	55	47
	Language	99	54	54	43	100	36	59	50	97	49	55	47
	Mathematics	99	68	67	57	100	40	68	64	99	49	56	50
3	Reading	99	50	60	47	95	61	NA	55	100	39	56	44
	Language	100	57	64	54	95	67	69	61	100	41	55	44
	Mathematics	100	58	66	54	95	62	69	61	100	44	60	51
4	Reading	100	58	65	52	100	58	NA	56	100	55	58	48
	Language	100	55	60	48	100	54	63	52	100	54	57	49
	Mathematics	100	57	69	57	100	55	72	61	100	56	61	53
5	Reading	97	58	64	50	100	58	NA	55	100	54	58	50
	Language	97	48	58	46	100	50	60	49	100	54	59	50
	Mathematics	99	56	69	57	100	56	72	63	100	52	57	49
6	Reading	98	66	67	53	99	60	NA	56	100	54	61	51
	Language	100	59	60	45	97	48	61	48	100	47	57	47
	Mathematics	100	76	74	62	97	70	76	66	100	58	62	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 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 Action Plan

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	35.80
Other Professional Staff	3.80	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	3	5	0	0
7 to 9 years	1	3	0	0
10 or more years	10	15	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	31
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	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 Intramural Sports
- Ü Chess Club

Social Services

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

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- 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 Over one hundred students received recognition for entries in Young Authors. Every grade level from K through 6 had 1st, 2nd and 3rd place awards as well as honorable mention.
- ü This is the 5th consecutive year we have had 100% involvement with Grade One At the Library (GOAL) where young students are introduced to the Phoenix Public Library.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	13	12	12	17
Transfers In Rate ⁶	25	28	28	37
Stability Rate ⁷	86	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

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 for school year 2004-05 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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Dennis Reiley	(602) 493-6120
Transportation Policy	Jeff Cook	(888) 493-6320
Community Resources	Lindsey Buna	(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.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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