

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Highly Performing
2004-05	Performing Plus
2003-04	Performing

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

School Overview

Principal/Administrator : Mr. Dennis Reiley
 Schedule : 08:00 AM to 04:00 PM
 Grades : K-6
 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.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

School / Academic Goals

- ü Foothills Action Plan contains comprehensive, short term and long term goals that address our values, vision and mission for the next four years. It has been the heart of the effort that has increased our School Profile each of the last three years.
- ü Foothills is implementing Write From The Beginning, a Kindergarten through sixth grade scaffolded writing program that uses research-based "Thinking Maps" as a foundation. This will ensure a continuous scope and sequence throughout the grades.
- ü Foothills increased impact of its Make Your Day citizenship program by integrating nationally acclaimed Character Counts as a companion. Using the 6 Pillars of Character advances our culture of community resulting in greater academic achievement.
- ü Foothills implements data driven instruction for raising student achievement. This is accomplished using continuous staff training in research based practices aided by technological innovations.

Enrollment

October 1, 2005 School Year Student Enrollment : 505
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 38

Instructional Programs

- ü Gifted Clustering in grades 1-3
- ü Honors Classes (Gifted), grades 4-6
- ü Arizona Standards Aligned Instruction
- ü Technology-Based Learning
- ü Full-Day , Structured Kindergarten
- ü Accelerated Reading/Math Programs
- ü Fine Arts and Full-time Physical Ed.
- ü Schoolwide sequenced writing curriculum

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. Additionally, they should collaborate in use of the Foothills Compact to help their children set academic goals each quarter.

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), 6 years running	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	68	2516	80010	99	99	99	449	464	447	6	7	10	22	13	18	56	51	53	16	29	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	1236	38935	100	100	99	455	462	447	4	7	9	17	13	19	65	54	55	13	27	17
Male	45	1279	40974	98	98	98	446	465	448	7	7	11	24	13	18	51	48	52	18	32	19
African American	NC	88	4201	NC	100	99	NC	447	430	NC	11	17	NC	17	23	NC	60	51	NC	11	9
Hispanic	16	556	34545	100	99	99	432	427	432	13	21	14	25	24	24	50	46	53	13	9	9
Asian/Pacific Islander	NC	95	2068	NC	99	99	NC	483	474	NC	2	4	NC	9	10	NC	48	50	NC	40	36
American Indian/Alaskan Native	--	14	3979	--	100	96	--	435	424	--	NA	17	--	50	30	--	43	47	--	7	6
White	45	1762	35142	98	99	99	455	475	465	4	3	5	20	9	11	58	52	56	18	36	28
Students with Disabilities	13	347	10161	93	93	93	416	440	419	8	16	28	54	28	28	38	39	36	NA	17	8
Students without Disabilities	55	2169	69849	100	100	100	457	467	451	5	5	7	15	11	17	60	53	56	20	31	19
Limited English Proficient Students	NC	244	14013	NC	97	97	NC	395	413	NC	41	24	NC	36	34	NC	23	39	NC	0	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	27	599	39029	100	99	98	437	437	432	7	14	14	26	21	25	59	52	52	7	13	9
Non-Economically Disadvantaged	41	1917	40981	98	99	100	457	472	462	5	5	6	20	10	13	54	50	54	22	35	27

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	68	2495	79438	99	98	98	452	466	451	3	7	9	28	15	24	65	60	56	4	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	1227	38775	100	99	99	466	471	457	NA	6	7	13	14	22	83	60	58	4	20	13
Male	45	1267	40560	98	97	97	444	462	446	4	9	12	36	16	25	56	61	54	4	15	9
African American	NC	88	4178	NC	100	98	NC	457	439	NC	10	13	NC	19	29	NC	58	52	NC	13	6
Hispanic	16	550	34297	100	98	98	437	426	434	6	23	14	44	29	31	50	44	50	NA	4	5
Asian/Pacific Islander	NC	95	2063	NC	99	99	NC	477	475	NC	2	3	NC	8	15	NC	71	63	NC	19	20
American Indian/Alaskan Native	--	13	3940	--	100	95	--	442	429	--	8	14	--	31	36	--	62	47	--	NA	3
White	45	1748	34887	98	98	98	459	479	471	2	3	4	20	11	15	71	65	63	7	22	18
Students with Disabilities	13	329	9588	93	88	88	433	438	416	NA	20	30	62	29	32	38	41	34	NA	10	5
Students without Disabilities	55	2166	69850	100	100	100	456	470	456	4	5	7	20	13	23	71	63	59	5	18	12
Limited English Proficient Students	NC	239	13856	NC	95	96	NC	385	407	NC	49	27	NC	38	43	NC	13	29	NC	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	27	588	38685	100	97	97	451	437	435	NA	17	14	33	26	32	63	52	50	4	6	5
Non-Economically Disadvantaged	41	1907	40753	98	99	99	452	475	467	5	5	5	24	12	16	66	63	62	5	21	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	67	2525	79971	97	99	99	420	446	423	7	4	8	36	27	41	57	63	49	NA	6	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	1240	38974	96	100	99	453	459	437	NA	2	5	14	21	33	86	68	57	NA	9	4
Male	45	1284	40895	98	99	98	404	433	410	11	6	10	47	33	47	42	58	41	NA	3	2
African American	NC	87	4203	NC	99	99	NC	426	411	NC	5	11	NC	40	45	NC	53	43	NC	2	2
Hispanic	16	556	34481	100	99	99	396	409	410	19	12	10	31	41	46	50	46	43	NA	1	1
Asian/Pacific Islander	NC	94	2067	NC	98	99	NC	466	449	NC	NA	4	NC	21	28	NC	66	60	NC	13	8
American Indian/Alaskan Native	--	14	3995	--	100	96	--	436	409	--	NA	10	--	43	47	--	57	42	--	NA	1
White	45	1773	35150	98	99	99	427	457	437	4	2	5	36	23	35	60	69	56	NA	7	5
Students with Disabilities	13	361	10258	93	97	94	345	408	377	31	13	23	62	42	51	8	43	25	NA	2	1
Students without Disabilities	54	2164	69713	98	100	100	438	451	429	2	3	5	30	25	39	69	66	52	NA	6	3
Limited English Proficient Students	NC	241	13985	NC	96	97	NC	369	382	NC	22	18	NC	59	54	NC	19	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	27	602	38994	100	99	98	422	415	409	4	9	10	52	44	47	44	45	41	NA	2	1
Non-Economically Disadvantaged	40	1923	40977	95	99	100	419	455	437	10	3	5	25	22	34	65	68	56	NA	7	5

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

4th 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	65	2517	80147	100	99	99	472	502	482	15	7	11	25	10	17	35	46	49	25	38	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	1217	39281	100	99	99	477	503	483	16	6	9	23	11	17	29	45	50	32	38	24
Male	34	1297	40780	100	99	98	468	502	482	15	7	12	26	9	17	41	47	48	18	37	24
African American	NC	87	4249	NC	98	99	NC	475	464	NC	13	17	NC	16	22	NC	56	48	NC	15	13
Hispanic	15	554	33494	100	98	99	474	470	466	27	16	15	13	20	23	33	45	49	27	19	14
Asian/Pacific Islander	NC	79	2103	NC	100	99	NC	525	515	NC	1	4	NC	3	8	NC	51	44	NC	46	45
American Indian/Alaskan Native	--	34	4117	--	97	96	--	474	456	--	24	19	--	6	27	--	56	46	--	15	8
White	45	1761	36122	100	99	99	470	514	501	13	3	5	29	6	10	33	46	50	24	45	35
Students with Disabilities	22	375	10295	100	95	92	428	461	443	41	24	33	27	20	26	23	40	33	9	16	8
Students without Disabilities	43	2142	69852	100	100	100	495	509	488	2	4	7	23	8	16	42	47	51	33	41	26
Limited English Proficient Students	NC	198	12722	NC	98	97	NC	428	441	NC	37	27	NC	32	33	NC	29	37	NC	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	24	610	38371	100	97	97	448	470	465	29	15	15	25	19	23	29	50	49	17	16	13
Non-Economically Disadvantaged	41	1907	41776	100	100	100	487	513	498	7	4	6	24	7	11	39	45	49	29	44	33

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	65	2496	79686	100	98	98	467	488	470	15	7	11	20	14	24	51	63	57	14	16	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	1211	39163	100	99	99	479	494	475	10	6	9	16	12	22	52	63	60	23	19	10
Male	34	1282	40438	100	97	97	456	483	465	21	9	13	24	16	25	50	63	54	6	12	7
African American	NC	86	4228	NC	97	98	NC	470	458	NC	13	15	NC	17	28	NC	58	53	NC	12	4
Hispanic	15	549	33299	100	97	98	465	452	452	27	22	17	NA	28	32	60	45	47	13	5	3
Asian/Pacific Islander	NC	79	2097	NC	100	99	NC	505	490	NC	NA	5	NC	5	13	NC	81	68	NC	14	14
American Indian/Alaskan Native	--	34	4087	--	97	96	--	467	446	--	12	16	--	29	38	--	53	44	--	6	2
White	45	1746	35914	100	98	98	465	500	489	13	3	5	27	9	15	49	68	67	11	19	14
Students with Disabilities	22	353	9808	100	89	87	431	451	432	41	25	35	27	27	32	27	42	30	5	6	3
Students without Disabilities	43	2143	69878	100	100	100	485	494	475	2	4	8	16	12	23	63	67	61	19	17	9
Limited English Proficient Students	NC	195	12594	NC	97	96	NC	408	422	NC	51	34	NC	36	45	NC	12	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	24	601	38095	100	96	97	447	454	452	29	19	17	17	26	32	50	50	48	4	5	3
Non-Economically Disadvantaged	41	1895	41591	100	99	99	478	499	486	7	4	6	22	10	16	51	67	65	20	19	13

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	65	2507	80372	100	99	99	473	500	475	6	3	4	29	16	30	60	75	64	5	6	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	1217	39452	100	99	99	491	511	488	6	2	3	16	11	22	71	79	72	6	9	3
Male	34	1287	40836	100	98	98	456	490	464	6	3	6	41	21	37	50	72	56	3	4	1
African American	NC	87	4264	NC	98	99	NC	495	465	NC	2	5	NC	18	35	NC	77	59	NC	2	1
Hispanic	15	551	33608	100	98	99	469	467	462	13	7	6	13	30	36	73	62	57	NA	1	1
Asian/Pacific Islander	NC	79	2098	NC	100	99	NC	520	500	NC	NA	2	NC	8	16	NC	80	75	NC	13	7
American Indian/Alaskan Native	--	34	4128	--	97	97	--	494	464	--	3	4	--	21	39	--	74	56	--	3	1
White	45	1754	36213	100	99	99	471	510	489	4	1	2	36	12	22	53	79	72	7	8	3
Students with Disabilities	22	370	10526	100	94	94	405	455	427	18	9	15	68	43	53	14	46	31	NA	1	1
Students without Disabilities	43	2137	69846	100	100	100	507	508	482	NA	1	3	9	12	26	84	80	69	7	7	2
Limited English Proficient Students	NC	193	12747	NC	96	97	NC	416	432	NC	17	12	NC	53	52	NC	31	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	24	608	38521	100	97	98	456	468	461	13	7	6	33	31	38	54	61	55	NA	2	1
Non-Economically Disadvantaged	41	1899	41851	100	99	100	483	511	489	2	1	3	27	12	22	63	80	72	7	8	4

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	81	2706	79306	99	99	99	519	519	504	7	8	13	17	15	20	48	50	49	27	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1326	38845	100	99	99	524	519	505	3	7	11	13	16	20	58	52	50	26	25	18
Male	43	1379	40383	98	99	98	515	520	504	12	9	14	21	15	19	40	49	47	28	28	19
African American	NC	80	4171	NC	99	98	NC	498	485	NC	9	20	NC	30	26	NC	45	44	NC	16	10
Hispanic	15	622	32673	100	100	99	511	485	487	7	18	18	20	30	25	60	42	46	13	10	10
Asian/Pacific Islander	NC	75	2147	NC	99	99	NC	538	539	NC	1	5	NC	11	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	NC	35	4034	NC	100	97	NC	500	479	NC	11	22	NC	29	29	NC	49	43	NC	11	7
White	57	1893	36234	98	99	99	521	531	523	9	5	6	16	10	13	44	53	52	32	33	28
Students with Disabilities	13	358	10286	93	95	91	480	477	462	31	32	41	31	23	27	23	37	27	15	9	5
Students without Disabilities	68	2348	69020	100	100	100	526	525	510	3	4	9	15	14	18	53	52	52	29	29	21
Limited English Proficient Students	NC	182	10291	NC	99	96	NC	450	458	NC	45	38	NC	38	34	NC	16	26	NC	1	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	21	709	37437	100	99	97	505	489	486	5	16	19	14	28	26	67	45	46	14	11	9
Non-Economically Disadvantaged	60	1997	41869	98	100	100	524	530	521	8	5	7	18	11	14	42	52	51	32	32	27

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	79000	99	99	98	502	503	489	9	7	10	16	17	24	59	63	58	16	14	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1321	38774	100	99	99	514	510	494	5	5	7	8	15	22	66	64	61	21	16	10
Male	43	1380	40150	98	99	98	491	497	485	12	9	12	23	18	25	53	62	55	12	12	8
African American	NC	80	4153	NC	99	98	NC	493	476	NC	3	13	NC	29	30	NC	59	53	NC	10	4
Hispanic	15	623	32508	100	100	98	479	469	472	20	17	15	20	34	33	53	47	49	7	3	3
Asian/Pacific Islander	NC	75	2142	NC	99	99	NC	514	510	NC	4	4	NC	15	14	NC	63	67	NC	19	16
American Indian/Alaskan Native	NC	35	4016	NC	100	96	NC	480	467	NC	9	14	NC	29	37	NC	57	46	NC	6	2
White	57	1888	36135	98	99	98	511	515	508	5	4	4	12	10	14	63	68	67	19	18	15
Students with Disabilities	13	352	9991	93	94	88	463	464	449	23	25	33	31	29	36	46	41	29	NA	5	2
Students without Disabilities	68	2350	69009	100	100	100	509	509	495	6	4	6	13	15	22	62	66	62	19	15	10
Limited English Proficient Students	NC	182	10199	NC	99	95	NC	426	439	NC	55	35	NC	34	47	NC	10	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	21	708	37234	100	99	97	490	476	472	14	14	15	19	32	33	52	49	50	14	4	3
Non-Economically Disadvantaged	60	1994	41766	98	99	99	506	513	505	7	4	5	15	11	16	62	67	65	17	17	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	81	2704	79611	99	99	99	503	516	496	6	4	7	26	24	37	67	70	56	1	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1330	39016	100	100	99	520	529	511	5	3	4	13	17	29	82	77	66	NA	3	1
Male	43	1373	40519	98	99	98	489	505	482	7	6	10	37	31	44	53	62	46	2	1	0
African American	NC	80	4188	NC	99	98	NC	514	486	NC	4	9	NC	24	40	NC	70	50	NC	3	0
Hispanic	15	620	32855	100	99	99	478	488	481	13	8	10	40	39	43	47	52	47	NA	1	0
Asian/Pacific Islander	NC	76	2149	NC	100	100	NC	529	519	NC	4	4	NC	16	24	NC	75	70	NC	5	2
American Indian/Alaskan Native	NC	35	3992	NC	100	96	NC	502	478	NC	3	10	NC	31	46	NC	66	44	NC	NA	0
White	57	1892	36380	98	99	99	513	526	511	5	3	4	19	20	30	74	75	65	2	2	1
Students with Disabilities	13	359	10664	93	96	94	429	463	440	23	18	23	54	45	54	23	35	22	NA	2	1
Students without Disabilities	68	2345	68947	100	100	100	518	524	504	3	2	4	21	21	34	75	75	61	1	2	1
Limited English Proficient Students	NC	181	10362	NC	99	97	NC	425	438	NC	24	22	NC	62	57	NC	14	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	21	706	37626	100	98	98	495	489	479	10	8	10	38	38	45	52	53	45	NA	1	0
Non-Economically Disadvantaged	60	1998	41985	98	100	100	506	526	511	5	3	4	22	19	30	72	76	65	2	3	1

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

6th 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	89	2629	79327	100	99	98	534	535	518	10	10	19	17	15	20	48	52	46	25	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	1291	38961	100	99	98	542	538	520	14	9	16	10	15	20	49	54	48	27	23	16
Male	38	1337	40295	100	99	97	524	533	516	5	12	21	26	15	19	47	51	44	21	22	16
African American	NC	90	4247	NC	100	98	NC	509	499	NC	20	27	NC	19	24	NC	51	41	NC	10	8
Hispanic	20	546	32327	100	99	98	529	503	499	5	23	27	25	25	25	55	44	41	15	8	8
Asian/Pacific Islander	NC	84	1939	NC	99	99	NC	558	556	NC	4	6	NC	10	10	NC	55	47	NC	32	36
American Indian/Alaskan Native	NC	29	4391	NC	100	96	NC	512	489	NC	17	32	NC	17	27	NC	55	36	NC	10	4
White	59	1879	36373	100	99	98	533	545	538	12	6	10	17	12	14	47	55	52	24	27	25
Students with Disabilities	17	343	9321	100	94	87	470	482	467	35	38	54	47	27	22	18	30	21	NA	5	3
Students without Disabilities	72	2286	70006	100	100	100	549	543	524	4	6	14	10	13	19	56	56	49	31	25	18
Limited English Proficient Students	NC	132	9431	NC	99	95	NC	456	466	NC	59	53	NC	30	27	NC	11	18	NC	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	27	618	37097	100	98	97	517	504	498	11	21	27	22	24	25	59	48	41	7	7	7
Non-Economically Disadvantaged	62	2011	42230	100	99	99	542	545	535	10	7	11	15	12	15	44	53	50	32	27	24

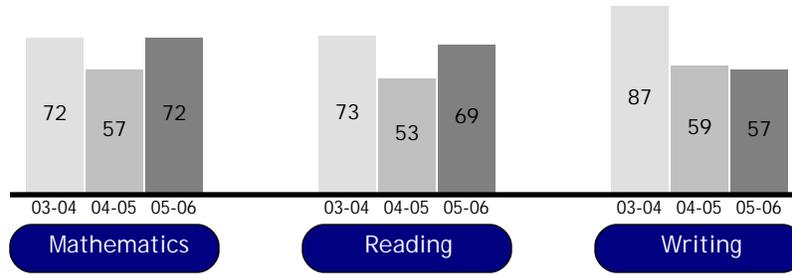
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	2634	79501	100	99	98	513	513	497	4	6	10	18	17	25	70	70	60	8	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	1296	39062	100	100	99	528	519	502	2	4	8	12	15	23	73	72	64	14	10	5
Male	38	1337	40368	100	99	98	492	507	491	8	8	13	26	19	27	66	69	57	NA	5	3
African American	NC	90	4279	NC	100	99	NC	496	485	NC	14	14	NC	18	30	NC	64	54	NC	3	2
Hispanic	20	545	32389	100	99	98	506	482	478	5	15	16	15	34	34	75	48	48	5	3	1
Asian/Pacific Islander	NC	84	1936	NC	99	99	NC	527	519	NC	1	3	NC	12	14	NC	77	73	NC	10	9
American Indian/Alaskan Native	NC	29	4401	NC	100	96	NC	493	473	NC	10	17	NC	21	40	NC	69	43	NC	NA	1
White	59	1885	36446	100	100	99	512	522	516	3	3	4	20	12	15	69	76	73	7	9	7
Students with Disabilities	17	349	9411	100	96	88	460	468	453	24	24	36	35	34	36	41	41	26	NA	1	1
Students without Disabilities	72	2285	70090	100	100	100	525	519	502	NA	3	7	14	14	24	76	75	65	10	8	5
Limited English Proficient Students	NC	130	9401	NC	97	94	NC	433	443	NC	52	40	NC	41	46	NC	8	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	27	620	37183	100	99	97	499	485	479	11	14	16	22	29	34	63	55	49	4	2	1
Non-Economically Disadvantaged	62	2014	42318	100	100	99	518	521	513	2	3	5	16	13	17	73	75	70	10	9	7

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	89	2642	80000	100	100	99	575	587	564	2	1	3	6	6	11	85	74	75	7	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	1295	39288	100	100	99	595	602	579	NA	1	2	2	3	6	86	71	77	12	26	16
Male	38	1346	40644	100	100	98	548	572	549	5	2	4	11	9	15	84	78	74	NA	11	7
African American	NC	92	4307	NC	100	99	NC	571	551	NC	3	4	NC	10	13	NC	77	75	NC	10	7
Hispanic	20	549	32672	100	99	99	591	561	548	NA	3	4	NA	10	14	95	81	76	5	6	6
Asian/Pacific Islander	NC	85	1945	NC	100	99	NC	611	592	NC	NA	1	NC	1	4	NC	66	69	NC	33	25
American Indian/Alaskan Native	NC	29	4424	NC	100	97	NC	565	549	NC	3	3	NC	7	14	NC	86	77	NC	3	5
White	59	1886	36602	100	100	99	571	594	579	2	1	2	8	5	7	83	73	75	7	22	16
Students with Disabilities	17	357	9919	100	98	93	533	535	505	6	4	9	24	26	35	71	67	54	NA	2	2
Students without Disabilities	72	2285	70081	100	100	100	585	594	571	1	1	2	1	3	7	89	75	79	8	21	12
Limited English Proficient Students	NC	129	9571	NC	96	96	NC	489	502	NC	14	10	NC	30	29	NC	56	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	27	620	37534	100	99	98	550	561	547	7	2	4	7	11	15	81	80	76	4	6	5
Non-Economically Disadvantaged	62	2022	42466	100	100	100	586	594	578	NA	1	2	5	4	7	87	73	75	8	22	16

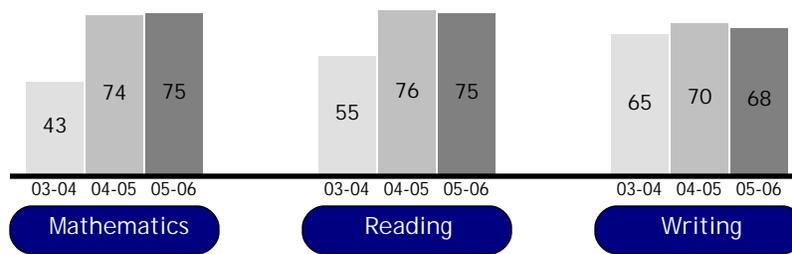
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2005-06

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	41	NA	58	97	53	55	47	100	43	56	46
	Language	100	36	59	50	97	49	55	47	100	41	58	48
	Mathematics	100	40	68	64	99	49	56	50	100	37	58	52
3	Reading	95	61	NA	55	100	39	56	44	99	48	61	46
	Language	95	67	69	61	100	41	55	44	99	48	58	46
	Mathematics	95	62	69	61	100	44	60	51	99	54	63	52
4	Reading	100	58	NA	56	100	55	58	48	100	50	65	52
	Language	100	54	63	52	100	54	57	49	100	50	65	52
	Mathematics	100	55	72	61	100	56	61	53	100	56	70	58
5	Reading	100	58	NA	55	100	54	58	50	99	63	65	56
	Language	100	50	60	49	100	54	59	50	99	61	65	54
	Mathematics	100	56	72	63	100	52	57	49	99	61	63	52
6	Reading	99	60	NA	56	100	54	61	51	100	65	67	56
	Language	97	48	61	48	100	47	57	47	100	58	61	50
	Mathematics	97	70	76	66	100	58	62	52	100	65	68	58

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)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 1 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 Use of Arizona Tax Credit funds

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	35.80
Other Professional Staff	3.80	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	3	6	0	0
7 to 9 years	1	3	0	0
10 or more years	10	12	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	31
Teachers with Emergency Certification.	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
- Ü Full featured Art Room, including kiln

Extracurricular Activities

- Ü Band
- Ü Chorus
- Ü Video Club
- Ü Student Council
- Ü After School Intramural Sports
- Ü Chess Club
- Ü AIMS Booster Club
- Ü Phoenix Activity City

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 2005-06

School Achievements/Accomplishments 2005-06

- ü Foothills has increased its Arizona Department of Education School Profile for three years in a row:
 - 2003/2004 - Performing
 - 2004/2006 - Performing Plus
 - 2005/2006 - Highly Performing

- 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.

- ü This is the 6th 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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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 and Peer Mediation help create safe and orderly school behavior.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

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	Doug Curry	(602) 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 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.

6 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.