

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Fountain Hills Middle School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Fountain Hills Unified District
15414 N. McDowell Mtn. Road, Fountain Hills, AZ 85268

Principal: Mr. Thomas Lawrence
Schedule: 7:15 AM to 3:15 PM
Web Address: www.fhusd.org
E-mail: Unpublished or Unavailable

Grades: 6-8
2002 Enrollment: 721
Phone: (480) 664-5400
Fax: (480) 664-5499

∨ School Overview ∨

Mission

Fountain Hills Middle School is committed to providing a high quality educational system of lifelong learning in a safe, motivating environment. The educational process will provide an appropriate blend of curricular and co-curricular programs designed to promote the academic, physical and social development of the student.

Organization and Philosophy

- w Traditional
- w Multidiscipline Instruction
- w Departmentalized Classrooms
- w Developmentally Appropriate Instruction

Instructional Programs

- w Multidiscipline Instruction
- w Inclusionary Special Education
- w Technological Learning
- w Fine Arts Programs
- w Honors and Accelerated Classes
- w On-site Special Education

School/Academic Goals

- w Improve academic standards, performance and learning environments for all students.
- w Staff will maintain and improve student performance by implementing the principles of rigor and relevance.
- w Increase the use of available technology for staff and students.
- w Staff will improve student performance by conducting comprehensive curriculum audits and mapping.

Enrollment

October 1, 2001 School Year Student Enrollment:	679
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	No
Number of Students Attending Under Open Enrollment in 2001-02:	0

¹ For an explanation of the Achievement Profiles, please visit <http://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.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w Budget
- w Personnel Decisions
- w Curriculum Development
- w Instructional Strategies
- w School Safety Issues
- w Extracurricular Activities

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	36.00
Other Professional Staff	1.50	Teacher Aide	4.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	5	5	0	0
7 to 9 years	4	2	0	0
10 or more years	8	11	0	0

∨ **Shared Responsibilities** ∨

School

Fountain Hills Middle School will maintain a program that provides a positive and safe environment based upon the dignity and respect of all students. Fountain Hills Middle School will maintain and foster high standards for achievement and behavior and, on a continuing basis, communicate with parents regarding goals, philosophy, programs and services. Within the classroom, the student will be provided learning tasks that are encouraging and academically challenging.

Parents

See that my child is punctual and attends school regularly. Support the school through regular visits, phone calls, written communication and attendance at parent meetings. Maintain high expectations of my child and encourage my child's effort. Keep well-informed of all activities in which my child participates both during and after school. Monitor and review homework regularly.

∨ **Transportation Policy** ∨

Fountain Hills Middle School provides bus transportation to and from school as authorized by School Board Policy EEAA. All students in grades six, seven and eight may be provided transportation to Fountain Hills Middle School. Students with disabilities who require transportation as indicated in their Individual Education Program will receive transport.

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|---|---|
| <p>W Internet and electronic research capability from each classroom. Mobile computer labs.</p> | <p>W Implementation of a homework lab to assist students in making gains toward the Arizona Academic Standards.</p> |
| <p>W Development of a schoolwide crisis intervention plan in conjunction with a district-wide plan.</p> | <p>W Successful implementation of the Renaissance program: A comprehensive schoolwide incentive program for students that is supported by local businesses.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	10.1 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	13.0 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.7 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.3 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

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

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

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

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

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

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

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

∨ School Honors ∨

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

Award/Honor	Year
Nationally Published Faculty Member	2002
Performing Arts Distinctions	2001
National Board Certified Teachers	2002
State History Day Winners and National Finalists	2002

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	199	523	9%	13%	52%	27%
	State	57484	504	24%	20%	40%	16%
Writing	School	200	515	2%	30%	66%	2%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	200	479	20%	55%	12%	13%
	State	57734	459	39%	40%	14%	7%

Legend

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

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

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

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

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

∨ Mathematics Education and AIMS ∨

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

∨ Academic Achievement Indicators ∨

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

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

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
6	Reading	97	70	53	82	71	54	94	66	53	88	69	54	91	69	56
	Language	98	58	41	82	61	44	99	58	44	89	64	45	91	63	47
	Mathematics	98	75	57	84	75	59	96	72	60	97	73	63	91	77	65
7	Reading	88	68	52	90	63	53	92	67	52	84	66	53	83	71	55
	Language	88	66	52	93	63	54	94	65	54	86	74	55	83	76	58
	Mathematics	88	70	53	89	71	55	95	72	56	85	72	58	90	74	60
8	Reading	97	64	54	89	69	54	97	68	53	89	66	55	90	64	56
	Language	100	55	46	91	63	49	100	58	49	90	61	50	89	67	52
	Mathematics	98	67	52	92	69	54	98	66	56	90	74	58	89	75	59

∨ **Measure of Academic Progress** ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

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

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

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 5-6	65	81
Grades 6-7	75	76
Grades 7-8	70	77

*Less than 10 students matched

**No information available

***Not applicable

∨ **School Safety** ∨

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

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

FHMS has a comprehensive Crisis Intervention Plan to reduce crises and promote resolution through individual and group support for students, staff, parents and community.

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).

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School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,499	\$1,573,363
Classroom Supplies	\$48	\$30,481
Administration	\$791	\$497,655
Support Services-Students	\$134	\$84,119
Other Support Services and Operations	\$478	\$300,801
Total Expenditures- All Categories 2000-2001	\$3,950	\$2,486,419

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

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

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

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Tom Lawrence	(480) 664-5400	
Transportation Policy	Tim Seimon	(480) 664-5300	
Community Resources	Tamera Van Berkel	(480) 664-5400	
School Nutrition Programs	John Koch	(480) 664-5400	
Parent Organization	Dawn Lawson	(480) 664-5400	
Student Health/Nurse	Cecelia Hoffman	(480) 664-5400	

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.

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