



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

15414 N. McDowell Mountain Road, Fountain Hills, AZ 85268

Fountain Hills 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	Excelling
2002-03	Excelling
2001-02	Improving

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

School Overview

Principal/Administrator : Mr. Thomas Lawrence
 Schedule : 7:15 AM to 3:15 PM
 Grades : 6-8
 2004 Enrollment : 710
 Web Address : fhUSD.org
 Phone Number : (480) 664-5400
 Fax Number : (480) 664-5499
 E-mail : tlawrence@fhUSD.org

Mission

Fountain Hills Middle School is committed to providing a high quality educational system of lifelong learning in a safe, motivating environment.

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 Improve academic standards, performance and learning environments for all students.
- ü Staff will maintain and improve student performance by implementing the principles of rigor and relevance.

Enrollment

October 1, 2003 School Year Student Enrollment : 719
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 0

Instructional Programs

- Ü Integrated Curriculum/Instruction
- Ü Inclusionary Special Education
- Ü Technology Based Learning
- Ü Fine Arts Programs
- Ü Honors Classes

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/9/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Fountain Hills Middle School will maintain a program that provides high standards and a positive, safe learning environment based upon the dignity and respect of all students.

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.

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.

School Honors

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

Award/Honor	Year
Ü Nationally Published Faculty Member	2002
Ü Performing Arts Distinctions	2004
Ü National Board Certified Teachers	2004
Ü State History Day Winners and National Finalists	2004

8th 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	226	226	75001	97	97	99	508	508	468	11	11	37	38	38	36	24	24	16	26	26	10
All Students (Prior Year)	218	220	71167	98	99	99	483	483	463	23	23	38	45	45	41	16	16	14	16	16	7
Female	122	122	36846	98	98	99	507	507	468	7	7	36	43	43	38	29	29	16	21	21	10
Male	104	104	37974	96	96	99	509	509	467	16	16	39	33	33	34	18	18	16	33	33	11
African American	--	--	3720	--	--	98	--	--	446	--	--	53	--	--	33	--	--	9	--	--	4
Hispanic	10	10	26675	91	91	98	521	521	448	10	10	52	30	30	34	20	20	10	40	40	4
Asian/Pacific Islander	NC	NC	1575	NC	NC	99	NC	NC	504	NC	NC	18	NC	NC	33	NC	NC	20	NC	NC	29
American Indian/Alaskan Native	11	11	4731	85	85	98	436	436	438	63	63	61	38	38	30	0	0	7	0	0	2
White	201	201	37785	98	98	99	510	510	482	10	10	25	39	39	39	25	25	21	27	27	15
Students with Disabilities	11	11	8802	92	92	100	461	461	418	33	33	79	50	50	16	0	0	3	17	17	1
Students without Disabilities	215	215	66199	97	97	99	510	510	472	11	11	34	38	38	38	25	25	17	27	27	11
Limited English Proficient Students	NC	NC	11710	NC	NC	100	NC	NC	429	NC	NC	70	NC	NC	25	NC	NC	4	NC	NC	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	NC	NC	29814				NC	NC	448	NC	NC	53	NC	NC	33	NC	NC	10	NC	NC	4
Non-Economically Disadvantaged	217	217	45170				509	509	479	11	11	28	38	38	38	24	24	20	27	27	14

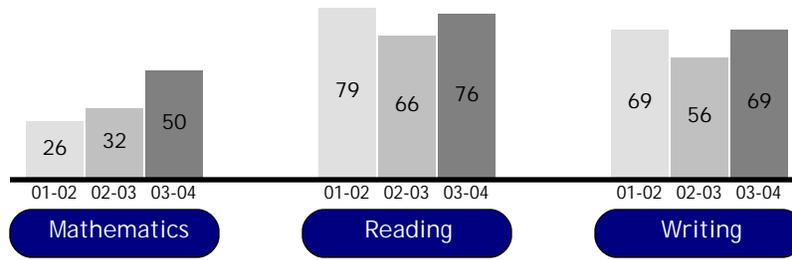
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	221	221	74918	95	95	99	527	527	497	14	14	32	10	10	19	43	43	35	33	33	15
All Students (Prior Year)	219	221	71100	98	99	99	518	518	502	15	15	25	19	19	21	45	45	40	21	21	15
Female	121	121	36805	97	97	99	538	538	501	7	7	28	9	9	19	46	46	37	37	37	16
Male	100	100	37936	93	93	99	514	514	493	21	21	35	12	12	18	40	40	33	27	27	14
African American	--	--	3719	--	--	98	--	--	481	--	--	43	--	--	21	--	--	29	--	--	7
Hispanic	10	10	26645	91	91	98	525	525	478	20	20	46	10	10	20	30	30	27	40	40	6
Asian/Pacific Islander	NC	NC	1571	NC	NC	99	NC	NC	521	NC	NC	18	NC	NC	15	NC	NC	38	NC	NC	30
American Indian/Alaskan Native	11	11	4729	85	85	98	446	446	468	82	82	57	9	9	19	9	9	19	0	0	4
White	196	196	37773	96	96	99	532	532	511	10	10	20	11	11	18	45	45	41	34	34	21
Students with Disabilities	11	11	8801	92	92	100	453	453	448	73	73	75	9	9	13	9	9	10	9	9	2
Students without Disabilities	210	210	66117	95	95	99	531	531	501	10	10	28	10	10	19	45	45	37	34	34	16
Limited English Proficient Students	NC	NC	11706	NC	NC	100	NC	NC	454	NC	NC	71	NC	NC	16	NC	NC	12	NC	NC	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	NC	NC	29785				NC	NC	477	NC	NC	47	NC	NC	20	NC	NC	26	NC	NC	6
Non-Economically Disadvantaged	212	212	45115				528	528	508	13	13	23	10	10	18	44	44	39	33	33	20

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	228	228	74503	98	98	99	509	509	491	7	7	9	25	25	32	59	59	51	10	10	8
All Students (Prior Year)	217	219	69001	97	98	96	498	498	490	14	14	17	30	30	37	55	55	45	1	1	1
Female	125	125	36686	100	100	99	532	532	506	4	4	5	17	17	29	65	65	57	14	14	9
Male	103	103	37644	95	95	98	481	481	476	11	11	13	34	34	36	51	51	45	4	4	6
African American	--	--	3677	--	--	97	--	--	475	--	--	12	--	--	36	--	--	46	--	--	5
Hispanic	10	10	26500	91	91	97	517	517	467	0	0	13	30	30	39	60	60	44	10	10	4
Asian/Pacific Islander	NC	NC	1566	NC	NC	99	NC	NC	537	NC	NC	5	NC	NC	23	NC	NC	55	NC	NC	18
American Indian/Alaskan Native	11	11	4695	85	85	97	402	402	464	45	45	14	27	27	39	27	27	44	0	0	3
White	203	203	37606	99	99	99	512	512	508	5	5	6	25	25	28	61	61	56	9	9	10
Students with Disabilities	10	10	8662	83	83	100	381	381	409	60	60	37	30	30	42	10	10	20	0	0	1
Students without Disabilities	218	218	65841	99	99	98	514	514	499	5	5	7	24	24	32	61	61	53	10	10	8
Limited English Proficient Students	NC	NC	11608	NC	NC	100	NC	NC	430	NC	NC	23	NC	NC	47	NC	NC	28	NC	NC	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	NC	NC	29587				NC	NC	465	NC	NC	14	NC	NC	40	NC	NC	43	NC	NC	4
Non-Economically Disadvantaged	219	219	44898				510	510	507	6	6	7	25	25	28	59	59	55	10	10	10

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

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

8th 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
6	Reading	99	64	64	49	92	63	63	53	96	68	NA	56
	Language	99	59	59	42	95	52	52	45	96	60	60	48
	Mathematics	99	74	74	58	92	76	76	62	95	76	76	66
7	Reading	92	67	67	48	97	68	68	51	95	63	NA	54
	Language	91	73	73	51	97	75	75	54	97	65	65	58
	Mathematics	97	72	72	54	97	78	78	58	96	78	78	62
8	Reading	95	62	62	49	94	65	65	53	96	67	NA	55
	Language	94	65	65	46	97	64	64	49	96	65	65	52
	Mathematics	94	73	73	54	94	73	73	58	96	79	79	61

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)
- 4 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

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

Staffing Information for School Year 2004-05

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

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	3	4	0	0
7 to 9 years	8	2	0	0
10 or more years	6	12	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	29
Core academic classes taught by Highly Qualified (NCLB) teachers.	131
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Wireless Mobile Computer Labs
- Ü Technology Based Media Center

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Student Government
- Ü Twelve Interscholastic Athletic Programs
- Ü Builder's Club
- Ü Science Club
- Ü Chess Club

Social Services

- Ü Counseling Services
- Ü Crisis Intervention
- Ü Adult Education
- Ü Community Classes

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Internet and electronic research capability from each classroom. Mobile computer labs.

- ü Implementation of a homework lab to assist students in making gains toward the Arizona Academic Standards.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	9	21	20	24
Transfers In ⁶ (Within District)	0	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	97	98	98	94
Retention Rate ⁹	2	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 5-6	55	70
Grades 6-7	72	75
Grades 7-8	71	71

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

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) :

5

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	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) 664-5015
Parent Organization	Suzanne Neeley	(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. "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.

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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** 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.