



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mr. Tom Brennan  
 Schedule : 07:15 AM to 03:15 PM  
 Grades : 6-8  
 Web Address : fhUSD.org  
 Phone Number : (480) 664-5400  
 Fax Number : (480) 664-5499  
 E-mail : tbrennan@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)

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 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.
- ü Improve communication between teachers and families regarding student learning, school programs, and transitions.
- ü To have all teachers participate in research-based, job embedded professional development.

Enrollment

October 1, 2005 School Year Student Enrollment : 590  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 2

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 :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

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

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	186	186	79327	99	99	98	531	531	518	13	13	19	12	12	20	54	54	46	21	21	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	76	38961	100	100	98	536	536	520	5	5	16	9	9	20	70	70	48	16	16	16
Male	110	110	40295	99	99	97	527	527	516	18	18	21	15	15	19	43	43	44	25	25	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	NC	NC	32327	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	25	NC	NC	41	NC	NC	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	10	10	4391	100	100	96	NA	NA	489	NA	NA	32	NA	NA	27	NA	NA	36	NA	NA	4
White	160	160	36373	99	99	98	537	537	538	11	11	10	10	10	14	56	56	52	24	24	25
Students with Disabilities	26	26	9321	96	96	87	461	461	467	58	58	54	23	23	22	15	15	21	4	4	3
Students without Disabilities	160	160	70006	100	100	100	542	542	524	6	6	14	11	11	19	60	60	49	24	24	18
Limited English Proficient Students	--	--	9431	--	--	95	--	--	466	--	--	53	--	--	27	--	--	18	--	--	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	26	26	37097	100	100	97	496	496	498	27	27	27	15	15	25	58	58	41	NA	NA	7
Non-Economically Disadvantaged	160	160	42230	99	99	99	537	537	535	11	11	11	12	12	15	53	53	50	24	24	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	187	187	79501	100	100	98	516	516	497	6	6	10	10	10	25	80	80	60	4	4	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	76	39062	100	100	99	528	528	502	3	3	8	3	3	23	88	88	64	7	7	5
Male	111	111	40368	100	100	98	508	508	491	9	9	13	14	14	27	74	74	57	3	3	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	NC	NC	32389	NC	NC	98	NC	NC	478	NC	NC	16	NC	NC	34	NC	NC	48	NC	NC	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	10	10	4401	100	100	96	NA	NA	473	NA	NA	17	NA	NA	40	NA	NA	43	NA	NA	1
White	161	161	36446	100	100	99	521	521	516	4	4	4	8	8	15	83	83	73	5	5	7
Students with Disabilities	27	27	9411	100	100	88	459	459	453	33	33	36	33	33	36	33	33	26	NA	NA	1
Students without Disabilities	160	160	70090	100	100	100	525	525	502	2	2	7	6	6	24	88	88	65	5	5	5
Limited English Proficient Students	--	--	9401	--	--	94	--	--	443	--	--	40	--	--	46	--	--	14	--	--	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	26	26	37183	100	100	97	490	490	479	12	12	16	23	23	34	65	65	49	NA	NA	1
Non-Economically Disadvantaged	161	161	42318	100	100	99	520	520	513	6	6	5	7	7	17	82	82	70	5	5	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	187	187	80000	100	100	99	577	577	564	2	2	3	9	9	11	71	71	75	18	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	76	39288	100	100	99	609	609	579	3	3	2	NA	NA	6	67	67	77	30	30	16
Male	111	111	40644	100	100	98	556	556	549	2	2	4	15	15	15	73	73	74	10	10	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	NC	NC	32672	NC	NC	99	NC	NC	548	NC	NC	4	NC	NC	14	NC	NC	76	NC	NC	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	10	10	4424	100	100	97	NA	NA	549	NA	NA	3	NA	NA	14	NA	NA	77	NA	NA	5
White	161	161	36602	100	100	99	582	582	579	2	2	2	7	7	7	71	71	75	19	19	16
Students with Disabilities	27	27	9919	100	100	93	498	498	505	4	4	9	41	41	35	56	56	54	NA	NA	2
Students without Disabilities	160	160	70081	100	100	100	591	591	571	2	2	2	4	4	7	73	73	79	21	21	12
Limited English Proficient Students	--	--	9571	--	--	96	--	--	502	--	--	10	--	--	29	--	--	60	--	--	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	26	26	37534	100	100	98	562	562	547	NA	NA	4	23	23	15	62	62	76	15	15	5
Non-Economically Disadvantaged	161	161	42466	100	100	100	580	580	578	2	2	2	7	7	7	72	72	75	19	19	16

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

7th 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	181	181	78546	98	98	97	572	572	543	7	7	15	6	6	18	59	59	52	28	28	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	87	87	38645	99	99	98	573	573	545	3	3	13	9	9	18	57	57	54	30	30	15
Male	94	94	39792	97	97	97	570	570	542	11	11	17	2	2	17	61	61	50	27	27	15
African American	NC	NC	4205	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	22	NC	NC	49	NC	NC	7
Hispanic	NC	NC	31177	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	23	NC	NC	48	NC	NC	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	12	12	4689	100	100	95	512	512	515	42	42	28	17	17	25	33	33	43	8	8	4
White	152	152	36450	97	97	97	579	579	563	3	3	7	5	5	12	62	62	57	30	30	23
Students with Disabilities	15	15	8093	94	94	82	488	488	489	53	53	50	20	20	24	20	20	23	7	7	2
Students without Disabilities	166	166	70453	98	98	100	579	579	549	3	3	11	4	4	17	63	63	56	30	30	16
Limited English Proficient Students	NC	NC	9323	NC	NC	94	NC	NC	491	NC	NC	47	NC	NC	28	NC	NC	24	NC	NC	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	22	22	34694	96	96	96	513	513	524	36	36	23	14	14	23	50	50	48	NA	NA	7
Non-Economically Disadvantaged	159	159	43852	98	98	99	580	580	559	3	3	10	4	4	13	60	60	56	32	32	22

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	181	181	79045	98	98	98	542	542	512	4	4	10	8	8	25	75	75	58	13	13	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	87	87	38860	99	99	98	552	552	519	1	1	7	8	8	22	74	74	62	17	17	8
Male	94	94	40075	97	97	97	534	534	505	7	7	12	9	9	28	76	76	54	9	9	6
African American	NC	NC	4250	NC	NC	98	NC	NC	500	NC	NC	12	NC	NC	31	NC	NC	54	NC	NC	3
Hispanic	NC	NC	31314	NC	NC	98	NC	NC	493	NC	NC	16	NC	NC	34	NC	NC	48	NC	NC	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	12	12	4719	100	100	96	492	492	489	17	17	15	50	50	39	25	25	45	8	8	2
White	152	152	36730	97	97	98	547	547	532	3	3	4	5	5	16	80	80	68	13	13	12
Students with Disabilities	15	15	8552	94	94	87	462	462	463	47	47	35	27	27	40	27	27	23	NA	NA	1
Students without Disabilities	166	166	70493	98	98	100	550	550	517	1	1	7	7	7	24	79	79	62	14	14	8
Limited English Proficient Students	NC	NC	9355	NC	NC	95	NC	NC	456	NC	NC	37	NC	NC	48	NC	NC	15	NC	NC	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	22	22	34922	96	96	96	496	496	493	14	14	15	41	41	34	45	45	48	NA	NA	3
Non-Economically Disadvantaged	159	159	44123	98	98	99	549	549	527	3	3	6	4	4	18	79	79	66	14	14	11

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	182	182	79657	98	98	99	588	588	566	4	4	3	3	3	8	90	90	87	4	4	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	87	87	39120	99	99	99	612	612	580	NA	NA	2	NA	NA	4	95	95	92	5	5	2
Male	95	95	40423	98	98	98	566	566	553	7	7	5	5	5	12	84	84	83	3	3	1
African American	NC	NC	4290	NC	NC	99	NC	NC	560	NC	NC	4	NC	NC	9	NC	NC	86	NC	NC	1
Hispanic	NC	NC	31642	NC	NC	99	NC	NC	552	NC	NC	5	NC	NC	11	NC	NC	84	NC	NC	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	12	12	4760	100	100	97	526	526	547	17	17	5	8	8	14	75	75	81	NA	NA	0
White	153	153	36929	98	98	99	595	595	579	2	2	2	3	3	5	91	91	91	5	5	2
Students with Disabilities	15	15	9069	94	94	92	478	478	508	27	27	11	27	27	30	47	47	58	NA	NA	1
Students without Disabilities	167	167	70588	99	99	100	598	598	573	2	2	2	1	1	5	93	93	91	4	4	1
Limited English Proficient Students	NC	NC	9521	NC	NC	96	NC	NC	507	NC	NC	13	NC	NC	24	NC	NC	63	NC	NC	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	22	22	35341	96	96	97	552	552	551	9	9	5	5	5	12	86	86	83	NA	NA	0
Non-Economically Disadvantaged	160	160	44316	99	99	100	593	593	578	3	3	2	3	3	5	90	90	90	4	4	2

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

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	208	208	78400	100	100	97	588	588	554	8	8	21	6	6	19	62	62	47	25	25	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	108	108	38686	100	100	98	592	592	554	8	8	20	6	6	20	58	58	49	27	27	12
Male	100	100	39636	100	100	96	584	584	554	7	7	23	5	5	18	65	65	46	23	23	13
African American	NC	NC	4193	NC	NC	97	NC	NC	533	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	5
Hispanic	12	12	30732	100	100	97	560	560	534	25	25	31	17	17	24	42	42	40	17	17	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	12	12	4536	100	100	95	534	534	528	42	42	35	8	8	25	42	42	37	8	8	4
White	180	180	37038	100	100	97	594	594	575	4	4	11	5	5	14	64	64	56	27	27	19
Students with Disabilities	15	15	7840	100	100	81	495	495	498	67	67	60	13	13	18	20	20	20	NA	NA	2
Students without Disabilities	193	193	70560	100	100	99	596	596	560	3	3	17	5	5	19	65	65	50	27	27	14
Limited English Proficient Students	--	--	8956	--	--	95	--	--	502	--	--	56	--	--	25	--	--	18	--	--	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	16	16	33014	100	100	95	547	547	534	31	31	31	6	6	24	56	56	40	6	6	5
Non-Economically Disadvantaged	192	192	45386	100	100	99	592	592	569	6	6	15	6	6	15	62	62	52	27	27	18

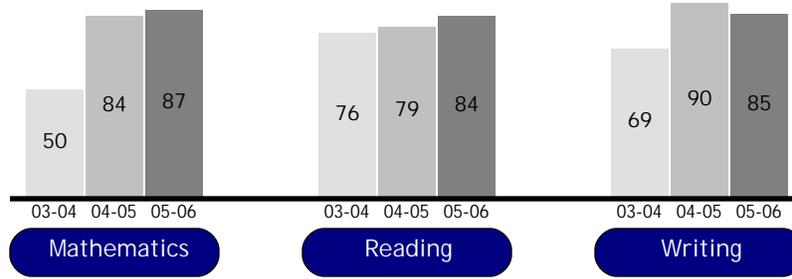
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	208	208	79179	100	100	98	544	544	519	3	3	11	13	13	27	79	79	58	5	5	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	108	108	38974	100	100	99	549	549	524	2	2	8	12	12	25	79	79	61	7	7	5
Male	100	100	40124	100	100	97	539	539	513	4	4	13	13	13	28	80	80	54	3	3	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	12	12	30987	100	100	98	509	509	498	17	17	17	33	33	36	50	50	45	NA	NA	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	12	12	4573	100	100	96	515	515	494	NA	NA	16	25	25	41	75	75	42	NA	NA	1
White	180	180	37467	100	100	98	548	548	539	2	2	5	10	10	17	82	82	70	6	6	8
Students with Disabilities	15	15	8567	100	100	88	477	477	467	27	27	39	47	47	38	27	27	22	NA	NA	1
Students without Disabilities	193	193	70612	100	100	99	549	549	524	1	1	7	10	10	25	83	83	62	6	6	5
Limited English Proficient Students	--	--	9013	--	--	95	--	--	461	--	--	40	--	--	48	--	--	12	--	--	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	16	16	33345	100	100	96	522	522	499	13	13	17	25	25	36	63	63	46	NA	NA	1
Non-Economically Disadvantaged	192	192	45834	100	100	99	546	546	533	2	2	7	11	11	19	81	81	67	6	6	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	208	208	79734	100	100	99	568	568	554	1	1	3	14	14	19	85	85	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	108	108	39243	100	100	99	586	586	568	NA	NA	2	10	10	12	90	90	85	NA	NA	1
Male	100	100	40413	100	100	98	550	550	541	2	2	4	19	19	26	79	79	70	NA	NA	0
African American	NC	NC	4285	NC	NC	99	NC	NC	548	NC	NC	3	NC	NC	22	NC	NC	74	NC	NC	0
Hispanic	12	12	31254	100	100	99	557	557	539	NA	NA	5	25	25	25	75	75	70	NA	NA	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	12	12	4613	100	100	97	514	514	535	8	8	4	50	50	29	42	42	67	NA	NA	0
White	180	180	37668	100	100	99	573	573	569	1	1	1	11	11	13	88	88	85	NA	NA	1
Students with Disabilities	15	15	8943	100	100	92	503	503	495	7	7	11	60	60	51	33	33	38	NA	NA	1
Students without Disabilities	193	193	70791	100	100	100	573	573	561	1	1	2	11	11	15	89	89	83	NA	NA	0
Limited English Proficient Students	--	--	9138	--	--	97	--	--	492	--	--	13	--	--	46	--	--	40	--	--	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	16	16	33718	100	100	97	544	544	538	NA	NA	5	38	38	26	63	63	69	NA	NA	0
Non-Economically Disadvantaged	192	192	46016	100	100	100	570	570	567	1	1	2	13	13	14	86	86	84	NA	NA	1

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.

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
6	Reading	96	68	NA	56	99	63	63	51	100	72	72	56
	Language	96	60	60	48	99	58	58	47	100	65	65	50
	Mathematics	95	76	76	66	99	66	66	52	100	68	68	58
7	Reading	95	63	NA	54	100	60	60	50	98	73	73	54
	Language	97	65	65	58	100	63	63	52	98	76	76	58
	Mathematics	96	78	78	62	100	65	65	50	98	70	70	54
8	Reading	96	67	NA	55	100	61	61	51	100	73	73	58
	Language	96	65	65	52	100	59	59	50	100	70	70	56
	Mathematics	96	79	79	61	100	72	72	53	100	78	78	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/](http://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)
- 3 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 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	39.00
Other Professional Staff	2.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	3	2	0	0
7 to 9 years	6	5	0	0
10 or more years	5	13	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	114
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 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
- Ü History Club
- Ü Band Club

Social Services

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

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

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

Student Activity Rates for School Year 2005-06

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

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

4
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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	Tom Lawrence	(480) 664-5400
Transportation Policy	Tim Seimon	(480) 664-5300
Community Resources	Jessica Moore	(480) 664-5400
School Nutrition Programs	John Koch	(480) 664-5015
Parent Organization		(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](http://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](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.

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](http://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.