

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Fountain Hills High School

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

Fountain Hills Unified District
16100 E. Palisades Blvd., Fountain Hills, AZ 85268

Principal: Mr. Mark A. Mauro
Schedule: 7:00 AM to 3:30 PM
Web Address: www.fhusd.org
E-mail: mmauro@fhusd.org

Grades: 9-12
2002 Enrollment: 891
Phone: (480) 664-5500
Fax: (480) 664-5599

∨ School Overview ∨

Mission

Fountain Hills High School is committed to providing an educational process that enables students to discover and develop the maximum potential of their capability and to promote a lifelong desire for education through active participation in the learning process. The educational process must provide an appropriate blend of curricular programs designed to promote the academic, physical, and social development of students.

Organization and Philosophy

- w Comprehensive High School
- w High Expectations
- w Community/Business Collaboration
- w Respect for Self, Others and School

Instructional Programs

- w Advanced Placement Program
- w Honors Program
- w Technological Learning Program
- w College Concurrent Enrollment Program
- w School Store Program
- w Inclusion Special Education Program
- w Alternative Education Program
- w Self-contained Special Education Program

School/Academic Goals

- w Improve academic achievement and standards through assessment analysis.
- w Encourage improvement in participation of high school fine arts programs.
- w Develop a growth strategy to address facility, scheduling, safety and security needs to maintain current needs, and to meet future educational expectations.
- w Achieve districtwide technological proficiencies to integrate technology and reinforce accountability across the curriculum.

Enrollment

October 1, 2001 School Year Student Enrollment:	865
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	15

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

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

Council Duties

- w School Improvement Plan
- w Parent/Educator Relations
- w Curricular Development
- w Extracurricular Activities
- w Budget
- w School Facility/Maintenance

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	39.40
Other Professional Staff	4.35	Teacher Aide	6.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

Fountain Hills High School maintains a program to provide students a positive and safe environment. Educational programs are based upon dignity and respect to encourage students to reach their maximum potential. FHHS will maintain and foster high standards for achievement and behavior. We will communicate with parents regarding the school's goals, philosophy, programs, available services, and student learning progress and behavior.

Parents

Parents should maintain high expectations of their student and encourage their child's efforts. Parents should support the school through regular visits, phone calls, written communication and attendance at parent meetings. Parents should see that their student is punctual. Parents should monitor and review homework regularly.

∨ **Transportation Policy** ∨

Fountain Hills High School provides bus transportation as authorized by School Board Policy EEAA. All students in grades 9-12 may be provided transportation to Fountain Hills High School. Students with disabilities who require transportation as indicated in their Individual Education Programs will receive transportation.

∨ **Calendar Information** ∨

Number of Instruction Days: 177 **First Day of School:** 8/12/02
Average Daily Instruction Time: 6 hrs. 46 min. **Last Day of School:** 5/30/03
Operates on Traditional Schedule

Report Card Release Dates

10/15/02 1/9/03 3/19/03 6/6/03

Additional Calendar/Report Card Information

Fountain Hills High School does not have an alternative reporting schedule or method.

∨ **Resources Available at School Site** ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

- W Technology Labs
- W Distance Learning
- W School Store Lab
- W Science Labs & Equipment for AP Courses

Extracurricular Activities

- W National Honor Society
- W Key Club Service
- W Falcon Leadership Team
- W STRIVE
- W Multicultural Club
- W Students Against Destructive Decisions
- W Student Government
- W Community Service-24 Hrs for Graduation

School/Community Resources

- W Counseling Services
- W Drivers Education
- W Adult Education
- W Scholarship Advisement
- W Health Services
- W Crisis Intervention
- W Multi-generational Programs
- W College Concurrent Enrollment

∨ 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 Students achieved academic success through participation in various competitive programs tied to specific academic areas both in core and elective class areas.</p> | <p>W Students demonstrated an improvement in problem solving and reasoning as a result of programs, projects and inservices designed for students by the whole staff.</p> |
| <p>W Students displayed an increase in their computer literacy as a result of improved technology on campus, increase in course offerings to students and an emphasis on staff training.</p> | <p>W Students accomplished academic achievement and increased expectations for success as a result of the various school recognition opportunities such as North Central Association accreditation and PRIDE student achievement awards.</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	12.9 %	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	12.5 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	100.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.0 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	3.1 %			9.5 %
Status Unknown ⁹	1.5 %			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
PRIDE Recognition Program	2002
Kiwanis Pacesetter Awards	2002
Falcon Leadership Awards	2002
Academic Scholarships	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 10 (Class of 2003) ²		Number Tested	MS	FFB	A	M	E
Reading	School	204	531	4%	13%	65%	18%
	State	49803	512	15%	23%	48%	14%
Writing	School	198	492	3%	23%	74%	1%
	State	50471	477	17%	23%	59%	1%
Mathematics	School	205	487	41%	27%	24%	7%
	State	50429	480	48%	19%	22%	10%

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												
9	Reading	95	58	44	96	58	43	98	63	43	91	56	43	85	58	43
	Language	94	48	39	96	48	39	99	54	40	93	48	41	86	52	42
	Mathematics	94	63	57	96	69	57	98	72	59	91	69	61	87	77	62
10	Reading	86	60	42	100	56	42	96	58	42	--	--	--	--	--	--
	Language	87	56	43	100	53	44	96	54	44	--	--	--	--	--	--
	Mathematics	87	53	47	100	55	49	96	58	50	--	--	--	--	--	--
11	Reading	94	62	46	100	59	44	89	59	45	--	--	--	--	--	--
	Language	94	54	43	100	57	42	86	51	44	--	--	--	--	--	--
	Mathematics	93	56	51	100	60	52	87	57	55	--	--	--	--	--	--

∨ 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; therefore, no data to report.

∨ 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

Fountain Hills High School promotes a climate that is drug-free, violence-free and harassment-free. Students are expected to be respectful of themselves, others and their school at all times. Students are taught to accept responsibility for the decisions they make. FHHS celebrates when students make appropriate decisions and holds students accountable when they make inappropriate decisions.

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)

107

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	\$2,615	\$2,056,539
Classroom Supplies	\$73	\$57,135
Administration	\$771	\$606,539
Support Services-Students	\$317	\$249,170
Other Support Services and Operations	\$807	\$634,280
Total Expenditures- All Categories 2000-2001	\$4,582	\$3,603,663

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	Mark A. Mauro	(480) 664-5500	
Transportation Policy	Tim Siemon	(480) 664-5300	
Community Resources	Gerry Corcoran	(480) 664-5500	
School Nutrition Programs	John Koch	(480) 664-5500	
Parent Organization	Jeanette Bonde	(480) 664-5500	
Student Health/Nurse	Cecilia Hoffman	(480) 664-5500	

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."