

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

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

Fountain Hills Unified District

AZ LEARNS¹

High School Achievement Profile ^(a)

2003-04	Performing
2002-03	Highly Performing
2001-02	Maintaining

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

No Child Left Behind

Adequate Yearly Progress ^(b)

2003-04	Met
2002-03	Not 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.

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.

School Overview

Principal/Administrator : Mr. Patrick J. Sweeney
 Schedule : 7:00 AM to 3:00 PM
 Grades : 9-12
 2004 Enrollment : 867
 Web Address : www.fhusd.org
 Phone Number : (480) 664-5500
 Fax Number : (480) 664-5599
 E-mail : psweeney@fhusd.org

Mission

Fountain Hills High School is committed to providing an educational process that enables students to discover and develop the maximum potential and to promote a lifelong desire for education through active participation in the learning process.

School / Academic Goals

- ü Improve academic achievement and standards based instruction through curriculum mapping and assessment analysis.
- ü Encourage participation in high school extra-curricular programs.

Enrollment

October 1, 2003 School Year Student Enrollment : 888
 Accepting New Students in 2004-05 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 16

Instructional Programs

- ü Advanced Placement Program
- ü Honors Program
- ü Technological Learning Program
- ü College Concurrent Enrollment Program

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 38 minutes
First Day of School :	8/9/2004
Last Day of School :	5/26/2005

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.

Parents

Parents should maintain high expectations of their student and encourage their child's efforts. We encourage parents to take a participatory role through attending parent meetings and monitoring their child's attendance and academic efforts.

Transportation Policy

Fountain Hills High School provides bus transportation as authorized by School Board Policy EEAA. Students with disabilities who require transportation as indicated in their Individual Education Programs will receive transportation.

School Honors

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

Award/Honor	Year
ü Academic Scholarships	2003
ü Kiwanis Pacesetter Awards	2003
ü Falcon Leadership Awards	2003

10th 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	209	209	65934	98	98	100	502	502	492	29	29	43	21	21	18	34	34	24	17	17	15
All Students (Prior Year)	191	191	57534	90	90	91	502	502	491	30	30	46	14	14	16	40	40	23	16	16	15
Female	102	102	32586	97	97	100	497	497	491	26	26	44	28	28	19	38	38	24	8	8	14
Male	107	107	33226	98	98	99	506	506	493	31	31	42	14	14	18	30	30	24	25	25	16
African American	NC	NC	3042	NC	NC	98	NC	NC	478	NC	NC	58	NC	NC	19	NC	NC	17	NC	NC	6
Hispanic	NC	NC	21740	NC	NC	100	NC	NC	475	NC	NC	63	NC	NC	17	NC	NC	15	NC	NC	5
Asian/Pacific Islander	NC	NC	1643	NC	NC	99	NC	NC	519	NC	NC	23	NC	NC	13	NC	NC	30	NC	NC	34
American Indian/Alaskan Native	NC	NC	4351	NC	NC	99	NC	NC	472	NC	NC	68	NC	NC	16	NC	NC	13	NC	NC	4
White	188	188	34819	98	98	99	504	504	505	28	28	27	20	20	20	35	35	31	18	18	22
Students with Disabilities	17	17	6507	100	100	100	454	454	456	93	93	83	0	0	9	7	7	6	0	0	2
Students without Disabilities	192	192	59427	97	97	100	505	505	494	24	24	41	22	22	19	36	36	25	18	18	16
Limited English Proficient Students	NC	NC	6793	NC	NC	100	NC	NC	464	NC	NC	79	NC	NC	11	NC	NC	8	NC	NC	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	21	21	18745				488	488	475	38	38	64	24	24	16	33	33	15	5	5	5
Non-Economically Disadvantaged	188	188	47182				503	503	499	28	28	35	21	21	19	34	34	27	18	18	19

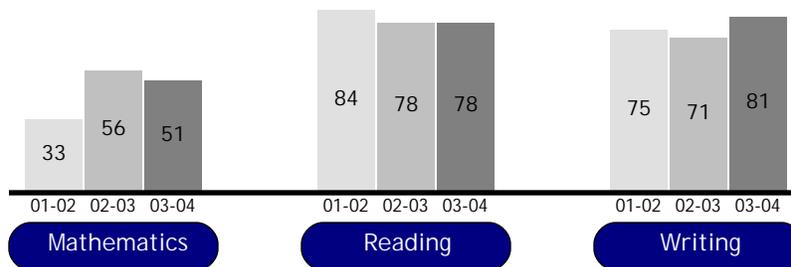
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	216	216	68162	98	98	100	525	525	509	8	8	18	14	14	24	68	68	51	10	10	8
All Students (Prior Year)	188	188	56700	89	89	89	530	530	512	5	5	15	17	17	23	60	60	52	18	18	10
Female	101	101	33509	96	96	100	526	526	513	6	6	15	8	8	23	77	77	52	9	9	9
Male	114	114	34521	98	98	100	524	524	505	9	9	20	19	19	24	60	60	49	12	12	7
African American	NC	NC	3163	NC	NC	99	NC	NC	497	NC	NC	22	NC	NC	30	NC	NC	46	NC	NC	3
Hispanic	11	11	22624	92	92	100	496	496	487	36	36	32	9	9	31	45	45	35	9	9	2
Asian/Pacific Islander	NC	NC	1666	NC	NC	100	NC	NC	523	NC	NC	11	NC	NC	17	NC	NC	60	NC	NC	12
American Indian/Alaskan Native	NC	NC	4592	NC	NC	100	NC	NC	484	NC	NC	32	NC	NC	37	NC	NC	30	NC	NC	1
White	192	192	35727	98	98	100	528	528	526	5	5	7	13	13	17	71	71	64	11	11	12
Students with Disabilities	16	16	6845	94	94	100	481	481	468	46	46	53	15	15	29	38	38	18	0	0	1
Students without Disabilities	200	200	61317	98	98	100	527	527	512	5	5	15	14	14	23	70	70	53	11	11	8
Limited English Proficient Students	NC	NC	7152	NC	NC	100	NC	NC	464	NC	NC	57	NC	NC	31	NC	NC	12	NC	NC	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	21	21	19528				507	507	487	19	19	31	10	10	32	67	67	34	5	5	2
Non-Economically Disadvantaged	195	195	48595				527	527	518	6	6	13	15	15	20	68	68	57	11	11	10

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	215	215	67629	97	97	100	558	558	524	7	7	22	12	12	16	79	79	59	2	2	3
All Students (Prior Year)	193	193	55090	91	91	87	486	486	479	10	10	16	19	19	13	71	71	70	0	0	0
Female	101	101	33347	96	96	100	568	568	537	4	4	17	4	4	15	91	91	64	1	1	4
Male	113	113	34151	97	97	99	551	551	512	8	8	27	20	20	18	69	69	54	4	4	2
African American	NC	NC	3150	NC	NC	99	NC	NC	515	NC	NC	24	NC	NC	19	NC	NC	56	NC	NC	2
Hispanic	11	11	22313	92	92	100	549	549	493	18	18	34	9	9	19	73	73	46	0	0	1
Asian/Pacific Islander	NC	NC	1659	NC	NC	100	NC	NC	564	NC	NC	11	NC	NC	12	NC	NC	68	NC	NC	9
American Indian/Alaskan Native	NC	NC	4528	NC	NC	99	NC	NC	492	NC	NC	35	NC	NC	21	NC	NC	42	NC	NC	1
White	191	191	35593	97	97	99	562	562	547	4	4	13	13	13	14	81	81	69	3	3	4
Students with Disabilities	16	16	6712	94	94	100	474	474	445	31	31	61	46	46	18	23	23	21	0	0	0
Students without Disabilities	199	199	60917	98	98	100	564	564	530	5	5	19	10	10	16	82	82	61	3	3	3
Limited English Proficient Students	NC	NC	6994	NC	NC	100	NC	NC	442	NC	NC	58	NC	NC	18	NC	NC	23	NC	NC	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	21	21	19310				544	544	489	10	10	35	24	24	20	67	67	44	0	0	1
Non-Economically Disadvantaged	194	194	48278				560	560	538	6	6	17	11	11	15	80	80	65	3	3	4

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)

10th 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. 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?	Y
	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
9	Reading	96	56	56	37	95	56	56	41	96	52	NA	42
	Language	96	50	50	38	97	57	57	42	98	47	47	42
	Mathematics	96	76	76	56	99	74	74	60	98	71	71	63

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

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

Council Duties

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

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	42.30
Other Professional Staff	8.50	Teacher Aide	7.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	4	2	0	0
7 to 9 years	4	8	1	0
10 or more years	7	15	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	31
Core academic classes taught by Highly Qualified (NCLB) teachers.	149
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Technology Labs
- Ü Media Studio

Extracurricular Activities

- | | |
|--|-------------------------|
| Ü National Honor Society | Ü Dance Company |
| Ü Multicultural Club | Ü Spanish Honor Society |
| Ü Key Club Service | Ü French Honor Society |
| Ü Students Against Destructive Decisions | Ü German Club |

Social Services

- Ü Counseling Services
- Ü Health Services
- Ü Crisis Intervention

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Students achieved academic success through participation in various competitive programs tied to specific academic areas both in core and elective class areas.

- ü Students demonstrated improvement in problem solving and reasoning as a result of programs, projects and inservices designed for students by the whole staff.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	98	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	91			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

No MAP data found for this school.

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

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

FHHS 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.

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) :

8

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	Patrick J. Sweeney	(480) 664-5500
Transportation Policy	Tim Siemon	(480) 664-5300
Community Resources	Tom Brennan	(602) 664-5500
School Nutrition Programs	John Koch	(480) 664-5500
Parent Organization	Mary Cartee	(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 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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** 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.