



Foothills Academy College Preparatory

Foothills Academy

6424 E. Cave Creek Road, Cave Creek, AZ 85331

P.O. Box 4229, Cave Creek, AZ 85327

ARIZONA
School Report Card
2000-2001

Principal: Dr. Donald S. Senneville

Schedule: 8:00 AM to 4:00 PM

Web Address: foothillsacademy.com

E-mail: foothillsacademy@mindspring.com

Grades: 6-12

1999 Enrollment: 106

Phone: (480) 488-5583

Fax: (480) 488-6902

∨ School Overview ∨

Mission

The mission of Foothills Academy is to provide an educational setting for academically advanced students to develop into self-directed, competent, lifelong learners who will excel in college and continue to contribute to a changing world.

Organization and Philosophy

- w Charter School
- w College Preparatory
- w Traditional
- w Small Class Sizes

School/Academic Goals

- w Students are taught critical-thinking skills in the classroom.
- w Students will produce creative projects and authentic assessments in the areas of writing, research, creative problem solving and critical thinking.
- w Students will demonstrate competency in computer use, library and lab skill procedures, and methods of field research.
- w Students will master the skills necessary to gain admission to the college of their choice.

Instructional Programs

- w Accelerated Academics
- w Low Student-to-Teacher Ratio
- w Personalized Instruction
- w Product-oriented Curriculum
- w Competitive League Sports Program
- w Peer Tutoring
- w Honors Classes

Enrollment

2000-2001 School Year Student Enrollment as of 9/15/00: 120
 Accepting New Students in 2000-2001 Under Open Enrollment Law¹: Yes
 Number of Students Attending Under Open Enrollment in 1999-2000: 105

¹ 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

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

Council Duties

∨ **Staffing Information** ∨

School administration and instruction for school year 2000-2001 are provided by:

Position	Number	Position	Number
Administrator	3.00	Teacher	10.00
Other Professional Staff	1.50	Teacher Aide	0.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

Parents are informed through Footnotes, a bimonthly newsletter for parents and friends of Foothills Academy and Parent Assn. meetings. Welcome packets are distributed at the beginning of the year (school calendar, daily schedule, emergency medical forms, volunteer opportunities, etc.) and parents are invited to contact the school at any time with questions, comments or concerns. Foothills Academy prides itself in maintaining a safe learning environment while achieving high academic standards.

Parents

Parents are responsible for the transportation of students to and from the school (students with licenses may drive to school). Although we encourage students to take individual responsibility for their own lunches, snacks, clothing and school work, parents are strongly encouraged to take an active role in the monitoring of their student's individual choices. In addition, parents are encouraged to participate in one or more volunteer opportunities at Foothills Academy.

∨ **Transportation Policy** ∨

Parents are responsible for the transportation of their student(s) to and from school.

∨ Calendar Information ∨

Number of Instruction Days:	175	First Day of School:	8/23/00
Average Daily Instruction Time:	6 hrs. 30 min.	Last Day of School:	5/25/01
Number of Year-round Tracks:	0	Operates on Traditional Schedule	

Report Card Release Dates

1/17/00 6/8/01

Additional Calendar/Report Card Information

In addition to the semester-end report cards noted above, four progress reports are issued (two per semester, prior to report cards). These indicate the student's approximate letter grade in the course as of that date. Study habits and social/emotional skills are also addressed.

∨ Resources Available at School Site ∨

Nutrition and Limited English Proficient Programs

Federal food programs available to eligible² students:

Breakfast - No Lunch - No Summer Food - No

Limited English Proficient programs³ available to eligible students:

Bilingual - No ESL - No ILEP - No

² 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.

³ Limited English Proficient (LEP) means having a low level of skill in comprehending, speaking, reading and writing the English language because of being from an environment in which another language is spoken. LEP students are eligible to participate in one of the programs that follow. English as a Second Language (ESL): Students are given daily instructions in English language development and cognitive and academic skills development in English, as well as instruction in the history and culture of the United States and the culture associated with their primary home language. Bilingual: Students are given instruction in and through English and their primary home language to increase dual language proficiency and academic achievement. Individual Language Education Program (ILEP): Each school district having nine or fewer LEP pupils in any kindergarten program or grade in any school shall provide these LEP pupils with either a bilingual program or ESL program or shall provide an ILEP for each of these pupils that provides a plan for meeting the cultural and linguistic needs of the pupil. An ILEP consists of a systematic, individualized program of instruction designed to ensure equal educational opportunities for the pupil by promoting English language development and by sustaining normal academic achievement through the use of the pupil's primary home language for subject matter instruction.

Special Facilities

W Computer/Media Lab

W Internet Access

Extracurricular Activities

W Fall Orientation Camp Trip

W Spring Retreat

W Ropes Course

W Student Council

W Community Service Projects

W Competitive Sports Program

W Student Judiciary

School/Community Resources

W Counseling Services

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 1999-2000.

1999-2000 School Achievements/Accomplishments

- | | |
|---|---|
| <p>W Foothills Academy students score among the highest in Maricopa County in standardized test scores.</p> | <p>W Eleventh grade US History, USA Today Education and Copernicus Interactive for a winning entry in the "News of the Century" online contest.</p> |
| <p>W Twelfth grade Senior Year Project (graduation portfolio) class in which each student successfully completed at least 150 hours of community service.</p> | <p>W National Merit Scholarship Program: One semi-finalist. National Honor Society Inductees: 15 students.</p> |

Student Information: 1999-2000 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.6%	94.7%	93.4%	94.1%
Transfers Out⁴	17.6%	13.2%	12.2%	12.7%
Transfers In⁵: Within District	6.1%	2.2%	1.8%	2.1%
Transfers In⁵: Out-of-District	8.4%	5.9%	5.5%	5.8%
Promotion Rate⁶	94.4%	97.7%	95.4%	82.3%
Retention Rate⁷	2.8%	1.4%	2.4%	5.1%
Dropout Rate⁸	1.3%			12.2%
Status Unknown⁹	1.3%			7.0%

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 1999-2000 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 1999-2000 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 1999-2000 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 1999-2000 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 1999-2000 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1998-1999 school year, to include activity during the summer of 1998. 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 1999-2000 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 1998-1999 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
North Central Association Accreditation	1997
Member--National Honor Society	1998
Who's Who Among America's Teachers	1998
NAU Emerging Scholar Award	1999

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is a test designed to measure each student's progress in learning the Arizona Academic Standards. Effective with the Class of 2002 (tenth graders in 1999-2000), students must meet or exceed the Standard on the reading and writing portions of AIMS in order to be eligible for a high school diploma. Students in the class of 2004 must also pass the math portion as a graduation requirement. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing or math will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5 and 8 will also take AIMS.

AIMS Results, 1999-2000

Grade 8		Number Tested	MS	FFB ¹	A ¹	M ¹	E ¹
Reading	School	18	553	0%	0%	44%	56%
	District	18	553	0%	0%	44%	56%
	State	57752	499	30%	18%	38%	14%
Writing	School	17	565	0%	6%	59%	35%
	District	17	565	0%	6%	59%	35%
	State	56051	497	17%	35%	45%	3%
Mathematics	School	18	498	22%	17%	50%	11%
	District	18	498	22%	17%	50%	11%
	State	57975	465	50%	34%	11%	5%

Legend

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

Grade 10 (Class of 2002)²

Reading	School	14	562	0%	0%	43%	57%
	District	14	562	0%	0%	43%	57%
	State	49292	523	12%	20%	47%	21%
Writing	School	15	523	0%	20%	80%	0%
	District	15	523	0%	20%	80%	0%
	State	49069	474	18%	49%	33%	1%
Mathematics	School	14	492	43%	21%	36%	0%
	District	14	492	43%	21%	36%	0%
	State	48238	452	72%	11%	16%	1%

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

²Class of 2002 is the cohort of students who began 9th grade during the 1998-1999 school year.

Items of data containing information about fewer than five 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 2000-01 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.**

∨ **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 1999 and 2000. 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 2000. Average student growth over the course of the past academic year is compared to a national average in the table below. One hundred percent (100%) indicates that students in a particular grade level at the school have achieved an average amount of growth compared to a national sample. A percentage greater than 100 percent indicates student growth was greater than the national average.

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

	Reading	Math
	Percentage of Expected Gain	Percentage of Expected Gain
Grades 6-7	193	100
Grades 7-8	133	188

*Less than 8 students matched

**Less than 25% of students matched

***No information available

****Not applicable

∨ **School Safety** ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2000 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at www.ade.az.gov/ResearchPolicy/chapps/.

School-level Efforts to Ensure a Safe and Orderly Environment for Learning

Foothills Academy College Preparatory is a value-based community with values selected by students and endorsed by Administration. In addition, Foothills Academy holds weekly student assemblies and includes character education in the curriculum.

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).

0

▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$4,052	\$428,417
Classroom Supplies	\$4	\$435
Administration	\$1,401	\$148,080
Support Services-Students	\$145	\$15,315
Other Support Services and Operations	\$965	\$102,042
Total Expenditures- All Categories 1999-2000	\$6,567	\$694,289

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 1999-2000 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.

▽ Classroom Enhancement Funds 1999-2000 ▽

For fiscal year 1999-2000, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, Arizona Revised Statutes, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 1999-2000 and a description of how the monies were used to enhance classrooms to augment pupil learning.

Total Amount Awarded to School District/Charter Holder \$2,898.74 [\$18.48 per Student x Enrollment (ADM)].

Enhancement Programs	Amount Spent
Classroom Teacher Salaries	
Employing New Teachers	
Teacher Training and Development	
Classroom Technology	\$1,427.71
Strengthening K-3 Programs	
Additional School Days	
Support Programs to Meet State Standards	\$1,471.03
Reading Clinics	
Achieving/Maintaining School Sizes for Fewer Than 450 Pupils	

Total Amount of Classroom Enhancement Funds Expended at the School Level \$2,898.74

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	NDS		
Transportation Policy	Joan Puddy	(480) 488-5583	
Community Resources	Joan Puddy	(480) 488-5583	
School Nutrition Programs	NDS		
Parent Organization	T. Cox/P. Blean	(480) 488-5583	
Student Health/Nurse	NDS		

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 <http://www.ade.state.az.us/srcc/> on the Internet.

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