

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Fountain Hills Charter School

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

Fountain Hills Charter School
15055 N. Fountain Hills Blvd., Fountain Hills, AZ 85268-2330

Administrator: Mr. Michael Bashaw

Schedule: 7:30 AM to 4:00 PM

Web Address: www.ftnhillscharterschool.org

E-mail: admin@ftnhillscharterschool.org

Grades: K-8

2002 Enrollment: 225

Phone: (480) 837-0046

Fax: (480) 837-0024

∨ School Overview ∨

Mission

To guarantee exposure to materials and experiences through which the student develops intelligence as well as physical and psychological abilities; to provide curriculums designed to take full advantage of the self-motivation and unique ability of each child to develop his or her own capabilities; to achieve exceptional merit in an environment where children develop the resources and responsibility within themselves that are needed to lead productive and purposeful lives.

Organization and Philosophy

- w Montessori/Thematic Instruction
- w Multiage Classrooms
- w Charter School

School/Academic Goals

- w To provide individualized learning experiences; ensure a high level of personal achievement.
- w To engage families in the education of their children.

Instructional Programs

- w Alternative Education
- w Advanced Placement
- w Full-day Kindergarten
- w Personalized Educational Programs

- w To prepare students for successful passage into higher levels of education.
- w To actively demonstrate what we believe a true community school to be.

Enrollment

October 1, 2001 School Year Student Enrollment:	236
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	225

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

1 School Administrator(s)
 0 Non-certified Employee(s)
 10 Teacher(s)
 4 Parent(s)
 5 Community Member(s)
 0 Student(s)

Council Duties

w Student Discipline
 w Textbook Selection
 w Curriculum Development
 w Promotion/Retention Issues
 w Parent/Educator Relations
 w School Safety Issues

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	17.00
Other Professional Staff	1.00	Teacher Aide	10.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

To provide an educational environment that stimulates & nurtures each child's growth; to provide classroom environments based on the child's needs for freedom, within limits, in a carefully prepared environment; to guarantee exposure to materials & experiences through which the student develops intelligence as well as physical & psychological abilities; to provide curriculum designed to take full advantage of the self-motivation & unique ability of each child to develop his/her own capabilities.

Parents

An active and caring participation in the preparation and implementation of our students' and school's growth.

∨ **Transportation Policy** ∨

Provided by the Fountain Hills School District per space availability.

∨ 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

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	35	549	0%	6%	34%	60%
	School State	58840	524	9%	17%	45%	29%
Writing	School	35	558	0%	6%	80%	14%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	33	552	0%	15%	24%	61%
	State	59030	517	11%	27%	35%	27%

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

Grade 5

Reading	School	45	524	9%	11%	60%	20%
	State	61305	505	21%	20%	43%	15%
Writing	School	45	543	7%	18%	38%	38%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	44	546	2%	27%	2%	68%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	12	521	8%	8%	67%	17%
	State	57484	504	24%	20%	40%	16%
Writing	School	12	506	8%	33%	50%	8%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	12	477	17%	50%	33%	0%
	State	57734	459	39%	40%	14%	7%

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												
1	Reading	--	--	--	--	--	--	--	--	--	81	87	60	--	--	--
2	Reading	--	--	--	100	67	50	95	73	52	97	81	53	88	83	57
	Language	--	--	--	100	54	40	95	61	43	97	73	44	94	77	48
	Mathematics	--	--	--	100	68	51	99	68	55	97	76	57	94	79	61
3	Reading	--	66	47	93	64	47	96	73	48	89	74	50	87	77	50
	Language	--	65	49	93	68	51	96	81	54	89	78	56	87	81	57
	Mathematics	--	59	46	93	62	49	94	77	52	89	77	54	87	86	56
4	Reading	--	82	53	97	59	54	100	88	54	95	80	55	90	79	55
	Language	--	68	47	97	47	49	100	76	48	95	71	50	90	63	50
	Mathematics	--	78	51	97	62	54	100	82	55	93	82	57	90	78	58
5	Reading	--	58	51	80	75	51	39	60	51	91	84	51	90	78	53
	Language	--	52	42	84	62	44	39	50	45	91	72	45	92	69	47
	Mathematics	--	45	51	92	66	54	39	49	55	91	76	57	92	78	59
6	Reading	--	84	53	100	62	54	100	79	53	95	77	54	73	81	56
	Language	--	72	41	100	40	44	100	64	44	95	66	45	73	74	47
	Mathematics	--	81	57	100	45	59	100	80	60	95	75	63	73	82	65
7	Reading	--	--	52	100	73	53	92	76	52	100	79	53	80	70	55
	Language	--	--	52	100	83	54	92	80	54	100	87	55	87	73	58
	Mathematics	--	--	53	100	67	55	92	68	56	100	90	58	87	63	60
8	Reading	--	--	54	100	80	54	97	75	53	94	75	55	100	73	56
	Language	--	--	46	100	80	49	97	76	49	94	74	50	92	80	52
	Mathematics	--	--	52	100	57	54	97	73	56	94	74	58	92	83	59

∨ **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.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	52	87
Grades 3-4	77	77
Grades 4-5	67	62
Grades 5-6	*	*
Grades 6-7	73	100
Grades 7-8	70	70

*Less than 10 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 healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

FHCS learning environments are brain compatible, rather than brain antagonistic. Classroom environments also include the absence of threat, collaboration, immediate feedback, mastering, adequate time, choices, meaningful context, an enriched environment. In addition, life skills are used to develop positive lifelong habits. A life skill is any skill that helps interpersonal relations. Life skills are open-ended and flexible, based on the needs and input of children.

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

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	NDS	NDS
Classroom Supplies	NDS	NDS
Administration	NDS	NDS
Support Services-Students	NDS	NDS
Other Support Services and Operations	NDS	NDS
Total Expenditures- All Categories 2000-2001	NDS	NDS

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.

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.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Michael Bashaw	(480) 837-0046	
Transportation Policy	Michael Bashaw	(480) 837-0561	
Community Resources	Michael Bashaw	(480) 837-0046	
School Nutrition Programs	Tina Brewster	(480) 837-0046	
Parent Organization	Bill Beamish	(480) 837-0046	
Student Health/Nurse	Shelley Bontemps	(480) 837-0046	

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."