



Tom Horne, Superintendent
of Public Instruction

ARIZONA DISTRICT REPORT CARD 2005-06

Catalina Foothills Unified District

2101 E River Rd, Tucson, AZ 85718-6597

No Child Left Behind

Adequate Yearly Progress¹

2004-05 Met
2003-04 Met
2002-03 Met

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.

Current Administrator²

Title: Superintendent
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District At A Glance

Enrollment³

	State	District
2004-2005 Student Enrollment	1,037,655	5,020

Highly Qualified

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	34	25	0	0
4 to 6 years	26	27	0	0
7 to 9 years	15	32	2	1
10 or more years	46	103	3	5

Percentage of Public Elementary and Secondary School Teachers with Emergency/Provisional Certification

2%

	District Aggregate	High-Poverty Schools	Moderate-Poverty Schools	Low Poverty Schools
Percentage of Core Academic Subject Poverty Elementary and Secondary School Classes Not Taught by Highly Qualified Teachers	N/A	N/A	N/A	N/A

N/A =Data not available

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your district.

3rd Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	351	79306	100	99	484	445	3	10	5	18	40	51	53	20
All Students (03-04)	303	75509	98	100	565	521	4	13	11	23	23	33	62	31
Female (04-05)	175	38691	100	99	480	446	4	10	2	18	42	52	51	20
Female (03-04)	142	37013	98	100	568	522	5	12	9	24	24	33	63	31
Male (04-05)	176	40583	100	99	488	445	1	11	7	18	38	50	54	21
Male (03-04)	161	38430	99	99	562	521	3	14	13	22	23	33	62	31
African American (04-05)	NC	4041	NC	99	NC	426	NC	17	NC	23	NC	50	NC	10
African American (03-04)	10	3660	100	99	504	496	30	24	10	31	20	28	40	18
Hispanic (04-05)	43	32869	100	99	490	429	0	15	0	25	51	51	49	10
Hispanic (03-04)	40	30486	95	99	552	505	3	18	8	29	33	32	56	21
Asian/Pacific Islander (04-05)	31	1935	100	99	489	474	0	3	10	9	24	48	66	40
Asian/Pacific Islander (03-04)	35	1780	97	98	572	549	0	5	13	13	33	33	53	50
American Indian/Alaskan Native (04-05)	NC	4264	NC	100	NC	419	NC	19	NC	30	NC	45	NC	6
American Indian/Alaskan Native (03-04)	NC	4075	NC	100	NC	486	NC	28	NC	34	NC	26	NC	12
White (04-05)	266	36197	100	99	484	463	3	5	5	11	39	53	53	31
White (03-04)	216	35192	99	99	570	534	2	8	11	19	20	35	66	39
Students with Disabilities (04-05)	41	10321	100	100	390	389	15	30	17	27	44	34	24	9
Students with Disabilities (03-04)	33	9708	100	100	515	489	15	32	27	27	27	24	30	17
Students without Disabilities (04-05)	310	69060	100	98	497	454	1	7	3	17	39	54	57	22
Students without Disabilities (03-04)	270	65801	96	98	571	525	2	11	9	23	23	34	66	33
Limited English Proficient Students (04-05)	12	15509	100	100	261	406	21	20	21	30	43	45	14	5
Limited English Proficient Students (03-04)	NC	16928	NC	100	NC	485	NC	29	NC	33	NC	26	NC	12
Migrant Students (04-05)	--	118	--	NA	--	419	--	25	--	21	--	50	--	3
Migrant Students (03-04)	--	750	--	NA	--	499	--	21	--	29	--	30	--	20
Economically Disadvantaged (04-05)	20	39415	87	96	459	431	10	15	5	25	65	50	20	10
Economically Disadvantaged (03-04)	15	36411	NA	NA	569	503	10	19	10	29	30	32	50	20
Non-Economically Disadvantaged (04-05)	331	39966	100	100	486	459	2	6	5	12	38	52	55	30
Non-Economically Disadvantaged (03-04)	288	39040	NA	NA	565	534	4	8	11	19	23	34	63	39

3rd Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	350	79395	0	99	483	446	1	9	6	25	63	55	29	11
All Students (03-04)	305	75492	99	100	543	519	2	12	7	16	40	47	50	24
Female (04-05)	174	38691	0	100	487	451	2	7	3	24	65	57	30	12
Female (03-04)	142	37014	98	100	549	523	4	10	4	15	35	48	58	27
Male (04-05)	176	40618	0	99	479	440	1	11	8	27	61	53	29	9
Male (03-04)	163	38400	100	99	536	516	1	14	10	17	46	47	43	21
African American (04-05)	NC	4052	NC	100	NC	434	NC	11	NC	29	NC	54	NC	6
African American (03-04)	10	3665	100	99	515	505	10	20	40	22	10	43	40	14
Hispanic (04-05)	43	32915	0	99	486	426	0	15	0	35	80	47	20	4
Hispanic (03-04)	41	30438	98	99	537	508	3	17	6	21	54	47	37	15
Asian/Pacific Islander (04-05)	31	1936	0	99	487	468	0	3	3	14	52	63	45	19
Asian/Pacific Islander (03-04)	35	1773	97	98	548	534	0	4	0	10	52	50	48	36
American Indian/Alaskan Native (04-05)	NC	4271	NC	100	NC	420	NC	15	NC	42	NC	41	NC	2
American Indian/Alaskan Native (03-04)	NC	4081	NC	100	NC	498	NC	25	NC	26	NC	40	NC	8
White (04-05)	265	36221	0	99	483	465	2	4	7	15	62	63	29	17
White (03-04)	217	35177	100	99	544	528	2	8	7	13	38	49	53	31
Students with Disabilities (04-05)	41	10331	0	100	389	388	10	25	24	37	49	34	17	4
Students with Disabilities (03-04)	34	9707	100	100	520	495	7	33	30	21	33	33	30	13
Students without Disabilities (04-05)	309	69139	0	99	496	454	0	7	3	24	65	58	31	11
Students without Disabilities (03-04)	271	65785	97	98	545	522	2	10	5	16	41	49	52	26
Limited English Proficient Students (04-05)	12	15545	0	100	264	399	21	21	14	42	43	35	21	1
Limited English Proficient Students (03-04)	10	16905	100	100	NA	489	NA	34	NA	28	NA	32	NA	6
Migrant Students (04-05)	--	120	--	NA	--	414	--	20	--	45	--	35	--	0
Migrant Students (03-04)	--	763	--	NA	--	499	--	21	--	30	--	40	--	8
Economically Disadvantaged (04-05)	20	39484	0	96	461	429	0	14	15	35	70	47	15	4
Economically Disadvantaged (03-04)	17	36302	NA	NA	517	507	10	18	20	21	40	46	30	14
Non-Economically Disadvantaged (04-05)	330	39986	0	100	485	461	2	4	5	16	63	63	30	17
Non-Economically Disadvantaged (03-04)	288	39164	NA	NA	543	528	2	8	6	13	40	48	51	31

3rd Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	349	78869	100	99	488	442	1	6	8	21	59	63	32	10
All Students (03-04)	307	75053	100	99	680	597	2	7	6	12	65	72	27	9
Female (04-05)	173	38536	99	99	501	458	0	4	4	15	57	67	38	14
Female (03-04)	144	36872	99	99	707	621	2	5	4	9	61	74	32	12
Male (04-05)	176	40302	100	99	476	428	2	8	11	26	61	60	25	7
Male (03-04)	163	38109	100	99	655	573	3	10	8	14	68	69	21	6
African American (04-05)	NC	4015	NC	99	NC	430	NC	8	NC	24	NC	61	NC	7
African American (03-04)	10	3636	100	99	550	568	40	12	10	16	40	67	10	6
Hispanic (04-05)	43	32606	100	98	498	426	0	8	2	27	73	60	24	5
Hispanic (03-04)	41	30235	98	98	657	575	3	9	3	14	77	70	17	6
Asian/Pacific Islander (04-05)	31	1925	100	99	497	471	0	3	10	11	34	64	55	22
Asian/Pacific Islander (03-04)	35	1768	97	98	730	651	0	3	0	5	55	72	45	19
American Indian/Alaskan Native (04-05)	NC	4245	NC	100	NC	423	NC	9	NC	26	NC	61	NC	4
American Indian/Alaskan Native (03-04)	NC	4044	NC	99	NC	550	NC	13	NC	17	NC	66	NC	4
White (04-05)	264	36078	100	99	487	459	2	4	8	16	60	66	31	14
White (03-04)	219	35028	100	99	684	613	1	6	7	10	65	73	27	11
Students with Disabilities (04-05)	41	10246	100	100	373	367	7	18	27	39	59	40	7	4
Students with Disabilities (03-04)	34	9625	100	100	603	530	7	21	14	21	64	55	14	4
Students without Disabilities (04-05)	308	68697	99	98	504	454	0	4	5	18	60	67	35	11
Students without Disabilities (03-04)	273	65428	98	98	688	604	2	6	5	11	65	73	28	10
Limited English Proficient Students (04-05)	12	15339	100	100	271	399	7	11	29	31	43	54	21	3
Limited English Proficient Students (03-04)	10	16765	100	100	NA	525	NA	17	NA	20	NA	60	NA	2
Migrant Students (04-05)	--	119	--	NA	--	402	--	16	--	30	--	53	--	1
Migrant Students (03-04)	--	752	--	NA	--	562	--	9	--	18	--	68	--	5
Economically Disadvantaged (04-05)	20	39106	87	95	475	427	0	8	20	28	70	59	10	5
Economically Disadvantaged (03-04)	17	36077	NA	NA	600	566	0	10	27	16	73	69	0	5
Non-Economically Disadvantaged (04-05)	329	39837	100	100	489	457	1	4	7	14	59	67	33	15
Non-Economically Disadvantaged (03-04)	290	38950	NA	NA	683	618	3	5	5	9	65	73	28	12

5th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	383	78906	100	99	556	498	1	13	5	19	33	48	61	20
All Students (03-04)	363	76019	98	100	545	499	3	14	17	39	12	14	68	33
Female (04-05)	198	38644	100	99	556	500	0	12	5	19	37	49	59	19
Female (03-04)	163	37207	97	100	543	499	2	12	18	41	15	14	65	33
Male (04-05)	185	40236	99	99	557	497	2	15	5	19	30	46	63	20
Male (03-04)	200	38677	100	100	546	498	3	15	16	38	10	13	71	34
African American (04-05)	NC	4087	NC	99	NC	481	NC	20	NC	24	NC	45	NC	11
African American (03-04)	11	3817	92	100	490	475	10	23	40	47	10	11	40	18
Hispanic (04-05)	50	31938	100	99	514	481	4	19	12	25	46	46	38	10
Hispanic (03-04)	35	29458	90	100	527	480	10	20	26	48	10	12	55	20
Asian/Pacific Islander (04-05)	42	1805	100	98	564	536	0	5	2	8	31	45	67	42
Asian/Pacific Islander (03-04)	33	1673	100	99	574	531	0	4	18	29	7	14	75	53
American Indian/Alaskan Native (04-05)	NC	4593	NC	100	NC	467	NC	26	NC	29	NC	39	NC	6
American Indian/Alaskan Native (03-04)	--	4735	--	100	--	466	--	28	--	49	--	10	--	13
White (04-05)	281	36483	100	99	563	517	0	7	4	13	31	51	64	30
White (03-04)	284	35880	99	100	546	515	2	7	15	32	13	16	70	45
Students with Disabilities (04-05)	33	10664	100	100	454	430	11	42	25	27	39	26	25	5
Students with Disabilities (03-04)	33	9786	92	100	480	457	17	39	63	40	4	7	17	13
Students without Disabilities (04-05)	350	68310	99	98	565	509	0	9	3	18	33	51	64	22
Students without Disabilities (03-04)	330	66233	99	99	549	503	2	11	14	39	13	14	72	35
Limited English Proficient Students (04-05)	10	12573	100	100	414	454	8	27	17	30	33	38	42	5
Limited English Proficient Students (03-04)	14	15206	100	100	543	459	0	31	0	53	0	7	100	9
Migrant Students (04-05)	--	125	--	NA	--	476	--	18	--	35	--	42	--	5
Migrant Students (03-04)	--	745	--	NA	--	473	--	22	--	53	--	11	--	15
Economically Disadvantaged (04-05)	26	38679	93	96	535	483	0	20	8	25	58	45	33	10
Economically Disadvantaged (03-04)	15	35714	NA	NA	513	480	25	20	25	47	0	12	50	20
Non-Economically Disadvantaged (04-05)	357	40295	100	100	558	513	1	7	5	13	32	50	63	30
Non-Economically Disadvantaged (03-04)	348	40266	NA	NA	546	513	2	9	17	33	12	15	69	43

5th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	382	78908	0	99	529	484	0	10	5	23	61	58	34	9
All Students (03-04)	362	76020	98	100	526	503	4	25	10	23	50	40	35	12
Female (04-05)	197	38644	0	99	534	489	0	8	3	22	59	61	38	10
Female (03-04)	162	37213	96	100	527	504	3	22	7	23	49	42	41	13
Male (04-05)	185	40233	0	99	523	479	0	12	8	25	62	55	30	8
Male (03-04)	200	38666	100	100	525	501	5	29	12	22	52	38	31	12
African American (04-05)	NC	4092	NC	99	NC	473	NC	12	NC	28	NC	54	NC	5
African American (03-04)	11	3819	92	100	504	494	0	37	33	26	56	31	11	6
Hispanic (04-05)	49	31940	0	99	497	465	0	16	16	32	59	49	24	3
Hispanic (03-04)	35	29442	90	99	519	494	17	37	17	26	47	31	20	6
Asian/Pacific Islander (04-05)	42	1805	0	98	537	507	0	4	0	13	67	65	33	18
Asian/Pacific Islander (03-04)	33	1672	100	99	522	513	7	12	11	19	46	49	36	20
American Indian/Alaskan Native (04-05)	NC	4569	NC	100	NC	457	NC	18	NC	39	NC	41	NC	2
American Indian/Alaskan Native (03-04)	--	4735	--	100	--	489	--	48	--	25	--	24	--	3
White (04-05)	281	36502	0	99	534	502	0	4	3	14	61	67	36	15
White (03-04)	283	35890	99	100	528	511	3	15	9	20	51	48	38	18
Students with Disabilities (04-05)	33	10665	0	100	441	423	0	30	39	36	46	31	14	2
Students with Disabilities (03-04)	33	9784	92	100	499	485	28	58	22	19	39	19	11	4
Students without Disabilities (04-05)	349	68312	0	98	536	493	0	7	2	21	62	62	36	10
Students without Disabilities (03-04)	329	66236	99	99	527	504	3	23	9	23	51	42	37	13
Limited English Proficient Students (04-05)	10	12556	0	100	381	436	0	24	25	40	58	35	17	1
Limited English Proficient Students (03-04)	14	15198	100	100	496	483	0	59	100	25	0	14	0	1
Migrant Students (04-05)	--	125	--	NA	--	457	--	22	--	40	--	38	--	0
Migrant Students (03-04)	--	743	--	NA	--	488	--	50	--	28	--	19	--	3
Economically Disadvantaged (04-05)	25	38662	0	96	510	468	0	16	13	32	74	49	13	3
Economically Disadvantaged (03-04)	15	35703	NA	NA	506	494	25	37	8	26	33	31	33	6
Non-Economically Disadvantaged (04-05)	357	40315	0	100	530	498	0	5	5	15	60	66	35	14
Non-Economically Disadvantaged (03-04)	347	40274	NA	NA	527	509	3	17	10	20	51	47	35	17

5th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	383	78750	100	99	555	500	1	6	3	29	84	63	13	2
All Students (03-04)	363	75673	98	100	604	530	5	12	13	25	63	58	19	4
Female (04-05)	198	38586	100	99	567	515	1	4	1	22	82	71	17	3
Female (03-04)	163	37099	97	100	630	548	3	8	9	22	63	64	26	6
Male (04-05)	185	40135	99	99	542	486	1	8	5	35	86	56	8	1
Male (03-04)	200	38441	100	99	583	513	6	16	17	29	63	52	14	3
African American (04-05)	NC	4081	NC	99	NC	488	NC	8	NC	32	NC	59	NC	2
African American (03-04)	10	3791	83	99	548	506	20	18	20	29	60	50	0	3
Hispanic (04-05)	50	31841	100	99	531	483	0	8	4	36	86	55	10	1
Hispanic (03-04)	35	29305	90	99	564	507	13	16	20	31	47	51	20	2
Asian/Pacific Islander (04-05)	42	1802	100	98	564	533	0	2	5	16	81	75	14	7
Asian/Pacific Islander (03-04)	33	1665	100	99	643	573	0	6	11	16	61	67	29	10
American Indian/Alaskan Native (04-05)	NC	4586	NC	100	NC	481	NC	8	NC	37	NC	54	NC	1
American Indian/Alaskan Native (03-04)	--	4707	--	100	--	492	--	19	--	33	--	46	--	1
White (04-05)	281	36440	100	99	560	516	1	3	1	22	85	71	13	4
White (03-04)	285	35760	100	99	606	550	4	9	13	21	65	64	19	6
Students with Disabilities (04-05)	33	10622	100	100	461	415	0	21	29	50	71	28	0	1
Students with Disabilities (03-04)	33	9706	92	100	504	462	36	36	9	32	50	31	5	1
Students without Disabilities (04-05)	350	68196	99	98	563	513	1	3	1	25	85	69	14	3
Students without Disabilities (03-04)	330	65967	99	99	611	536	3	10	14	25	64	60	20	5
Limited English Proficient Students (04-05)	10	12504	100	100	410	451	0	12	17	44	83	43	0	1
Limited English Proficient Students (03-04)	14	15115	100	100	395	471	100	26	0	38	0	35	0	1
Migrant Students (04-05)	--	126	--	NA	--	464	--	14	--	44	--	41	--	0
Migrant Students (03-04)	--	738	--	NA	--	488	--	23	--	33	--	43	--	1
Economically Disadvantaged (04-05)	26	38558	93	96	543	485	0	8	8	37	88	54	4	1
Economically Disadvantaged (03-04)	15	35541	NA	NA	595	504	8	17	8	31	67	50	17	2
Non-Economically Disadvantaged (04-05)	357	40260	100	100	556	514	1	3	2	21	84	72	13	4
Non-Economically Disadvantaged (03-04)	348	40091	NA	NA	604	550	5	9	13	21	63	64	19	6

8th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	423	78250	97	99	612	548	4	21	4	18	48	48	44	13
All Students (03-04)	439	75001	99	99	531	468	3	37	27	36	27	16	42	10
Female (04-05)	195	38071	95	99	610	549	3	20	6	19	52	49	39	12
Female (03-04)	227	36846	99	99	530	468	4	36	29	38	26	16	41	10
Male (04-05)	228	40126	98	99	613	547	4	23	3	17	45	46	47	14
Male (03-04)	211	37974	99	99	532	467	3	39	24	34	29	16	44	11
African American (04-05)	NC	4058	NC	99	NC	523	NC	32	NC	22	NC	41	NC	5
African American (03-04)	NC	3720	NC	98	NC	446	NC	53	NC	33	NC	9	NC	4
Hispanic (04-05)	46	29129	100	99	599	527	4	32	9	23	54	40	33	6
Hispanic (03-04)	48	26675	98	98	518	448	8	52	33	34	19	10	39	4
Asian/Pacific Islander (04-05)	34	1747	100	100	650	589	0	9	0	9	35	50	65	32
Asian/Pacific Islander (03-04)	37	1575	100	99	571	504	0	18	9	33	18	20	73	29
American Indian/Alaskan Native (04-05)	NC	4996	NC	100	NC	518	NC	36	NC	25	NC	36	NC	4
American Indian/Alaskan Native (03-04)	NC	4731	NC	98	NC	438	NC	61	NC	30	NC	7	NC	2
White (04-05)	335	38320	94	99	610	568	4	12	4	14	48	55	44	19
White (03-04)	343	37785	99	99	528	482	3	25	27	39	29	21	40	15
Students with Disabilities (04-05)	51	9329	100	100	515	454	29	64	24	18	41	16	6	2
Students with Disabilities (03-04)	52	8802	100	100	494	418	12	79	42	16	31	3	15	1
Students without Disabilities (04-05)	372	68996	96	99	625	561	0	16	2	18	49	52	49	14
Students without Disabilities (03-04)	387	66199	99	99	533	472	3	34	26	38	27	17	44	11
Limited English Proficient Students (04-05)	NC	10133	NC	100	NC	488	NC	45	NC	25	NC	28	NC	2
Limited English Proficient Students (03-04)	13	11710	93	100	478	429	0	70	100	25	0	4	0	1
Migrant Students (04-05)	--	83	--	NA	--	520	--	39	--	28	--	30	--	4
Migrant Students (03-04)	--	709	--	NA	--	442	--	57	--	34	--	7	--	2
Economically Disadvantaged (04-05)	23	33388	88	94	555	530	24	32	14	22	57	40	5	5
Economically Disadvantaged (03-04)	12	29814	NA	NA	489	448	25	53	33	33	25	10	17	4
Non-Economically Disadvantaged (04-05)	400	44937	97	100	615	561	3	13	4	15	48	54	46	18
Non-Economically Disadvantaged (03-04)	427	45170	NA	NA	532	479	3	28	26	38	28	20	43	14

8th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	426	78302	0	99	560	512	2	11	6	25	69	57	23	7
All Students (03-04)	440	74918	99	99	534	497	11	32	12	19	42	35	35	15
Female (04-05)	196	38071	0	99	564	518	2	8	4	24	71	61	22	7
Female (03-04)	227	36805	99	99	538	501	12	28	11	19	41	37	36	16
Male (04-05)	230	40166	0	99	556	507	2	14	7	26	68	54	23	6
Male (03-04)	212	37936	99	99	530	493	11	35	13	18	43	33	33	14
African American (04-05)	NC	4064	NC	100	NC	498	NC	14	NC	29	NC	54	NC	3
African American (03-04)	NC	3719	NC	98	NC	481	NC	43	NC	21	NC	29	NC	7
Hispanic (04-05)	46	29152	0	99	545	492	4	17	17	34	65	46	13	2
Hispanic (03-04)	47	26645	96	98	504	478	31	46	10	20	36	27	24	6
Asian/Pacific Islander (04-05)	34	1746	0	100	572	542	0	5	3	13	61	66	35	16
Asian/Pacific Islander (03-04)	37	1571	100	99	559	521	6	18	3	15	36	38	55	30
American Indian/Alaskan Native (04-05)	NC	4993	NC	100	NC	484	NC	19	NC	38	NC	42	NC	1
American Indian/Alaskan Native (03-04)	NC	4729	NC	98	NC	468	NC	57	NC	19	NC	19	NC	4
White (04-05)	338	38347	0	99	561	531	2	5	4	17	70	68	23	10
White (03-04)	345	37773	99	99	536	511	10	20	13	18	43	41	35	21
Students with Disabilities (04-05)	51	9353	0	100	479	429	18	40	31	38	47	22	4	1
Students with Disabilities (03-04)	52	8801	100	100	479	448	41	75	22	13	33	10	4	2
Students without Disabilities (04-05)	375	69024	0	99	571	524	0	7	2	23	73	62	25	7
Students without Disabilities (03-04)	388	66117	99	99	541	501	7	28	11	19	43	37	39	16
Limited English Proficient Students (04-05)	NC	10140	NC	100	NC	451	NC	28	NC	43	NC	29	NC	1
Limited English Proficient Students (03-04)	13	11706	93	100	425	454	100	71	0	16	0	12	0	1
Migrant Students (04-05)	--	83	--	NA	--	480	--	29	--	36	--	35	--	0
Migrant Students (03-04)	--	706	--	NA	--	467	--	55	--	22	--	20	--	4
Economically Disadvantaged (04-05)	24	33398	0	94	507	495	14	18	23	35	64	46	0	2
Economically Disadvantaged (03-04)	10	29785	NA	NA	488	477	30	47	20	20	40	26	10	6
Non-Economically Disadvantaged (04-05)	402	44979	0	100	563	525	2	6	5	18	70	66	24	10
Non-Economically Disadvantaged (03-04)	430	45115	NA	NA	535	508	11	23	12	18	42	39	35	20

8th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	430	78094	98	99	595	545	1	3	3	18	88	77	7	2
All Students (03-04)	437	74503	99	99	562	491	3	9	9	32	62	51	26	8
Female (04-05)	198	38025	97	99	606	558	1	2	1	13	89	82	9	2
Female (03-04)	227	36686	99	99	573	506	2	5	7	29	62	57	29	9
Male (04-05)	232	40013	100	99	587	534	1	5	5	23	88	71	6	1
Male (03-04)	209	37644	98	98	550	476	4	13	10	36	63	45	23	6
African American (04-05)	NC	4037	NC	99	NC	532	NC	4	NC	22	NC	73	NC	1
African American (03-04)	NC	3677	NC	97	NC	475	NC	12	NC	36	NC	46	NC	5
Hispanic (04-05)	46	29068	100	99	588	523	0	5	4	27	87	67	9	1
Hispanic (03-04)	47	26500	96	97	529	467	14	13	7	39	55	44	24	4
Asian/Pacific Islander (04-05)	34	1743	100	100	604	577	3	2	0	9	81	82	16	8
Asian/Pacific Islander (03-04)	37	1566	100	99	616	537	0	5	6	23	45	55	48	18
American Indian/Alaskan Native (04-05)	NC	4981	NC	100	NC	526	NC	4	NC	25	NC	70	NC	0
American Indian/Alaskan Native (03-04)	NC	4695	NC	97	NC	464	NC	14	NC	39	NC	44	NC	3
White (04-05)	342	38265	96	99	596	564	1	2	3	11	89	84	7	3
White (03-04)	343	37606	99	99	563	508	2	6	8	28	65	56	24	10
Students with Disabilities (04-05)	50	9275	100	100	510	444	6	14	21	46	71	39	2	1
Students with Disabilities (03-04)	49	8662	94	100	460	409	23	37	28	42	44	20	5	1
Students without Disabilities (04-05)	380	68892	98	98	607	559	1	2	1	14	90	82	8	2
Students without Disabilities (03-04)	388	65841	99	98	574	499	1	7	6	32	64	53	28	8
Limited English Proficient Students (04-05)	NC	10084	NC	100	NC	474	NC	10	NC	39	NC	50	NC	1
Limited English Proficient Students (03-04)	12	11608	86	100	200	430	100	23	0	47	0	28	0	1
Migrant Students (04-05)	--	81	--	NA	--	504	--	12	--	27	--	60	--	0
Migrant Students (03-04)	--	701	--	NA	--	449	--	17	--	43	--	38	--	1
Economically Disadvantaged (04-05)	24	33296	92	94	558	527	0	5	18	27	82	67	0	0
Economically Disadvantaged (03-04)	11	29587	NA	NA	528	465	9	14	9	40	55	43	27	4
Non-Economically Disadvantaged (04-05)	406	44871	99	100	598	559	1	2	2	12	89	84	8	3
Non-Economically Disadvantaged (03-04)	426	44898	NA	NA	563	507	3	7	9	28	62	55	26	10

10th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	489	69846	99	100	749	699	2	21	3	11	46	49	49	18
All Students (03-04)	462	65934	98	100	532	492	7	43	10	18	35	24	47	15
Female (04-05)	240	34328	98	99	750	702	1	19	3	12	45	51	50	18
Female (03-04)	244	32586	98	100	532	491	8	44	13	19	33	24	46	14
Male (04-05)	249	35509	100	100	749	696	3	23	2	11	46	48	49	18
Male (03-04)	218	33226	98	99	532	493	7	42	7	18	37	24	49	16
African American (04-05)	NC	3535	NC	100	NC	677	NC	31	NC	15	NC	46	NC	8
African American (03-04)	NC	3042	NC	98	NC	478	NC	58	NC	19	NC	17	NC	6
Hispanic (04-05)	50	23363	98	100	724	680	2	32	7	16	52	45	39	7
Hispanic (03-04)	46	21740	92	100	512	475	25	63	5	17	45	15	25	5
Asian/Pacific Islander (04-05)	42	1742	100	99	778	733	0	8	5	7	30	46	65	38
Asian/Pacific Islander (03-04)	35	1643	100	99	553	519	6	23	6	13	24	30	64	34
American Indian/Alaskan Native (04-05)	NC	4785	NC	100	NC	671	NC	39	NC	17	NC	39	NC	5
American Indian/Alaskan Native (03-04)	NC	4351	NC	99	NC	472	NC	68	NC	16	NC	13	NC	4
White (04-05)	390	36421	99	99	749	714	3	12	2	8	46	54	49	26
White (03-04)	367	34819	98	99	533	505	4	27	12	20	35	31	49	22
Students with Disabilities (04-05)	45	7690	98	100	687	593	16	64	11	14	64	21	9	2
Students with Disabilities (03-04)	41	6507	100	100	545	456	0	83	0	9	22	6	78	2
Students without Disabilities (04-05)	444	62220	99	99	756	712	1	16	2	11	44	53	54	20
Students without Disabilities (03-04)	421	59427	98	100	532	494	7	41	11	19	35	25	47	16
Limited English Proficient Students (04-05)	NC	5834	NC	100	NC	612	NC	46	NC	20	NC	31	NC	3
Limited English Proficient Students (03-04)	NC	6793	NC	100	NC	464	NC	79	NC	11	NC	8	NC	2
Migrant Students (04-05)	--	117	--	NA	--	677	--	44	--	18	--	35	--	3
Migrant Students (03-04)	--	708	--	NA	--	469	--	72	--	15	--	10	--	3
Economically Disadvantaged (04-05)	17	21421	85	92	739	686	6	35	0	15	53	43	41	7
Economically Disadvantaged (03-04)	16	18745	NA	NA	525	475	0	64	15	16	46	15	38	5
Non-Economically Disadvantaged (04-05)	472	48489	100	100	749	704	2	15	3	10	45	52	50	23
Non-Economically Disadvantaged (03-04)	446	47182	NA	NA	532	499	7	35	10	19	35	27	48	19

10th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	485	71311	99	100	741	694	0	7	3	21	74	63	23	9
All Students (03-04)	462	68162	98	100	544	509	2	18	10	24	66	51	21	8
Female (04-05)	240	34328	98	100	743	700	0	5	3	19	68	66	30	10
Female (03-04)	246	33509	98	100	552	513	2	15	9	23	62	52	27	9
Male (04-05)	245	36430	100	100	739	688	0	9	4	22	80	61	16	8
Male (03-04)	214	34521	96	100	533	505	3	20	11	24	71	49	15	7
African American (04-05)	NC	3573	NC	100	NC	676	NC	9	NC	26	NC	60	NC	4
African American (03-04)	NC	3163	NC	99	NC	497	NC	22	NC	30	NC	46	NC	3
Hispanic (04-05)	49	24056	100	100	718	672	0	13	2	31	82	53	16	3
Hispanic (03-04)	46	22624	96	100	523	487	2	32	22	31	65	35	11	2
Asian/Pacific Islander (04-05)	41	1731	100	98	742	717	0	3	5	13	68	68	28	16
Asian/Pacific Islander (03-04)	33	1666	94	100	547	523	0	11	9	17	70	60	21	12
American Indian/Alaskan Native (04-05)	NC	5110	NC	100	NC	661	NC	14	NC	38	NC	46	NC	2
American Indian/Alaskan Native (03-04)	NC	4592	NC	100	NC	484	NC	32	NC	37	NC	30	NC	1
White (04-05)	387	36841	99	99	744	713	0	3	3	12	73	72	24	13
White (03-04)	369	35727	98	100	546	526	2	7	9	17	66	64	23	12
Students with Disabilities (04-05)	45	8021	100	100	690	590	0	27	16	42	80	29	4	1
Students with Disabilities (03-04)	41	6845	100	100	500	468	18	53	33	29	45	18	5	1
Students without Disabilities (04-05)	440	63379	99	100	746	707	0	5	2	18	73	68	25	10
Students without Disabilities (03-04)	421	61317	98	100	548	512	1	15	8	23	68	53	23	8
Limited English Proficient Students (04-05)	NC	6402	NC	100	NC	596	NC	25	NC	44	NC	30	NC	1
Limited English Proficient Students (03-04)	NC	7152	NC	100	NC	464	NC	57	NC	31	NC	12	NC	0
Migrant Students (04-05)	--	548	--	NA	--	659	--	26	--	36	--	38	--	0
Migrant Students (03-04)	--	745	--	NA	--	469	--	51	--	31	--	17	--	1
Economically Disadvantaged (04-05)	17	22243	85	93	742	677	0	14	6	32	71	51	24	3
Economically Disadvantaged (03-04)	16	19528	NA	NA	527	487	6	31	6	32	75	34	13	2
Non-Economically Disadvantaged (04-05)	468	49157	100	100	741	702	0	4	3	16	74	69	23	11
Non-Economically Disadvantaged (03-04)	446	48595	NA	NA	544	518	2	13	10	20	66	57	22	10

10th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	487	70868	99	100	735	688	0	5	2	23	69	63	29	9
All Students (03-04)	464	67629	98	100	574	524	8	22	14	16	68	59	10	3
Female (04-05)	242	34710	99	99	739	697	0	3	2	19	63	66	35	12
Female (03-04)	248	33347	99	100	581	537	8	17	13	15	68	64	11	4
Male (04-05)	245	36176	100	100	730	678	0	7	3	27	74	59	23	7
Male (03-04)	214	34151	96	99	566	512	9	27	15	18	68	54	8	2
African American (04-05)	NC	3557	NC	99	NC	675	NC	7	NC	25	NC	62	NC	6
African American (03-04)	NC	3150	NC	99	NC	515	NC	24	NC	19	NC	56	NC	2
Hispanic (04-05)	49	23868	100	100	712	670	0	9	4	33	71	55	24	4
Hispanic (03-04)	48	22313	100	100	559	493	19	34	15	19	54	46	13	1
Asian/Pacific Islander (04-05)	41	1732	100	98	743	713	0	2	8	12	40	64	53	22
Asian/Pacific Islander (03-04)	34	1659	97	100	573	564	0	11	24	12	71	68	6	9
American Indian/Alaskan Native (04-05)	NC	5001	NC	100	NC	661	NC	9	NC	41	NC	48	NC	2
American Indian/Alaskan Native (03-04)	NC	4528	NC	99	NC	492	NC	35	NC	21	NC	42	NC	1
White (04-05)	389	36710	99	99	737	702	0	2	2	15	71	69	28	13
White (03-04)	368	35593	97	99	578	547	8	13	12	14	70	69	10	4
Students with Disabilities (04-05)	45	7900	100	100	704	580	0	22	7	49	76	28	18	1
Students with Disabilities (03-04)	41	6712	100	100	512	445	38	61	13	18	48	21	3	0
Students without Disabilities (04-05)	442	63054	99	99	738	701	0	3	2	20	68	67	30	10
Students without Disabilities (03-04)	423	60917	98	100	580	530	6	19	14	16	70	61	10	3
Limited English Proficient Students (04-05)	NC	6308	NC	100	NC	591	NC	19	NC	47	NC	33	NC	1
Limited English Proficient Students (03-04)	NC	6994	NC	100	NC	442	NC	58	NC	18	NC	23	NC	0
Migrant Students (04-05)	--	540	--	NA	--	658	--	16	--	42	--	41	--	1
Migrant Students (03-04)	--	732	--	NA	--	466	--	44	--	23	--	33	--	0
Economically Disadvantaged (04-05)	17	21994	85	92	738	673	0	10	0	36	59	52	41	3
Economically Disadvantaged (03-04)	16	19310	NA	NA	531	489	31	35	19	20	44	44	6	1
Non-Economically Disadvantaged (04-05)	470	48960	100	100	735	694	0	3	2	18	69	67	29	12
Non-Economically Disadvantaged (03-04)	448	48278	NA	NA	575	538	8	17	13	15	69	65	10	4

The table below shows if your district met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

District 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.

Below is a list of the Title 1 funded schools in the district that are in School Improvement Status as defined by the Federal No Child Left Behind Act of 2001

Title I School - any school that receives Federal Title I funds; the school agrees to the accountability measures mandated by the No Child Left Behind Act of 2001 (NCLB).

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 implement the restructuring plan.

Out of School Improvement - A Title I school that has made adequate yearly progress (AYP) for two consecutive years and is no longer identified.

For More Information on school improvement status, visit our website at www.ade.az.gov/asd/nclb

Catalina Foothills Unified District

	AZ LEARNS		NCLB
School Name	LABEL ES	LABEL HS	AYP
Canyon View Elementary School	Excelling	N/A	Met
Catalina Foothills High School	N/A	Excelling	Met
Esperero Canyon Middle School	Excelling	N/A	Met
Manzanita School	Excelling	N/A	Met
Orange Grove Middle School	Excelling	N/A	Met
Sunrise Drive Elementary School	Excelling	N/A	Met
Ventana Vista Elementary School	Excelling	N/A	Met

1 Adequate Yearly Progress, please visit our website at <http://www.ade.az.gov/profile/publicview/aypdistrictlist.asp>.

2 Current Administrator: This includes the most current information ADE has available, please contact the district directly if you feel this information is in error.

3 Enrollment: These enrollment counts represent a head count of all active enrollments on October 1st of each school year. Please note these counts are not unduplicated counts; concurrently enrolled students are counted as having an active membership in each school they are enrolled. Joint technology schools where students are concurrently enrolled are not included, which may additionally overstate aggregated enrollment figures.

4 Arizona Instrument to Measure Standards (AIMS) if applicable. Data reflects grades 3,5,8,10. 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. Mean Scale Scores (MSS). The federal law, No Child Left Behind (NCLB), 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. Data also provides a two year trend analysis of student performance as required by NCLB. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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Printed in Phoenix, Arizona, by the Arizona Department of Education. March 2006

Total cost of printing: 20 Pages X .0318 Per page X 1 Copies = \$0.64

** If total cost of printing = \$0.00, only the electronic version of the report card was created.

** Due to booklet size printing, print copies are produced in multiples of 4.