

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

Canyon Elementary School

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

Peoria Unified School District
5490 W. Paradise Lane, Glendale, AZ 85306

Principal: Mrs. Cheryl F. Neils
Schedule: 8:00 AM to 4:30 PM
Web Address: canyon.peoriaud.k12.az.us/
E-mail: cneils@peoriaud.k12.az.us

Grades: Pre-K-8
2002 Enrollment: 495
Phone: (623) 412-5050
Fax: (623) 412-5061

∨ School Overview ∨

Mission

The mission of Canyon Elementary is to serve society by providing a quality education so all may reach their full potential academically, socially, and emotionally and become lifelong learners and successful, responsible citizens.

Organization and Philosophy

- w Self-contained Classrooms
- w Departmentalized Classrooms (5-8)
- w Academic and Life Skills Emphasis (K-8)
- w Multiage Classrooms (Special Ed)

Instructional Programs

- w Regular Full-day (Grades 1-8)
- w On-site Special Education
- w Programs for At-risk Students
- w Special Education Preschool
- w Gifted Programs
- w Assistance for English Language Learners
- w Arts Education - Art, Band, Chorus
- w Life Skills (Character Education) Progr.

School/Academic Goals

- w To improve student achievement in reading comprehension, language arts and math as measured by the Stanford 9 Achievement Test, Arizona's Instrument To Measure Standards (AIMS) and district criterion-referenced assessments.
- w To increase staff knowledge and use of technology for management, instruction, and assessment as well as student knowledge and use of technology for learning.
- w To create a safe school environment marked by mutual respect between staff, students, and parents; good citizenship; appropriate student behavior; positive attitudes; and a well-designed crisis plan.
- w To create an environment at Canyon where all staff, students and parents participate in decision-making and feel valued, supported and included.

Enrollment

October 1, 2001 School Year Student Enrollment:	466
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	164

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w Goal Setting
- w Budget Review
- w School Safety Issues
- w Facility Management
- w Parent Involvement
- w School/Community Relations

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	36.00
Other Professional Staff	8.00	Teacher Aide	30.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	3	0	0
4 to 6 years	3	1	0	0
7 to 9 years	0	1	0	0
10 or more years	15	11	0	0

∨ **Shared Responsibilities** ∨

School

It is the responsibility of all school employees to provide students with a safe, stimulating learning environment and the best possible opportunities to learn. This includes setting high standards for behavior and academic success; using a variety of materials and instructional strategies; making accommodations to meet the needs of individual students; and encouraging positive attitudes toward learning and high self-esteem.

Parents

Parents have the responsibility to act in partnership with the school and to work cooperatively with staff members to educate their children. This includes supporting student attendance; monitoring completion of assignments; modeling positive attitudes toward learning; attending school activities including Parent-Teacher conferences and fostering respect for rules, property, staff and students.

∨ **Transportation Policy** ∨

Transportation is provided for all eligible students who reside within the attendance boundary but beyond one mile of Canyon Elementary. Additionally, transportation services are provided for eligible special education students to Canyon Elementary School or other facilities as noted in the student's IEP.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/14/02
Average Daily Instruction Time:	6 hrs. 0 min.	Last Day of School:	5/20/03

Operates on Traditional Schedule

Report Card Release Dates

10/24/02	1/8/03	3/12/03	5/20/03
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Additional Calendar/Report Card Information

In addition to regular progress reports and report cards, many teachers provide parents with daily, weekly or monthly feedback on academic progress, behavior, and study skills. At many grade levels, classroom newsletters go home regularly to keep parents informed of classroom events and activities. Parent conferences are held twice each year with a high percentage of parent participation.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

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

Special Facilities

W Sunflower Center (Special Ed)	W Technology Lab
W Computer Lab	W Media Center

Extracurricular Activities

W Student Council	W National Junior Honor Society
W STARS	W Junior High Sports Program
W Support Groups	W Chorus
W Band	W Art

School/Community Resources

W Crisis Intervention	W Counseling Services
W Health Services	W Lunch Program
W Breakfast Program	W Recreational Activities
W Crisis Management Plan	W Support Groups

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|--|--|
| <p>W Qualitative and quantitative assessment data are analyzed yearly. From this information, school and grade-level improvement goals are developed along with improvement plans to achieve these goals. Increases were achieved in many areas this year.</p> | <p>W Teachers have aligned their instruction to state and district standards and assessments. Strategies from best-practice literature and research are being incorporated into daily instruction. Expanded learning opportunities are provided when needed.</p> |
| <p>W We have implemented a bullying prevention program to ensure a safe, secure environment for our students. A Safe School Hotline has been instituted and students are regularly taught life skills such as conflict resolution, courtesy and respect.</p> | <p>W Extensive technology training is available for staff members. Teachers are encouraged to use technology for instruction and we are a demonstration site for the district. A new tech curriculum is in place along with two well-equipped computer labs.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	6.5 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.9 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	10.8 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	100.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.0 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
PEEF Grants	2000
Phoenix Coyote's Teacher of the Year	2002
Disabilities Professionals of the Year	2001
North Central Association Accreditation	2002

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	43	517	2%	28%	47%	23%
	School State	58840	524	9%	17%	45%	29%
Writing	School	42	528	2%	19%	74%	5%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	42	506	5%	43%	36%	17%
	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	38	508	8%	16%	66%	11%
	State	61305	505	21%	20%	43%	15%
Writing	School	41	527	5%	24%	59%	12%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	41	540	0%	15%	12%	73%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	53	517	9%	32%	36%	23%
	State	57484	504	24%	20%	40%	16%
Writing	School	53	501	2%	53%	45%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	53	474	23%	57%	15%	6%
	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	--	--	--	--	--	--	--	--	--	86	77	60	--	--	--
2	Reading	--	--	--	100	61	50	100	55	52	87	46	53	91	72	57
	Language	--	--	--	100	55	40	100	42	43	89	48	44	91	74	48
	Mathematics	--	--	--	100	58	51	100	52	55	89	71	57	91	83	61
3	Reading	100	59	47	100	66	47	100	63	48	89	55	50	90	43	50
	Language	100	67	49	100	53	51	100	64	54	87	67	56	88	50	57
	Mathematics	100	58	46	100	60	49	100	76	52	92	61	54	90	55	56
4	Reading	100	58	53	100	76	54	100	73	54	85	70	55	88	57	55
	Language	100	49	47	100	60	49	100	63	48	85	60	50	88	60	50
	Mathematics	100	54	51	100	73	54	100	69	55	88	78	57	91	68	58
5	Reading	100	63	51	100	54	51	100	65	51	84	69	51	93	69	53
	Language	100	58	42	100	43	44	100	57	45	84	62	45	90	68	47
	Mathematics	100	61	51	100	56	54	100	70	55	84	81	57	90	89	59
6	Reading	100	65	53	100	59	54	100	66	53	76	71	54	90	70	56
	Language	100	55	41	100	49	44	100	52	44	78	63	45	92	58	47
	Mathematics	100	66	57	100	67	59	100	70	60	76	81	63	92	82	65
7	Reading	100	76	52	100	67	53	100	69	52	78	62	53	89	72	55
	Language	100	81	52	100	67	54	100	68	54	80	69	55	85	74	58
	Mathematics	100	68	53	100	64	55	100	67	56	81	71	58	89	80	60
8	Reading	100	74	54	100	73	54	100	67	53	77	67	55	91	69	56
	Language	100	71	46	100	67	49	100	61	49	90	67	50	93	70	52
	Mathematics	100	67	52	100	61	54	100	61	56	75	68	58	95	73	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	50	47
Grades 3-4	82	82
Grades 4-5	58	94
Grades 5-6	92	92
Grades 6-7	76	86
Grades 7-8	87	67

*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

Providing a safe, orderly environment is a priority here at Canyon. To that end, we work diligently to encourage positive behavior among our students and provide them with tools to resolve conflicts peacefully. A monthly character education program is in place. In addition, Canyon has developed a comprehensive Crisis Plan and each classroom is equipped with an emergency kit for use if needed. We also hold monthly safety inspections and fire drills and operate a 24-hour Safe School Line.

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	\$4,814	\$2,365,997
Classroom Supplies	\$38	\$18,719
Administration	\$589	\$289,383
Support Services-Students	\$644	\$316,681
Other Support Services and Operations	\$966	\$474,550
Total Expenditures- All Categories 2000-2001	\$7,051	\$3,465,330

Total Expenditures may not be exact because of rounding.

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

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Cheryl Neils	(623) 412-5050	
Transportation Policy	Steve Highlen	(623) 486-6007	
Community Resources	Jim Cummings	(623) 486-6040	
School Nutrition Programs	Willie Gentry	(623) 487-5185	
Parent Organization	Michelle Goss	(623) 412-5050	
Student Health/Nurse	P. Myers/S. Arwood	(623) 412-5053	

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.

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