

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5490 West Paradise Lane, Glendale, AZ 85306

Peoria Unified School District

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.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Excelling
2003-04	Highly Performing
2002-03	Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mrs. Cheryl F. Neils
 Schedule : 08:00 AM to 04:30 PM
 Grades : Pre-K-8
 2005 Enrollment : 519
 Web Address : canyon.peoriaud.k12.az.us/
 Phone Number : (623) 412-5050
 Fax Number : (623) 412-5061
 E-mail : cneils@peoriaud.k12.az.us

Mission

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

The vision of Canyon Elementary is to be a school where staff, students, and parents work cooperatively and responsibly in a safe, stimulating environment to achieve extraordinary levels of teaching and learning.

School / Academic Goals

- ü To improve student achievement in reading comprehension, language arts and math as measured by the AIMS/Terra Nova dual purpose assessment and district criterion-referenced tests.
- ü To increase staff knowledge and use of technology for management, instruction, and assessment as well as student knowledge and use of technology for learning.
- ü 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.
- ü 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, 2004 School Year Student Enrollment : 562
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 219

Instructional Programs

- Ü Regular Full-day (Grades 1-8)
- Ü On-site Special Education
- Ü Programs for At-risk Students (Tutoring)
- Ü Special Education Preschool
- Ü Gifted Student Services
- Ü Character Education
- Ü Service Learning
- Ü Departmentalized Classrooms Grades 5-8

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/15/2005
Last Day of School :	5/26/2006

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 school and learning; attending school activities including parent-teacher conferences; and fostering respect for rules, property, staff and other 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.

School Honors

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

Award/Honor	Year
Ü PEEF Grants	2002
Ü Phoenix Coyote's Teacher of the Year	2002
Ü Disabilities Professionals of the Year	2004
Ü North Central Association Accreditation	2004

3rd 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	54	2834	79306	100	100	99	342	448	445	25	7	10	19	15	18	54	57	51	2	20	20
All Students (Prior Year)	47	2724	75509	100	100	100	515	529	521	16	8	13	26	21	23	23	35	33	35	35	31
Female	13	1346	38691	100	100	99	398	453	446	25	6	10	0	14	18	67	60	52	8	20	20
Male	41	1488	40583	100	100	99	326	443	445	25	8	11	25	17	18	50	55	50	0	20	21
African American	NC	150	4041	NC	97	99	NC	431	426	NC	10	17	NC	23	23	NC	58	50	NC	10	10
Hispanic	NC	655	32869	NC	99	99	NC	428	429	NC	12	15	NC	22	25	NC	57	51	NC	9	10
Asian/Pacific Islander	--	85	1935	--	98	99	--	460	474	--	4	3	--	15	9	--	51	48	--	29	40
American Indian/Alaskan Native	NC	46	4264	NC	100	100	NC	419	419	NC	8	19	NC	35	30	NC	48	45	NC	10	6
White	41	1898	36197	100	100	99	341	455	463	25	6	5	18	12	11	55	58	53	3	24	31
Students with Disabilities	13	435	10321	100	100	100	64	391	389	77	23	30	15	27	27	8	40	34	0	10	9
Students without Disabilities	41	2404	69060	100	98	98	435	458	454	8	4	7	21	13	17	69	61	54	3	22	22
Limited English Proficient Students	14	226	15509	100	100	100	82	356	406	79	23	20	14	29	30	7	41	45	0	6	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	NC	569	39415	NC	85	96	NC	439	431	NC	13	15	NC	17	25	NC	58	50	NC	12	10
Non-Economically Disadvantaged	49	2270	39966	100	100	100	334	450	459	23	6	6	21	15	12	53	57	52	2	22	30

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	54	2834	79395	100	0	99	357	458	446	19	4	9	27	18	25	46	64	55	8	13	11
All Students (Prior Year)	47	2724	75492	100	100	100	525	525	519	12	7	12	19	15	16	40	51	47	30	27	24
Female	13	1346	38743	100	0	100	430	469	451	8	3	7	25	14	24	42	68	57	25	16	12
Male	41	1488	40618	100	0	99	335	448	440	23	6	11	28	22	27	48	61	53	3	12	9
African American	NC	150	4052	NC	0	100	NC	449	434	NC	5	11	NC	21	29	NC	66	54	NC	8	6
Hispanic	NC	655	32915	NC	0	99	NC	439	426	NC	8	15	NC	25	35	NC	61	47	NC	6	4
Asian/Pacific Islander	--	85	1936	--	0	99	--	465	468	--	3	3	--	13	14	--	64	63	--	21	19
American Indian/Alaskan Native	NC	46	4271	NC	0	100	NC	435	420	NC	3	15	NC	35	42	NC	38	41	NC	25	2
White	41	1898	36221	100	0	99	356	465	465	18	3	4	23	15	15	53	66	63	8	16	17
Students with Disabilities	13	435	10331	100	0	100	70	400	388	69	15	25	23	34	37	0	43	34	8	8	4
Students without Disabilities	41	2404	69139	100	0	99	453	469	454	3	2	7	28	15	24	62	68	58	8	14	11
Limited English Proficient Students	14	226	15545	100	0	100	84	358	399	64	15	21	36	42	42	0	41	35	0	2	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	NC	569	39484	NC	0	96	NC	449	429	NC	8	14	NC	24	35	NC	61	47	NC	7	4
Non-Economically Disadvantaged	49	2270	39986	100	0	100	348	460	461	17	3	4	30	16	16	47	65	63	6	15	17

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	54	2826	78869	100	100	99	349	453	442	17	3	6	31	17	21	42	70	63	10	10	10
All Students (Prior Year)	47	2706	75053	100	100	99	605	603	597	7	5	7	9	10	12	77	78	72	7	7	9
Female	13	1343	38536	100	100	99	430	474	458	8	1	4	17	9	15	58	75	67	17	14	14
Male	41	1483	40302	100	100	99	325	435	428	20	5	8	35	23	26	38	66	60	8	6	7
African American	NC	149	4015	NC	96	99	NC	443	430	NC	3	8	NC	17	24	NC	71	61	NC	9	7
Hispanic	NC	651	32606	NC	99	98	NC	439	426	NC	4	8	NC	22	27	NC	68	60	NC	6	5
Asian/Pacific Islander	--	85	1925	--	98	99	--	464	471	--	1	3	--	10	11	--	73	64	--	15	22
American Indian/Alaskan Native	NC	46	4245	NC	100	100	NC	435	423	NC	0	9	NC	23	26	NC	65	61	NC	13	4
White	41	1895	36078	100	100	99	350	458	459	15	3	4	30	15	16	43	71	66	13	11	14
Students with Disabilities	13	435	10246	100	100	100	67	386	367	62	8	18	31	37	39	0	48	40	8	7	4
Students without Disabilities	41	2396	68697	100	98	98	444	466	454	3	2	4	31	13	18	56	74	67	10	11	11
Limited English Proficient Students	14	224	15339	100	100	100	83	359	399	57	9	11	36	33	31	7	54	54	0	4	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	NC	567	39106	NC	85	95	NC	444	427	NC	4	8	NC	22	28	NC	68	59	NC	5	5
Non-Economically Disadvantaged	49	2264	39837	100	100	100	341	456	457	17	3	4	32	15	14	40	71	67	11	11	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th 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	55	2918	78906	100	100	99	493	507	498	8	10	13	12	16	19	33	48	48	47	26	20
All Students (Prior Year)	48	2855	76019	100	100	100	519	503	499	2	9	14	29	39	39	17	16	14	52	35	33
Female	24	1425	38644	100	99	99	523	508	500	4	9	12	13	16	19	35	49	49	48	25	19
Male	31	1492	40236	100	100	99	469	507	497	11	11	15	11	16	19	32	46	46	46	27	20
African American	NC	135	4087	NC	98	99	NC	477	481	NC	19	20	NC	25	24	NC	42	45	NC	14	11
Hispanic	NC	653	31938	NC	100	99	NC	488	481	NC	17	19	NC	21	25	NC	45	46	NC	17	10
Asian/Pacific Islander	NC	96	1805	NC	99	98	NC	526	536	NC	3	5	NC	12	8	NC	49	45	NC	36	42
American Indian/Alaskan Native	--	41	4593	--	100	100	--	476	467	--	14	26	--	22	29	--	46	39	--	19	6
White	46	1993	36483	100	100	99	502	515	517	9	8	7	7	14	13	30	49	51	53	29	30
Students with Disabilities	17	413	10664	100	100	100	334	435	430	27	32	42	33	29	27	20	29	26	20	10	5
Students without Disabilities	38	2507	68310	95	98	98	560	519	509	0	7	9	3	14	18	39	51	51	58	29	22
Limited English Proficient Students	NC	182	12573	NC	100	100	NC	403	454	NC	30	27	NC	22	30	NC	43	38	NC	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	573	38679	NC	87	96	NC	493	483	NC	17	20	NC	23	25	NC	45	45	NC	15	10
Non-Economically Disadvantaged	50	2347	40295	100	100	100	485	511	513	9	9	7	13	14	13	33	49	50	46	29	30

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	55	2919	78908	100	0	99	465	492	484	8	6	10	4	18	23	73	65	58	16	11	9
All Students (Prior Year)	48	2851	76020	100	100	100	507	506	503	15	18	25	10	22	23	58	45	40	17	14	12
Female	24	1426	38648	100	0	99	497	497	489	4	4	8	4	14	22	70	69	61	22	12	10
Male	31	1492	40233	100	0	99	440	487	479	11	8	12	4	21	25	75	61	55	11	10	8
African American	NC	135	4092	NC	0	99	NC	475	473	NC	8	12	NC	25	28	NC	61	54	NC	6	5
Hispanic	NC	653	31940	NC	0	99	NC	473	465	NC	11	16	NC	27	32	NC	57	49	NC	5	3
Asian/Pacific Islander	NC	96	1805	NC	0	98	NC	502	507	NC	4	4	NC	9	13	NC	76	65	NC	11	18
American Indian/Alaskan Native	--	41	4569	--	0	100	--	464	457	--	11	18	--	16	39	--	65	41	--	8	2
White	46	1994	36502	100	0	99	472	499	502	7	4	4	5	15	14	70	67	67	19	14	15
Students with Disabilities	17	415	10665	100	0	100	322	428	423	27	20	30	13	34	36	53	41	31	7	4	2
Students without Disabilities	38	2506	68312	95	0	98	525	503	493	0	4	7	0	15	21	81	69	62	19	12	10
Limited English Proficient Students	NC	182	12556	NC	0	100	NC	389	436	NC	20	24	NC	37	40	NC	41	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	574	38662	NC	0	96	NC	481	468	NC	9	16	NC	29	32	NC	57	49	NC	5	3
Non-Economically Disadvantaged	50	2347	40315	100	0	100	460	495	498	9	5	5	4	15	15	70	67	66	17	13	14

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	55	2920	78750	100	100	99	475	512	500	6	3	6	20	22	29	73	72	63	2	3	2
All Students (Prior Year)	48	2854	75673	100	100	100	550	544	530	2	8	12	23	22	25	73	66	58	2	4	4
Female	24	1427	38586	100	99	99	512	524	515	0	2	4	17	15	22	83	79	71	0	3	3
Male	31	1492	40135	100	100	99	445	499	486	11	4	8	21	29	35	64	65	56	4	2	1
African American	NC	135	4081	NC	98	99	NC	483	488	NC	10	8	NC	30	32	NC	58	59	NC	3	2
Hispanic	NC	654	31841	NC	100	99	NC	500	483	NC	4	8	NC	29	36	NC	65	55	NC	2	1
Asian/Pacific Islander	NC	96	1802	NC	99	98	NC	527	533	NC	2	2	NC	17	16	NC	77	75	NC	4	7
American Indian/Alaskan Native	--	41	4586	--	100	100	--	485	481	--	8	8	--	16	37	--	76	54	--	0	1
White	46	1994	36440	100	100	99	484	517	516	7	3	3	14	20	22	77	75	71	2	3	4
Students with Disabilities	17	414	10622	100	100	100	331	436	415	20	10	21	27	47	50	53	42	28	0	1	1
Students without Disabilities	38	2508	68196	95	98	98	535	524	513	0	2	3	17	18	25	81	77	69	3	3	3
Limited English Proficient Students	NC	183	12504	NC	100	100	NC	410	451	NC	8	12	NC	38	44	NC	51	43	NC	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	574	38558	NC	88	96	NC	498	485	NC	6	8	NC	29	37	NC	65	54	NC	1	1
Non-Economically Disadvantaged	50	2348	40260	100	100	100	471	515	514	7	3	3	15	20	21	76	74	72	2	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

8th 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	56	3236	78250	100	100	99	544	558	548	6	13	21	13	17	18	58	57	48	23	13	13
All Students (Prior Year)	58	3176	75001	100	100	99	501	476	468	11	27	37	33	43	36	39	21	16	17	10	10
Female	29	1575	38071	100	100	99	522	558	549	8	11	20	12	17	19	56	59	49	24	13	12
Male	27	1658	40126	100	100	99	565	558	547	4	15	23	15	16	17	59	56	46	22	13	14
African American	--	174	4058	--	98	99	--	544	523	--	15	32	--	24	22	--	57	41	--	4	5
Hispanic	NC	686	29129	NC	100	99	NC	543	527	NC	19	32	NC	23	23	NC	50	40	NC	9	6
Asian/Pacific Islander	--	101	1747	--	100	100	--	586	589	--	5	9	--	7	9	--	64	50	--	23	32
American Indian/Alaskan Native	--	42	4996	--	100	100	--	534	518	--	13	36	--	19	25	--	69	36	--	0	4
White	52	2233	38320	100	100	99	539	563	568	6	11	12	15	15	14	58	59	55	21	15	19
Students with Disabilities	10	371	9329	100	100	100	333	459	454	30	58	64	40	20	18	20	20	16	10	2	2
Students without Disabilities	46	2867	68996	98	99	99	594	570	561	0	7	16	7	16	18	67	62	52	26	14	14
Limited English Proficient Students	NC	147	10133	NC	100	100	NC	440	488	NC	31	45	NC	27	25	NC	41	28	NC	1	2
Migrant Students	--	NC	83	--	NC	NA	--	NC	520	--	NC	39	--	NC	28	--	NC	30	--	NC	4
Economically Disadvantaged	NC	556	33388	NC	90	94	NC	546	530	NC	20	32	NC	22	22	NC	50	40	NC	8	5
Non-Economically Disadvantaged	48	2682	44937	100	100	100	535	561	561	7	11	13	13	16	15	58	59	54	22	14	18

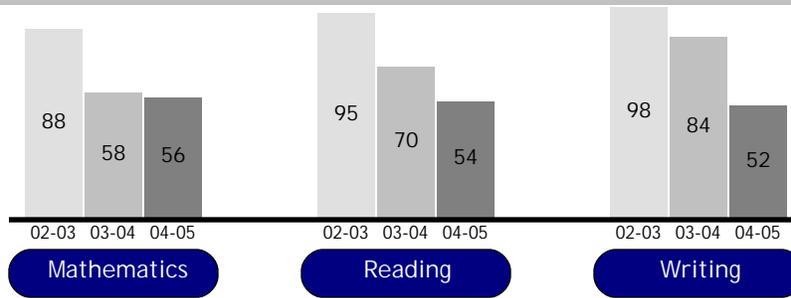
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	56	3238	78302	100	0	99	504	524	512	10	7	11	12	19	25	69	68	57	10	7	7
All Students (Prior Year)	58	3170	74918	100	100	99	530	507	497	13	22	32	9	18	19	43	42	35	35	18	15
Female	29	1575	38082	100	0	99	491	528	518	8	4	8	12	17	24	64	72	61	16	7	7
Male	27	1660	40166	100	0	99	515	520	507	11	9	14	11	21	26	74	64	54	4	7	6
African American	--	174	4064	--	0	100	--	522	498	--	6	14	--	19	29	--	71	54	--	5	3
Hispanic	NC	686	29152	NC	0	99	NC	510	492	NC	12	17	NC	25	34	NC	58	46	NC	5	2
Asian/Pacific Islander	--	101	1746	--	0	100	--	545	542	--	1	5	--	13	13	--	77	66	--	9	16
American Indian/Alaskan Native	--	43	4993	--	0	100	--	494	484	--	9	19	--	33	38	--	52	42	--	6	1
White	52	2234	38347	100	0	99	498	528	531	10	5	5	13	17	17	71	70	68	6	7	10
Students with Disabilities	10	371	9353	100	0	100	301	438	429	40	33	40	20	35	38	40	31	22	0	1	1
Students without Disabilities	46	2869	69024	98	0	99	552	535	524	2	3	7	10	17	23	76	72	62	12	7	7
Limited English Proficient Students	NC	147	10140	NC	0	100	NC	407	451	NC	20	28	NC	39	43	NC	39	29	NC	1	1
Migrant Students	--	NC	83	--	NC	NA	--	NC	480	--	NC	29	--	NC	36	--	NC	35	--	NC	0
Economically Disadvantaged	NC	556	33398	NC	0	94	NC	511	495	NC	12	18	NC	28	35	NC	58	46	NC	3	2
Non-Economically Disadvantaged	48	2684	44979	100	0	100	497	527	525	11	5	6	13	17	18	64	70	66	11	8	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	56	3229	78094	100	100	99	536	561	545	6	2	3	2	11	18	90	86	77	2	2	2
All Students (Prior Year)	58	3170	74503	100	100	99	568	522	491	4	4	9	13	22	32	56	61	51	28	12	8
Female	29	1573	38025	100	100	99	508	569	558	8	1	2	4	6	13	88	91	82	0	2	2
Male	27	1653	40013	100	99	99	563	552	534	4	3	5	0	15	23	93	81	71	4	1	1
African American	--	173	4037	--	97	99	--	555	532	--	2	4	--	15	22	--	82	73	--	1	1
Hispanic	NC	685	29068	NC	100	99	NC	547	523	NC	3	5	NC	17	27	NC	80	67	NC	1	1
Asian/Pacific Islander	--	101	1743	--	100	100	--	588	577	--	0	2	--	4	9	--	91	82	--	5	8
American Indian/Alaskan Native	--	42	4981	--	100	100	--	558	526	--	3	4	--	3	25	--	94	70	--	0	0
White	52	2228	38265	100	100	99	531	564	564	6	1	2	2	9	11	90	88	84	2	2	3
Students with Disabilities	10	369	9275	100	100	100	308	459	444	30	9	14	10	39	46	60	51	39	0	1	1
Students without Disabilities	46	2862	68892	98	99	98	591	573	559	0	1	2	0	7	14	98	90	82	2	2	2
Limited English Proficient Students	NC	147	10084	NC	100	100	NC	431	474	NC	8	10	NC	28	39	NC	63	50	NC	1	1
Migrant Students	--	NC	81	--	NC	NA	--	NC	504	--	NC	12	--	NC	27	--	NC	60	--	NC	0
Economically Disadvantaged	NC	556	33296	NC	90	94	NC	547	527	NC	2	5	NC	19	27	NC	78	67	NC	1	0
Non-Economically Disadvantaged	48	2675	44871	100	100	100	526	564	559	7	2	2	2	9	12	91	88	84	0	2	3

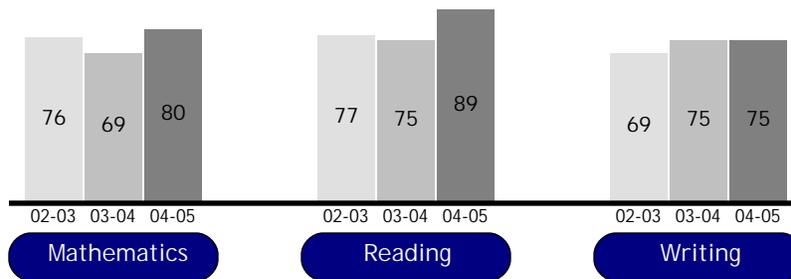
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

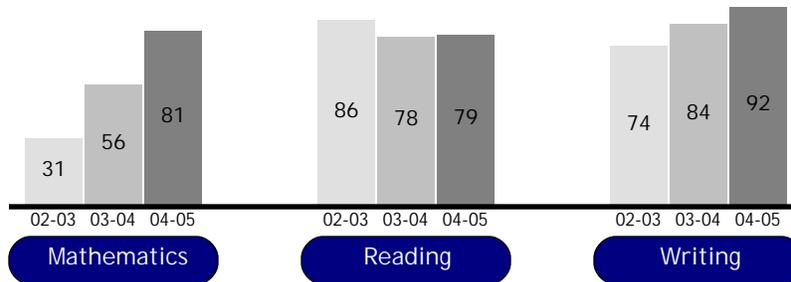
3rd Grade Proficiency



5th Grade Proficiency



8th 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.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	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 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 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.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	91	64	62	50	100	36	NA	58	83	53	53	47
	Language	96	48	57	43	100	31	60	50	83	50	53	47
	Mathematics	94	69	71	57	100	29	72	64	83	51	53	50
3	Reading	100	69	58	47	98	59	NA	55	80	46	52	44
	Language	100	76	66	54	98	64	70	61	80	49	50	44
	Mathematics	98	70	67	54	98	56	71	61	80	48	55	51
4	Reading	98	53	63	52	100	76	NA	56	94	57	54	48
	Language	95	51	59	48	100	69	60	52	94	65	55	49
	Mathematics	95	64	67	57	100	84	69	61	94	65	58	53
5	Reading	100	65	61	50	100	61	NA	55	91	63	56	50
	Language	100	63	56	46	100	61	56	49	91	62	56	50
	Mathematics	98	86	67	57	100	80	67	63	91	65	52	49
6	Reading	100	71	63	53	100	66	NA	56	89	63	58	51
	Language	100	59	58	45	98	66	60	48	89	59	55	47
	Mathematics	100	87	73	62	100	89	75	66	89	67	59	52
7	Reading	98	80	63	51	98	74	NA	54	86	68	59	50
	Language	98	82	69	54	96	72	67	58	86	70	62	52
	Mathematics	96	85	70	58	96	88	68	62	86	69	57	50
8	Reading	95	77	62	53	100	78	NA	55	93	67	58	51
	Language	95	75	62	49	100	79	64	52	93	64	56	50
	Mathematics	98	81	66	58	100	86	69	61	93	73	59	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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

Council Duties

2 School Administrator(s)	Ü Goal Setting
2 Non-certified Employee(s)	Ü Budget Review
4 Teacher(s)	Ü School Safety Issues
4 Parent(s)	Ü Facility Management
1 Community Member(s)	Ü Parent Involvement
1 Student(s)	Ü School/Community Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	40.90
Other Professional Staff	11.00	Teacher Aide	34.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	4	0	0
4 to 6 years	5	2	0	0
7 to 9 years	2	2	0	0
10 or more years	10	10	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	78
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

- Ü Sunflower Center (Special Ed)
- Ü Fully Equiped Media Center
- Ü Two 35 Computer Technology Labs
- Ü Multi-purpose Room for the Arts & Sports

Extracurricular Activities

- Ü Student Council
- Ü STARS (Character Ed & Service Club)
- Ü National Junior Honor Society
- Ü Robotics Club
- Ü Scrabble Club
- Ü Student T.A.'s
- Ü Junior High Sports Program
- Ü Chorus/Band/Art Electives

Social Services

- Ü Crisis Intervention/Counseling Services
- Ü Summer Rec Program (City of Glendale)
- Ü Breakfast & Lunch Program
- Ü Health Services
- Ü Before/After School Child Care

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Qualitative and quantitative assessment data are analyzed yearly. From this information, school, grade-level, and individual student improvement plans are developed. Significant increases were achieved in many areas at many grade levels this year.
- ü 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.
- ü 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.
- ü Extensive technology training is available for staff members. Desktop computers allow teachers to use technology for instruction and several classrooms have Smart Boards. A tech curriculum is in place along with two state-of-the-art computer labs.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	5	12	12	17
Transfers In Rate ⁶	18	28	28	37
Stability Rate ⁷	94	87	87	82
Promotion Rate ⁸	99	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

Providing a safe, orderly environment is a priority 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 character education program is in place along with a comprehensive Crisis Plan which we rehearse twice yearly. In addition, 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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
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	Jamie Deffner	(623) 412-5050
Student Health/Nurse	Patty Myers	(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. "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.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

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 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.

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. 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. MSS = Mean Scaled Score. 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. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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