

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1700 E. Union Hills Drive, Phoenix, AZ 85022

Paradise Valley Unified 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

High School Achievement Profile ^(a)

2003-04	Highly Performing
2002-03	Highly Performing
2001-02	Improving

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

School Overview

Principal/Administrator : Mrs. Carol A. Pollack
 Schedule : 6:30 AM to 3:30 PM
 Grades : 9-12
 2004 Enrollment : 2176
 Web Address : northcanyon.pvUSD.k12.az.us/
 Phone Number : (623) 780-4200
 Fax Number : (623) 780-4315
 E-mail : cpollack@pvUSD.k12.az.us

Mission

North Canyon High is committed to success, challenging students and staff to achieve their potential. Our mission is to establish and maintain a caring, positive and safe environment in which students may demonstrate evidence of academic achievement.

No Child Left Behind

Adequate Yearly Progress ^(b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status ^(b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

School / Academic Goals

- ü Continue Writing Across the Curriculum program and the 'Learning Log' to improve writing skills and reading comprehension. Both programs promote writing strategies and reading comprehension on skills to improve academic performance.
- ü Demonstrate improved student achievement in reading, math and language as measured by assessments, AIMS, and student portfolios.

Enrollment

October 1, 2003 School Year Student Enrollment : 2367
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 370

Instructional Programs

- Ü Writing Across the Curriculum
- Ü International Baccalaureate
- Ü Advanced Placement
- Ü English Immersion

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/16/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

The school is responsible for providing students with a safe, positive, supportive and challenging learning environment. The school communicates with parents via a quarterly newsletter, parent conferences, as well as e-mail and voice mail messaging.

Parents

Parents are responsible for supporting student attendance; monitoring student completion of schoolwork; modeling positive attitudes and behaviors towards learning; and attending parent conferences and other school events.

Transportation Policy

Transportation is provided for all students who reside within North Canyon's attendance boundary and live beyond 1.5 miles from the school. Special education students may receive transportation, regardless of distance, per Individual Education Plan.

School Honors

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

Award/Honor	Year
Ü Perfect SAT Score	2003
Ü Six National Merit Semi-Finalists	2003
Ü Arizona Cup Award	2003
Ü Academic Decathlon Region Champs	2002

10th 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	533	2536	65934	98	99	100	494	503	492	42	28	43	20	20	18	24	34	24	14	18	15
All Students (Prior Year)	548	2301	57534	92	88	91	496	498	491	42	37	46	21	19	16	23	27	23	15	17	15
Female	270	1256	32586	99	99	100	494	503	491	42	28	44	22	20	19	20	33	24	16	19	14
Male	263	1278	33226	98	99	99	494	502	493	43	28	42	17	20	18	28	34	24	11	18	16
African American	20	67	3042	95	96	98	477	484	478	63	52	58	25	18	19	13	28	17	0	2	6
Hispanic	123	326	21740	98	99	100	471	476	475	68	58	63	21	20	17	10	19	15	1	3	5
Asian/Pacific Islander	37	98	1643	97	100	99	527	523	519	24	18	23	8	10	13	35	33	30	32	39	34
American Indian/Alaskan Native	10	21	4351	100	100	99	472	484	472	67	42	68	22	16	16	0	37	13	11	5	4
White	342	2017	34819	98	99	99	500	506	505	33	23	27	20	21	20	30	36	31	17	21	22
Students with Disabilities	62	228	6507	95	96	100	461	463	456	85	78	83	8	15	9	8	6	6	0	1	2
Students without Disabilities	471	2308	59427	99	99	100	496	505	494	40	25	41	20	20	19	25	35	25	15	19	16
Limited English Proficient Students	52	133	6793	95	100	100	472	474	464	76	67	79	4	12	11	12	13	8	8	8	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	134	375	18745				477	483	475	63	51	64	23	23	16	12	21	15	2	6	5
Non-Economically Disadvantaged	399	2161	47182				500	506	499	35	24	35	18	19	19	29	36	27	18	21	19

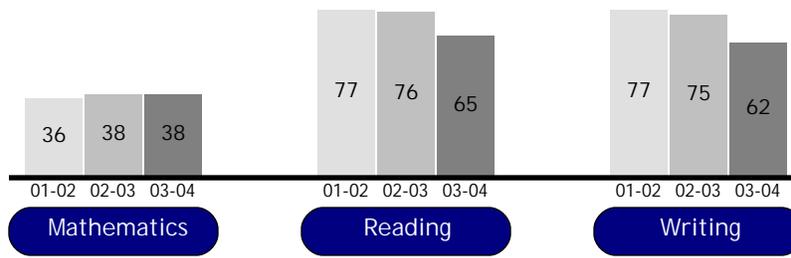
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	543	2564	68162	98	99	100	521	526	509	14	8	18	21	17	24	52	63	51	13	12	8
All Students (Prior Year)	498	2132	56700	84	81	89	530	527	512	7	7	15	17	17	23	58	62	52	18	14	10
Female	274	1261	33509	99	99	100	529	531	513	12	7	15	17	14	23	55	65	52	15	15	9
Male	267	1294	34521	97	98	100	513	521	505	15	9	20	26	19	24	48	61	49	11	10	7
African American	20	67	3163	95	94	99	509	512	497	0	7	22	38	33	30	56	56	46	6	5	3
Hispanic	123	326	22624	95	96	100	484	489	487	38	32	32	30	28	31	29	37	35	3	3	2
Asian/Pacific Islander	37	97	1666	97	100	100	530	531	523	3	3	11	19	16	17	70	68	60	8	12	12
American Indian/Alaskan Native	10	20	4592	91	91	100	478	489	484	30	20	32	30	45	37	40	35	30	0	0	1
White	347	2035	35727	98	99	100	535	532	526	6	4	7	18	14	17	58	67	64	18	14	12
Students with Disabilities	63	231	6845	94	95	100	474	482	468	28	31	53	58	40	29	15	28	18	0	1	1
Students without Disabilities	480	2333	61317	99	99	100	525	529	512	13	6	15	18	15	23	55	65	53	14	13	8
Limited English Proficient Students	58	138	7152	100	100	100	472	473	464	62	57	57	18	17	31	13	22	12	7	4	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	135	379	19528				491	498	487	29	25	31	33	27	32	36	45	34	2	3	2
Non-Economically Disadvantaged	408	2185	48595				531	530	518	9	5	13	17	15	20	57	66	57	17	14	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	543	2548	67629	98	98	100	526	538	524	23	14	22	15	16	16	57	67	59	5	3	3
All Students (Prior Year)	481	2210	55090	81	84	87	492	488	479	11	9	16	15	18	13	74	73	70	1	0	0
Female	274	1252	33347	99	98	100	537	551	537	22	11	17	14	13	15	58	72	64	7	4	4
Male	268	1288	34151	97	98	99	515	525	512	24	18	27	16	19	18	56	61	54	3	2	2
African American	21	68	3150	100	96	99	542	521	515	12	18	24	12	19	19	76	61	56	0	2	2
Hispanic	122	321	22313	95	94	100	460	484	493	54	38	34	16	18	19	29	43	46	1	1	1
Asian/Pacific Islander	37	97	1659	97	100	100	591	576	564	8	7	11	11	12	12	65	69	68	16	11	9
American Indian/Alaskan Native	11	21	4528	100	95	99	506	497	492	27	38	35	0	5	21	73	57	42	0	0	1
White	347	2023	35593	98	98	99	542	546	547	14	10	13	16	16	14	65	71	69	5	3	4
Students with Disabilities	61	229	6712	91	95	100	444	468	445	59	48	61	15	18	18	26	34	21	0	1	0
Students without Disabilities	482	2319	60917	99	99	100	533	543	530	20	12	19	15	16	16	60	69	61	5	3	3
Limited English Proficient Students	56	130	6994	100	98	100	414	448	442	70	56	58	11	13	18	19	31	23	0	1	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	135	372	19310				474	493	489	41	32	35	20	20	20	38	47	44	1	1	1
Non-Economically Disadvantaged	408	2176	48278				544	546	538	17	11	17	14	16	15	63	70	65	6	3	4

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)

10th 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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	Made AYP?	No

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.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	93	40	46	37	89	49	52	41	86	51	NA	42
	Language	92	49	48	38	94	51	53	42	90	52	54	42
	Mathematics	92	62	65	56	94	65	68	60	89	65	71	63

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

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

Council Duties

- Ü School Safety Issues
- Ü Arizona State Standards
- Ü NCLB Compliance
- Ü Curriculum Development
- Ü School/Community Relations
- Ü Long-range Financial Planning

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	3.00	Teacher	102.00
Other Professional Staff	20.00	Teacher Aide	20.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	1	0	0
4 to 6 years	7	2	0	0
7 to 9 years	13	8	0	0
10 or more years	11	43	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	64
Core academic classes taught by Highly Qualified (NCLB) teachers.	64
Teachers with Emergency Certificaton.	3

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Child Care Center

Extracurricular Activities

- Ü National Honor Society (NHS)
- Ü Student Council
- Ü Cultural Diversity Club
- Ü Freshmen First Mentor Program
- Ü Athletic Club
- Ü HERO/DECA
- Ü Spanish Honor Society

Social Services

- Ü Counseling Services
- Ü Lunch Program
- Ü Breakfast Program
- Ü Crisis Intervention

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Seventy-two percent (72%) of Sophomores met AIMS writing standard. Seventy-three and seven-tenths percent (73.7%) met AIMS reading standard.
- ü Successfully implemented a schoolwide writing across the curriculum program and reading comprehension program. Student writing samples, as well as Stanford 9 scores, indicated significant improvement.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	97	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	7	2	2	2
Transfers In ⁷ (Out of District)	7	10	9	9
Promotion Rate ⁸	98	98	98	94
Retention Rate ⁹	1	1	1	5
Dropout Rate ¹⁰	1	NA		3
Status Unknown ¹¹	8			2
Graduation Rate ¹²	88			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

No MAP data found for this school.

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

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 2003-04. 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 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

School Safety

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

Visible administrators; School Resource Officer; Peer Mediation program; School Safety Plan, including threat assessment, lock-down and evacuation procedures. Anti-violence and harassment policies and statements of understanding signed by students.

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) :

35

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.

Contacts

	Name	Phone Number
School Site Council	Carol Pollack	(602) 780-4205
Transportation Policy	Jeffrey A. Cook	(602) 493-6320
Community Resources	Karen Hearn	(602) 867-5209
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Jill Hoogendyk	(602) 866-0671
Student Health/Nurse	Sarah Beres	(623) 780-4240

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled 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. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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