

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1700 E. Union Hills Drive, Phoenix, AZ 85024

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 LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

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

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

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

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

#### School Improvement Status <sup>(b)</sup>

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. Carol A. Pollack  
 Schedule : 07:00 AM to 03:30 PM  
 Grades : 9-12  
 2005 Enrollment : 2481  
 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

**MISSION:** Our mission is to implement a plan to make North Canyon High School's vision of a student-centered learning environment a reality.

**VISION:** The vision of North Canyon High School is to create an environment that fosters a belief in the importance of lifelong learning. To this end, students, staff, and community will collaborate and communicate on the best means of creating a respectful environment that encourages student achievement.

### School / Academic Goals

- ü To improve student participation in all classes.
- ü To create an atmosphere of mutual respect between staff and students.
- ü To improve student performance on assessments.

### Enrollment

October 1, 2004 School Year Student Enrollment : 2450  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 380

## 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 :	8/15/2005
Last Day of School :	5/25/2006

## 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, on-line grading system, 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	2004
Ü 2 Flynn Scholars	2004
Ü 14 National Merit Semi-Finalists	2004
Ü Arizona Cup Award	2003

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	608	2607	69846	99	99	100	705	714	699	17	12	21	7	7	11	56	57	49	20	25	18
All Students (Prior Year)	533	2536	65934	98	99	100	494	503	492	42	28	43	20	20	18	24	34	24	14	18	15
Female	308	1287	34328	100	99	99	710	715	702	14	10	19	8	8	12	60	59	51	19	24	18
Male	299	1314	35509	98	98	100	701	713	696	20	14	23	7	6	11	53	54	48	21	26	18
African American	23	69	3535	96	99	100	661	665	677	24	27	31	19	11	15	48	50	46	10	11	8
Hispanic	126	325	23363	100	97	100	674	678	680	42	36	32	10	12	16	48	44	45	1	8	7
Asian/Pacific Islander	31	77	1742	100	100	99	752	744	733	10	7	8	0	4	7	38	46	46	52	43	38
American Indian/Alaskan Native	14	30	4785	93	94	100	687	667	671	23	23	39	31	23	17	46	42	39	0	12	5
White	414	2106	36421	99	99	99	713	721	714	10	8	12	6	6	8	61	59	54	23	27	26
Students with Disabilities	63	260	7690	100	100	100	590	600	593	73	58	64	8	13	14	17	27	21	2	2	2
Students without Disabilities	545	2350	62220	99	99	99	719	727	712	10	7	16	7	6	11	61	60	53	22	27	20
Limited English Proficient Students	52	119	5834	100	100	100	614	567	612	52	49	46	11	19	20	35	30	31	1	2	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	142	379	21421	88	87	92	687	691	686	35	32	35	9	11	15	52	49	43	5	7	7
Non-Economically Disadvantaged	466	2231	48489	100	100	100	711	718	704	11	8	15	7	6	10	58	58	52	24	28	23

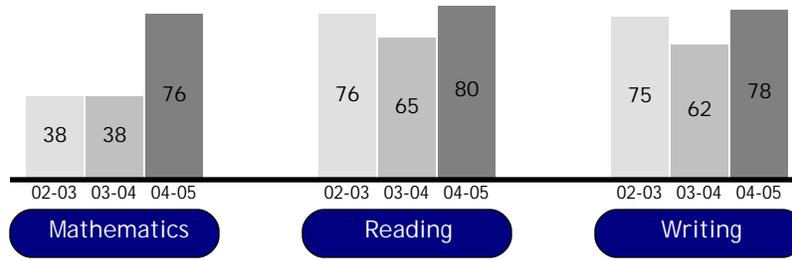
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	619	2648	71311	99	99	100	709	711	694	7	5	7	13	12	21	64	70	63	16	14	9
All Students (Prior Year)	543	2564	68162	98	99	100	521	526	509	14	8	18	21	17	24	52	63	51	13	12	8
Female	311	1299	34899	100	100	100	716	715	700	4	3	5	12	11	19	67	72	66	17	14	10
Male	307	1347	36430	98	99	100	703	707	688	10	6	9	14	12	22	60	68	61	15	14	8
African American	24	69	3573	96	96	100	680	670	676	5	11	9	23	19	26	59	60	60	14	10	4
Hispanic	132	346	24056	100	100	100	664	666	672	21	18	13	35	31	31	43	48	53	2	3	3
Asian/Pacific Islander	32	79	1731	100	100	98	742	729	717	0	0	3	7	9	13	62	72	68	31	19	16
American Indian/Alaskan Native	14	30	5110	100	97	100	692	667	661	7	11	14	21	25	38	71	61	46	0	4	2
White	417	2124	36841	99	99	99	722	719	713	4	2	3	7	8	12	70	74	72	20	16	13
Students with Disabilities	63	272	8021	100	100	100	589	597	590	28	24	27	40	37	42	30	37	29	2	2	1
Students without Disabilities	556	2377	63379	99	99	100	723	724	707	4	2	5	10	9	18	68	74	68	18	15	10
Limited English Proficient Students	59	131	6402	100	100	100	602	550	596	28	32	25	41	42	44	31	25	30	0	1	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	154	406	22243	91	90	93	683	685	677	15	14	14	29	28	32	53	53	51	3	5	3
Non-Economically Disadvantaged	465	2243	49157	100	100	100	718	715	702	4	3	4	8	9	16	68	73	69	20	15	11

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	621	2640	70868	100	99	100	697	696	688	4	4	5	18	19	23	62	66	63	16	12	9
All Students (Prior Year)	543	2548	67629	98	98	100	526	538	524	23	14	22	15	16	16	57	67	59	5	3	3
Female	311	1291	34710	100	99	99	706	703	697	2	2	3	14	14	19	68	71	66	16	13	12
Male	309	1347	36176	98	99	100	689	689	678	7	5	7	22	23	27	56	61	59	15	11	7
African American	24	69	3557	96	96	99	676	660	675	0	6	7	23	24	25	59	61	62	18	8	6
Hispanic	134	347	23868	100	100	100	663	658	670	11	13	9	42	40	33	43	44	55	3	3	4
Asian/Pacific Islander	31	78	1732	97	100	98	741	724	713	0	0	2	14	15	12	34	52	64	52	33	22
American Indian/Alaskan Native	14	30	5001	100	97	100	695	664	661	7	7	9	14	29	41	79	61	48	0	4	2
White	418	2116	36710	100	99	99	706	702	702	3	2	2	11	15	15	69	70	69	17	12	13
Students with Disabilities	62	270	7900	100	100	100	573	582	580	30	23	22	45	48	49	22	26	28	3	3	1
Students without Disabilities	559	2371	63054	100	99	99	712	709	701	2	1	3	15	15	20	67	71	67	17	13	10
Limited English Proficient Students	59	128	6308	100	100	100	606	546	591	14	22	19	52	51	47	33	24	33	1	2	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	157	410	21994	92	91	92	679	675	673	8	10	10	34	37	36	53	48	52	5	6	3
Non-Economically Disadvantaged	464	2231	48960	100	100	100	704	700	694	3	3	3	12	15	18	65	69	67	19	13	12

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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?	Not Evaluated
	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 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
9	Reading	89	49	52	41	86	51	NA	42	96	55	60	51
	Language	94	51	53	42	90	52	54	42	96	54	58	50
	Mathematics	94	65	68	60	89	65	71	63	96	53	58	50

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/](http://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

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

Council Duties

- Ü School Safety Issues
- Ü Arizona State Standards
- Ü NCLB Compliance
- Ü District (PVUSD) Long-Range Plan
- Ü School/Community Relations
- Ü NCHS School Action Plan

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	112.00
Other Professional Staff	13.50	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	25	1	0	0
4 to 6 years	7	2	0	0
7 to 9 years	14	8	0	0
10 or more years	12	43	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	67
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Hightly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Media Studio
- Ü Media/Technology 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
- Ü March of Dimes

Social Services

- Ü Counseling Services
- Ü Lunch Program
- Ü Breakfast Program
- Ü Crisis Intervention
- Ü Bullying Committee
- Ü Tutoring Services

School Achievements/Accomplishments 2004-05

ü Eighty-three percent (83%) of Sophomores passed ('exceeds' and 'meets') AIMS reading standard.

ü Eighty percent (80) of sophomores passed ('Exceeds' and 'Meets') AIMS writing standard.

ü Eighty percent (80) of sophomores passed ('Exceeds' and 'Meets') AIMS math standard.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	98	95	94	95
Transfers Out Rates <sup>5</sup>	12	12	12	17
Transfers In Rate <sup>6</sup>	15	28	28	37
Stability Rate <sup>7</sup>	87	87	87	82
Promotion Rate <sup>8</sup>	95	96	95	81
Retention Rate <sup>9</sup>	1	1	1	3
Dropout Rate <sup>10</sup>	1	0	1	6
Status Unknown <sup>11</sup>	1	0	1	4
Graduation Rate <sup>12</sup>	86	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

Visible administrators; School Resource Officer; Peer Mediation program; School Safety Plan, Bullying Committee, 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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

44
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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	Carol Pollack	(623) 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	MacAlice Walls	(623) 582-1598
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](http://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](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.

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](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* 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.