

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Canyon View Elementary School

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

Catalina Foothills Unified District
5725 N. Sabino Canyon Road, Tucson, AZ 85750-0958

Principal: Mr. Christopher J. Ahearn

Schedule: 7:00 AM to 3:30 PM

Web Address: www.cfsd.k12.az.us/~cvwww

E-mail: cjahearn@fc.cfsd.k12.az.us

Grades: K-5

2002 Enrollment: 427

Phone: (520) 577-5335

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∨ School Overview ∨

Mission

The mission of Canyon View Elementary, a school driven by children's needs in partnership with family and community, is to ensure that all its children achieve their academic and personal best through a curriculum dedicated to excellence. Our strategic objectives state that each of our children will meet and exceed district curriculum standards; create an annual plan to achieve his/her academic and personal best together with school and family; and demonstrate responsible citizenship.

Organization and Philosophy

- w Strong Academic Focus
- w School-Community Partnership
- w Building Responsibility and Nurturing
- w Planning, Teaching, Learning in Teams

Instructional Programs

- w Gifted Program
- w On-site Special Education
- w English as a Second Language
- w Chapter 1 Reading
- w Special Education Inclusion
- w Math Support
- w Language Arts Support

School/Academic Goals

- w The Catalina Foothills School District and Canyon View Elementary are in the process of adapting world- and national-class standards and defining benchmarks in all areas of the curriculum.
- w Our academic goal is to ensure that each child achieves maximally and at her/his optimal learning rate and depth of learning.
- w Canyon View is committed to helping each child develop into a well-rounded human being through the arts, the promotion of responsible citizenship and service to others.
- w Our children will develop the skills, knowledge and commitment to set and pursue academic and personal goals.

Enrollment

October 1, 2001 School Year Student Enrollment:	447
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	8

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

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

Council Duties

- w Support Strategic Plan Efforts
- w Support Curriculum Efforts
- w Support Professional Development Efforts
- w Support Parent-Educator Relationships
- w Support Future Directions/Improvements
- w Support Procedural/Policy Improvements

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	24.10
Other Professional Staff	5.70	Teacher Aide	11.10

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	1	0	0
4 to 6 years	4	0	0	0
7 to 9 years	2	3	0	0
10 or more years	5	5	0	0

∨ **Shared Responsibilities** ∨

School

Our commitment to children and parents is to place children at the center of our decisions, actions and thoughts. We commit to work in partnership to ensure that all of our children optimize their individual learning rate and academic achievement. We commit to providing children with opportunities to develop as whole people. We will ensure a learning environment that is safe, nurturing and stimulating.

Parents

Parents, children and staff are partners in the educational process. We expect parents to provide a loving, safe and encouraging home environment for their children. Responsibilities include proper clothing and nourishment, student attendance every day, and transportation to and from school, or to and from the bus stop. At a deeper level, parents are encouraged to model a love of learning and to support the development of excellent study/responsibility habits.

∨ **Transportation Policy** ∨

Transportation is provided to in-district students who reside more than one mile from school for grades K through 8 and more than one and one-half miles from school for grades 9 through 12. These distances are measured as the crow flies. When serious safety concerns exist, such as the need to cross major thoroughfares, transportation is provided for students within those distances, although the district cannot count such students for determination of its budget capacity.

∨ Calendar Information ∨

Number of Instruction Days:	175	First Day of School:	8/13/02
Average Daily Instruction Time:	5 hrs. 30 min.	Last Day of School:	5/21/03

Operates on Traditional Schedule

Report Card Release Dates

11/15/02	2/28/03	5/30/03
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Additional Calendar/Report Card Information

Kindergarten report card release dates are as follows: January 17, 2003 and May 30, 2003.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - No Lunch - No 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 Computer Lab Equipped with 26 iMac DV	W Library
W Multimedia Center Equipped with 14 iMac	

Extracurricular Activities

W Student Advisory Board	W Chess Club
W Steel Drum Band	W Band
W Community Education	W CARE

School/Community Resources

W Day Care	W Afterschool Program
W Counseling Services	W Health Services
W Community Classes	W Parenting Classes
W Extended-day Program	

∨ 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 Our goal for the next three years is to structure our curriculum, design our instruction and structure our learning environment so each child achieves optimally at her/his learning rate. In Progress.</p> | <p>W Our goal was to establish the infrastructure for a professional development program for staff colleagues. Achieved.</p> |
| <p>W Our goal was to expand our systematic interventions with children who struggle with learning and with children for whom learning is very easy. Achieved. We continue to expand our capacity to meet each child's needs.</p> | <p>W Our goal was to establish systems and programs to create opportunities for all students to be of service to others within the school and community. Achieved. Our programs to involve students continue to expand.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	96.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	13.1 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.2 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	13.3 %	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
Building Design of the Year Award	1988

∨ 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	75	547	1%	4%	37%	57%
	School State	58840	524	9%	17%	45%	29%
Writing	School	74	586	1%	3%	58%	38%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	75	565	1%	8%	28%	63%
	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	78	531	5%	10%	49%	36%
	State	61305	505	21%	20%	43%	15%
Writing	School	75	586	0%	3%	52%	45%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	80	532	2%	22%	12%	62%
	State	61760	494	14%	40%	12%	34%

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	--	--	--	--	--	--	--	--	--	94	85	60	--	--	--
2	Reading	--	--	--	100	76	50	94	74	52	96	74	53	95	75	57
	Language	--	--	--	100	68	40	98	61	43	100	66	44	94	65	48
	Mathematics	--	--	--	100	73	51	98	71	55	97	70	57	94	73	61
3	Reading	98	74	47	100	71	47	97	83	48	91	85	50	95	79	50
	Language	96	77	49	100	80	51	96	83	54	93	88	56	94	81	57
	Mathematics	97	73	46	100	71	49	94	81	52	91	85	54	96	81	56
4	Reading	98	84	53	100	84	54	95	80	54	89	84	55	92	81	55
	Language	99	73	47	100	73	49	97	75	48	89	75	50	92	70	50
	Mathematics	98	80	51	100	78	54	97	74	55	90	77	57	92	78	58
5	Reading	97	81	51	99	79	51	97	83	51	89	79	51	90	82	53
	Language	97	66	42	100	69	44	96	77	45	88	70	45	90	75	47
	Mathematics	97	86	51	99	83	54	98	85	55	87	79	57	89	87	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	75	81
Grades 3-4	72	74
Grades 4-5	72	89
Grades 5-6	***	***

*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

We know and care about every child as a person. A consistently applied, fair schoolwide discipline system exists. Counseling services help any child who needs it. A visitor sign-in and pass system is used. Students travel with buddies or with a school adult. A wrought iron fence encloses the campus. We have a Crisis Manual and procedures should a situation occur.

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).

1

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	\$2,793	\$1,272,225
Classroom Supplies	\$33	\$15,192
Administration	\$546	\$248,641
Support Services-Students	\$137	\$62,347
Other Support Services and Operations	\$705	\$321,111
Total Expenditures- All Categories 2000-2001	\$4,214	\$1,919,516

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	Christopher Ahearn	(520) 577-5335	
Transportation Policy	Lee Bergman	(520) 299-6446	
Community Resources	Renee DiBiasio	(520) 577-5335	
School Nutrition Programs	NDS		
Parent Organization	Chris Maxwell	(520) 577-5335	
Student Health/Nurse	Carol Girvan	(520) 577-5335	

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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