



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

5725 N. Sabino Canyon Rd., Tucson, AZ 85750

Catalina Foothills 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>

Elementary Achievement Profile (a)

2003-04 Excelling
2002-03 Excelling
2001-02 Improving

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

School Overview

Principal/Administrator : Mr. Chris Ahearn
Schedule : 7:30 AM to 4:00 PM
Grades : K-5
2004 Enrollment : 438
Web Address : www.cfsd.k12.az.us/~cvwww
Phone Number : (520) 577-5335
Fax Number : (520) 577-5337
E-mail : cjahearn@cfsd.k12.az.us

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.

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

- 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.
Our academic goal is to ensure that each child achieves maximally and at her/his optimal learning rate and depth of learning.

Enrollment

October 1, 2003 School Year Student Enrollment : 426
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 13

Instructional Programs

- Gifted Program
- On-site Special Education
- Title I Reading
- Reading and Math Instructional Support

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/11/2004
Last Day of School :	5/20/2005

Shared Responsibilities

School

Our commitment is to place children at the center of our decisions, actions and thoughts. We will work in partnership to ensure that all of our children optimize their individual learning rate and academic achievement.

Parents

We expect parents to provide a loving, safe and encouraging home environment. Responsibilities include proper clothing and nourishment, student attendance every day, and transportation to and from school, or to and from the bus stop.

Transportation Policy

Transportation is provided to in-district students who reside more than 1 mile from school for grades K through 8 (measured as the crow flies). When serious safety concerns exist, transportation is provided within those distances.

School Honors

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

Award/Honor	Year
• Arizona Education Association A+ Recognition Award	2003
• Building Design of the Year Award	1988

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	61	303	75509	100	98	100	568	565	521	5	4	13	14	11	23	17	23	33	64	62	31
All Students (Prior Year)	87	348	75372	100	100	100	549	553	523	0	1	9	12	10	25	38	36	36	50	53	30
Female	27	142	37013	96	98	100	563	568	522	11	5	12	11	9	24	11	24	33	67	63	31
Male	34	161	38430	100	99	99	572	562	521	0	3	14	16	13	22	22	23	33	63	62	31
African American	NC	10	3660	NC	100	99	NC	504	496	NC	30	24	NC	10	31	NC	20	28	NC	40	18
Hispanic	10	40	30486	100	95	99	546	552	505	0	3	18	11	8	29	33	33	32	56	56	21
Asian/Pacific Islander	NC	35	1780	NC	97	98	NC	572	549	NC	0	5	NC	13	13	NC	33	33	NC	53	50
American Indian/Alaskan Native	NC	NC	4075	NC	NC	100	NC	NC	486	NC	NC	28	NC	NC	34	NC	NC	26	NC	NC	12
White	40	216	35192	98	99	99	575	570	534	3	2	8	15	11	19	15	20	35	68	66	39
Students with Disabilities	NC	33	9708	NC	100	100	NC	515	489	NC	15	32	NC	27	27	NC	27	24	NC	30	17
Students without Disabilities	56	270	65801	100	96	98	573	571	525	4	2	11	13	9	23	15	23	34	69	66	33
Limited English Proficient Students	NC	NC	16928	NC	NC	100	NC	NC	485	NC	NC	29	NC	NC	33	NC	NC	26	NC	NC	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	15	36411				NC	569	503	NC	10	19	NC	10	29	NC	30	32	NC	50	20
Non-Economically Disadvantaged	55	288	39040				568	565	534	4	4	8	13	11	19	17	23	34	66	63	39

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	61	305	75492	100	99	100	541	543	519	5	2	12	5	7	16	41	40	47	48	50	24
All Students (Prior Year)	87	346	75221	100	99	100	536	539	523	1	1	8	5	6	16	60	58	56	33	35	21
Female	27	142	37014	96	98	100	542	549	523	8	4	10	4	4	15	35	35	48	54	58	27
Male	34	163	38400	100	100	99	540	536	516	3	1	14	6	10	17	47	46	47	44	43	21
African American	NC	10	3665	NC	100	99	NC	515	505	NC	10	20	NC	40	22	NC	10	43	NC	40	14
Hispanic	10	41	30438	100	98	99	546	537	508	0	3	17	0	6	21	56	54	47	44	37	15
Asian/Pacific Islander	NC	35	1773	NC	97	98	NC	548	534	NC	0	4	NC	0	10	NC	52	50	NC	48	36
American Indian/Alaskan Native	NC	NC	4081	NC	NC	100	NC	NC	498	NC	NC	25	NC	NC	26	NC	NC	40	NC	NC	8
White	40	217	35177	98	100	99	540	544	528	5	2	8	5	7	13	43	38	49	48	53	31
Students with Disabilities	NC	34	9707	NC	100	100	NC	520	495	NC	7	33	NC	30	21	NC	33	33	NC	30	13
Students without Disabilities	56	271	65785	100	97	98	543	545	522	6	2	10	2	5	16	43	41	49	50	52	26
Limited English Proficient Students	NC	10	16905	NC	100	100	NC	NA	489	NC	NA	34	NC	NA	28	NC	NA	32	NC	NA	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	17	36302				NC	517	507	NC	10	18	NC	20	21	NC	40	46	NC	30	14
Non-Economically Disadvantaged	55	288	39164				544	543	528	4	2	8	4	6	13	40	40	48	52	51	31

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	60	307	75053	98	100	99	709	680	597	0	2	7	12	6	12	53	65	72	35	27	9
All Students (Prior Year)	85	337	73654	100	97	99	549	554	530	3	1	9	1	4	13	85	75	70	11	19	7
Female	27	144	36872	96	99	99	737	707	621	0	2	5	8	4	9	54	61	74	38	32	12
Male	33	163	38109	100	100	99	686	655	573	0	3	10	16	8	14	52	68	69	32	21	6
African American	NC	10	3636	NC	100	99	NC	550	568	NC	40	12	NC	10	16	NC	40	67	NC	10	6
Hispanic	10	41	30235	100	98	98	717	657	575	0	3	9	0	3	14	78	77	70	22	17	6
Asian/Pacific Islander	NC	35	1768	NC	97	98	NC	730	651	NC	0	3	NC	0	5	NC	55	72	NC	45	19
American Indian/Alaskan Native	NC	NC	4044	NC	NC	99	NC	NC	550	NC	NC	13	NC	NC	17	NC	NC	66	NC	NC	4
White	39	219	35028	95	100	99	708	684	613	0	1	6	16	7	10	47	65	73	37	27	11
Students with Disabilities	NC	34	9625	NC	100	100	NC	603	530	NC	7	21	NC	14	21	NC	64	55	NC	14	4
Students without Disabilities	55	273	65428	98	98	98	724	688	604	0	2	6	8	5	11	55	65	73	38	28	10
Limited English Proficient Students	NC	10	16765	NC	100	100	NC	NA	525	NC	NA	17	NC	NA	20	NC	NA	60	NC	NA	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	17	36077				NC	600	566	NC	0	10	NC	27	16	NC	73	69	NC	0	5
Non-Economically Disadvantaged	54	290	38950				718	683	618	0	3	5	10	5	9	51	65	73	39	28	12

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	88	363	76019	98	98	100	525	545	499	6	3	14	27	17	39	13	12	14	54	68	33
All Students (Prior Year)	84	371	76230	100	100	100	532	544	498	3	1	12	21	16	38	13	11	12	64	72	37
Female	37	163	37207	95	97	100	506	543	499	6	2	12	37	18	41	17	15	14	40	65	33
Male	51	200	38677	100	100	100	538	546	498	6	3	15	20	16	38	10	10	13	64	71	34
African American	NC	11	3817	NC	92	100	NC	490	475	NC	10	23	NC	40	47	NC	10	11	NC	40	18
Hispanic	NC	35	29458	NC	90	100	NC	527	480	NC	10	20	NC	26	48	NC	10	12	NC	55	20
Asian/Pacific Islander	14	33	1673	100	100	99	564	574	531	0	0	4	15	18	29	8	7	14	77	75	53
American Indian/Alaskan Native	--	--	4735	--	--	100	--	--	466	--	--	28	--	--	49	--	--	10	--	--	13
White	63	284	35880	98	99	100	523	546	515	6	2	7	24	15	32	15	13	16	55	70	45
Students with Disabilities	10	33	9786	91	92	100	474	480	457	30	17	39	40	63	40	0	4	7	30	17	13
Students without Disabilities	78	330	66233	99	99	99	532	549	503	3	2	11	25	14	39	15	13	14	57	72	35
Limited English Proficient Students	NC	14	15206	NC	100	100	NC	543	459	NC	0	31	NC	0	53	NC	0	7	NC	100	9
Migrant Students	--	--	745	--	--		--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	NC	15	35714				NC	513	480	NC	25	20	NC	25	47	NC	0	12	NC	50	20
Non-Economically Disadvantaged	83	348	40266				527	546	513	4	2	9	27	17	33	14	12	15	56	69	43

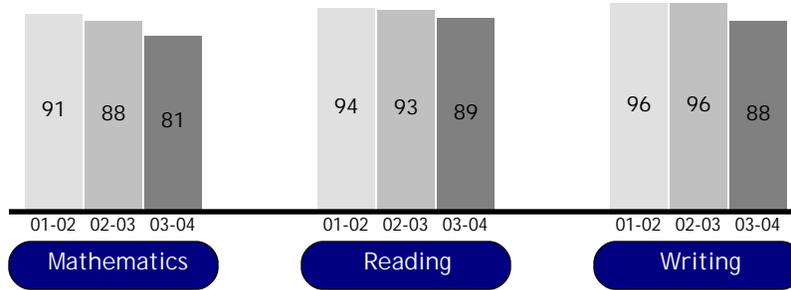
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	362	76020	99	98	100	515	526	503	7	4	25	16	10	23	52	50	40	25	35	12
All Students (Prior Year)	85	378	76202	100	100	100	524	528	505	1	2	19	12	10	24	55	56	46	32	32	11
Female	37	162	37213	95	96	100	513	527	504	9	3	22	21	7	23	50	49	42	21	41	13
Male	52	200	38666	100	100	100	516	525	501	6	5	29	14	12	22	53	52	38	27	31	12
African American	NC	11	3819	NC	92	100	NC	504	494	NC	0	37	NC	33	26	NC	56	31	NC	11	6
Hispanic	NC	35	29442	NC	90	99	NC	519	494	NC	17	37	NC	17	26	NC	47	31	NC	20	6
Asian/Pacific Islander	14	33	1672	100	100	99	509	522	513	15	7	12	15	11	19	54	46	49	15	36	20
American Indian/Alaskan Native	--	--	4735	--	--	100	--	--	489	--	--	48	--	--	25	--	--	24	--	--	3
White	64	283	35890	100	99	100	518	528	511	3	3	15	16	9	20	51	51	48	30	38	18
Students with Disabilities	10	33	9784	91	92	100	494	499	485	33	28	58	22	22	19	44	39	19	0	11	4
Students without Disabilities	79	329	66236	100	99	99	517	527	504	4	3	23	16	9	23	53	51	42	28	37	13
Limited English Proficient Students	NC	14	15198	NC	100	100	NC	496	483	NC	0	59	NC	100	25	NC	0	14	NC	0	1
Migrant Students	--	--	743	--	--		--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	NC	15	35703				NC	506	494	NC	25	37	NC	8	26	NC	33	31	NC	33	6
Non-Economically Disadvantaged	84	347	40274				516	527	509	5	3	17	17	10	20	53	51	47	25	35	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	89	363	75673	99	98	100	599	604	530	6	5	12	15	13	25	64	63	58	15	19	4
All Students (Prior Year)	84	370	74692	100	100	99	541	549	502	1	1	18	13	9	27	68	64	47	18	25	8
Female	37	163	37099	95	97	100	598	630	548	11	3	8	9	9	22	66	63	64	14	26	6
Male	52	200	38441	100	100	99	600	583	513	2	6	16	20	17	29	63	63	52	16	14	3
African American	NC	10	3791	NC	83	99	NC	548	506	NC	20	18	NC	20	29	NC	60	50	NC	0	3
Hispanic	NC	35	29305	NC	90	99	NC	564	507	NC	13	16	NC	20	31	NC	47	51	NC	20	2
Asian/Pacific Islander	14	33	1665	100	100	99	649	643	573	0	0	6	8	11	16	62	61	67	31	29	10
American Indian/Alaskan Native	--	--	4707	--	--	100	--	--	492	--	--	19	--	--	33	--	--	46	--	--	1
White	64	285	35760	100	100	99	603	606	550	5	4	9	13	13	21	70	65	64	13	19	6
Students with Disabilities	10	33	9706	91	92	100	473	504	462	50	36	36	0	9	32	50	50	31	0	5	1
Students without Disabilities	79	330	65967	100	99	99	616	611	536	0	3	10	17	14	25	66	64	60	17	20	5
Limited English Proficient Students	NC	14	15115	NC	100	100	NC	395	471	NC	100	26	NC	0	38	NC	0	35	NC	0	1
Migrant Students	--	--	738	--	--		--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	NC	15	35541				NC	595	504	NC	8	17	NC	8	31	NC	67	50	NC	17	2
Non-Economically Disadvantaged	84	348	40091				603	604	550	5	5	9	15	13	21	65	63	64	16	19	6

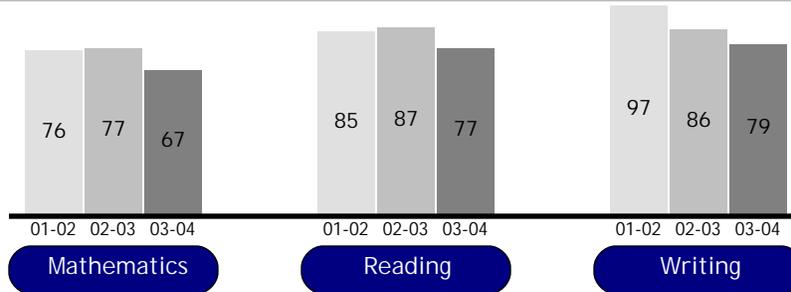
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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 2003-04

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?	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 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](http://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
2	Reading	95	72	74	44	94	84	81	50	100	85	NA	58
	Language	96	60	69	39	96	75	76	43	100	80	79	50
	Mathematics	94	71	78	52	92	86	83	57	99	88	88	64
3	Reading	99	73	78	43	99	77	79	47	100	82	NA	55
	Language	100	73	78	50	97	81	79	54	100	86	83	61
	Mathematics	99	78	79	50	99	80	83	54	98	86	88	61
4	Reading	91	80	84	47	100	79	82	52	100	77	NA	56
	Language	91	68	74	45	100	72	74	48	99	70	76	52
	Mathematics	91	77	83	52	100	77	84	57	99	82	86	61
5	Reading	91	81	81	46	97	80	83	50	100	81	NA	55
	Language	92	72	73	43	100	71	75	46	99	74	78	49
	Mathematics	92	84	86	54	97	86	89	57	100	87	90	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)
- 2 Non-certified Employee(s)
- 6 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

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

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	26.20
Other Professional Staff	8.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	25
Core academic classes taught by Highly Qualified (NCLB) teachers.	69
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Lab Equipped with 33 eMacs
- Ü Music Room
- Ü Library

Extracurricular Activities

- Ü Student Advisory Board
- Ü Chess Club
- Ü Steel Drum Band
- Ü Band

Social Services

- Ü Day Care
- Ü Afterschool Program
- Ü Counseling Services
- Ü Health Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Our goals are focused on increasing the percentage of students meeting and exceeding Arizona and Catalina Foothills School District standards. We have steadily improved our children’s achievement as measured on national, state and local assessments.
- ü The Canyon View team of students, colleagues, parents and community members underwent an exhaustive school-wide A+ recognition process. Canyon View is proud to be one of only 10 schools in the state to achieve such status in 2003.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	95	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	0	2	2	2
Transfers In <sup>7</sup> (Out of District)	4	10	9	9
Promotion Rate <sup>8</sup>	100	98	98	94
Retention Rate <sup>9</sup>	0	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			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

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	71	83
Grades 3-4	64	63
Grades 4-5	74	88

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

A consistently applied, fair schoolwide discipline system exists, as well as counseling services. A visitor sign-in and pass system is used. 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) :

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.

Contacts

	Name	Phone Number
School Site Council	Christopher Ahearn	(520) 577-5335
Transportation Policy	Lee Bergman	(520) 299-6446
Community Resources	Mary Grodman	(520) 577-5335
School Nutrition Programs		
Parent Organization	Laura Kirtley	(520) 577-5335
Student Health/Nurse	Dian Tassin	(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](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.

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

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

Total cost of printing: 12 Pages X .0318 Per page X 100 Copies = \$38.00

\*\* 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.