

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS¹

Elementary Achievement Profile (a)

2005-06	Excelling
2004-05	Excelling
2003-04	Excelling

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

School Overview

Principal/Administrator : Mr. Chris Ahearn
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-5
 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)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

School / Academic Goals

- ü The Catalina Foothills School District and Canyon View Elementary are in the process of implementing State and District standards and benchmarks in all areas of the curriculum.
- ü 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, 2005 School Year Student Enrollment : 415
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 19

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/16/2005
Last Day of School :	5/25/2006

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
ü Arizona Education Association A+ Recognition Award	2003
ü Southern Regional Chess Championship	2005

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	62	298	80010	93	97	99	502	496	447	2	1	10	3	4	18	32	42	53	63	53	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	167	38935	93	98	99	504	495	447	NA	1	9	4	2	19	39	45	55	57	51	17
Male	34	131	40974	92	95	98	500	497	448	3	2	11	3	6	18	26	37	52	68	55	19
African American	NC	12	4201	NC	100	99	NC	505	430	NC	NA	17	NC	NA	23	NC	50	51	NC	50	9
Hispanic	NC	26	34545	NC	93	99	NC	489	432	NC	4	14	NC	15	24	NC	35	53	NC	46	9
Asian/Pacific Islander	NC	29	2068	NC	100	99	NC	507	474	NC	NA	4	NC	NA	10	NC	38	50	NC	62	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	45	229	35142	90	97	99	496	494	465	2	1	5	2	3	11	36	42	56	60	53	28
Students with Disabilities	NC	43	10161	NC	88	93	NC	461	419	NC	7	28	NC	16	28	NC	51	36	NC	26	8
Students without Disabilities	58	255	69849	100	98	100	502	501	451	NA	0	7	3	2	17	31	40	56	66	58	19
Limited English Proficient Students	NC	11	14013	NC	100	97	NC	455	413	NC	NA	24	NC	27	34	NC	64	39	NC	9	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	18	39029	NC	86	98	NC	474	432	NC	NA	14	NC	NA	25	NC	67	52	NC	33	9
Non-Economically Disadvantaged	60	280	40981	95	98	100	504	497	462	2	1	6	3	4	13	30	40	54	65	54	27

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	63	295	79438	94	96	98	505	499	451	2	2	9	2	6	24	52	54	56	44	38	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	167	38775	97	98	99	512	503	457	NA	1	7	NA	4	22	45	53	58	55	42	13
Male	34	128	40560	92	93	97	498	492	446	3	2	12	3	9	25	59	55	54	35	34	9
African American	NC	11	4178	NC	92	98	NC	510	439	NC	NA	13	NC	NA	29	NC	45	52	NC	55	6
Hispanic	NC	27	34297	NC	96	98	NC	485	434	NC	4	14	NC	19	31	NC	41	50	NC	37	5
Asian/Pacific Islander	NC	29	2063	NC	100	99	NC	497	475	NC	NA	3	NC	14	15	NC	52	63	NC	34	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	47	226	34887	94	95	98	505	500	471	2	2	4	NA	4	15	53	56	63	45	38	18
Students with Disabilities	NC	40	9588	NC	82	88	NC	469	416	NC	8	30	NC	25	32	NC	43	34	NC	25	5
Students without Disabilities	58	255	69850	100	98	100	506	503	456	NA	1	7	2	3	23	50	56	59	48	40	12
Limited English Proficient Students	NC	11	13856	NC	100	96	NC	434	407	NC	NA	27	NC	64	43	NC	27	29	NC	9	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	18	38685	NC	86	97	NC	493	435	NC	NA	14	NC	NA	32	NC	61	50	NC	39	5
Non-Economically Disadvantaged	61	277	40753	97	97	99	507	499	467	2	2	5	2	6	16	51	53	62	46	38	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	61	295	79971	91	96	99	488	481	423	NA	1	8	20	20	41	56	54	49	25	25	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	167	38974	93	98	99	501	490	437	NA	2	5	11	12	33	61	57	57	29	29	4
Male	33	128	40895	89	93	98	477	468	410	NA	NA	10	27	30	47	52	51	41	21	20	2
African American	NC	10	4203	NC	83	99	NC	NA	411	NC	NA	11	NC	NA	45	NC	NA	43	NC	NA	2
Hispanic	NC	27	34481	NC	96	99	NC	468	410	NC	4	10	NC	26	46	NC	48	43	NC	22	1
Asian/Pacific Islander	NC	29	2067	NC	100	99	NC	481	449	NC	NA	4	NC	24	28	NC	48	60	NC	28	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	45	227	35150	90	96	99	484	482	437	NA	1	5	16	19	35	64	56	56	20	25	5
Students with Disabilities	NC	39	10258	NC	80	94	NC	430	377	NC	NA	23	NC	64	51	NC	26	25	NC	10	1
Students without Disabilities	58	256	69713	100	99	100	490	488	429	NA	1	5	17	13	39	57	59	52	26	27	3
Limited English Proficient Students	NC	11	13985	NC	100	97	NC	434	382	NC	NA	18	NC	36	54	NC	64	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	18	38994	NC	86	98	NC	462	409	NC	NA	10	NC	28	47	NC	67	41	NC	6	1
Non-Economically Disadvantaged	59	277	40977	94	97	100	491	482	437	NA	1	5	19	19	34	56	53	56	25	26	5

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

4th 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	77	350	80147	94	98	99	536	531	482	1	1	11	1	3	17	39	38	49	58	58	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	169	39281	93	98	99	522	529	483	4	2	9	NA	2	17	50	39	50	46	57	24
Male	49	181	40780	94	98	98	544	533	482	NA	1	12	2	5	17	33	36	48	65	58	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	NC	45	33494	NC	100	99	NC	518	466	NC	2	15	NC	2	23	NC	47	49	NC	49	14
Asian/Pacific Islander	10	36	2103	91	95	99	NA	547	515	NA	NA	4	NA	3	8	NA	31	44	NA	67	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	57	258	36122	93	98	99	544	533	501	NA	1	5	NA	4	10	33	36	50	67	59	35
Students with Disabilities	NC	33	10295	NC	80	92	NC	499	443	NC	6	33	NC	21	26	NC	45	33	NC	27	8
Students without Disabilities	75	317	69852	100	100	100	536	534	488	1	1	7	1	2	16	37	37	51	60	61	26
Limited English Proficient Students	NC	11	12722	NC	100	97	NC	481	441	NC	NA	27	NC	18	33	NC	73	37	NC	9	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	20	38371	NC	91	97	NC	504	465	NC	5	15	NC	NA	23	NC	65	49	NC	30	13
Non-Economically Disadvantaged	69	330	41776	95	99	100	539	533	498	NA	1	6	1	4	11	38	36	49	61	59	33

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	77	351	79686	94	98	98	510	512	470	NA	1	11	8	6	24	66	67	57	26	26	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	170	39163	93	99	99	514	518	475	NA	2	9	4	2	22	71	66	60	25	30	10
Male	49	181	40438	94	98	97	509	506	465	NA	1	13	10	10	25	63	67	54	27	22	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	NC	45	33299	NC	100	99	NC	493	452	NC	2	17	NC	11	32	NC	78	47	NC	9	3
Asian/Pacific Islander	10	37	2097	91	97	99	NA	511	490	NA	3	5	NA	5	13	NA	62	68	NA	30	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	57	258	35914	93	98	98	519	515	489	NA	1	5	4	5	15	67	65	67	30	29	14
Students with Disabilities	NC	34	9808	NC	83	87	NC	483	432	NC	9	35	NC	26	32	NC	53	30	NC	12	3
Students without Disabilities	75	317	69878	100	100	100	511	514	475	NA	1	8	8	4	23	65	68	61	27	27	9
Limited English Proficient Students	NC	11	12594	NC	100	96	NC	447	422	NC	18	34	NC	27	45	NC	55	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	20	38095	NC	91	97	NC	483	452	NC	5	17	NC	15	32	NC	65	48	NC	15	3
Non-Economically Disadvantaged	69	331	41591	95	99	99	513	513	486	NA	1	6	6	6	16	67	67	65	28	26	13

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	75	346	80372	91	97	99	519	525	475	1	1	4	8	8	30	76	73	64	15	18	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	170	39452	93	99	99	536	540	488	NA	NA	3	4	5	22	79	72	72	18	24	3
Male	47	176	40836	90	95	98	508	511	464	2	2	6	11	11	37	74	74	56	13	12	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	NC	45	33608	NC	100	99	NC	511	462	NC	2	6	NC	9	36	NC	76	57	NC	13	1
Asian/Pacific Islander	10	36	2098	91	95	99	NA	536	500	NA	3	2	NA	6	16	NA	61	75	NA	31	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	55	254	36213	90	97	99	523	528	489	2	1	2	4	7	22	80	74	72	15	17	3
Students with Disabilities	NC	30	10526	NC	73	94	NC	490	427	NC	3	15	NC	30	53	NC	63	31	NC	3	1
Students without Disabilities	74	316	69846	99	100	100	518	528	482	1	1	3	8	6	26	76	74	69	15	19	2
Limited English Proficient Students	NC	11	12747	NC	100	97	NC	435	432	NC	18	12	NC	18	52	NC	64	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	21	38521	NC	95	98	NC	489	461	NC	5	6	NC	14	38	NC	81	55	NC	NA	1
Non-Economically Disadvantaged	67	325	41851	92	97	100	520	528	489	1	1	3	6	8	22	76	73	72	16	19	4

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	73	342	79306	96	98	99	578	562	504	NA	1	13	7	7	20	27	38	49	66	54	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	155	38845	95	97	99	579	570	505	NA	1	11	6	5	20	33	38	50	61	57	18
Male	37	187	40383	97	99	98	577	555	504	NA	1	14	8	9	19	22	38	47	70	52	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	12	46	32673	100	96	99	557	541	487	NA	2	18	8	13	25	33	41	46	58	43	10
Asian/Pacific Islander	NC	32	2147	NC	97	99	NC	570	539	NC	NA	5	NC	NA	10	NC	44	46	NC	56	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	53	254	36234	96	99	99	584	567	523	NA	0	6	6	6	13	30	37	52	64	57	28
Students with Disabilities	NC	35	10286	NC	90	91	NC	510	462	NC	6	41	NC	26	27	NC	51	27	NC	17	5
Students without Disabilities	66	307	69020	100	99	100	582	567	510	NA	0	9	3	5	18	27	36	52	70	58	21
Limited English Proficient Students	NC	11	10291	NC	100	96	NC	513	458	NC	NA	38	NC	27	34	NC	45	26	NC	27	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	25	37437	NC	96	97	NC	521	486	NC	4	19	NC	12	26	NC	68	46	NC	16	9
Non-Economically Disadvantaged	66	317	41869	96	98	100	584	565	521	NA	1	7	8	7	14	21	36	51	71	57	27

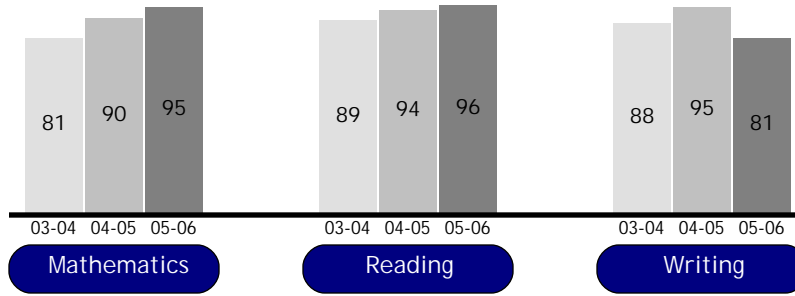
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	339	79000	96	97	98	538	535	489	NA	NA	10	4	7	24	62	60	58	34	33	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	153	38774	92	96	99	541	544	494	NA	NA	7	3	5	22	57	53	61	40	42	10
Male	38	186	40150	100	98	98	535	528	485	NA	NA	12	5	9	25	66	65	55	29	26	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	11	44	32508	92	92	98	532	521	472	NA	NA	15	NA	18	33	64	57	49	36	25	3
Asian/Pacific Islander	NC	32	2142	NC	97	99	NC	530	510	NC	NA	4	NC	3	14	NC	66	67	NC	31	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	54	254	36135	98	99	98	538	539	508	NA	NA	4	6	6	14	63	59	67	31	35	15
Students with Disabilities	NC	33	9991	NC	85	88	NC	494	449	NC	NA	33	NC	42	36	NC	48	29	NC	9	2
Students without Disabilities	66	306	69009	100	99	100	540	539	495	NA	NA	6	NA	4	22	62	61	62	38	36	10
Limited English Proficient Students	NC	10	10199	NC	91	95	NC	NA	439	NC	NA	35	NC	NA	47	NC	NA	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	24	37234	NC	92	97	NC	501	472	NC	NA	15	NC	29	33	NC	63	50	NC	8	3
Non-Economically Disadvantaged	67	315	41766	97	98	99	540	538	505	NA	NA	5	4	6	16	60	59	65	36	35	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	336	79611	92	97	99	584	559	496	NA	1	7	4	10	37	77	79	56	19	11	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	154	39016	89	97	99	591	575	511	NA	1	4	3	5	29	71	81	66	26	14	1
Male	36	182	40519	95	96	98	576	545	482	NA	1	10	6	14	44	83	77	46	11	8	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	11	44	32855	92	92	99	581	550	481	NA	2	10	9	20	43	64	68	47	27	9	0
Asian/Pacific Islander	NC	32	2149	NC	97	100	NC	563	519	NC	NA	4	NC	13	24	NC	72	70	NC	16	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	52	251	36380	95	98	99	584	561	511	NA	0	4	4	7	30	81	82	65	15	11	1
Students with Disabilities	NC	27	10664	NC	69	94	NC	496	440	NC	NA	23	NC	56	54	NC	44	22	NC	NA	1
Students without Disabilities	66	309	68947	100	100	100	584	564	504	NA	1	4	2	6	34	79	82	61	20	12	1
Limited English Proficient Students	NC	10	10362	NC	91	97	NC	NA	438	NC	NA	22	NC	NA	57	NC	NA	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	25	37626	NC	96	98	NC	537	479	NC	NA	10	NC	20	45	NC	76	45	NC	4	0
Non-Economically Disadvantaged	64	311	41985	93	97	100	587	561	511	NA	1	4	5	9	30	75	79	65	20	11	1

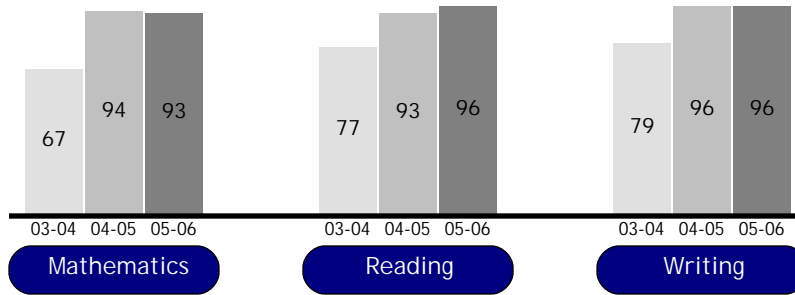
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	85	NA	58	98	72	73	47	87	85	82	46
	Language	100	80	79	50	98	75	71	47	87	88	80	48
	Mathematics	99	88	88	64	98	82	77	50	92	86	86	52
3	Reading	100	82	NA	55	99	72	68	44	91	83	79	46
	Language	100	86	83	61	99	71	66	44	88	83	76	46
	Mathematics	98	86	88	61	99	74	74	51	90	86	83	52
4	Reading	100	77	NA	56	98	70	72	48	94	82	79	52
	Language	99	70	76	52	98	67	71	49	93	83	79	52
	Mathematics	99	82	86	61	98	69	75	53	94	83	84	58
5	Reading	100	81	NA	55	99	75	75	50	93	85	84	56
	Language	99	74	78	49	99	73	76	50	89	88	85	54
	Mathematics	100	87	90	63	99	75	76	49	93	87	84	52

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

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 7 Teacher(s)
- 7 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 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	26.70
Other Professional Staff	2.90	Teacher Aide	9.35

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	60
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	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 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

A consistently applied, fair, schoolwide discipline system exists, as well as counseling services. All visitors are required to sign-in and obtain a visitor's badge when arriving on campus. We have a Crisis Response Manual and procedures should a situation occur.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

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	Christopher Ahearn	(520) 577-5335
Transportation Policy	Sandra Thompson	(520) 299-6446
Community Resources	Mary Grodman	(520) 577-5335
School Nutrition Programs		
Parent Organization	Jeannie Hensley-Fielder	(520) 577-5335
Student Health/Nurse	Diane 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 on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 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.

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

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