

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4300 E Sunrise Dr, Tucson, AZ 85718

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>

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

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. Wagner Van Vlack  
 Schedule : 06:45 AM to 03:45 PM  
 Grades : 9-12  
 Web Address : www.cfsd.k12.az.us  
 Phone Number : (520) 577-5090  
 Fax Number : (520) 577-5094  
 E-mail : wvanvlack@cfsd.k12.az.us

### Mission

The mission of Catalina Foothills High school, as a collaborative learning community committed to excellence, is to guarantee that each student demonstrates outstanding academic and personal achievement, graduates, and becomes a contributing member of the global community by engaging students in meaningful and challenging learning experiences within an environment that fosters a passion for learning and personal behavior of the highest standards.

### No Child Left Behind

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

2005-06	Not Met
2004-05	Met
2003-04	Met

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

2005-06	Warning Year
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 school's primary emphasis is academic excellence. One such indicator is that students must earn 70% or higher to pass a course.
- ü Students will demonstrate improvement in the organization of oral and written expression, be expected to demonstrate integrity and are required to participate in service learning, and improve math skills with an emphasis on passing AIMS.

### Enrollment

October 1, 2005 School Year Student Enrollment : 1890  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 28

Instructional Programs

- ü Honors Classes
- ü On-site Special Education
- ü Advanced Placement
- ü Alternative Education
- ü Freshman Assistance Program
- ü Writing and Math Assistance Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 20 minutes
First Day of School :	8/16/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

CFHS provides an educational environment with high academic standards; diverse co-curricular and extracurricular activities; a safe and personalized school environment; regular communication regarding student progress and a highly qualified staff.

Parents

Parents and staff are partners in the education of our students. Parental obligation includes providing a physically and psychologically safe home environment; support for student learning; supervising attendance and achievement.

Transportation Policy

Transportation is provided for all students residing more than one mile from the high school. Transportation is provided to all eligible students prior to the beginning of first period and at dismissal.

School Honors

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

Award/Honor	Year
ü AIA Blue Cup Award Top 4A-5A School	2004
ü 4A AZ Athletic Excellence Award Best School	2005
ü AIA Tony Komadina Award (best in Women's Athletics)	2004
ü AIA 4A Hendrickson Award/Top Activity/Athletic Program	2006

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	440	440	71130	96	96	95	743	743	701	4	4	23	3	3	13	52	52	51	41	41	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	219	219	35465	96	96	96	742	742	702	5	5	21	3	3	13	50	50	53	42	42	13
Male	221	221	35648	96	96	94	743	743	701	3	3	24	3	3	12	54	54	50	40	40	14
African American	NC	NC	3868	NC	NC	95	NC	NC	686	NC	NC	33	NC	NC	17	NC	NC	45	NC	NC	6
Hispanic	46	46	25103	92	92	95	722	722	685	11	11	34	11	11	16	52	52	45	26	26	5
Asian/Pacific Islander	46	46	1805	98	98	98	768	768	731	4	4	9	2	2	7	30	30	50	63	63	34
American Indian/Alaskan Native	NC	NC	4241	NC	NC	90	NC	NC	679	NC	NC	39	NC	NC	19	NC	NC	39	NC	NC	3
White	338	338	36075	97	97	95	743	743	715	2	2	12	2	2	9	55	55	58	41	41	21
Students with Disabilities	27	27	5862	64	64	71	709	709	658	22	22	63	7	7	15	48	48	20	22	22	2
Students without Disabilities	413	413	65268	99	99	98	745	745	705	2	2	19	2	2	12	53	53	54	43	43	15
Limited English Proficient Students	NC	NC	4859	NC	NC	93	NC	NC	662	NC	NC	64	NC	NC	15	NC	NC	20	NC	NC	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	12	12	22957	86	86	93	747	747	685	8	8	34	NA	NA	17	42	42	44	50	50	5
Non-Economically Disadvantaged	428	428	48173	96	96	96	743	743	709	4	4	17	3	3	11	53	53	55	41	41	18

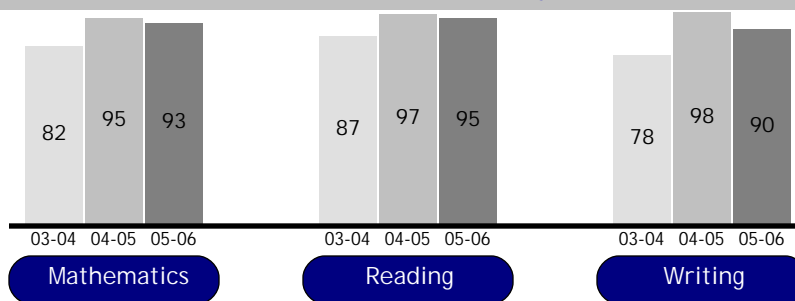
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	460	460	73018	100	100	97	746	746	703	0	0	6	5	5	23	68	68	64	27	27	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	230	230	36181	100	100	97	751	751	708	0	0	4	6	6	21	63	63	65	30	30	9
Male	230	230	36816	100	100	96	742	742	699	0	0	7	4	4	24	72	72	62	23	23	7
African American	10	10	3976	91	91	96	NA	NA	689	NA	NA	8	NA	NA	29	NA	NA	59	NA	NA	3
Hispanic	50	50	25801	100	100	96	715	715	683	4	4	10	18	18	34	66	66	53	12	12	3
Asian/Pacific Islander	46	46	1812	98	98	98	759	759	722	NA	NA	3	4	4	15	57	57	66	39	39	16
American Indian/Alaskan Native	NC	NC	4389	NC	NC	93	NC	NC	675	NC	NC	9	NC	NC	42	NC	NC	47	NC	NC	1
White	352	352	37024	100	100	97	750	750	721	NA	NA	2	3	3	12	69	69	73	28	28	13
Students with Disabilities	40	40	7170	95	95	85	701	701	654	NA	NA	23	30	30	47	58	58	29	13	13	1
Students without Disabilities	420	420	65848	100	100	98	750	750	708	0	0	4	3	3	20	69	69	67	28	28	9
Limited English Proficient Students	NC	NC	5099	NC	NC	95	NC	NC	641	NC	NC	29	NC	NC	59	NC	NC	12	NC	NC	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	14	14	23912	93	93	94	745	745	681	NA	NA	10	7	7	36	57	57	52	36	36	2
Non-Economically Disadvantaged	446	446	49106	100	100	98	747	747	714	0	0	4	5	5	16	68	68	69	27	27	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	435	435	72810	94	94	96	717	717	685	0	0	6	10	10	30	76	76	58	14	14	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	218	218	36111	94	94	97	724	724	695	0	0	4	7	7	23	74	74	65	19	19	8
Male	217	217	36678	94	94	95	710	710	674	0	0	9	13	13	36	78	78	52	9	9	3
African American	NC	NC	3962	NC	NC	96	NC	NC	675	NC	NC	8	NC	NC	33	NC	NC	55	NC	NC	3
Hispanic	43	43	25735	86	86	96	705	705	669	2	2	10	21	21	41	63	63	48	14	14	2
Asian/Pacific Islander	46	46	1809	98	98	97	731	731	704	NA	NA	4	4	4	19	67	67	65	28	28	13
American Indian/Alaskan Native	NC	NC	4370	NC	NC	92	NC	NC	670	NC	NC	9	NC	NC	39	NC	NC	50	NC	NC	2
White	335	335	36915	95	95	97	717	717	697	0	0	3	9	9	21	79	79	67	12	12	8
Students with Disabilities	19	19	7071	45	45	84	682	682	634	5	5	24	47	47	53	42	42	21	5	5	1
Students without Disabilities	416	416	65739	99	99	98	718	718	689	0	0	4	8	8	27	77	77	62	14	14	6
Limited English Proficient Students	NC	NC	5046	NC	NC	94	NC	NC	621	NC	NC	31	NC	NC	56	NC	NC	12	NC	NC	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	11	11	23814	73	73	94	711	711	667	NA	NA	10	27	27	41	64	64	47	9	9	2
Non-Economically Disadvantaged	424	424	48996	95	95	97	717	717	693	0	0	4	9	9	24	76	76	64	14	14	7

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

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

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

The school or district had an attendance rate of at least 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
9	Reading	92	71	NA	42	95	75	75	51	96	80	80	52
	Language	94	70	70	42	95	73	73	50	96	80	80	50
	Mathematics	94	90	90	63	92	75	75	50	96	82	82	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)
- 4 Teacher(s)
- 8 Parent(s)
- 1 Community Member(s)
- 5 Student(s)

Council Duties

- Ü Reviewing/Monitoring School Improv. Plan
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Report to Community
- Ü Survey: Parents/Students/Staff/Community

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	5.00	Teacher	86.50
Other Professional Staff	8.60	Teacher Aide	20.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	10	0	0
4 to 6 years	6	15	0	0
7 to 9 years	3	15	2	0
10 or more years	10	30	1	2

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	416
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü 5 Networked Comp. Labs/1 Multimedia Lab
- Ü State/Art Theatre for Stage Performances

Extracurricular Activities

- Ü Community Schools Adult/Student Educ.
- Ü Athletics
- Ü Performing Arts
- Ü School Publications
- Ü Numerous Clubs

Social Services

- Ü Community Schools (Continuing Education)
- Ü Counseling; In Balance Support Group
- Ü Health Services
- Ü Recreational Activities

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü SAT 05-06 372 Students Tested. Average Critical Reading 568; Average Math 578; Average Writing 558.  
104 students took the ACT exams 05-06. English 25.1; Math 25.9; Reading 25.0; Science Reasoning 24.2; Composite 25.2.
  
- ü AIMS: Out of 265 Arizona School Districts CFHS 10th graders ranked 2nd in Math, or in the top 1%, in Reading, CFHS ranked 4th, or in the top 2%; in Writing, CFHS ranked 2nd, or in the top 1%.
  
- ü Thirteen students were named National Merit Scholarship Finalists.  
Eighteen students were named National Merit Scholarship Semi-Finalists.
  
- ü May 05: 390 students took 605 Advanced Placement Tests:  
28% = Grade 5. 30% = Grade 4.  
26% = Grade 3. 13% = Grade 2.  
2% = Grade 1.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	98	95	94	95
Promotion Rate <sup>5</sup>	91	89	88	73
Graduation Rate <sup>6</sup>	97	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

The Crisis Plan for CFHS has been revised with the assistance of law enforcement officials. We have added a school resource officer to our staff. Our security team formed a bicycle patrol on campus to increase visibility and span of coverage.

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) :

28
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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	Kathy Spreiser	(520) 577-5090
Transportation Policy	Sandra Thompson	(520) 299-6446
Community Resources	Joan Marrs	(520) 577-5304
School Nutrition Programs	Sandra Thompson	(520) 299-6446
Parent Organization	Kathy Spreiser	(520) 577-5090
Student Health/Nurse	P. Moore/K. Benson	(520) 577-5090

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

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

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