



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

3045 South Canyon Rim, Mesa, AZ 85212

Gilbert 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	Not Evaluated
2002-03	New School
2001-02	N/A

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

School Overview

Principal/Administrator : Dr. Susan B. Harrison  
 Schedule : 7:30 AM to 4:00 PM  
 Grades : Pre-K-6  
 2004 Enrollment : 1099  
 Web Address : gilbert.k12.az.us/info/schools/canyon/canyonr  
 Phone Number : (480) 984-3216  
 Fax Number : (480) 380-0105  
 E-mail : susan\_harrison@gilbert.k12.az.us

Mission

The mission of Canyon Rim is to provide a quality education to all students ensuring maximum success. Based on respect and responsibility, the team of staff, parents, and students will build a positive, safe environment with high standards and expectations. We are committed to encouraging life long learning and to provide:

- \* Quality instruction.
- \* Character Education to build responsible citizens.
- \* Accountability for student performance.

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

- ü Canyon Rim students will increase their reading skills and fluency as measured by on-going assessment and standardized tests.
- ü Canyon students will 'Quest for Goal' establishing personal goals for their reading achievement, achievement in other academic areas, and character development.
- ü Canyon Rim will establish a recess before lunch program to encourage healthier eating habits for students. Success will be measured by increased healthy food consumption, students class room readiness, and decrease in playground difficulties.
- ü Canyon Rim will establish an intramural and walking club program to encourage student fitness activities during noon time in cooperation with the recess before lunch program, working toward decreasing factors relating to obesity in children.

Enrollment

October 1, 2003 School Year Student Enrollment : 998  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 39

Instructional Programs

- ü Amanecer Preschool
- ü Integrated Kindergarten
- ü All Day Kindergarten
- ü Total Special Education Services
- ü Accelerated Learning Programs for Gifted
- ü Arts and Music Curriculum & Programs
- ü Technology and Computer Science
- ü Before and After School Programs.

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 0 minutes
First Day of School :	8/12/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Canyon Rim is responsible to assure the parents of our students that we will provide quality and appropriate education for every child. In that process, we are responsible to continually assess the students knowledge and skills, to be resourceful in providing an appropriate program, and to report to parents the students growth and potential. We are responsible for the safety and welfare of the students while at school. We are partners with parents in the character education of their children.

Parents

Canyon Rim's parents have the responsibility of sending their child to school on time, every day when possible, well rested and nourished. They are responsible for setting expectations for their child to succeed in the important process of education and to encourage and support their child in this process. Parents are responsible to be an active part of their child's education by signing their agendas daily, reviewing work, attending conferences, curriculum nights, and school activities.

Transportation Policy

Bus transportation is a privilege provided to students who live more than a mile from the school campus or whose travel to school requires crossing a major roadway. Students are to be at the bus stop no more than 10 minutes before the bus arrival. Students may ride bicycles and wear helmets. No scooters, skates, or skateboards are permitted. Walking and cycle students are expected to cross streets at the cross walk and obey all traffic rules. School rules apply during travel times.

School Honors

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

Award/Honor	Year
ü Canyon Primary Teacher was Walmart Teacher of the Year.	2004
ü Two Teachers were Selected as Master Mentor Teachers.	2004
ü One Teacher Completed Master Board Certification.	2004
ü Student Awarded District Outstanding Character Award.	2003

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	149	2770	75509	100	100	100	526	541	521	4	6	13	27	17	23	39	35	33	30	42	31
All Students (Prior Year)	107	2623	75372	100	99	100	526	539	523	5	3	9	24	16	25	39	40	36	32	40	30
Female	66	1380	37013	100	100	100	532	543	522	2	5	12	29	17	24	37	34	33	32	44	31
Male	83	1390	38430	99	99	99	521	538	521	6	7	14	26	17	22	40	36	33	29	40	31
African American	NC	109	3660	NC	100	99	NC	509	496	NC	10	24	NC	37	31	NC	34	28	NC	19	18
Hispanic	19	412	30486	100	100	99	532	523	505	6	10	18	31	23	29	38	34	32	25	33	21
Asian/Pacific Islander	NC	111	1780	NC	100	98	NC	559	549	NC	3	5	NC	15	13	NC	29	33	NC	53	50
American Indian/Alaskan Native	NC	23	4075	NC	100	100	NC	522	486	NC	5	28	NC	20	34	NC	50	26	NC	25	12
White	113	2113	35192	99	99	99	530	544	534	1	5	8	29	15	19	37	36	35	34	45	39
Students with Disabilities	25	351	9708	100	100	100	511	512	489	0	19	32	40	27	27	40	27	24	20	26	17
Students without Disabilities	124	2419	65801	96	98	98	528	543	525	4	4	11	26	16	23	39	36	34	31	44	33
Limited English Proficient Students	NC	123	16928	NC	100	100	NC	499	485	NC	11	29	NC	43	33	NC	30	26	NC	15	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	24	343	36411				513	515	503	0	11	19	50	26	29	25	38	32	25	26	20
Non-Economically Disadvantaged	125	2427	39040				529	544	534	4	5	8	23	16	19	41	35	34	31	44	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	149	2774	75492	100	100	100	528	533	519	3	4	12	11	11	16	58	50	47	27	35	24
All Students (Prior Year)	107	2633	75221	100	99	100	532	535	523	2	2	8	8	8	16	62	61	56	28	28	21
Female	66	1382	37014	100	100	100	533	538	523	2	3	10	10	9	15	55	48	48	34	40	27
Male	83	1392	38400	99	99	99	524	528	516	4	6	14	13	12	17	61	53	47	21	29	21
African American	NC	110	3665	NC	100	99	NC	514	505	NC	10	20	NC	22	22	NC	47	43	NC	20	14
Hispanic	19	413	30438	100	100	99	516	524	508	0	7	17	19	15	21	56	51	47	25	27	15
Asian/Pacific Islander	NC	111	1773	NC	100	98	NC	538	534	NC	3	4	NC	7	10	NC	49	50	NC	41	36
American Indian/Alaskan Native	NC	23	4081	NC	100	100	NC	516	498	NC	0	25	NC	30	26	NC	65	40	NC	5	8
White	113	2113	35177	99	99	99	531	535	528	3	4	8	10	9	13	57	50	49	30	37	31
Students with Disabilities	25	352	9707	100	100	100	534	512	495	0	18	33	0	17	21	60	46	33	40	19	13
Students without Disabilities	124	2422	65785	96	98	98	528	535	522	3	3	10	12	10	16	58	51	49	26	36	26
Limited English Proficient Students	NC	123	16905	NC	100	100	NC	504	489	NC	15	34	NC	26	28	NC	54	32	NC	4	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	24	344	36302				523	518	507	0	9	18	15	20	21	65	48	46	20	23	14
Non-Economically Disadvantaged	125	2430	39164				529	535	528	4	4	8	11	9	13	57	51	48	29	36	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	148	2766	75053	99	99	99	568	615	597	8	5	7	13	8	12	76	76	72	3	10	9
All Students (Prior Year)	102	2563	73654	96	97	99	536	542	530	4	3	9	9	7	13	82	78	70	5	11	7
Female	65	1377	36872	100	100	99	587	640	621	5	3	5	3	6	9	89	76	74	3	14	12
Male	83	1389	38109	99	99	99	552	589	573	11	7	10	21	11	14	64	76	69	3	6	6
African American	NC	108	3636	NC	100	99	NC	571	568	NC	10	12	NC	7	16	NC	78	67	NC	4	6
Hispanic	18	413	30235	100	100	98	571	603	575	13	7	9	13	8	14	73	76	70	0	9	6
Asian/Pacific Islander	NC	110	1768	NC	99	98	NC	643	651	NC	2	3	NC	5	5	NC	78	72	NC	15	19
American Indian/Alaskan Native	NC	23	4044	NC	100	99	NC	593	550	NC	0	13	NC	15	17	NC	85	66	NC	0	4
White	113	2109	35028	99	99	99	564	618	613	7	4	6	15	9	10	75	76	73	3	11	11
Students with Disabilities	25	351	9625	100	100	100	538	569	530	10	14	21	30	16	21	60	64	55	0	6	4
Students without Disabilities	123	2415	65428	95	98	98	571	620	604	8	4	6	12	8	11	77	78	73	3	11	10
Limited English Proficient Students	NC	123	16765	NC	100	100	NC	561	525	NC	7	17	NC	15	20	NC	76	60	NC	2	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	23	343	36077				575	580	566	0	9	10	21	11	16	79	75	69	0	5	5
Non-Economically Disadvantaged	125	2423	38950				567	619	618	10	4	5	12	8	9	75	76	73	4	11	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	141	2691	76019	99	100	100	509	512	499	5	7	14	38	35	39	20	17	14	37	41	33
All Students (Prior Year)	105	2679	76230	100	99	100	484	513	498	12	4	12	54	34	38	10	15	12	23	47	37
Female	57	1281	37207	100	99	100	502	511	499	4	6	12	47	38	41	20	17	14	29	39	33
Male	84	1401	38677	99	100	100	514	512	498	6	8	15	31	32	38	21	17	13	43	43	34
African American	NC	99	3817	NC	93	100	NC	482	475	NC	15	23	NC	52	47	NC	12	11	NC	22	18
Hispanic	20	406	29458	95	98	100	508	492	480	0	12	20	53	48	48	11	15	12	37	25	20
Asian/Pacific Islander	NC	85	1673	NC	96	99	NC	526	531	NC	1	4	NC	26	29	NC	25	14	NC	47	53
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	494	466	NC	9	28	NC	43	49	NC	22	10	NC	26	13
White	109	2035	35880	100	99	100	512	516	515	4	5	7	35	32	32	20	17	16	41	45	45
Students with Disabilities	13	340	9786	100	100	100	487	475	457	0	28	39	100	40	40	0	9	7	0	23	13
Students without Disabilities	128	2351	66233	97	98	99	509	515	503	5	5	11	37	35	39	21	18	14	37	43	35
Limited English Proficient Students	NC	82	15206	NC	100	100	NC	469	459	NC	10	31	NC	74	53	NC	13	7	NC	3	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	25	352	35714				517	494	480	10	13	20	30	45	47	25	15	12	35	28	20
Non-Economically Disadvantaged	116	2339	40266				507	514	513	4	6	9	39	34	33	20	17	15	37	43	43

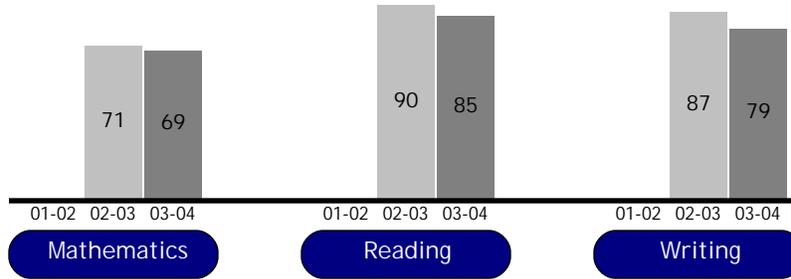
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	141	2700	76020	99	100	100	508	511	503	9	13	25	21	20	23	58	50	40	11	17	12
All Students (Prior Year)	106	2678	76202	100	99	100	505	514	505	14	6	19	22	19	24	54	58	46	10	17	11
Female	57	1283	37213	100	100	100	508	512	504	9	11	22	18	20	23	58	50	42	15	19	13
Male	84	1402	38666	99	100	100	507	510	501	10	15	29	24	20	22	58	49	38	8	16	12
African American	NC	99	3819	NC	93	100	NC	502	494	NC	27	37	NC	22	26	NC	41	31	NC	9	6
Hispanic	20	406	29442	95	98	99	502	501	494	5	22	37	37	25	26	53	46	31	5	8	6
Asian/Pacific Islander	NC	85	1672	NC	96	99	NC	513	513	NC	7	12	NC	20	19	NC	54	49	NC	20	20
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	501	489	NC	13	48	NC	35	25	NC	43	24	NC	9	3
White	109	2036	35890	100	100	100	509	513	511	9	11	15	19	19	20	58	51	48	14	19	18
Students with Disabilities	13	343	9784	100	100	100	521	496	485	0	38	58	0	25	19	100	27	19	0	9	4
Students without Disabilities	128	2357	66236	97	98	99	507	512	504	10	11	23	21	20	23	58	51	42	11	18	13
Limited English Proficient Students	NC	82	15198	NC	100	100	NC	488	483	NC	32	59	NC	52	25	NC	16	14	NC	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	25	352	35703				503	501	494	15	20	37	20	23	26	60	50	31	5	6	6
Non-Economically Disadvantaged	116	2348	40274				508	512	509	8	12	17	21	20	20	58	50	47	12	19	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	140	2697	75673	99	100	100	549	555	530	4	7	12	25	20	25	65	66	58	6	6	4
All Students (Prior Year)	101	2627	74692	97	97	99	501	520	502	15	7	18	37	23	27	41	59	47	6	11	8
Female	56	1282	37099	98	100	100	567	575	548	2	4	8	19	14	22	74	74	64	6	8	6
Male	84	1402	38441	99	100	99	535	537	513	6	10	16	31	26	29	58	59	52	6	5	3
African American	NC	99	3791	NC	93	99	NC	521	506	NC	8	18	NC	37	29	NC	52	50	NC	3	3
Hispanic	20	404	29305	95	97	99	537	535	507	0	9	16	21	22	31	74	64	51	5	4	2
Asian/Pacific Islander	NC	85	1665	NC	96	99	NC	582	573	NC	4	6	NC	16	16	NC	70	67	NC	11	10
American Indian/Alaskan Native	NC	27	4707	NC	100	100	NC	552	492	NC	9	19	NC	22	33	NC	70	46	NC	0	1
White	108	2035	35760	100	99	99	553	560	550	5	6	9	24	20	21	64	67	64	6	7	6
Students with Disabilities	13	344	9706	100	100	100	480	493	462	0	27	36	100	31	32	0	38	31	0	3	1
Students without Disabilities	127	2353	65967	96	98	99	549	560	536	4	5	10	25	20	25	66	69	60	6	7	5
Limited English Proficient Students	NC	82	15115	NC	100	100	NC	484	471	NC	29	26	NC	35	38	NC	32	35	NC	3	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	25	351	35541				561	534	504	5	10	17	25	24	31	65	63	50	5	2	2
Non-Economically Disadvantaged	115	2346	40091				546	558	550	4	6	9	25	20	21	65	67	64	6	7	6

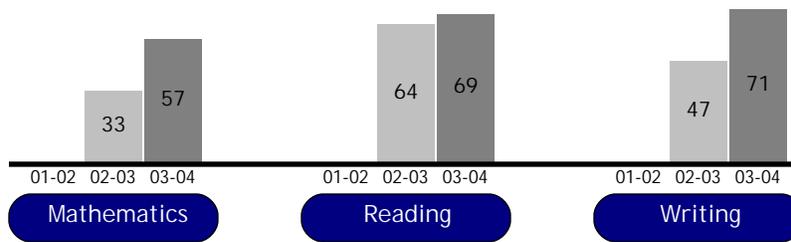
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	--	--	64	44	99	57	68	50	98	65	NA	58
	Language	--	--	60	39	100	45	62	43	100	55	63	50
	Mathematics	--	--	70	52	100	62	72	57	100	72	76	64
3	Reading	--	--	64	43	100	62	67	47	100	62	NA	55
	Language	--	--	72	50	100	66	72	54	100	68	76	61
	Mathematics	--	--	68	50	100	67	70	54	100	62	72	61
4	Reading	--	--	68	47	100	68	73	52	100	63	NA	56
	Language	--	--	62	45	100	64	66	48	100	62	66	52
	Mathematics	--	--	71	52	100	70	74	57	100	69	73	61
5	Reading	--	--	64	46	100	62	69	50	100	63	NA	55
	Language	--	--	59	43	100	56	63	46	100	55	63	49
	Mathematics	--	--	73	54	100	60	76	57	100	67	77	63
6	Reading	--	--	67	49	100	62	69	53	100	58	NA	56
	Language	--	--	60	42	100	56	63	45	100	52	64	48
	Mathematics	--	--	78	58	100	68	80	62	100	65	81	66

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)
- 0 Non-certified Employee(s)
- 2 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Make Suggestions for School Improvement
- Ü Develop School Safety Plans
- Ü Approve Unspecified Tax Credits Expend
- Ü Advise Principal about School Management

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	60.00
Other Professional Staff	2.00	Teacher Aide	18.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	3	0	0
4 to 6 years	8	9	0	0
7 to 9 years	2	2	0	0
10 or more years	3	13	2	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	46
Core academic classes taught by Highly Qualified (NCLB) teachers.	118
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Comprehensive Library with Librarian
- Ü Computer Lab and Ibook Carts
- Ü TV 'Station' in School
- Ü Climbing Wall in Gym, Wall Ball Outside

Extracurricular Activities

- Ü Active, Inclusive Student Council
- Ü Battle of the Books Teams
- Ü Peer Mediators
- Ü Chess Club
- Ü Oceanography Club
- Ü Broadway Musical annually
- Ü Competitive Basketball
- Ü Girl Scouts and Brownies

Social Services

- Ü Full Time School Social Worker
- Ü .8 Psychologist
- Ü Full Time Health Assistant/20 % Nurse
- Ü PTA Provides Family Assistance
- Ü Students Supports Families and Troops

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Canyon Rim's performance goal for 2004-04 was to increase student writing achievement. Teachers developed an instructional model, provided multiple opportunities for student writing, and assessed writing on the six traits. Student writing flourished.
- ü All the curriculum at Canyon was enhanced with information from the first year's assessments. Title I provided special tutoring and summer school. Special education expanded to 3 resource teachers and extended resource. Students made academic gains.
- ü Fine Arts at Canyon was outstanding with the Broadway Junior production of Annie, a Canyon Kids on the Block Puppet troupe, and programs performed by every grade level. Students qualified for honors instrumental programs. Students' writing won awards
- ü Character Counts was an outstanding feature at Canyon. Students were recognized monthly and PTA presented special character awards for each semester. Students provided essays about character. The Bully Free program was provided by the social worker.

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>	--	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	--	10	9	9
Promotion Rate <sup>8</sup>	--	98	98	94
Retention Rate <sup>9</sup>	--	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	60	60
Grades 3-4	75	73
Grades 4-5	49	66
Grades 5-6	60	72

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

Canyon Rim has a highly structured school wide discipline program that is presented and reviewed with each student then signed by parents. Character Counts program provides positive reinforcement for students who make good choices. The school is a secure building with a well managed reception area requiring identification of visitors, sign-in and monitoring. The outside is gated; all students are released systematically through monitored gates. Staff utilizes walkie talkies throughout the campus.

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	John Steffes	(480) 352-2201
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	Diane Bowers	(480) 892-9089
School Nutrition Programs	Debbie McCarron	(480) 497-3370
Parent Organization	Cindy Atwood, President	(480) 380-6260
Student Health/Nurse	Sherry Shinn	(480) 558-5131

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).

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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.