

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3045 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)

2005-06	Highly Performing
2004-05	Highly Performing
2003-04	Not Evaluated

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

### School Overview

Principal/Administrator : Dr. Susan B. Harrison  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : Pre-K-6  
 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)

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 Canyon Rim students will increase their achievement in writing as measured by the AIMS state tests. Students will use Thinking Maps, Step up to Writing, and Writing prompts to increase their skills.
- ü Canyon Rim teachers will help students to increase their awareness of their role and responsibility to their community through Character Counts programs. Students will sign a pledge of personal responsibilities to help "make a world of difference."
- ü Canyon Rim faculty and staff will make a commitment to participate in meaningful staff development in the areas of thinking maps, writing instruction, effective remediation strategies, and crisis intervention.
- ü Canyon Rim staff will write and implement a crisis prevention intervention plan to enable students to be successful in school and to minimize class room disruptions. Staff teams will be developed to provide appropriate interventions.

### Enrollment

October 1, 2005 School Year Student Enrollment : 1111  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 85

Instructional Programs

- ü Amanecer Preschool
- ü Integrated Kindergarten
- ü Full 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 :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/9/2005
Last Day of School :	5/24/2006

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 to send 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 Student teacher of the year at Canyon Rim.	2006
ü Three teachers received leadership awards.	2006
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	156	2749	80010	99	98	99	464	475	447	3	4	10	10	9	18	61	50	53	26	38	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	1307	38935	99	99	99	464	474	447	5	4	9	8	8	19	60	51	55	27	37	17
Male	79	1442	40974	100	98	98	464	476	448	1	3	11	11	9	18	62	50	52	25	38	19
African American	11	127	4201	100	99	99	449	452	430	18	9	17	9	14	23	55	57	51	18	19	9
Hispanic	33	460	34545	100	98	99	450	456	432	6	4	14	12	13	24	64	65	53	18	19	9
Asian/Pacific Islander	NC	110	2068	NC	99	99	NC	481	474	NC	5	4	NC	8	10	NC	44	50	NC	43	36
American Indian/Alaskan Native	NC	23	3979	NC	88	96	NC	462	424	NC	NA	17	NC	13	30	NC	65	47	NC	22	6
White	104	2029	35142	99	99	99	471	481	465	1	3	5	8	7	11	62	47	56	30	43	28
Students with Disabilities	24	414	10161	100	93	93	426	440	419	13	16	28	38	27	28	42	39	36	8	18	8
Students without Disabilities	132	2335	69849	99	100	100	471	481	451	2	1	7	5	5	17	64	52	56	30	41	19
Limited English Proficient Students	NC	99	14013	NC	95	97	NC	429	413	NC	12	24	NC	24	34	NC	59	39	NC	5	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	43	583	39029	98	97	98	448	454	432	7	6	14	14	15	25	63	60	52	16	19	9
Non-Economically Disadvantaged	113	2166	40981	100	99	100	470	481	462	2	3	6	8	7	13	60	47	54	30	43	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	153	2707	79438	97	97	98	466	480	451	4	3	9	17	12	24	67	62	56	12	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	1290	38775	99	98	99	470	487	457	4	2	7	17	9	22	66	61	58	13	27	13
Male	76	1417	40560	96	96	97	463	474	446	4	3	12	17	14	25	67	62	54	12	20	9
African American	11	125	4178	100	98	98	450	458	439	9	6	13	18	25	29	64	59	52	9	10	6
Hispanic	32	455	34297	97	97	98	453	464	434	6	5	14	28	16	31	53	69	50	13	10	5
Asian/Pacific Islander	NC	109	2063	NC	98	99	NC	482	475	NC	3	3	NC	13	15	NC	56	63	NC	28	20
American Indian/Alaskan Native	NC	22	3940	NC	85	95	NC	469	429	NC	9	14	NC	5	36	NC	68	47	NC	18	3
White	102	1996	34887	97	97	98	473	485	471	2	2	4	14	10	15	72	61	63	13	27	18
Students with Disabilities	21	373	9588	88	84	88	429	445	416	24	13	30	38	31	32	33	46	34	5	9	5
Students without Disabilities	132	2334	69850	99	99	100	473	485	456	1	1	7	14	9	23	72	64	59	14	25	12
Limited English Proficient Students	NC	98	13856	NC	94	96	NC	423	407	NC	17	27	NC	37	43	NC	43	29	NC	3	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	41	573	38685	93	96	97	447	461	435	10	5	14	24	20	32	63	65	50	2	11	5
Non-Economically Disadvantaged	112	2134	40753	99	97	99	474	485	467	2	2	5	14	10	16	68	61	62	16	27	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	156	2749	79971	99	98	99	445	448	423	1	3	8	36	28	41	62	64	49	1	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	1307	38974	99	99	99	458	461	437	NA	3	5	23	20	33	75	70	57	1	7	4
Male	79	1442	40895	100	98	98	432	436	410	1	4	10	48	35	47	49	58	41	1	3	2
African American	11	126	4203	100	98	99	441	429	411	NA	7	11	27	33	45	73	57	43	NA	2	2
Hispanic	33	461	34481	100	98	99	440	436	410	NA	4	10	42	33	46	58	61	43	NA	2	1
Asian/Pacific Islander	NC	109	2067	NC	98	99	NC	457	449	NC	3	4	NC	26	28	NC	61	60	NC	11	8
American Indian/Alaskan Native	NC	23	3995	NC	88	96	NC	426	409	NC	NA	10	NC	57	47	NC	43	42	NC	NA	1
White	104	2030	35150	99	99	99	447	451	437	1	3	5	34	26	35	63	66	56	2	5	5
Students with Disabilities	24	412	10258	100	93	94	407	407	377	4	13	23	67	50	51	29	35	25	NA	2	1
Students without Disabilities	132	2337	69713	99	100	100	452	455	429	NA	2	5	30	24	39	68	69	52	2	5	3
Limited English Proficient Students	NC	99	13985	NC	95	97	NC	405	382	NC	6	18	NC	58	54	NC	36	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	43	585	38994	98	98	98	433	430	409	2	5	10	40	39	47	56	53	41	2	2	1
Non-Economically Disadvantaged	113	2164	40977	100	99	100	449	453	437	NA	3	5	35	25	34	65	67	56	1	6	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	152	2846	80147	95	98	99	514	511	482	4	3	11	11	6	17	39	49	49	45	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	1386	39281	92	98	99	513	511	483	1	3	9	13	5	17	41	51	50	44	41	24
Male	82	1458	40780	98	98	98	515	511	482	6	3	12	10	8	17	38	48	48	46	42	24
African American	NC	123	4249	NC	96	99	NC	488	464	NC	7	17	NC	17	22	NC	58	48	NC	19	13
Hispanic	31	468	33494	94	96	99	507	493	466	6	5	15	16	12	23	35	56	49	42	27	14
Asian/Pacific Islander	10	156	2103	100	100	99	NA	525	515	NA	3	4	NA	4	8	NA	38	44	NA	55	45
American Indian/Alaskan Native	NC	25	4117	NC	96	96	NC	493	456	NC	8	19	NC	4	27	NC	60	46	NC	28	8
White	101	2074	36122	94	98	99	520	516	501	3	2	5	8	5	10	40	48	50	50	45	35
Students with Disabilities	20	371	10295	74	88	92	450	467	443	20	16	33	50	22	26	20	47	33	10	14	8
Students without Disabilities	132	2475	69852	99	100	100	524	518	488	2	1	7	5	4	16	42	49	51	51	46	26
Limited English Proficient Students	NC	84	12722	NC	94	97	NC	465	441	NC	10	27	NC	29	33	NC	51	37	NC	11	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	44	592	38371	98	96	97	493	490	465	7	6	15	16	13	23	45	56	49	32	25	13
Non-Economically Disadvantaged	108	2254	41776	94	99	100	523	517	498	3	2	6	9	5	11	37	47	49	51	46	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	153	2812	79686	96	97	98	497	499	470	2	2	11	14	11	24	67	70	57	17	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	1376	39163	93	97	99	502	504	475	1	2	9	11	8	22	66	70	60	21	20	10
Male	82	1434	40438	98	96	97	493	494	465	2	2	13	16	13	25	68	70	54	13	14	7
African American	NC	122	4228	NC	95	98	NC	482	458	NC	6	15	NC	18	28	NC	66	53	NC	10	4
Hispanic	31	463	33299	94	95	98	482	481	452	3	5	17	19	18	32	71	68	47	6	8	3
Asian/Pacific Islander	10	154	2097	100	99	99	NA	503	490	NA	1	5	NA	11	13	NA	73	68	NA	15	14
American Indian/Alaskan Native	NC	25	4087	NC	96	96	NC	482	446	NC	NA	16	NC	16	38	NC	84	44	NC	NA	2
White	102	2048	35914	95	97	98	506	503	489	1	1	5	10	8	15	67	71	67	23	20	14
Students with Disabilities	21	338	9808	78	80	87	449	467	432	10	9	35	52	30	32	33	53	30	5	7	3
Students without Disabilities	132	2474	69878	99	100	100	505	503	475	1	1	8	8	8	23	73	73	61	19	18	9
Limited English Proficient Students	NC	83	12594	NC	93	96	NC	448	422	NC	16	34	NC	39	45	NC	42	21	NC	4	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	44	581	38095	98	94	97	479	481	452	5	5	17	20	20	32	68	66	48	7	9	3
Non-Economically Disadvantaged	109	2231	41591	95	98	99	504	503	486	1	1	6	11	8	16	67	71	65	21	19	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	158	2875	80372	99	99	99	486	497	475	3	2	4	19	16	30	75	77	64	3	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	1406	39452	99	99	99	497	508	488	3	1	3	19	12	22	76	81	72	3	7	3
Male	83	1467	40836	99	98	98	477	487	464	4	3	6	19	21	37	73	74	56	4	3	1
African American	NC	125	4264	NC	98	99	NC	485	465	NC	2	5	NC	22	35	NC	74	59	NC	2	1
Hispanic	33	477	33608	100	98	99	465	486	462	9	3	6	15	18	36	76	77	57	NA	3	1
Asian/Pacific Islander	10	156	2098	100	100	99	NA	508	500	NA	3	2	NA	12	16	NA	74	75	NA	11	7
American Indian/Alaskan Native	NC	26	4128	NC	100	97	NC	497	464	NC	NA	4	NC	23	39	NC	73	56	NC	4	1
White	105	2091	36213	98	99	99	493	499	489	1	1	2	21	16	22	73	78	72	5	5	3
Students with Disabilities	26	401	10526	96	95	94	430	452	427	12	7	15	62	45	53	27	47	31	NA	1	1
Students without Disabilities	132	2474	69846	99	100	100	497	504	482	2	1	3	11	12	26	84	82	69	4	5	2
Limited English Proficient Students	NC	87	12747	NC	98	97	NC	446	432	NC	10	12	NC	34	52	NC	55	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	45	604	38521	100	98	98	475	479	461	7	3	6	20	25	38	71	70	55	2	1	1
Non-Economically Disadvantaged	113	2271	41851	98	99	100	491	502	489	2	1	3	19	14	22	76	79	72	4	5	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	153	2841	79306	96	99	99	515	529	504	12	5	13	12	11	20	50	52	49	26	32	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	1394	38845	97	99	99	522	531	505	6	4	11	12	12	20	54	52	50	28	33	18
Male	88	1446	40383	96	99	98	509	528	504	17	5	14	11	11	19	47	53	47	25	31	19
African American	NC	119	4171	NC	98	98	NC	495	485	NC	11	20	NC	22	26	NC	55	44	NC	13	10
Hispanic	21	450	32673	100	99	99	499	509	487	14	7	18	19	17	25	57	59	46	10	17	10
Asian/Pacific Islander	NC	135	2147	NC	100	99	NC	548	539	NC	3	5	NC	6	10	NC	44	46	NC	47	40
American Indian/Alaskan Native	NC	20	4034	NC	100	97	NC	539	479	NC	10	22	NC	NA	29	NC	45	43	NC	45	7
White	117	2116	36234	95	99	99	517	534	523	13	4	6	9	10	13	49	51	52	29	35	28
Students with Disabilities	26	358	10286	87	94	91	464	483	462	46	24	41	19	29	27	31	35	27	4	12	5
Students without Disabilities	127	2483	69020	98	100	100	525	536	510	6	2	9	10	8	18	54	55	52	31	35	21
Limited English Proficient Students	NC	73	10291	NC	99	96	NC	481	458	NC	18	38	NC	33	34	NC	44	26	NC	5	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	44	556	37437	94	97	97	497	505	486	23	10	19	14	18	26	45	55	46	18	16	9
Non-Economically Disadvantaged	109	2285	41869	97	100	100	522	535	521	8	3	7	11	9	14	51	52	51	29	36	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	153	2799	79000	96	98	98	497	514	489	8	2	10	18	12	24	67	69	58	7	17	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	1385	38774	97	98	99	509	520	494	3	2	7	14	9	22	71	69	61	12	20	10
Male	88	1413	40150	96	97	98	489	509	485	13	3	12	20	14	25	64	69	55	3	14	8
African American	NC	115	4153	NC	94	98	NC	490	476	NC	3	13	NC	28	30	NC	62	53	NC	7	4
Hispanic	21	435	32508	100	96	98	480	498	472	5	4	15	48	19	33	48	69	49	NA	8	3
Asian/Pacific Islander	NC	133	2142	NC	99	99	NC	521	510	NC	3	4	NC	8	14	NC	70	67	NC	19	16
American Indian/Alaskan Native	NC	19	4016	NC	95	96	NC	515	467	NC	5	14	NC	5	37	NC	74	46	NC	16	2
White	117	2096	36135	95	98	98	500	519	508	9	2	4	12	10	14	70	69	67	9	19	15
Students with Disabilities	26	315	9991	87	83	88	450	477	449	38	13	33	23	33	36	38	46	29	NA	8	2
Students without Disabilities	127	2484	69009	98	100	100	507	519	495	2	1	6	17	9	22	72	72	62	9	18	10
Limited English Proficient Students	NC	72	10199	NC	97	95	NC	462	439	NC	15	35	NC	44	47	NC	40	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	44	534	37234	94	93	97	482	494	472	14	4	15	27	21	33	52	68	50	7	7	3
Non-Economically Disadvantaged	109	2265	41766	97	99	99	504	519	505	6	2	5	14	10	16	72	69	65	7	19	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	157	2841	79611	99	99	99	490	515	496	8	3	7	39	27	37	53	69	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	1396	39016	97	99	99	520	531	511	2	1	4	20	17	29	78	80	66	NA	1	1
Male	92	1444	40519	100	99	98	468	500	482	13	4	10	52	37	44	35	59	46	NA	0	0
African American	NC	119	4188	NC	98	98	NC	495	486	NC	4	9	NC	37	40	NC	59	50	NC	NA	0
Hispanic	21	448	32855	100	99	99	478	501	481	14	5	10	38	32	43	48	63	47	NA	NA	0
Asian/Pacific Islander	NC	134	2149	NC	99	100	NC	519	519	NC	6	4	NC	19	24	NC	73	70	NC	2	2
American Indian/Alaskan Native	NC	20	3992	NC	100	96	NC	518	478	NC	5	10	NC	20	46	NC	70	44	NC	5	0
White	121	2119	36380	98	99	99	489	519	511	7	2	4	41	27	30	51	71	65	NA	1	1
Students with Disabilities	30	357	10664	100	94	94	411	460	440	33	13	23	60	57	54	7	29	22	NA	0	1
Students without Disabilities	127	2484	68947	98	100	100	508	523	504	2	1	4	34	23	34	64	75	61	NA	1	1
Limited English Proficient Students	NC	74	10362	NC	100	97	NC	471	438	NC	11	22	NC	59	57	NC	30	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	46	555	37626	98	97	98	468	494	479	13	6	10	52	38	45	35	55	45	NA	1	0
Non-Economically Disadvantaged	111	2286	41985	99	100	100	498	520	511	6	2	4	33	25	30	60	73	65	NA	1	1

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

6th 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	146	2911	79327	99	98	98	540	548	518	7	7	19	10	10	20	63	56	46	21	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	84	1431	38961	98	98	98	542	548	520	7	6	16	8	9	20	63	57	48	21	28	16
Male	62	1480	40295	100	98	97	538	547	516	6	7	21	11	10	19	63	54	44	19	28	16
African American	NC	141	4247	NC	98	98	NC	530	499	NC	10	27	NC	16	24	NC	56	41	NC	18	8
Hispanic	35	493	32327	97	96	98	539	529	499	9	10	27	6	16	25	63	57	41	23	17	8
Asian/Pacific Islander	NC	120	1939	NC	99	99	NC	574	556	NC	3	6	NC	7	10	NC	48	47	NC	43	36
American Indian/Alaskan Native	NC	28	4391	NC	97	96	NC	539	489	NC	4	32	NC	11	27	NC	68	36	NC	18	4
White	100	2129	36373	99	99	98	540	552	538	7	6	10	11	8	14	64	56	52	18	31	25
Students with Disabilities	16	360	9321	94	89	87	458	493	467	56	36	54	25	23	22	19	33	21	NA	8	3
Students without Disabilities	130	2551	70006	99	100	100	551	555	524	1	2	14	8	8	19	68	59	49	23	31	18
Limited English Proficient Students	--	47	9431	--	96	95	--	486	466	--	34	53	--	28	27	--	36	18	--	2	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	38	588	37097	95	95	97	532	527	498	8	12	27	21	18	25	47	54	41	24	17	7
Non-Economically Disadvantaged	108	2323	42230	100	99	99	543	553	535	6	5	11	6	7	15	69	56	50	19	31	24

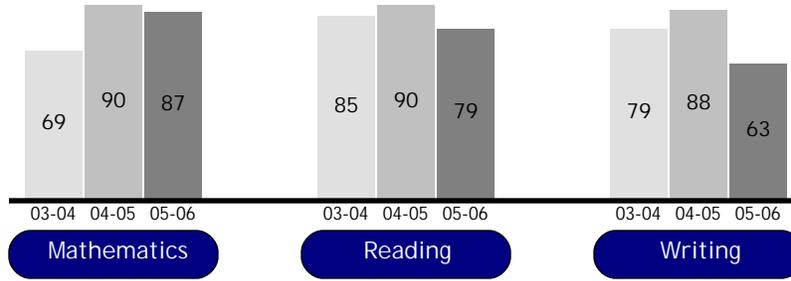
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	146	2886	79501	99	97	98	517	523	497	4	3	10	10	11	25	81	78	60	5	8	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	84	1426	39062	98	98	99	518	527	502	5	2	8	10	8	23	82	80	64	4	10	5
Male	62	1460	40368	100	97	98	516	518	491	3	3	13	11	13	27	79	77	57	6	6	3
African American	NC	141	4279	NC	98	99	NC	511	485	NC	3	14	NC	20	30	NC	74	54	NC	4	2
Hispanic	35	489	32389	97	96	98	512	509	478	3	5	16	6	18	34	89	73	48	3	4	1
Asian/Pacific Islander	NC	119	1936	NC	98	99	NC	531	519	NC	2	3	NC	8	14	NC	78	73	NC	13	9
American Indian/Alaskan Native	NC	28	4401	NC	97	96	NC	518	473	NC	4	17	NC	4	40	NC	86	43	NC	7	1
White	100	2109	36446	99	98	99	519	526	516	4	2	4	13	9	15	78	80	73	5	9	7
Students with Disabilities	16	335	9411	94	83	88	451	480	453	31	16	36	44	35	36	25	48	26	NA	1	1
Students without Disabilities	130	2551	70090	99	100	100	525	528	502	1	1	7	6	8	24	88	82	65	5	9	5
Limited English Proficient Students	--	46	9401	--	94	94	--	456	443	--	33	40	--	43	46	--	22	14	--	2	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	38	581	37183	95	94	97	506	507	479	3	4	16	13	18	34	84	75	49	NA	2	1
Non-Economically Disadvantaged	108	2305	42318	100	98	99	521	527	513	5	2	5	9	9	17	80	79	70	6	9	7

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	147	2928	80000	99	99	99	579	588	564	1	1	3	12	5	11	73	75	75	14	19	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	85	1439	39288	99	99	99	583	601	579	2	1	2	9	2	6	69	73	77	19	25	16
Male	62	1489	40644	100	99	98	573	575	549	NA	2	4	15	8	15	77	77	74	8	13	7
African American	NC	144	4307	NC	100	99	NC	577	551	NC	1	4	NC	6	13	NC	79	75	NC	13	7
Hispanic	35	499	32672	97	97	99	590	579	548	NA	2	4	6	5	14	86	79	76	9	13	6
Asian/Pacific Islander	NC	121	1945	NC	100	99	NC	605	592	NC	NA	1	NC	4	4	NC	69	69	NC	27	25
American Indian/Alaskan Native	NC	29	4424	NC	100	97	NC	589	549	NC	NA	3	NC	7	14	NC	79	77	NC	14	5
White	101	2135	36602	100	99	99	573	590	579	2	1	2	14	5	7	69	74	75	15	20	16
Students with Disabilities	17	378	9919	100	93	93	486	532	505	NA	6	9	76	25	35	24	66	54	NA	3	2
Students without Disabilities	130	2550	70081	99	100	100	591	596	571	2	1	2	3	2	7	79	76	79	16	21	12
Limited English Proficient Students	--	48	9571	--	98	96	--	527	502	--	6	10	--	21	29	--	71	60	--	2	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	39	599	37534	98	97	98	575	572	547	NA	2	4	15	8	15	79	81	76	5	9	5
Non-Economically Disadvantaged	108	2329	42466	100	99	100	581	592	578	2	1	2	10	4	7	70	74	75	18	21	16

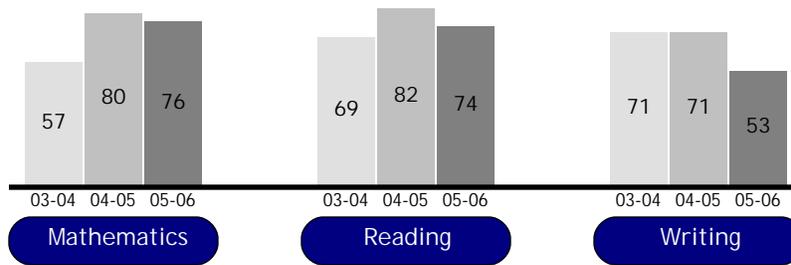
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	98	65	NA	58	100	57	61	47	100	65	65	46
	Language	100	55	63	50	100	53	60	47	100	70	65	48
	Mathematics	100	72	76	64	100	56	63	50	99	68	65	52
3	Reading	100	62	NA	55	99	60	60	44	98	61	67	46
	Language	100	68	76	61	99	55	57	44	100	58	61	46
	Mathematics	100	62	72	61	99	65	65	51	100	61	68	52
4	Reading	100	63	NA	56	99	60	61	48	96	70	70	52
	Language	100	62	66	52	99	58	60	49	99	65	68	52
	Mathematics	100	69	73	61	99	67	68	53	95	72	73	58
5	Reading	100	63	NA	55	99	58	63	50	97	67	73	56
	Language	100	55	63	49	99	56	62	50	99	63	70	54
	Mathematics	100	67	77	63	99	55	62	49	97	56	67	52
6	Reading	100	58	NA	56	99	61	64	51	99	70	75	56
	Language	100	52	64	48	99	58	62	47	99	63	68	50
	Mathematics	100	65	81	66	99	60	69	52	99	70	75	58

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)
- 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 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	70.00
Other Professional Staff	3.00	Teacher Aide	36.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	2	0	0
4 to 6 years	15	2	0	0
7 to 9 years	7	10	0	0
10 or more years	3	9	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	124
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	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 Full time Psychologist
- ü Full time RN and part time health aide
- ü PTA Provides Family Assistance
- ü Students Supports Families and Troops
- ü Student Council projects
- ü School service projects for leukemia

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Canyon Rim's performance goal for 2005 -2006 was to increase student math achievement. Over 50% of our students made more than one year growth. The school received a rating of Highly Performing.
  
- ü Canyon Rim students participated in benchmark assessments throughout the year. Mastery of standards was monitored by teachers and students.
  
- ü Fine Arts at Canyon was outstanding with the Broadway Junior production of Alladin, Canyon Kids on the Block Puppet troupe, and programs performed by every grade level. Students qualified for honors instrumental programs and won writing 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.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Promotion Rate <sup>5</sup>	92	89	88	73
Graduation Rate <sup>6</sup>	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

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 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	Sue Wahlund, staff Canyon Rim	(480) 984-3216
Transportation Policy	Jay Morris, District Transportation Director	(480) 497-3314
Community Resources	Diane Bowers, District Community Relations	(480) 497-3364
School Nutrition Programs	Debbie McCarron, District Director	(480) 497-3370
Parent Organization	Scott Murray, President	(480) 373-8899
Student Health/Nurse	Lori Miller, District RN	(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.

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.