

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

9126 West Camelback Rd, Glendale, AZ 85305

Tolleson Union High School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

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

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

School Overview

Principal/Administrator : Ms. Sharon J Wagner
 Schedule : 07:30 AM to 04:00 PM
 Grades : 9-10
 Web Address : www.tuhsd.org
 Phone Number : (623) 478-4800
 Fax Number : (623) 478-4802
 E-mail : coppercanyon@tuhsd.org

Mission

The mission of the Tolleson Union High School District is to guarantee higher levels of learning for all students. Copper Canyon High School is committed to creating a community of scholarship, character and service, with the help of the staff, students, their parents, and our community.

No Child Left Behind

Adequate Yearly Progress ^(b)

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

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 Increase the academic achievement of all students, with an emphasis in Reading, Writing and Mathematics as measured by the state standards, AIMS, Terranova, and district CRT's.
- ü Identify and provide additional assistance for those students not meeting the standard on the AIMS test, including but not limited to additional course offering and additional tutoring.
- ü Increase the persistence rate to allow students to be on track for graduation.
- ü Increase the attendance rate, decrease the numbers of suspensions, and increase student and parent satisfaction rates.

Enrollment

October 1, 2005 School Year Student Enrollment : 837
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 27

Instructional Programs

- ü Integrated Mathematics
- ü Advanced / Honors Classes
- ü Wilson Reading Program
- ü English Language Learners
- ü On-site Special Education Services
- ü Gifted and Talented Program
- ü Sports Medicine / Allied Health Programs
- ü Performing, Visual, and Culinary Arts

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 24 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Copper Canyon is responsible for providing a learning environment that maximizes the potential of each student. State academic standards, student character building and community service are the focus of our commitment. Copper Canyon provides students with the educational opportunities to attain mastery of skills that are necessary for graduation and success in life.

Parents

The responsibility of our parents is to encourage and provide support for our academic classroom learning, our character training and our extra-curricular programs. It is important for our parents to reinforce the academic excellence, attendance requirements, and social skills that our Copper Canyon staff creates for our students on a daily basis.

Transportation Policy

At this time, year 2, the Tolleson Union High School District makes transportation available for all Copper Canyon students due to construction and limited city sidewalks.

School Honors

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

Award/Honor	Year
ü AZ Republic Football Coach of the Year	2001
ü AFLAC National Assistant Football Coach of the Year	2003
ü Presidential Award for Sports Med. - AZ Coaches Assoc.	2004
ü State of Arizona representative for JDRF	2005

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	395	1945	71130	100	100	95	691	690	701	26	27	23	19	17	13	46	50	51	9	6	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	191	959	35465	99	99	96	697	692	702	20	25	21	17	16	13	52	52	53	11	7	13
Male	204	986	35648	100	100	94	686	689	701	31	29	24	21	18	12	40	47	50	7	6	14
African American	58	240	3868	100	100	95	687	682	686	26	33	33	21	18	17	47	46	45	7	2	6
Hispanic	228	1168	25103	100	99	95	686	685	685	31	31	34	21	19	16	43	46	45	6	4	5
Asian/Pacific Islander	NC	34	1805	NC	100	98	NC	711	731	NC	15	9	NC	15	7	NC	53	50	NC	18	34
American Indian/Alaskan Native	NC	33	4241	NC	100	90	NC	685	679	NC	24	39	NC	30	19	NC	36	39	NC	9	3
White	96	470	36075	99	100	95	707	707	715	17	14	12	11	10	9	55	63	58	17	13	21
Students with Disabilities	41	192	5862	98	98	71	649	654	658	63	65	63	20	19	15	15	15	20	2	1	2
Students without Disabilities	354	1753	65268	100	100	98	695	694	705	21	23	19	19	16	12	49	54	54	10	7	15
Limited English Proficient Students	19	102	4859	95	100	93	663	665	662	74	62	64	5	18	15	21	19	20	NA	2	1
Migrant Students	NC	30	786	NC	100	95	NC	669	681	NC	47	38	NC	33	18	NC	20	41	NC	NA	4
Economically Disadvantaged	166	792	22957	99	99	93	678	681	685	38	35	34	24	21	17	35	41	44	3	3	5
Non-Economically Disadvantaged	229	1153	48173	100	100	96	701	696	709	17	22	17	16	14	11	54	56	55	14	9	18

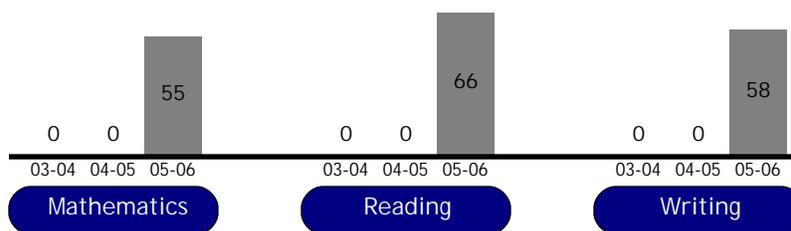
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	396	1956	73018	100	99	97	692	693	703	8	7	6	27	28	23	62	61	64	4	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	191	966	36181	99	99	97	700	698	708	4	5	4	22	26	21	70	65	65	4	4	9
Male	205	988	36816	100	99	96	684	687	699	11	9	7	31	30	24	55	57	62	4	3	7
African American	58	238	3976	100	98	96	691	690	689	7	7	8	19	26	29	74	66	59	NA	0	3
Hispanic	230	1181	25801	100	99	96	683	684	683	9	8	10	33	34	34	54	56	53	4	2	3
Asian/Pacific Islander	NC	32	1812	NC	97	98	NC	717	722	NC	3	3	NC	6	15	NC	69	66	NC	22	16
American Indian/Alaskan Native	NC	32	4389	NC	97	93	NC	676	675	NC	13	9	NC	38	42	NC	47	47	NC	3	1
White	96	473	37024	99	100	97	712	716	721	5	3	2	16	14	12	73	73	73	6	10	13
Students with Disabilities	40	167	7170	98	86	85	640	646	654	33	26	23	43	53	47	18	20	29	8	2	1
Students without Disabilities	356	1789	65848	100	100	98	696	697	708	5	5	4	25	26	20	67	65	67	4	4	9
Limited English Proficient Students	20	104	5099	100	100	95	632	636	641	35	38	29	65	54	59	NA	8	12	NA	NA	0
Migrant Students	NC	31	817	NC	97	96	NC	652	667	NC	29	15	NC	42	44	NC	29	39	NC	NA	1
Economically Disadvantaged	169	801	23912	100	98	94	674	678	681	12	10	10	38	38	36	46	51	52	4	1	2
Non-Economically Disadvantaged	227	1155	49106	100	100	98	704	703	714	4	5	4	18	21	16	74	68	69	4	6	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	397	1966	72810	100	100	96	674	675	685	8	8	6	34	39	30	54	49	58	4	4	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	191	970	36111	99	99	97	688	687	695	4	4	4	30	32	23	61	58	65	5	5	8
Male	206	995	36678	100	100	95	661	662	674	12	12	9	38	45	36	48	41	52	3	2	3
African American	58	238	3962	100	98	96	667	675	675	9	8	8	36	37	33	55	50	55	NA	5	3
Hispanic	231	1191	25735	100	100	96	669	666	669	9	10	10	37	44	41	50	45	48	3	2	2
Asian/Pacific Islander	NC	33	1809	NC	100	97	NC	702	704	NC	6	4	NC	18	19	NC	64	65	NC	12	13
American Indian/Alaskan Native	NC	33	4370	NC	100	92	NC	664	670	NC	6	9	NC	52	39	NC	42	50	NC	NA	2
White	96	471	36915	99	100	97	691	695	697	5	4	3	25	26	21	63	61	67	7	8	8
Students with Disabilities	41	187	7071	100	96	84	610	618	634	29	30	24	51	57	53	10	10	21	10	2	1
Students without Disabilities	356	1779	65739	100	100	98	680	680	689	6	6	4	32	37	27	59	54	62	3	4	6
Limited English Proficient Students	20	105	5046	100	100	94	623	605	621	25	44	31	70	50	56	5	6	12	NA	NA	0
Migrant Students	NC	32	812	NC	100	96	NC	640	654	NC	28	15	NC	41	51	NC	31	34	NC	NA	0
Economically Disadvantaged	170	813	23814	100	99	94	656	661	667	14	12	10	42	45	41	40	41	47	4	2	2
Non-Economically Disadvantaged	227	1153	48996	100	100	97	687	684	693	4	5	4	28	34	24	65	56	64	4	5	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?	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
9	Reading	--	--	NA	42	96	47	47	51	97	44	43	52
	Language	--	--	32	42	96	46	46	50	97	43	43	50
	Mathematics	--	--	57	63	96	45	44	50	97	41	41	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/

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

- 3 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Encourage parental involvement on campus
- Ü Community outreach
- Ü Student academic success
- Ü Campus and community activities
- Ü School policy and procedural input

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	40.60
Other Professional Staff	8.40	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	2	0	0
4 to 6 years	4	3	0	0
7 to 9 years	3	5	0	0
10 or more years	2	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	76
Teachers with Emergency Certification.	26
Percent of teachers in the school with Emergency/Provisional Certification	55%
Percent of core classes not taught by Highly Qualified Teachers	13%

Resources Available at School Site

Special Facilities

- Ü Computer Labs & Media Center
- Ü Performing Arts Center
- Ü Sports Medicine Complex and Weight Room
- Ü Lecture Halls

Extracurricular Activities

- Ü Student Government
- Ü Theatre & Journalism Clubs
- Ü MECHA; National Honor Society
- Ü Sports Medicine
- Ü JV & Freshman Spirtlines
- Ü Fall, Winter, and Spring Sports

Social Services

- Ü Crisis Intervention
- Ü Home Visits
- Ü One on one counseling with students
- Ü Mediations
- Ü Anger management groups / classes
- Ü Substance abuse groups / classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü CCHS opened in August, 2004, with approx. 430 students. We are a community of Scholarship, Character, and Service. All staff, students, and parents work together to create a campus environment that welcomes and enriches the lives of our students.

- ü Tolleson Union High School District/City of Glendale Youth Development Partnership to enhance current programs and provide additional opportunities for Copper Canyon Students.

- ü Sports Medicine Facility Dedication to Mr. Mike Nesbitt, Assoc. Professor and Head Athletic Trainer at the University of Northern Arizona. CCHS is an approved site for clinical instruction for NAU Sports Medicine Program.

- ü 1. "Character First" grant in conjunction with Arizona State Treasurer David Petersen.
 2. Weekly homeroom character projects.
 3. CCHS students participated in Juvenile Diabetes Research Foundation's Walk to Cure Diabetes.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	98	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our goal is to educate students on the importance of making character-based choices and decisions. Our goal is to decrease the number of student violation incidents on campus by implementation of the following:

1. Communicating school rules to students on a regular basis.
2. Consequences appropriate to the violation. Follow-up student support groups, counseling and behavioral strategies.
3. School-wide "Character First" training.
4. "Victory With Honor" program taught to sports teams.

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) :

6

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	Sharon J. Wagner, Principal	(623) 478-4810
Transportation Policy	Tim Obrien, Director of Operations - TUHSD	(623) 478-4101
Community Resources	Jim Walsh, Assistant Principal, Athletics	(623) 478-4813
School Nutrition Programs	Kimberly Luvisi	(623) 478-4060
Parent Organization	Sharon Wagner, Principal	(623) 478-4810
Student Health/Nurse	Sharon Wagner	(623) 478-4810

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

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

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** 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.