

ACCOUNTABILITY & SITE COUNCIL REPORT
2017
CATALINA FOOTHILLS HIGH SCHOOL

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VISION

A Global Learning Community of Academic and Social Excellence

MISSION

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

Catalina Foothills High School in Tucson, AZ, is a school dedicated to excellence in multiple domains. Our vision is to continually strive to be “a global learning community of academic and social excellence.” Our staff, community, and students work hard to make that vision a reality. Our story has been a story of broadening our reach.

The school began as part of the essential schools movement to meet the needs of the growing Foothills community; in fact, our initial freshman class in 1992 attended school at Esperero, one of the district’s middle schools, while the high school was under construction. That class walked across the graduation stage at the high school in 1996. In the 20+ years since the high school existed, we have constantly worked to refine and revise our mission to make sure that we keep demanding and producing a high level of achievement and engagement.

Our school’s mission has always been aligned with the strategic plan of the district, and the district has continually revised its strategic plan -- with participation from teachers, parents, students, community members, and administrators -- to reflect the new and ever-changing challenges and opportunities that await our students once they leave us.

Our students succeed academically across the board. U.S. News and World Report has identified us as Arizona’s #1 non-selective high school. Our AIMS Science, AzMERIT, ACT, and SAT scores have consistently been well above both state and national averages. Our system is designed to accommodate as many students as possible in the most challenging courses. This shows in the number of our students who take AP courses (732 students in 2016-2017) in the high number of total AP enrollments (1314 in 2016-2017), in the high number of AP tests taken (891 in 2017), and the high rate of success on those tests (79%). CFHS students have been taking the College and Work Readiness Assessment (CWRA), a test that is usually used by elite private schools, since 2011. Our students show a remarkable ability to work in real-world situations that demand critical thinking. As freshmen, our students are on par with students at the more selective schools; and, over their four years here, show remarkable growth -- our seniors perform well above the average of all the other students taking the CWRA nationally.

The academic success our students experience here at the high school carries through to college and other endeavors. We have a consistently high rate of students who graduate and pursue higher education (90%). Our students earn sizable scholarships every year because of their merit and their attractiveness to post-secondary institutions. The class of 2016 was offered over \$18 million in

scholarships. We consistently hear reports from our former students that their CFHS experiences prepared them well for college. Faculty at postsecondary institutions also share that our students fare well in college and are appreciated for serving as strong role models for other students in terms of academic acumen and content knowledge and skill.

Our academic coursework prepares students not just for future academic settings, but for careers and professions as well. Our curriculum is infused with hands-on, project-based, and authentic tasks. We have a robust JTED program which is fully integrated with our academic program and offers career pathways such as Environmental Science, Forensics, and Engineering to name a few. Our special education transition program helps ensure that all of our students have viable postsecondary options, regardless of special needs or disabilities.

Our school prepares students for excellence in realms beyond the academic as well. Because we care about excellence across a spectrum of pursuits, we are truly a comprehensive high school. We support an incredible range of extracurricular activities: clubs, sports, and organizations that allow students to thrive in a variety of arenas. Despite the relative youth of our school, we have garnered more than 70 state titles and individual championships and been awarded the state's H. A. Hendrickson Overall Excellence Award a remarkable eight times. Our band program is the largest in the state, which reflects the commitment and passion of our students, teachers, and parent supporters. We have a thriving and excellent arts program that produces phenomenal performances and exhibitions for the community at large -- performances that are often sold out. Our students are socially engaged and civic minded, and participate in a wide variety of clubs -- Speech and Debate, Model United Nations, HOSA, FFA, DECA, Mu Alpha Theta Math Club, and Vex Robotics, to name a few. Our library collection contains nearly 27,000 books—including fiction and non-fiction—and also offers students access to over 30 databases for their research in areas including general information, science, social studies, literature, and world languages.

Yet we are, in the most essential sense, a truly public school. We are committed to serving any student who walks through our doors, and our district has been actively and assertively reaching out to the wider community to invite students beyond our district borders to join us and excel. Because we have continually expanded the reach of the CFHS community in this way, our story has been one of increasing diversity and richness. Our demographics have been consistently changing, moving toward greater and greater ethnic, cultural, linguistic, economic, and national diversity. Currently, our demographics closely mirror the demographics of Pima County as a whole.

Catalina Foothills High School is an incredible place to learn for a host of reasons. We benefit from tremendous support from our community, and we are able to offer a rich, diverse program for students. If you come to our campus, you will see students engaged in an array of endeavors - from precise analysis of data sets in order to extrapolate scientific claims about the surface of Mars, to heated debate about the principles of democracy, to deep concentration to perfect a musical performance, to the struggle to find the exact word to convey a subtle emotion in a review, to curious inquiry about the properties of numbers themselves, and to many other diverse challenges. Our teachers are skilled and committed; they hold high expectations for our students both about what students can do in the classroom while they are here and, more importantly, what they will be able to do in the world beyond our doors. Our students have remarkable opportunities open to them to pursue their intellectual, artistic, athletic, and civic passions within a setting that values, preserves, and promotes excellence. They choose to take advantage of those opportunities and produce amazing accomplishments.

DEMOGRAPHICS 2017

STUDENT BODY TOTAL ENROLLMENT: September 2017 = 1723

<u>Grade Level</u>	<u>Ethnicity</u>	<u>Gender</u>
Grade 9 = 448	62% White	51% Male
Grade 10 = 439	28% Hispanic/Latino	49% Female
Grade 11 = 393	7% Asian	
Grade 12 = 426	2% African American	
	>1% American Indian/Alaskan Native	

CFHS POPULATION DISTRIBUTION BY GRADE: FALL 2014, 2015, 2016, and 2017

	2014	2015	2016	2017
Freshmen	437	422	448	476
Sophomores	411	435	439	432
Juniors	400	405	393	419
Seniors	438	387	426	396

GRADUATION RATE

Graduation rate is a formula determined by the state of Arizona and follows a class cohort from the time they start high school as freshmen through their graduation as seniors. It includes transfers in, transfers out, and students that have left our school as ‘Status Unknown’. This determines total cohort membership. CFHS has a rate that is far higher than both the Arizona and/or national graduation averages.

CFHS GRADUATION RATE

Graduation Year	2012	2013	2014	2015	2016
Graduation Rate	97%	98%	97%	96%	98%

DROPOUT RATE

Dropout rate is also a formula determined by the state of Arizona and follows a class cohort from the time they start high school as freshmen through their graduation as seniors. Students who leave high school for specific identifiable reasons are not considered dropouts.

CFHS DROPOUT RATE

CFHS Dropout Rate	2013	2014	2015	2016	2017
Percent. Dropout By Year	0.53%	0.63%	0.35%	1.61%	0.94%

SCHOOL IMPROVEMENT DATA: TEST RESULTS

AzMERIT

AzMERIT, Arizona’s Measurement of Educational Readiness to Inform Teaching, is Arizona’s new statewide achievement test. Students taking high school level English and Mathematics will now take end-of-course (EOC) assessments that will test their proficiency in these subjects. Students in English courses grades 9-11 will take the EOC test in English Language Arts, while students enrolled in Algebra 1, Geometry, and Algebra 2 will take the EOC in those subject areas. The main testing administrations take place each spring. The ELA test consists of a writing section and two reading sub-sections. The Math test consist of two sub-sections. The tests are administered in a computer-based form, and go far beyond multiple-choice questions. Test results provide a better indicator than previous exams of what students have learned during the school year. AzMERIT provides engaging questions, and measures critical thinking skills for college and career readiness. AzMERIT is aligned to Arizona’s state learning standards which detail the concepts covered in select courses.

AzMERIT English Language Arts (ELA)

		% Passing ELA 9 Test	% Passing ELA10 Test	% Passing ELA11 Test
2015	CFHS	67%	62%	67%
State Average		26%	32%	30%
2016	CFHS	76%	64%	61%
State Average		34%	29%	29%
2017	CFHS	70%	67%	56%
State Average		36%	31%	25%

AzMERIT Mathematics

		% Passing Algebra 1 Test	% Passing Geometry Test	% Passing Algebra 2 Test
2015	CFHS	79%	58%	63%
State Average		32%	30%	30%
2016	CFHS	81%	75%	72%
State Average		36%	34%	30%
2017	CFHS	80%	70%	74%
State Average		39%	33%	34%

AIMS Science

Students enrolled in biological science take the AIMS Science test. CFHS students take the AIMS Science test during their freshmen year. The AIMS Science test does not count as a requirement for high school graduation. In 2017, 423 students from the 2020 cohort were tested.

		% Meeting Standard	% Exceeding Standard	% Meet/Exceed Standard
2014	CFHS	26	49	75
State Average		25	36	62
2015	CFHS	29	43	72
State Average		26	26	52
2016	CFHS	31	47	78
State Average		25	23	48
2017	CFHS	29	44	74
State Average		19	14	32

SAT

The SAT changed in 2016-17. Reading and Writing were combined into one measure. The College Board introduced the redesigned SAT in March 2016. Evidenced-Based Reading and Writing replaced the Critical Reading and Writing sections. The following data report displays results from this redesigned assessment. SAT scores are scaled on a range of 200-800 with 800 being a perfect score for the individual math and Reading/Writing sections of the test. The current statistical mean average score is a scaled score of 540 for Read/Writ., 530 for Math, and 1080 for the Composite. CFHS performance on the SAT has consistently been higher than the average scores evidenced at the state or national levels. 186 CFHS Class of 2017 students took the SAT. Cumulative mean results show that CFHS students score higher than students in Arizona (n=18,621) and the nation (N=1,637,589) for this class.

NEW SAT AVERAGE SCORES: 2017 CFHS STUDENTS

	Reading/Writing	Math	Composite
CFHS	621	617	1238
Arizona	580	573	1153
Nation	539	535	1074

**NOTE: The College Board introduced the redesigned SAT in March 2016. Evidenced-Based Reading and Writing replaced the Critical Reading and Writing sections. The following reports are pre-March 2016 SAT report design assessments.*

PRE-MARCH 2016 SAT CRITICAL READING SCORES

	2012	2013	2014	2015	2016
CFHS	566	569	558	558	556
Arizona	517	521	522	522	528
Nation	496	496	497	495	494

PRE-MARCH 2016 SAT MATH SCORES

	2012	2013	2014	2015	2016
CFHS	581	574	567	562	568
Arizona	525	528	525	525	532
Nation	514	514	513	511	508

PRE-MARCH 2016 SAT WRITING SCORES

	2012	2013	2014	2015	2016
CFHS	550	550	543	535	533
Arizona	499	502	500	500	505
Nation	488	488	487	484	482

SAT SUBJECT TESTS

Average scores achieved by CFHS students on the SAT II Subject Tests were also significantly higher than established national averages. CFHS students from the class of 2017 participated in 10 different SAT II subject area exams.

SAT SUBJECT TEST AVERAGE SCORES: 2017 COLLEGE-BOUND SENIORS

Subject	CFHS Mean Score	AZ Mean Score	Natl Mean Score
Biology (Ecological)	640	632	619
Biology (Molecular)	705	694	666
Chemistry	702	677	677
Literature	676	647	618
Mathematics 1C	605	607	607
Mathematics 2C	746	703	694
Physics	652	685	694
Spanish	568	662	649
Spanish w/ Listening	625	610	660
US History	649	632	619

ACT

From the CFHS graduating class of 2018, 155 students participated in ACT testing. The ACT assesses four subject areas: English, Math, Reading, Science, and optional Writing. Each subject area and a composite score is reported on a scale from 1 to 36, with 36 equating to an SAT 800 score. Score comparisons indicate that average scores from CFHS students are higher than averages for both the state and the nation.

AVERAGE ACT SCORES 2017

	English	Math	Reading	Science	Composite
CFHS	25.4	25.9	26.2	25.1	25.8
Arizona	18.6	19.8	20.1	19.8	19.7
Nation	20.1	20.6	21.3	20.8	20.8

CFHS ACT SUB-TEST AVERAGES: 2013-2017

CFHS ACT Scores by Sub-Test	2013	2014	2015	2016	2017
English	25.7	24.6	24.9	25.8	25.4
Math	26.5	25.3	24.6	26	25.9
Reading	27.1	25	26	26.4	26.2
Science	25.3	24.2	24.4	25.4	25.1

CFHS ACT COMPOSITE SCORE COMPARISON: 2013-2017

	2013	2014	2015	2016	2017
CFHS	26.3	24.9	25.1	26	25.8
Arizona	19.6	19.7	19.7	20.1	19.7
Nation	20.9	21	21	20.8	20.8

COLLEGE AND WORK READINESS ASSESSMENT (CWRA+)

The College and Work Readiness Assessment + (CWRA+) is used by 110 institutions around the country. Most schools who offer the CWRA+ are Ivy-League preparatory academies. All CFHS freshman take the CWRA+ upon entering high school, and again as juniors. The CWRA+ measures critical thinking, analytical reasoning, problem solving, and writing within the context of ‘collective outcomes’, which are embedded in all CFHS classes. The primary assessment process, as a whole, is referred to as a Performance Task. The Performance Task provides students an opportunity to demonstrate skills in critical thinking, analytical reasoning, problem solving, and writing within a specific context. The Performance Task might ask students to identify and then compare and contrast the strengths and limitations of alternative hypotheses, points of view, or courses of action. To perform their tasks, students may have to weigh different types of evidence, evaluate the credibility of various documents, spot possible bias, and identify questionable assumptions. The Performance Task requires that the student present their ideas clearly, including justifying their points of view, using the specific ideas. Student performances are scored on a six-point rubric.

The Selected Response Questions make up the second component of the CWRA+. Students are presented with a document based in scientific reasoning and they are asked a series of questions that are aimed at assessing their quantitative thinking skills. Students are tested in their abilities in critical reading, their ability to evaluate presented information, and their recognition of logical thinking. When feathered together with the Performance Task, the results give a reliable, valid measure of the student’s ability to think critically within the context of real-life problem solving. The CWRA+ offers an innovative and productive method for assessing student achievement in crucial learning skill sets necessary for the 21st century.

The CWRA was administered to 424 freshmen in the fall of 2016 and 394 juniors in the spring of 2017. CFHS scores were significantly higher than the national average.

MEAN CWRA+ SCORES

	Mean Total CWRA+ Score	CWRA+ Mean Mastery Level	Mean Perf Task Score	Mean SRQ Score
CFHS Juniors 2017*	1138	Accomplished	1138	1137
All 2017 Seniors	1058	Proficient	1058	1058
CFHS Freshmen 2016	1034	Proficient	1023	1044
All 2016 Freshmen	981	Proficient	976	985

**In the spring of 2016 CFHS began testing juniors instead of seniors*

CFHS STUDENTS EARNING A RUBRIC SCORE OF 3 OR HIGHER ON CWRA PERFORMANCE TASK: 2017

	Analysis & Problem Solving	Writing Effectiveness	Writing Mechanics
Juniors	95%	94%	97%
Freshmen	84%	84%	93%

COMPARISON OF CFHS FRESHMEN TO NATION-WIDE FRESHMEN ON CWRA+

	CFHS Freshmen	CWRA+ Schools
2013-14	995	981
2014-15	1012	981
2015-16	1013	981
2016-17	1034	981

COMPARISON OF CFHS TO NATION-WIDE JUNIORS/SENIORS ON CWRA+

	CFHS Seniors/Juniors	CWRA+ Schools
2013-14	1107	1058
2014-15	1126	1058
2015-16**	1131	1058
2016-17**	1134	1058

**CFHS juniors tested

SUMMARY OF CWRA+PERFORMANCE TASK SUBSCORES: FRESHMEN

Reported on a 1-6 scale with 6 being the highest score

Summary of CWRA Subscores for CFHS Freshmen & All Freshmen at CWRA Schools						
Anaysis & Problem Solving			Writing Effectiveness		Writing Mechanics	
Year	CFHS	All Schools	CFHS	All Schools	CFHS	All Schools
2013-14	3.4	3.1	3.4	3.2	3.7	3.4
2014-15*	3.5	3.1	3.5	3.2	3.7	3.4
2015-16*	3.3	3.1	3.3	3.2	3.7	3.4
2016-17*	3.4	3.1	3.5	3.2	3.6	3.4
*CRWA+ Subscores						

SUMMARY OF CWRA+ PERFORMANCE TASK SUBSCORES: JUNIORS/SENIORS

Reported on a 1-6 scale with 6 being the highest score

Comparison of CWRA+ Subscores for CFHS Seniors/Juniors with Seniors At All CWRA Schools						
Anaysis & Problem Solving			Writing Effectiveness		Writing Mechanics	
Year	CFHS	All Schools	CFHS	All Schools	CFHS	All Schools
2013-14*	3.7	3.5	3.9	3.4	4.0	3.9
2014-15*	3.9	3.5	3.9	3.5	4.0	3.8
2015-16**	4.0	3.5	4.2	3.5	4.2	3.8
2016-17**	4.0	3.5	4.7	3.5	4.2	3.8
*CRWA+ Subscores						
**CFHS Juniors Tested						

ADVANCED PLACEMENT TESTS

AP exams measure content knowledge in specific curricular subject areas. The exams are scored on a scale of 1 – 5 and students may receive college credit for scores of 3, 4, or 5. CFHS student participation in AP classes has steadily increased and scores have consistently surpassed state and national averages. In 2016, CFHS students took AP tests in 19 subject areas. CFHS offered AP courses in 16 specific subjects. The end-of-year AP exams reflect students’ mastery of the curricular content.

2017 ADVANCED PLACEMENT DATA

Subject	2017-2018 Course Enrollment	Number of Students Who Tested	Exam Scores					% Enrolled Students who Tested	% 3 or Higher
			5	4	3	2	1		
Biology	59	43	9	15	15	4	0	73%	91%
Calculus AB	59	43	13	13	9	8	0	73%	81%
Calculus BC	21	21	19	1	0	1	0	100%	95%
Chemistry	54	29	3	7	10	8	1	54%	69%
Chinese	2	2	1	0	0	0	1	50%	50%
Computer Science A	N/A	1	1	0	0	0	0	100%	100%
English Lang & Comp	163	126	26	42	36	19	3	77%	83%
English Lit & Comp*	122	40	6	7	16	8	3	33%	73%
Environmental Science	23	17	3	4	6	4	0	74%	76%
European History**	176	122	10	21	41	49	1	69%	59%
Macroeconomics	171	96	24	39	17	11	5	56%	83%
Physics C	15							93%	
•Elect/Mag		14	4	8	1	1	0		93%
•Mechanics		14	9	5	0	0	0		100%
Seminar	22	13	0	4	9	0	0		100%
Spanish Language	82	72	22	29	20	1	0	88%	99%
Statistics	20	14	11	2	1	0	0	70%	100%
US Government & Politics	116	67	17	15	21	14	0	58%	79%
US History	175	146	20	34	49	28	15	83%	71%
World History	28	11	3	4	2	2	0	39%	82%
Total	1314	891	201	250	253	158	29	68%	79%
% of Total Tests Given			23%	28%	28%	18%	3%		

**CFHS 5 YEAR AP SMMARY
CATALINA FOOTHILLS HIGH SCHOOL**

	2013	2014	2015	2016	2017
Total AP Student	499	492	484	488	495
Number of Exams	852	923	932	938	931
AP Students with Scores 3+	408	383	393	370	363
% of Total AP Students with Scores 3+	82%	78%	81%	76%	73%

ARIZONA

	2013	2014	2015	2016	2017
Total AP Student	30,551	32,883	35,270	37,413	39,959
Number of Exams	53,298	57,716	63,480	67,520	71,594
AP Students with Scores 3+	17,764	19,256	20,526	21,774	23,003
% of Total AP Students with Scores 3+	58%	59%	58%	58%	58%

GLOBAL

	2013	2014	2015	2016	2017
Total AP Student	2,225,625	2,352,026	2,497,164	2,625,318	2,756,563
Number of Exams	3,955,410	4,199,454	4,516,844	4,741,566	4,991,666
AP Students with Scores 3+	1,354,800	1,442,136	1,515,264	1,583,115	1,662,947
% of Total AP Students with Scores 3+	61%	61%	61%	60%	60%

FALL 2015 THROUGH SPRING 2017
ACCOMPLISHMENTS

SCHOOLWIDE RECOGNITIONS

A+ School of Excellence™
US News & World Report: #1 High School in AZ (non-application based) 2016, 2017
Washington Post: Top 500 High Schools in America 2016
Seniors 2016 & 2017 offered over \$18 million in scholarships

TEACHER RECOGNITIONS/AWARDS

<i>Carissa Boyd</i>	<i>Selected as AP Reader 2016</i>
<i>Theo Manno</i>	<i>Selected as AP Reader 2017</i>
<i>Megan Kirts</i>	<i>Transatlantic Outreach Program Fellowship 2016</i> <i>Service on 2016 San Francisco Federal Reserve Board's Education Advisory Groups</i> <i>Presented at Council for Economics Education 2016 National Conference ("AP Macro Fun and Games")</i> <i>Selected as table leader: AP US History Reading</i>
<i>Norm Testa</i>	<i>National Board Certified Teacher 2016</i> <i>AZ State Thespian Conference—Outstanding Service Award 2016</i>
<i>Carson Wright</i>	<i>National Music Theatre Awards/Southern AZ Ben Vereen Award—Best Director 2016</i>

CLUBS/ACTIVITIES

<i>Chess Team</i>	<i>State Champions 2016, 2017</i> <i>AIA Region IV Champions</i>
<i>Speech & Debate</i>	<i>State Runner-Up 2016</i> <i>First Place Phoenix Rotary Scholarship Contest 2016</i>
<i>Special Olympics</i>	<i>Team & Individual Gold Medals 2016, 2017</i>
<i>Science Olympiad</i>	<i>State Champions 2016</i>
<i>HOSA</i>	<i>State Champions: Medical Math 2016</i>
<i>VEX Robotic Team</i>	<i>State Runner-Up 2016</i> <i>Winner: Regional Design Award 2016</i>
<i>DECA</i>	<i>Various medals/awards: AZ district competition 2016, 2017</i>
<i>Graphic Design</i>	<i>Runner-Up: Tucson Area High School Graphic Design 2016, 2017</i> <i>Regional Championship 2016</i> <i>Individual Student Awards 2016, 2017</i>
<i>Change of Pace Choir</i>	<i>Superior Rating NAU Jazz/Madrigal Festival 2016, 2017</i>
<i>Women's Silver Choir</i>	<i>Excellent w/Distinction: Fall Chorale Festival 2016, 2017</i> <i>Superior w/Distinction: AzCDA State Festival 2016, 2017</i>
<i>Concert Chorale</i>	<i>Excellent w/Distinction: Fall Chorale Festival 2016, 2017</i> <i>Superior w/Distinction: AzCDA State Festival 2016</i> <i>Superior w/Distinction: AzCDA State Festival 2017</i>
<i>Marching Band</i>	<i>Largest Marching Band in Arizona for 17 years running</i>
<i>Wind Ensemble</i>	<i>Superior w/Distinction: AZ State Concert Festival 2016</i>

<i>Jazz Band/Combo</i>	<i>Superior w/Distinction: AZ State Jazz Festival 2016</i>
<i>Model UN</i>	<i>Multiple students selected for All-State 2016, 2017</i>
<i>Science Olympiad</i>	<i>Individual student award: Outstanding Delegate 2016</i>
<i>Yearbook</i>	<i>State Runner-Up 2017</i>
	<i>Editors won variety of awards including excellence in theme development 2016</i>
<i>Theatre Department</i>	<i>AZ State Thespian Conference (various awards) 2016</i>
	<i>One-Act Performance—Superior 2016</i>
	<i>Solo Musical Theatre— Superior 2016</i>
	<i>Short Film—Superior/Showcase 2016</i>
	<i>Technical Challenge—State Runner-Up 2016</i>
	<i>National Thespian Conference—Chapter</i>
	<i>Select Showcase: “The Boys Next Door”2016</i>

ATHLETICS

<i>Football</i>	<i>League Champions 2016</i>
	<i>League Runner-Up 2017</i>
	<i>Jeff Scurran: League Coach of the Year 2016</i>
	<i>Rhett Rodriguez: League Offensive Player of the Year 2016</i>
<i>Boys Swim & Dive Team</i>	<i>Individual State Champions 2016, 2017</i>
	<i>State Runner-Up 2017</i>
<i>Girls Swim & Dive Team</i>	<i>State 3rd Place 2017</i>
<i>Girls Cross Country</i>	<i>Division II Section II Champions 2016, 2017</i>
	<i>3rd place at Division II State Meet 2016</i>
	<i>2nd place at Division II State Meet 2017</i>
	<i>Individual runners placed top-10 at State Meet 2016, 2017</i>
	<i>Richelle Sandin: State Runner of the Year 2017</i>
<i>Boys Cross Country</i>	<i>Division II Runner-Up 2017</i>
<i>Boys Soccer</i>	<i>Individual First Team Players 2017</i>
<i>Girls Soccer</i>	<i>State Runner-Up 2016</i>
	<i>David Lemon: Div. II Sec. V Coach of the Year 2016</i>
	<i>Olivia Lai: Div. II Sec. V Player of the Year 2016</i>
<i>Girls Tennis</i>	<i>State Runner-Up 2016</i>
	<i>Individual State Champions 2016</i>
	<i>Kristie Stevens: Div. II Coach of the Year 2017</i>
<i>Boys Tennis</i>	<i>State Champions (4 Years in a Row)2014-2017</i>
	<i>Runner-Up: Doubles Championship 2016</i>
	<i>Jeff Bloomberg: AZ Star Coach of the Year 2016</i>
	<i>Individual State Champions 2016, 2017</i>
<i>Boys Basketball</i>	<i>Doug D’Amore Regional Coach of the Year 2017</i>
<i>Boys Golf</i>	<i>State Champions Div. II 2017</i>
	<i>Gavin Cohen Div. II State Champion</i>
<i>Girls Softball</i>	<i>State Champions 2016</i>
	<i>Nicole Conway: Player of the Year 2016</i>