

ACCOUNTABILITY & SITE COUNCIL REPORT 2022-2023

CATALINA FOOTHILLS HIGH SCHOOL

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.

About CFHS

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 Canyon, 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 25+ 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. Newsweek, P21, NICHE, and the Arizona Education Foundation have all called CFHS one of the nation’s best schools. 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 high number of total AP enrollments (1207 in 2018-19), in the high number of AP tests taken (797 in 2019), and the high rate of success on those tests of a 3 or better (83%). CFHS students have been taking the College and Work Readiness Assessment (CCRA), 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 juniors perform well above the average of all the other students taking the CCRA+ 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 2022 was offered \$15 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 Bioscience, Sports Medicine, Theater Production, Graphic Design, Photo Imaging, Media Production, Business Management, Computer Programming, and Engineering. 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 75 state titles and individual championships and been awarded the state's H. A. Hendrickson Overall Excellence Award a remarkable nine times, including this year. 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 -- Model United Nations, HOSA, FFA, DECA, 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

Student Body Total Enrollment as of September 2022:

Grade Level

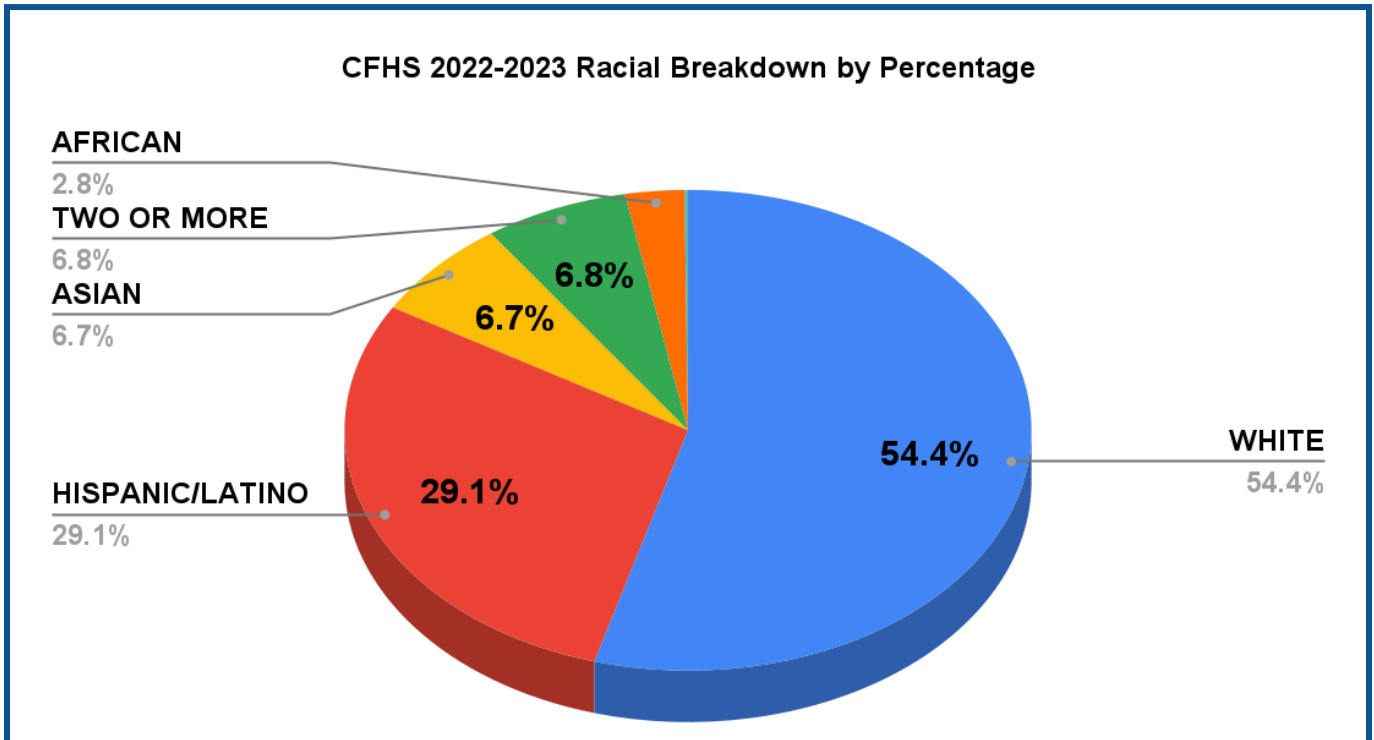
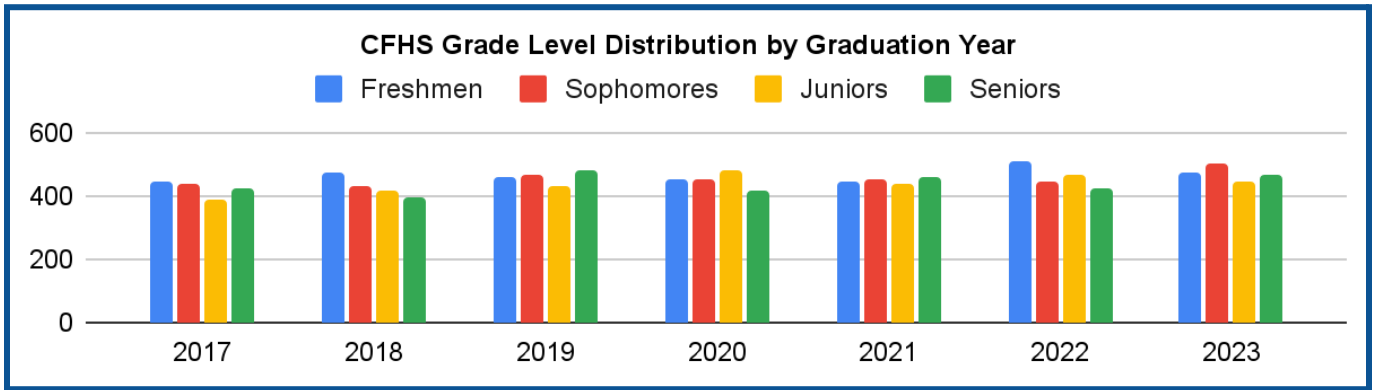
Grade 9 = 474
 Grade 10 = 507
 Grade 11 = 450
 Grade 12 = 466

Ethnicity

54.4% White
 29.1% Hispanic / Latino
 6.7% Asian
 6.8% Two or More
 2.8% Black
 0.2% Native American

Gender

52.3% Male
 47.7% Female



The ACT Results

The ACT is a nationwide college entrance exam containing five subject area tests: Math, Science, English, Reading, and Writing. The ACT assessment is administered to all 11th grade students in the spring semester as a statewide achievement assessment. The data below represents only scores collected during statewide achievement testing.

Each subject area test receives a score between 1-36 (1-12 for Writing) and the composite score is an average of the scores for the four multiple choice sections: Math, Science, English, and Reading. ELA is a composite score of English, Reading, and Writing.

As a site, CFHS scored higher than Arizona and the national average in all subject areas.

CFHS / AZ / National Averages (Mean) Test Scores for The ACT

	COMPOSITE Range: 1-36	Math Range: 1-36	Science Range: 1-36	English Range: 1-36	Reading Range: 1-36	Writing Range: 1-12	ELA Range: 1-36
CFHS SY 2022-2023	21.7	20.7	21.7	21.5	22.5	7.4	21.8
AZ SY 2022-2023	17.6	17.7	17.8	16.7	17.8	6.2	17.3
National SY 2022-2023	20.3	19.9	20.4	19.5	18.8	6.3	18.8

CFHS's scores on The ACT remain consistent between both years of administering the assessment as a statewide achievement assessment.

CFHS Historical Average (Mean) Test Scores for The ACT

CFHS	COMPOSITE Range: 1-36	Math Range: 1-36	Science Range: 1-36	English Range: 1-36	Reading Range: 1-36	Writing Range: 1-12	ELA Range: 1-36
SY 2021-2022	21.7	20.8	22.0	21.4	22.3	7.7	21.7
SY 2022-2023	21.7	20.7	21.7	21.5	22.5	7.4	21.8

Arizona uses 'cut scores' to determine proficiency levels for Arizona's Accountability System in Math and English Language Arts (ELA). Below is a breakdown of the percent of students falling within each proficiency level as described by Arizona's ACT Cut Scores. Although the number of students scoring proficient or higher may seem low, keep in mind that CFHS mean scores outperformed both the state and national averages.

CFHS 'Cut Scores' Distribution for The ACT

	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient	Proficient or Higher
ELA	8.99%	17.97%	41.47%	31.57%	73.04%
Math	19.35%	29.03%	22.12%	29.49%	51.61%

ACT Aspire Results

ACT Aspire measures what students have learned in the areas of English, Reading, Math, Science, and Writing and is aligned to the ACT college readiness benchmarks. ACT Aspire scores predict how a student will perform on the ACT when they reach 11th grade.

Writing ACT Aspire scores were not available as of May 2023, but when comparing CFHS' scores on the multiple choice portions of the exam, CFHS' average score was above the national average in all subject areas.

CFHS vs National Spring 2023 Scores

Subject	CFHS Average Score (Max 460)	National Average Score (Max 460)	CFHS Predicted ACT Score (Max 36)	CFHS Proficiency
Math	426.7	425.2	19.7	Close
Science	427.8	425.7	20.7	Close
English	432.8	428.8	20.8	Exceeding
Reading	426.6	422.5	22.3	Ready
Composite	429	-	21.5	-

CFHS Predicted ACT Score

The ACT organization uses scores from ACT Aspire to predict how they expect students will perform while taking The ACT in two years as Juniors. Below you can see the comparison between Juniors taking the ACT in Spring 2023, and the predicted ACT scores for our Freshmen taking the ACT Aspire in Spring 2023 resulting in a near identical composite score.

Type of Data	Composite	Math	Science	English	Reading
ACT Results from Spring 2023 11th Graders	21.7	20.7	21.7	21.5	22.5
Predicted ACT score for Spring 2023 9th Graders	21.1	19.7	20.7	20.8	22.3





Historical Scores

Below is a comparison of CFHS' ACT Aspire scores over time. While scores did remain steady between Spring 2022 and Spring 2023, CFHS' proficiency level in Math did drop from Ready to Close. It should be noted however that not only has CFHS' mean score outperformed both the state and national averages, this holds true for all measured subgroups of students, including students on an IEP, all races/ethnicities, and gender.

CFHS Year	Composite	Math	Science	English	Reading
Spring 2022	429	428.8	427.9	432.5	426
Spring 2023	428.6	426.7	427.8	432.8	426.6

AzSCI Results

The 2021-2022 school year was the first standard administration of the AzSCI science test.

Mean Scale Score: 1348 Students with Valid Results: 442		Summary by Performance Level	
Scale score range	# of students		
Level 4 (1402-1500) Highly Proficient	58		13%
Level 3 (1350-1401) Proficient	151		34%
Level 2 (1300-1349) Partially Proficient	197		45%
Level 1 (1200-1299) Minimally Proficient	36		8%

The Arizona Department of Education (ADE) determines proficiency levels by comparing students' scores to 'cut scores' which are set by ADE. Using these cut scores, it was determined that **CFHS only had 47%** considered passing (proficient or higher). While the number of CFHS students scoring proficient or higher on the AzSCI has room for improvement, it should be noted that when looking at the **state as a whole, only 24% were considered proficient** or higher.

CCRA+ Results

The College and Career Readiness Assessment (CCRA+) measures critical thinking, analytical reasoning, problem solving, and writing within the context of 'collective outcomes', which are embedded in all CFHS classes. Most schools who offer the CCRA+ are Ivy-League preparatory academies. All CFHS freshmen take the CCRA+ upon entering high school, and again as juniors.

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 (SRQ) make up the second component of the CCRA+. 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 CCRA+ offers an innovative and productive method for assessing student achievement in crucial learning skill sets necessary for the 21st century.

Current Mean CCRA+ Scores

	No. Students Tested	Mean Total CCRA+ Score	CCRA+ Mean Mastery Level	Mean Performance Task Score	Mean SRQ Score
Freshmen in Fall 2022	432	942	Developing	938	946
Juniors in Spring 2023	411	1003	Proficient	998	1008

- The National Mean score for 11th graders in 2022-2023 was 995.

Current CCRA+ Mastery Level Breakdown

	Mean CCRA+ Total Score	Mean Mastery Level	Emerging	Developing	Procient	Accomplished	Advanced
Freshmen in Fall 2022	942	Developing	5%	51%	27%	14%	0%
Juniors in Spring 2022	1003	Proficient	3%	40%	27%	29%	1%

Advanced Placement (AP) Test Results

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 consistently surpasses state and national averages. In Spring 2022, 452 CFHS students took AP tests in 23 subject areas. The end-of-year AP exams reflect students' mastery of the curricular content.

Spring 2022 Advanced Placement Data

SUBJECT	TOTAL EXAMS	CFHS % 3 OR HIGHER	AZ % 3 OR HIGHER	GLOBAL % 3 OR HIGHER	CFHS MEAN	AZ MEAN	GLOBAL MEAN
2-D Art and Design	2	100.0%	88.4%	86.0%	4.00	3.41	3.42
3-D Art and Design	3	0.0%	80.60.%	73.60.%	2.00	3.16	3.12
Biology	34	91.2%	64.5%	67.8%	3.76	3.06	3.10
Calculus AB	56	69.6%	53.8%	55.7%	3.25	2.84	2.91
Calculus BC	38	100.0%	70.4%	77.0%	4.68	3.46	3.68
Chemistry	12	83.3%	54.5%	54.0%	3.67	2.72	2.73
Chinese Language and Culture	1	100.0%	78.4%	86.0%	5.00	3.45	3.94
English Language and Composition	125	75.2%	56.8%	55.7%	3.31	2.87	2.83
English Literature and Composition	46	84.8%	80.0%	77.9%	3.37	3.37	3.31
Environmental Science	10	80.0%	51.2%	53.8%	3.70	2.68	2.79
European History	104	61.5%	68.2%	58.9%	2.99	3.21	2.95
Macroeconomics	60	38.3%	53.5%	51.8%	2.13	2.76	2.72
Music Theory	3	100.0%	68.9%	61.8%	4.00	3.43	3.02
Physics C: Electricity and Magnetism	14	85.7%	80.3%	69.7%	3.79	3.70	3.44
Physics C: Mechanics	14	100.0%	76.0%	73.6%	4.64	3.46	3.42
Research	6	100.0%	88.1%	82.7%	4.33	3.46	3.30
Seminar	14	92.9%	87.3%	82.2%	3.57	3.40	3.19
Spanish Language and Culture	45	97.8%	85.1%	80.9%	3.96	3.60	3.51
Spanish Literature and Culture	12	91.7%	67.0%	64.1%	3.42	2.87	2.91
Statistics	30	96.7%	58.2%	60.4%	4.40	2.81	2.89
United States Government and Politics	79	58.2%	55.4%	48.6%	2.65	2.76	2.58
United States History	121	65.3%	49.0%	48.2%	3.01	2.60	2.57
World History: Modern	6	100.0%	60.4%	62.1%	3.67	2.89	2.96
Total Exams	835	73.3%	-	-	-	-	-

CFHS Advanced Placement Exam Five Year Summary

	2018	2019	2020	2021	2022
Total AP Students	442	526	495	450	735
Number of Exams	797	957	948	835	1093
AP Students with Scores 3+	367	427	347	345	TBD
% of Total AP Students with Scores 3+	83.03%	81.18%	70.10%	76.67%	TBD

Site Council Summary

June 2023

The Catalina Foothills High School (CFHS) Site Council aims to keep stakeholders informed about our school's ongoing efforts for student learning, success, and achievement. We were able to hold our regular in-person meetings this school year and achieved positive outcomes in terms of students and student learning.

Throughout the past school year, the Site Council focused on improving the school community in various areas. These included Student Council, Assessment/Testing Data, the Family Faculty Organization, School-Wide updates, and reviewing documents and data points. The Site Council worked towards building connections between campus adults and the student body, providing academic support, and improving relationships between the school, students, and families. Additionally, the council aimed to prioritize student well-being, student respectful behaviors, and help students to meet their personal and educational goals.

School Updates

Our school principal reported that CFHS now has about the same number of students attending our school this year. The 2021-2022 school year began with 1,858 students. This year 2022-2023 (after the 10 day drop) 1,831 students were enrolled.

Students on the Site Council voiced strong appreciation for what teachers do for the work they do to impact student achievement including social and emotional support. Students and staff seem to have more school spirit and have shown that school spirit by attending more events and functions. The Site Council speculated that remote learning two years ago upset the balance between teacher and student, student to student, and the "normal" school environment. This year was focused on a more active and engaged student body. Although, our site council felt that many CFHS students still had a way to go. They talked again about gaps in learning still evident for some students and personal interactions are still strained for some individuals. Noting that respectful behavior may still be an area of focus.

The student council continued traditions, added events, and promote athletic and social events to raise attendance. They worked hard and found success as the crowds at football games, dances, and homecoming events were larger than the previous school year

There was some discussion this past year regarding standardized testing. Catalina Foothills students are administered testing from State, National, and private sources. Several Council parents reported that students were not as invested in taking standardized tests in the past and were pleased to hear that the school was moving from AzMerit to the ACT testing. Several students on the Council said that, in general, some students expressed a lack of interest in standardized testing. One teacher's perspective was that students should take pride and do their best on anything they put their name on. The Principal asked the students on the Council what they thought the student body's attitude was toward moving to the ACT. It was expressed that many of

our students would be more motivated to know that this was an exam that may be more reliable, valid, and possibly needed for college. They expressed that taking it during school hours makes it better and to take it at CFHS instead of another testing site. Students felt like the best approach would be to have teachers encourage students within their classes and then appeal to students about the impact the test scores have on our school's report card and reputation.

Assessment/Testing Data

In the Spring of 2023, freshmen took the ACT Aspire exam, and juniors took The ACT and AzSCI exams. In addition, the CCRA+, a private DBQ-based test, was administered to our freshmen and juniors. Also, in October, the PSAT was administered to over 400 students. It should be noted that within our discussion on testing at CFHS, many University systems have dropped the requirement for SAT or ACT scores as part of their admission requirements.

When looking at state achievement test scores in which all groups of students are assessed, room for improvement can be seen, especially in the areas of math and science. However, it should be noted that on each of the three state achievement tests, CFHS outperformed both the state, and where applicable, national averages in all subject areas.

Advanced Placement (AP) testing has grown at CFHS. With around 200 more students taking AP exams when compared to the last 4 years. This is primarily due to the addition of the freshmen level AP World History, as well as Computer Science Principles.

Student Council Updates

The Student Council had a very successful year bringing back traditions and creating new events for students to reconnect on campus with others.

- An increase in student participation during spirit weeks was observed.
- Bonfire was observed on a different week than homecoming and was received positively as it avoided having too many activities scheduled in the same week.
- November freshman elections began. Information and packets were given to support adding freshman members for the second semester.
- Members of StudCo attended a conference to hear from speakers and to interact with other StudCo members from around the state, noting a positive experience.
- Met with Marana StudCo to share ideas.
- StudCo visited elementary schools in CFSD for 'reading days'.
- Movie night in the gym was received positively.
- Prom was to be held at Skyline CC with a limit on tickets sold to meet capacity limitations, prioritizing CFHS juniors and seniors over guests.
- Powder Puff football raised \$1400 for The Juvenile Diabetes Research Foundation (JDRF)

Family Faculty Organization Updates

The FFO was active during the past school year, returning the majority of activities and events. Fall Fling was a huge success. Grad Night work continued throughout the year, with this year's theme being 'Men in Black'. The FFO continued to conduct its annual clothing drive to benefit Big Brothers/Big Sisters in November and December. This year the FFO also provided an unofficial practice ACT where students could take the practice test on the weekend, and get feedback through scores, in preparation for The ACT they will take as a state

achievement test in their junior year.

The FFO scheduled speakers for all the general meetings. A few examples of this were:

- Mr Eric Singer CFHS VP and Ms. Everhart CFHS SRO - Campus Safety
- John Vasquez Bedoy, Workforce Unit Coordinator for the Pima County One-Stop Youth Employment Center
- Timothy Puckett In-Home Educational Services, speaking on the timeline and steps of the college application process
- JTED presentation by Robin Larson and Cari Burson
- CFHS Counselor Randie Collier - course selection information
- Bekki Harper principal planner and College Positioning Program

Staff Appreciation, a different event was hosted each month:

- September - served a salad bar lunch
- October - provided candy for staff in the mailrooms on Halloween
- November - served a taco bar lunch
- December - hosted their annual holiday breakfast
- January - served a soup & chili lunch
- February - provided candy for staff in the mailrooms for Valentine's Day
- March - hosted a continental breakfast
- April - hosted lunch - sub sandwiches
- May - hosted the end of the year breakfast
- May - hosted a successful Grad Night for 320 out of 399 seniors.

Review of Documents/Data Points/Areas of Focus

Site Council focused on the following goals to assist with school improvement.

- Continue to provide structures for additional academic support
- More unity as a school
- Teachers/staff working in Collaborative Inquiry Teams (CIT) for schoolwide improvements
- A positive is that overall/as a whole, students are more friendly and outgoing,
- Although see more lack of responsibility
 - Leaving trash
 - Headphones
 - Picking up after yourself and others
- Possible behavior that has continued from Covid?
 - People bolder with speaking their mind or are more demanding; we all need to be reminded of social responsibilities
 - Society has changed, in stores there is entitlement, traffic, etc.
 - Parents can be brazen and this is potentially affecting their kids; conflict
 - Resolution is a problem; not thinking things through

We addressed ideas and strategies for resources we can offer students. Ideas were to enhance resources already in place. Continue after-school Study Cafe, Falcon Academy, math support during the school day (pull out from study hall), an after-school math tutoring. The Study Cafe was organized and supervised by a counselor and support staff member. National Honor Society students signed up to provide tutoring every day

except Friday after school. Weekly communications were sent to parents, and reminders were made during morning announcements each week. Student Council members supported freshmen students during the Falcon Academy. In addition, Esser funds were used to hire certified staff to provide support in math during the day and after school four days each week. Overall this support was well received and used. Some students were required to attend, and others were invited. The before and after-school support was open to all CFHS students.

The Site Council team discussed student respect and behavior, and agreed that more consistent expectations should be established for tardiness and cellphone use. These expectations should be communicated clearly to students and their parents. Teachers should enforce these expectations uniformly across all classes. It was emphasized that consistency is key and that holding students accountable is necessary for the desired change to take place.

We are dedicated to enhancing unity, culture, communication, and climate. To achieve this goal, we prioritize relationship-building. Classroom teachers, counselors, and Advisory all play crucial roles in these efforts. Furthermore, counseling and Amy's classes on digital citizenship help students learn and reflect on their contribution to this objective.

Counselors had an important responsibility in supporting mental health and assisting students experiencing depression and anxiety. Lessons on depression and suicide were taught at every grade level, in addition to the existing health curriculum. The counseling team plans to conduct a new needs assessment to determine the most effective small-group interventions for our students in the future.

According to the counseling department, they conducted ECAP assessments for all grades in the fall. These assessments help students with career planning and include career interest inventories for freshmen, and personality inventories related to careers, colleges, and majors for sophomores and juniors exploring colleges, and future career course pathways. Additionally, seniors received guidance on the college application process, including deadlines and other post-secondary school opportunities.

Transition events for eighth-grade students occurred in January, February, and March. Both the Future Falcon Open House and middle school "Fly-Ins" for incoming students took place. Furthermore, Falcon Shadow Fridays were held in February and March for students new to the district, before and after school hours.

Conclusion

The 2022-2023 academic year was marked by numerous achievements and accomplishments at Catalina Foothills High School. Our students and faculty worked together to identify areas of weakness in learning, and to foster greater unity and respect between students and adults. However, this is an ongoing process, as we continue to address the "reset" in education, particularly for those students who were greatly impacted by the pandemic. Despite these challenges, our students excelled in academics, extracurricular activities, and athletics. The FFO and Student Council organized various events throughout the year, resulting in increased student participation. Additionally, our band participated in the Rose Parade, the choir sang at Carnegie Hall, and many other groups competed at regional, state, and national levels.