

# ACCOUNTABILITY & SITE COUNCIL REPORT 2023-2024

## 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 was founded, 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 ACT and ACT Aspire scores have consistently been above state and national averages. Our school is designed to accommodate students in the number of AP courses as they choose. We offer 26 AP classes and have the recent addition of Computer Science Principles and World History exams. This shows in the high number of total AP enrollments (1096 in 2023), the high number of AP tests taken and the high rate of success on those tests of a 3 or better (52%). The College and Career Readiness Assessment (CCRA+) is taken by our junior students annually. In 2023 or juniors CCRA+ score was 1003 the national average for seniors in 2021 was 995. 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 post-high school choices (94%). Our students earn sizable scholarships yearly because of their merit and attractiveness to post-secondary institutions. The class of 2024 was offered over \$16 million in scholarships. Our former students consistently report 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, 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. Our robust JTED program, fully integrated with our academic program, offers career pathways such as Bioscience, Sports Medicine, Theater Production, Graphic Design, Photo Imaging, Media Production, Business Management, Computer Programming, Engineering, and Early Childhood Education classes. Our special education transition to work 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. We are truly a comprehensive high school because we care about excellence across a spectrum of pursuits. We support an incredible range of extracurricular activities: clubs, sports, and organizations that allow students to thrive in a variety of areas. Despite the relative youth of our school, we have garnered more than 75 state titles and individual championships and have been awarded the state's Arizona Interscholastic Association H. A. Hendrickson Overall Excellence Award a remarkable nine times. Our band program has marched twice in the New York Macy's Day parade and most recently in the 2023 Rose Parade. The band is the largest in the state, which reflects the commitment and passion of our students, teachers, and parent supporters. Our thriving and excellent arts program 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 various clubs -- Model United Nations, HOSA, Science Olympiads, DECA, and Vex Robotics, to name a few. Our library collection contains nearly 27,000 books—including fiction and non-fiction—and offers students access to over 30 databases for research in 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 about what they can do in the classroom while they are here and, more importantly, what they can 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 2023:

## Grade Level

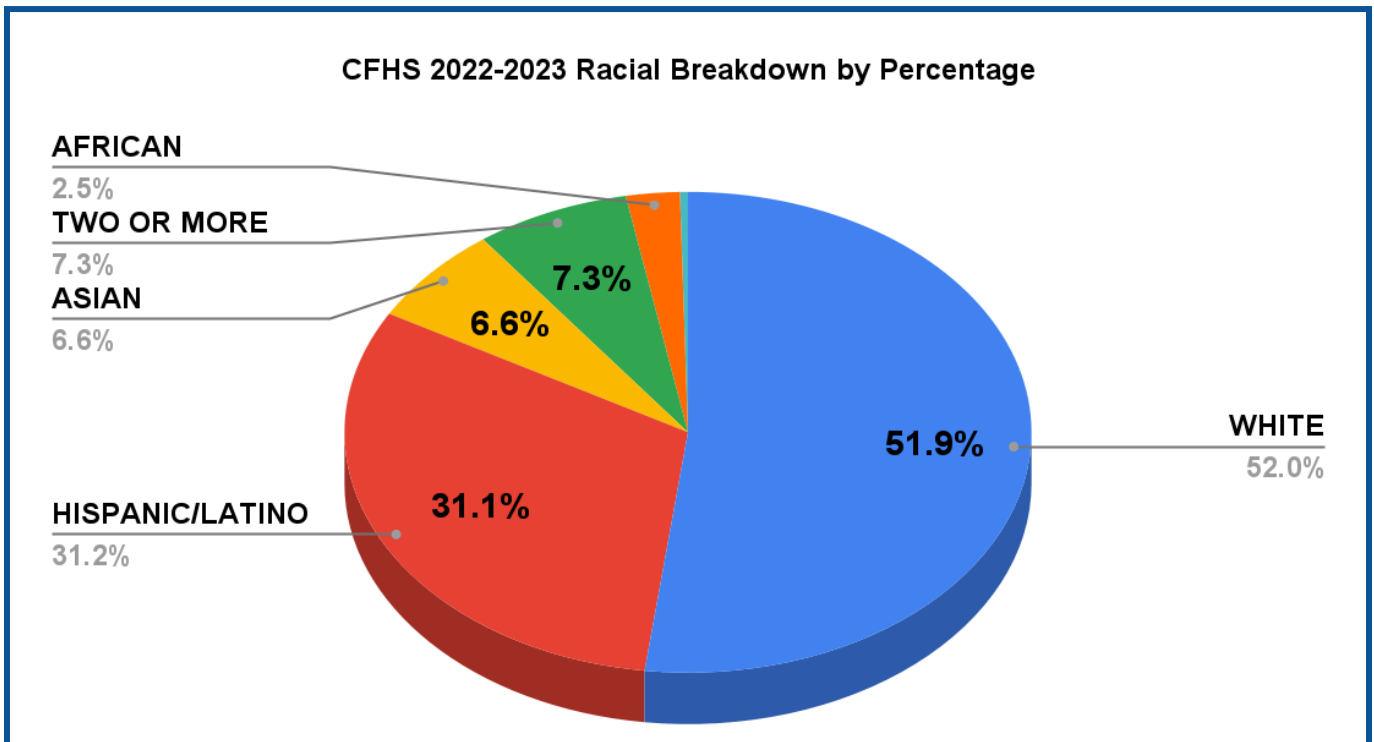
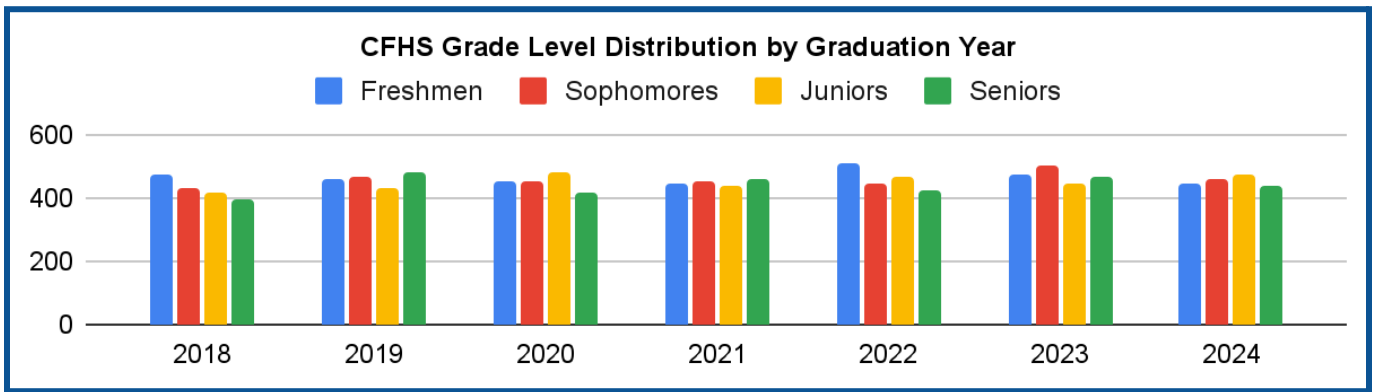
Grade 9 = 445  
 Grade 10 = 459  
 Grade 11 = 475  
 Grade 12 = 437

## Ethnicity

54.4% 51.9  
 31.1% Hispanic / Latino  
 6.6% Asian  
 7.3% Two or More  
 2.5% Black  
 0.4% Native American

## Gender

53.1% Male  
 46.9% Female



# The ACT Results

The ACT is a nationwide college entrance exam containing five subject area tests: Math, Science, English, Reading, and Writing. As a statewide achievement assessment, the ACT assessment is administered to all 11th-grade students in the spring semester. 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.

Section scores on the ACT in Spring 2024 have risen across all subject areas, with the exception of English.

**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 2023-2024	22.0	21.1	21.8	21.5	23.0	7.6	22.0
SY 2022-2023	21.7	20.7	21.7	21.5	22.5	7.4	21.8
SY 2021-2022	21.7	20.8	22.0	21.4	22.3	7.7	21.7

As a site, CFHS scored higher than Arizona and the national average in all subject areas. While CFHS' scores rose in the 2023-2024 school year, national scores fell across the board.

**CFHS / AZ / National Averages 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 2023-2024	22.0	21.1	21.8	21.5	23.0	7.6	22.0
AZ SY 2023-2024	17.6	17.6	17.9	16.7	17.8	6.3	17.1
National*	19.9	19.4	20	19	20.5	6.2	18.3

\*CFHS and AZ scores are based on the mean of all scores of their organization, whereas national data is based on the median of 2021, 2022, and 2023 graduates provided by ACT for comparison of tests taken in school 2023-2024.

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 percentage of students falling within each proficiency level as described by Arizona's ACT Cut Scores. The percentage of students scoring proficient or higher in Spring 2024 compared to Spring 2023 results rose by 5.3% in English and 8.5% in Math.

**CFHS 'Cut Scores' Distribution for The ACT**

CFHS	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient	Proficient or Higher
ELA	9.2%	20.3%	43.1%	35.3%	78.3%
Math	18.7%	29.0%	28.6%	31.6%	60.1%

# 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. CFHS continues to perform better than the national average, as it has done in the past three years. Math scores increased, moving CFHS' proficiency level in math from 'Close' to 'Ready.'

**CFHS vs National Spring 2024 Scores**

Subject	CFHS Average Score (Max 460)	National Average Score (Max 460)	CFHS Predicted ACT Score (Max 36)	CFHS Proficiency
Math	428.9	425.2	21.2	Ready
Science	428.3	425.7	21.1	Close
English	432.2	428.8	20.5	Ready
Reading	425.1	422.5	21.3	Ready
<b>Composite</b>	<b>429</b>	<b>-</b>	<b>21.5</b>	<b>-</b>

## 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 2024 and the predicted ACT scores for our Freshmen taking the ACT Aspire in Spring 2024.

Type of Data	Composite	Math	Science	English	Reading
ACT Results from Spring 2023 11th Graders (Cohort 2025)	22.0	21.1	21.8	21.5	23.0
ACT Aspire predicted ACT results for Spring 2023 9th Graders (Cohort 2027)	21.5	21.2	21.1	20.5	21.3

## Historical Scores

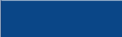



Below is a comparison of CFHS' ACT Aspire scores over the last 3 years the exam has been implemented at CFHS. Math and Science scores from Spring 2024 have surpassed both 2022 and 2023 data. While English and Reading scores have remained mostly consistent, the CFHS proficiency level in Reading dropped from 'Exceeding' to 'Ready.'

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
Spring 2024	428.8	428.9	428.3	432.2	425.1

# AzSCI Results

The statewide achievement test for science is the Arizona Science Test (AzSCI), which measures the 2018 Science Standards.

## Spring 2024 Performance Level Percentages

Mean Scale Score: 1355 Students with Valid Results: 468		Summary by Performance Level	
Scale score range	# of students		
<b>Level 4 (1402-1500)</b> Highly Proficient	<b>78</b>		17%
<b>Level 3 (1350-1401)</b> Proficient	<b>174</b>		37%
<b>Level 2 (1300-1349)</b> Partially Proficient	<b>161</b>		34%
<b>Level 1 (1200-1299)</b> Minimally Proficient	<b>55</b>		12%

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, 54% of CFHS students passed the assessment with a proficient or higher score.

## Historical Percentage of Performance Level of Proficient or Higher

	Spring 2022	Spring 2023	Spring 2024
<b>CFHS</b>	47%	46%	54%
<b>AZ</b>	24%	22%	23%

When comparing Spring 2024 data to that of Spring 2023, the percentage of students who achieved a performance level of proficient or higher grew by 8%. CFHS continues to perform better than the state as a whole with the percentage of CFHS students' performance levels of proficient or higher being over double that of the state of Arizona.

# 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 2023, 647 CFHS students took AP tests in 24 subject areas. The end-of-year AP exams reflect students’ mastery of the curricular content.

## Spring 2023 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*	3						
Biology	34	97.1%	63.5%	64.4%	4.06	3.08	3.04
Calculus AB	37	48.6%	56.5%	58.0%	2.65	2.94	2.99
Calculus BC	50	100.0%	73.6%	78.5%	4.62	3.58	3.75
Chemistry	18	100.0%	66.5%	75.1%	4.06	3.04	3.26
Chinese Language and Culture*	2						
Computer Science A*	6						
Computer Science Principles	70	64.3%	65.9%	62.8%	2.87	2.95	2.89
English Language and Composition	174	78.2%	57.5%	56.1%	3.24	2.87	2.82
English Literature and Composition	26	96.2%	77.5%	77.1%	3.77	3.27	3.26
Environmental Science	12	100.0%	47.3%	53.6%	4.08	2.64	2.79
European History	148	48.0%	66.5%	59.4%	2.67	3.19	2.95
Microeconomics	64	64.1%	60.8%	68.0%	3.02	3.04	3.25
Music Theory*	3						
Physics C: Electricity and Magnetism	11	90.9%	74.7%	70.2%	4.00	3.65	3.49
Physics C: Mechanics	11	100.0%	75.2%	73.5%	4.00	3.43	3.40
Research*	6						
Seminar	10						
Spanish Language and Culture	78	97.4%	85.2%	82.7%	4.12	3.62	3.56
Spanish Literature and Culture*	7						
Statistics	19	94.7%	57.3%	59.9%	4.16	2.81	2.88
United States Government and Politics	77	50.6%	53.2%	49.2%	2.60	2.72	2.59
United States History	135	66.7%	47.7%	47.5%	2.98	2.55	2.54
World History: Modern	93	91.4%	61.3%	64.6%	3.61	2.94	3.04
Total Exams	1094	74.1%	-	-	-	-	-

\* Less than 10 individuals took these exams. Data is omitted from the public to avoid disclosing individuals' scores.

With the implementation of new courses teaching AP content, the number of students taking exams has seen a dramatic increase, with an increase of 197 unique AP students taking a combined total of 261 additional exams compared to spring 2022.

The percentage of students scoring 3 or higher on their AP exams has decreased when compared to spring 2022. A contributing factor to this is the 52% of 148 students in European History who did not achieve a score of 3 or higher. Spring 2022 is the last year European History will be offered at CFHS as a sophomore-level course.

**CFHS Advanced Placement Exam Five-Year Summary**

	2019	2020	2021	2022	2023
<b>Total AP Students</b>	442	526	495	450	647
<b>Number of Exams</b>	797	957	948	835	1096
<b>AP Students with Scores 3+</b>	367	427	347	345	490
<b>% of Total AP Students with Scores 3+</b>	83.03%	81.18%	70.10%	76.67%	74.73%

## Site Council Summary

**June 2024**

The Catalina Foothills High School (CFHS) Site Council aims to inform stakeholders about our school's ongoing efforts for student learning, success, and achievement. In our meetings this year, we again 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 to build connections between campus adults and the student body, provide academic support, and improve relationships between the school, students, and families. Additionally, the council aimed to prioritize student well-being and respectful behaviors and help students meet their personal and educational goals.

### School Updates

Our school principal reported that CFHS now has increased the number of students attending our school this year. In 2021-2022 the school year began with 1,858 students. In 2022-2023 (after the 10 day drop) 1,831 students were enrolled. This year, 2023-2024, after the 10 day drop, we began the year with **1,890** students.

Students on the Site Council voiced strong appreciation for teachers for the work they do to impact student achievement, including social and emotional support. The site council again discussed students' emotional health, compliance and lack of compliance with school rules such as attendance, tardies, cell phones etc. There is still a lack of responsibility that remains and ideas on how to address these were brought forward.



The Student Council continued traditions, added events, and promoted 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. They continued with hosting three dances, pep assemblies, bonfire, blood drive, Powder Puff game, food drives and more. The leadership was strong and they included many groups of students when hosting events.

## **Assessment/Testing Data**

In Spring 2024, freshmen took the ACT Aspire exam, and juniors took The ACT and AzSCI exams.

Advanced Placement (AP) testing has grown at CFHS. With around 200 more students taking AP exams compared to the last 4 years. This year we will have increased the number of students taking exams from years past. We now have additional AP exams: AP Precalculus, and a freshman option for AP World History, and AP Comp Sci Principles and AP Comp Sci. AP Chinese and AP Music Theory have gone up in numbers of students testing

We offered the PSAT exam during the school year again and had just shy of 400 students in 10th and 11th grade. The test shifted to a digital assessment, makes it more adaptive

## **Student Council Updates**

The Student Council had another successful year. A list of activities offered are listed here:

- Bonfire and homecoming were received positively, with strong student participation
- 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.
- StudCo visited elementary schools in CFSD for 'reading days.'
- Movie night was received positively.
- Blood Drives were held each semester
- The Jr. Sr. prom was held at the U of A student Union and attendance was high.
- A special Prom was held on campus for students who chose to attend from the Falcon Community Club.
- Falcon community club (lunch with students with special needs),
- Powder Puff football raised \$1700 for the Special Olympics organization.
- CFHS was chosen to host the convention again - we hosted 6 years ago, and were voted to host again next year - it takes place the third week of school 2024, so preparation is underway.

## **Family Faculty Organization Updates**

The FFO was active during the school year, Fall Fling was a huge success. Grad Night work continued throughout the year, with this year's theme being Carnival. The FFO 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. They conducted fundraising through school spirit wear, brick sales, birthday marquee messages, and direct donations.

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

- Ms. Everhart CFHS SRO - Current law enforcement concerns with students in Pima County
- Artificial Intelligence lead by Teachers Kevin Trube and David Gordon who presented some of their their PD work about AI in the classroom
- “Life after CFHS” - Panel of parents of CFHS alums
- JTED presentation by Robin Larson and CFHS students sharing information about their current JTED classes.
- CFHS Counselor Randie Collier - course selection information
- Jennifer Rollins - Student mental health and how to help them when they need it.

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 over 300 seniors.

## **Review of Documents/Data Points/Areas of Focus**

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

- Reviewed and began the 2024 HS accreditation process.
- Accreditation - working on the areas needed for the report for the accreditation committee; a school-wide survey will be sent to students, staff, and parents and we will share the questions in order for site council members to review the questions and have input and be thinking about any areas not addressed in the survey.
- Accreditation survey - a review of the 2017 Accreditation survey. Given to us from the organization
- Need to use the same survey in order to compare, but possibly this year we can add any questions we feel are missing
- Points to consider:
  - Our population has changed in the last six years, so we may need to shift thinking as a community about how we deliver instruction, deal with discipline, etc.
- *Survey Data- 367 parents, 1061/870 Students, 88 Faculty*
- *Some results to share*
  - The accreditation process for our school, and we’ve been discussing the survey as it is part of the process, and the plan for the school is due in October 2024.
  - 7 different surveys were sent to students, parents and staff to complete.. 367 parents responded, and 88 faculty responded, and out of two surveys 1000 responded to one, and 800

to the other, and so we have some teacher info on classroom environment sorted by things happening in the classroom and what they are doing; now we have info to compare to previous surveys; some similarities of questions; “how do the students feel”, “how do you feel when at work”; different questions for parents/students/faculty; one of the highest ones was respected and supported; this summer the data will be analyzed and then will write up the plan for improvement and info on how we have improved - what we are doing well

School-wide focus areas - Continuation from the 22-23 school year

- Student responsibility and respectful behaviors
- restroom use, cell phones, AI, tardies
- We hosted a “No Hate” assembly with BMX bikers that took place in the fall - positive messages on taking care of mental health and anti-bullying. Students stated it was well received and a fun way to hear the messaging.
- Continued to provide structures for additional academic support
- 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,

We addressed ideas and strategies for resources we can offer students. Ideas of ways to enhance resources already in place. Continue before-school Study Cafe, Falcon Academy, math support during the school day (pull out from study hall), and after-school math tutoring. Weekly communications were sent to parents, and reminders were made during morning announcements each week. National 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 to continue to communicate expectations and enforce school rules is important. These expectations should be communicated clearly to students, teachers, and 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.

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.

The counseling department reported,

- They Completed ECAPs 12, 11, 10, and 9.
- Hosted a college night for parents (FAFSA/Scholarships, In-state apps, Out-of-State apps, MaiaLearning)
- Hosted “Coast to Coast” college night (UC Berkeley, Dartmouth, Northwestern, Princeton, Vanderbilt)
- Guest speaker, Vicki Capin presentation “Parent’s guide to surviving senior year”

- Weekly senior lab (application, post-high school planning help)
- College rep visits - 51 so far, plus 4 upcoming Nov visits (reps have come to CFHS)
- Military rep visits at lunches
- Advertisement of college fairs (TCC College Night, Gregory School, virtual and in-person college fairs in other cities/close states, The College Tour, Tri-U events)
- Counseling Google Classrooms to advertise important information for each grade level
- Study skills lesson in Course Emporium classes
- ACT Practice Test - Sunday, Feb 4, 8:30-1pm CFHS Cafeteria - great opportunity for 10th and 11th graders to practice for the state test in spring for all juniors
- ECAP 9 (week of Jan 29), 10 (week of Feb 12), 11(week of Feb 26)
- Shadow days for out-of-district students, The students can come for a half a day to follow a student's schedule in subject(s) of interest.
- Middle School course selection, high school course selection
- Falcon Fly-ins: Feb 1, Feb 8
- 9-11th grade CFHS College Info Night held Weds March 20 - new format of general session, then breakout groups of 9-10th grade parents/students, and one for 11th grade parents/students; more focus on what students do in MaiaLearning to prepare for post-high school, and timeline for college planning
- ASVAB (Armed Services Vocational Aptitude Battery) was offered to all students
- Course Selection - finishing up with missing course request forms and students with no courses selected in VUE - goal is by April 16 to have all student course selections reviewed and validated by counselors
- Girls State and Boys State selections made
- Two counselors attended the AzSCA (Arizona School Counselors Association) conference in Phx in February
- Held Falcon College & Career Connections event during advisory on Feb 12 - successful event with about 1200 students participating and over 40 guest speaker options
- 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 2023-2024 academic year was marked by numerous achievements and accomplishments at Catalina Foothills High School. Our students and faculty worked together to identify areas of focus to foster greater unity and respect between students and adults. The focus next year will be to write and share the accreditation work with the community and move to a successful completion of this work. We will also look at the work of our CIT teams and data from state assessments to lead us in school improvement efforts. The FFO and Student Council again organized important events throughout the year, resulting in increased student and community participation.