

Catalina Foothills School District



CFSD ASSESSMENT PROGRAM SUMMARY REPORT FOR 2023-2024

December 2024

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Assessment Program Summary Report for 2023-2024

What is the purpose of assessment?

The primary purpose of assessment is to improve student learning. All assessments, including state assessments, provide a way to gather relevant information about student performance and make educational decisions. No single assessment is able to provide a complete picture of student performance or progress. An effective assessment system utilizes different types of assessments to gather multiple pieces of evidence about how students have grown over time and how they are performing relative to a set of standards.

How are our students assessed?

During the school year, CFSD students are assessed through both external and internal assessments to measure achievement and readiness for college and career. Multiple types of assessments are needed to make instructional decisions and monitor student progress toward grade level/course learning goals. They include:

- Classroom- and team-based evaluations of student learning during the learning process and at the conclusion of a defined instructional period.
- District Common Assessments used to measure transfer and cross-disciplinary skills such as critical thinking, problem solving, and communication.
- Standardized norm-referenced and criterion-referenced evaluations of student performance (e.g., large-scale statewide assessments or other external tests).

All students in grades 3-8 and high school (grade 9, 11) participate in statewide assessments (English Language Arts, Math, and Science). Statewide assessments are required by state and federal law (state law: ARS 15-741); federal law: 34 CFR 200.2 Participation in Assessments). Arizona does not have any exemptions from participating in these assessments. All assessments are administered online.

Clarifications Regarding Presentation of Student Data

The Arizona Department of Education (ADE) omits state achievement data in cases where including the data could risk a student's anonymity, such as if a group size is too small or if all or most members of a group perform at the same level. CFSD extends this same consideration to all assessments in this report.

Performance data will be omitted or represented differently if:

- the size of the group is 10 or fewer students. In which case the data will be omitted
- all students in the group score at the same performance level (such as 0% or 100%). Depending on the test and number of students represented, rates for student performance data in a range approaching 0% or 100% may be represented with a range instead (such as >93%)

Report Focus for 2024

The focus of this year's assessment report is primarily on student achievement results from the spring 2024 state test administration. We recognize these assessments are only one indicator at a given point in time. However, their purpose is to measure performance in the state standards. The results provide a large-scale common set of data that we can use with other data sources to identify in the short- and long-term where the schools need to support the academic needs of our students. For example, we continue to analyze test results (proficiency and growth) in the aggregate, but also by disaggregated subgroups.

Disaggregating subgroup data at the district level is only the first step in identifying trends and patterns related to the performance levels of subgroups of students. To make this data actionable, a multi-layer analysis of cause-and-effect data are needed as well as an examination of individual student data and the variables that may impact learning (e.g., absenteeism, discipline, mobility). This type of analysis is best completed at the school level so that teachers and administrators can work collaboratively to identify students and determine what programs, services, and interventions, and at what intensity, need to be implemented to improve learning results.

Additional, performance data for additional standardized testing at the 9-12 grade levels is analyzed as cut score data for these assessments are partially involved in the College and Career Readiness indicator (CCRI) which is a one component utilized in high school A-F letter grade determination.



Statewide Achievement Testing Overview

What are the different state assessments that students will take?

- Arizona’s Academic Standards Assessment (AASA) – ELA and Math (grades 3-8)
- Arizona’s Science Assessment (AzSCI) – Science (grades 5, 8, 11)
- ACT Aspire – English, Math, Reading, Science, Writing (grade 9)
- ACT – English, Math, Reading, Science, Writing (grade 11)

Students with significant cognitive disabilities and an Individual Education Program (IEP) may be eligible to participate in an alternate assessment (Multi-State Alternate Assessment [MSAA]) that measures performance in English Language Arts, Math, Science. It is designed to have specific supports such as simplified language, pictures to support reading passages, and statements reminding students what the question is about. This assessment is administered one-on-one (a teacher and a student).

In addition to statewide achievement tests at applicable grade levels, English Language Learners (ELs) are assessed to demonstrate progress toward English language development. The Arizona English Language Learner Assessment (AZELLA) is a standards-based assessment that measures students’ English language proficiency. Students’ proficiency scores determine appropriate placement for instruction. Students who have been placed into an English language learner program will also take the AZELLA reassessment once per year until they achieve proficiency, and then are monitored for two years.

State Achievement Test Data Sources

CFSD’s state achievement data represented in this report comes from data sets created by the Arizona Department of Education (ADE) and provided to districts or the public. These data sets include:

- State Assessment Public Files - found on azed.gov/accountability-research/data
- District’s ‘Static File’ containing individual student proficiency, growth, and demographics
- Assessment specific reports provided to districts
- ACT’s success.act.org (as part of ADE’s state achievement testing contract)

Additionally, unless otherwise specified, state achievement data included in this report only include Full Academic Year (FAY) students as these are the primarily the groups of students utilized for state accountability purposes.

State Achievement Test Participation Rates

The federal Every Student Succeeds Act (ESSA) requires that 95 percent of students participate in state assessments in grades 3-8 and at least once in high school. CFSD had high participation rates for the Spring 2024 state achievement tests. Participation rates for state achievement testing are displayed in Table 1. All schools tested well above the required 95% tested participation rate.

Table 1. Spring 2024 Achievement Test Participation Rates						
Canyon View	Manzanita	Sunrise Drive	Ventana Vista	Esperero Canyon	Orange Grove	Catalina Foothills High School
99.08%	99.68%	100.00%	100.00%	99.12%	99.32%	99.26%

State Achievement Test Performance Levels

Proficiency on statewide achievement tests is a component of determining A-F Letter Grades for K-12 schools. Student performance on AASA, AzSCI, and The ACT is reported through four performance levels, which are assigned based on ‘cut scores’ set by the Arizona Department of Education (ADE).

The performance levels delineate the knowledge, skills, and practices that students are able to demonstrate. Students who score at the (1) Minimally Proficient or (2) Partially Proficient levels are likely to need support to be ready for the next grade or course. Students who score at the (3) Proficient or (4) Highly Proficient levels are likely to be ready for the next grade or course.

Not Passing		Passing	
Level 1 Minimally Proficient	Level 2 Partially Proficient	Level 3 Proficient	Level 4 Highly Proficient

Percent passing is calculated utilizing the number of students achieving (3) Proficient and (4) Highly Proficient. Each school annually examines overall and individual student scores in order to develop strategies and interventions to increase the academic success of students.

State Achievement Testing Growth Categories

Year-to-year student growth, as demonstrated through statewide achievement tests, is a component of determining A-F Letter Grades for K-12 schools. Students taking AASA and The ACT are assigned a Student Growth Percentile (SGP) describing their growth compared to other students with similar scores on their previous state achievement test (academic peers).

For instance, students across the state who score a similar score on their Grade 6 ELA test are then compared to each other after taking their Grade 7 ELA test. A student who has an SGP of 40 scored better than 40% of their “similar score” Grade 6 ELA peers on the Grade 7 ELA.

Students’ growth percentiles are then categorized into three growth categories.

SGP 1-33	SGP 34-66	SGP 67-99
Level 1 Low Growth	Level 2 Average Growth	Level 3 High Growth
Reported Growth Categories		

As part of the calculation of A-F Letter Grades, schools earn points for students who demonstrate Average or High Growth. As such, growth data in this report shows the total percentage of students demonstrating (2) Average Growth or (3) High Growth.

Disaggregation of State Achievement Test Data by Subgroup

The federal Every Student Succeeds Act (ESSA) requires states to disaggregate testing data for accountability purposes for the following subgroups:

- Race/ethnicity
- Gender
- Socioeconomic status
- Disability
- English learners

ESSA also added the subgroups below for data reporting, but not accountability purposes:

- Homeless status (McKinney-Vento)
- Students with a parent in the military
- Students in foster care

This breakdown brings focus to the performance of low-achieving groups of students in order to identify gaps in learning and reveals trends in achievement and behavior.

In this report, if a particular subgroup is not represented in a given table, the omission is to protect student anonymity. If applicable, subgroup omissions will be listed below a given data set with the exception of the following subgroups that are not represented on any tables in this report as CFSD does not have enough students in these subgroups to allow reporting of performance.

Subgroups not represented in this report due to low subgroup size (10 or fewer students) in CFSD:

- Homeless / McKinney-Vento
- Foster
- American Indian or Alaska Native
- Native Hawaiian or Pacific Islander

AASA

Statewide Achievement Assessment (Grades 3 - 8)

About AASA

Arizona's Academic Standards Assessments (AASA) is utilized to measure proficiency of the English Language Arts (ELA) and Mathematics standards at grades 3-8. The assessment is aligned to the Arizona English Language Arts and Mathematics Standards adopted in 2016, which are the most current standards available. Spring 2022 was the first test administration of the AASA, replacing former statewide achievement assessments, AzM2 and AzMERIT. Although the name of the achievement tests has changed over time, the types of test items have not.

AASA is a computer-based assessment that measures critical thinking skills in the context of academic content. It includes different types of questions, including items that have multiple steps. Students are asked to apply their knowledge and skills to address real-world problems. In English Language Arts, students have to apply their research and writing skills. In Math, students solve complex problems and then describe and defend their reasoning. A writing performance task is included at every tested grade level.

Students in grade 3 are additionally assessed on an Oral Reading Fluency (ORF) component of AASA and is utilized as assessment of the Move On When Reading (MOWR) cut score/indicator. As part of the MOWR legislation (ARS 15-701), third-grade students who fail to reach the MOWR cut score on the reading portion of the third-grade statewide English Language Arts (ELA) exam are candidates for retention.

AASA is administered as a computer based test with the assessment including multiple-choice questions, short answer questions, and performance tasks that gauge students' understanding and application of concepts.

Test sections include:

- 2 Reading Units
- 1 Writing Unit
- 1 Oral Reading Fluency (ORF) Unit [grade 3 only]
- 2 Math Units

Reported AASA ELA data is a combination of results of both the reading and writing units.



AASA Proficiency Data - English Language Arts (ELA)

		AASA ELA Passing Rates			
Grade Levels		CFSD 2021-2022	CFSD 2022-2023	CFSD 2023-2024	Arizona 2023-2024
	3rd Grade	66%	69%	70%	39%
	4th Grade	79%	75%	79%	46%
	5th Grade	67%	71%	69%	38%
	6th Grade	58%	69%	74%	43%
	7th Grade	62%	66%	66%	41%
	8th Grade	62%	63%	63%	35%
All Students / Grades 3-8		66%	69%	71%	
Subgroups (Grades 3-8 Combined)		CFSD 2021-2022	CFSD 2022-2023	CFSD 2023-2024	
	Female	71% (782)	72% (780)	74% (805)	
	Male	61% (652)	66% (716)	68% (689)	
	Military	69% (37)	79% (44)	83% (24)	
	Income Eligibility 1 and 2	40% (120)	46% (146)	51% (179)	
	Limited English Proficient	27% (16)	16% (10)	17% (8)	
	Students with Disabilities	17% (39)	23% (51)	22% (51)	
	Asian	72% (86)	77% (88)	84% (93)	
	Black or African American	41% (12)	48% (12)	68% (15)	
	Hispanic or Latino	53% (321)	59% (347)	59% (346)	
	Two or More Races	79% (136)	74% (136)	79% (145)	
	White	70% (874)	73% (905)	74% (889)	

Note:
To illustrate each subgroup's size, the number in parenthesis indicates the number of students in the subgroup who passed the assessment.

Table 2 shows the passing rate (proficient or higher) of grade 3-8 students and subgroups in English Language Arts over three years. Notable findings include:

- The percent passing for “All Students in Grades 3-8” is 71%, a 5% increase over two years.
- Both gender groups have increased passing rates over three years, with females having outperformed males by at least 6% each year.
- Asian, Female, Military, Two or More Races, and White subgroups had a higher passing rate than overall average for CFSD in 2023-2024.
- Male, Military, Income Eligible, Asian, Black/African American, and White subgroups’ passing rates improved in 2022-2023, and then improved further in 2023-2024. This is also true for CFSD’s overall passing rate.
- All grades and subgroup passing rates improved or maintained when compared to 2022-2023, with the exception of 5th Grade, which decreased 2%, and Students with Disabilities, which decreased 1%.
- CFSD’s 2023-2024 percent passing rates were at least 25 percentage points higher than the state average across all grade levels.

AASA Growth Data - English Language Arts (ELA)

		AASA ELA Average/High Growth Rates		
Grade Levels		CFSD 2021-2022	CFSD 2022-2023	CFSD 2023-2024
	4th Grade	83%	77%	82%
	5th Grade	68%	78%	75%
	6th Grade	64%	62%	68%
	7th Grade	80%	67%	69%
	8th Grade	75%	74%	77%
All Students / Grades 4-8		74%	71%	74%
Subgroups (Grades 4-8 Combined)		CFSD 2021-2022	CFSD 2022-2023	CFSD 2023-2024
	Female	77%	74%	75%
	Male	71%	68%	73%
	Military	74%	67%	87%
	Income Eligibility 1 and 2	68%	69%	71%
	Limited English Proficient	75%	63%	68%
	Students with Disabilities	60%	70%	66%
	Asian	78%	81%	80%
	Black or African American	85%	71%	94%
	Hispanic or Latino	70%	69%	71%
	Two or More Races	79%	74%	78%
	White	75%	71%	74%

Note: There is no growth data for Grade 3 as there is no prior year test for comparison.

Table 3 shows the rate of students demonstrating average or high growth, in grades 4-8 and subgroups, in English Language Arts (ELA) over three years. Notable findings include:

- The Black/African American and Military subgroups demonstrated the largest increase in their average/high growth rate from 2022-2023 to 2023-2024:
 - Black/African American - rose 23%
 - Military - rose 20%
- Average/High growth rates increased in all grade levels and subgroups from 2022-2023 to 2023-2024, with the following exceptions:
 - 5th grade - dropped 3%
 - Students with Disabilities - dropped 4%
 - Asians - dropped 1%
- Grades and subgroups demonstrating an average/high growth rate of 75% or higher include, grades 4, 5, and 8, along with the Female, Military, Asian, Black/African American, and Two or More Races subgroups.

AASA Proficiency Data - Mathematics

		Math Passing Rates			
Grade Levels		CFSD 2021-2022	CFSD 2022-2023	CFSD 2023-2024	Arizona 2023-2024
	3rd Grade	63%	71%	69%	43%
	4th Grade	68%	60%	64%	36%
	5th Grade	65%	59%	57%	33%
	6th Grade	59%	59%	53%	30%
	7th Grade	45%	58%	57%	30%
	8th Grade	51%	48%	54%	28%
All Students / Grades 3-8		59%	59%	59%	
Subgroups (Grades 3-8 Combined)		CFSD 2021-2022	CFSD 2022-2023	CFSD 2023-2024	
	Female	56% (623)	55% (601)	56% (618)	Note: To illustrate each subgroup's size, the number in parenthesis indicates the number of students in the subgroup who passed the assessment.
	Male	61% (653)	63% (682)	62% (640)	
	Military	61% (33)	68% (38)	76% (22)	
	Income Eligibility 1 and 2	32% (95)	33% (107)	35% (124)	
	Limited English Proficient	33% (20)	23% (14)	17% (8)	
	Students with Disabilities	23% (53)	19% (42)	19% (45)	
	Asian	77% (93)	78% (88)	83% (92)	
	Black or African American	31% (9)	20% (5)	36% (8)	
	Hispanic or Latino	44% (265)	44% (262)	44% (256)	
	Two or More Races	71% (122)	69% (126)	69% (127)	
	White	63% (782)	64% (796)	64% (769)	

Table 4 shows the passing rate (proficient or higher) of grade 3-8 students and subgroups in Math over three years. Notable findings include:

- The percent passing for “All Students in Grades 3-8” is unchanged over the last three years.
- Males’ passing rate has been at least 5% higher than Females over three years. This is the reverse compared to Females performing better than Males in ELA as described on Table 9.
- Both gender groups have increased passing rates over three years, with females having outperformed males by at least 6% each year.
- 8th Grade, along with Military, Asian, and Black/African American subgroups saw an increase of at least 5% from 2022-2023 to 2023-2024
- Limited English Proficient students saw the largest drop over 3 years, dropping 16% from 2021-2022 to 2023-2024.
- CFSD’s 2023-2024 percent passing rates were at least 23 percentage points higher than the state average across all grade levels.

AASA Growth Data - Mathematics

Table 5		AASA Math Average/High Growth Rates		
Grade Levels		CFSD 2021-2022	CFSD 2022-2023	CFSD 2023-2024
	4th Grade	73%	73%	73%
	5th Grade	76%	65%	77%
	6th Grade	75%	74%	70%
	7th Grade	80%	74%	75%
	8th Grade	71%	74%	67%
All Students - Grades 4-8		75%	72%	72%
Subgroups (Grades 4-8 Combined)		CFSD 2021-2022	CFSD 2022-2023	CFSD 2023-2024
	Female	74%	71%	71%
	Male	77%	73%	73%
	Military	81%	72%	65%
	Income Eligibility 1 and 2	72%	70%	70%
	Limited English Proficient	72%	69%	64%
	Students with Disabilities	65%	62%	66%
	Asian	82%	76%	82%
	Black or African American	71%	57%	88%
	Hispanic or Latino	72%	71%	70%
	Two or More Races	80%	72%	75%
	White	76%	73%	72%

Note: There is no growth data for Grade 3 as there is no prior year test for comparison.

Table 5 shows the rate of students demonstrating average or high growth, in grades 4-8 and subgroups, in Math over three years. Notable findings include:

- The Black/African American subgroup demonstrated the largest increase in their average/high growth rate, increasing by 31% from 2022-2023 to 2023-2024. 5th Grade demonstrated the second highest increase, increasing 12% from 2022-2023 to 2023-2024.
- Average/High growth rates decreased by 5% or more in grade 8 along with the Military and Limited English Proficient subgroups.
- Grades and subgroups demonstrating an average/high growth rate of 75% or higher include, grades 5 and 7, along with the Asian, Black/African American, and Two or More Races subgroups.
- When comparing 2021-2022 to 2023-2024, average/high growth rates decreased in most subgroups over this period, with the exception of Students with Disabilities (+1%), Asian (+0%), and Black/African American (+17%).

AzSCI

Statewide Achievement Assessment (Grades 5 | 8 | 11)

About AzSCI

The Arizona Science Assessment (AzSCI), serves as the statewide achievement test for measuring science proficiency among Arizona students. Administered to students in grades 5, 8, and 11, AzSCI is designed to evaluate their understanding of scientific concepts in a comprehensive manner. The assessment is computer-based and aligned with the Arizona Science Standards that were adopted in 2018, ensuring that the test reflects current educational priorities and expectations in science education.

AzSCI utilizes a three-dimensional approach to test item development, which incorporates Science and Engineering Practices, Crosscutting Concepts, and the ten Core Ideas of science. The Science and Engineering Practices focus on what students do to make sense of scientific phenomena, while Crosscutting Concepts provide a framework through which students analyze and interpret information. The ten Core Ideas encompass essential principles across Life, Physical, and Earth and Space Science, allowing for a well-rounded evaluation of student knowledge. This structure encourages students to engage in inquiry-based learning, emphasizing the application of their skills and understanding in real-world contexts.

The results of the AzSCI assessment not only measure individual student performance but also provide valuable insights for educators. By analyzing these results, schools can identify strengths and weaknesses within their science programs and make data-driven decisions to enhance instruction. Furthermore, the emphasis on a multidimensional framework in AzSCI ensures that educators are equipped to teach science in a way that is relevant and engaging for students, fostering a deeper understanding of scientific principles that are essential for their future academic and career success.

AzSCI is administered as a computer based test with the assessment including multiple-choice questions, short answer questions, and performance tasks that gauge students' understanding and application of concepts. The test consists of 3 units taking approximately 60-90 minutes each.

Schools can receive bonus points towards their A-F Letter Grade based on their passing rate (proficient or higher) compared to the state passing average.



AzSCI Proficiency Data

		AzSCI Passing Rates			
Grade Levels		CFSD 2021-2022	CFSD 2022-2023	CFSD 2023-2024	Arizona 2023-2024
	5th Grade	55%	75%	69%	34%
	8th Grade	48%	52%	56%	27%
	11th Grade	47%	46%	54%	23%
All Students - Grades 5 8 11		50%	57%	59%	
Subgroups (Grades 5, 8, and 11 Combined)		CFSD 2021-2022	CFSD 2022-2023	CFSD 2023-2024	
	Female	47% (262)	55% (307)	55% (325)	
	Male	53% (319)	59% (360)	63% (367)	
	Military	67% (16)	67% (12)	88% (14)	
	Income Eligibility 1 and 2	33% (53)	27% (48)	35% (75)	
	Limited English Proficient	10% (2)	13% (4)	16% (3)	
	Students with Disabilities	16% (17)	20% (19)	21% (23)	
	Asian	54% (37)	49% (37)	72% (41)	
	Black or African American	46% (13)	33% (6)	46% (6)	
	Hispanic or Latino	40% (133)	42% (136)	43% (144)	
	Two or More Races	47% (36)	71% (61)	69% (70)	
	White	56% (362)	65% (424)	65% (428)	

Note:
To illustrate each subgroup's size, the number in parenthesis indicates the number of students in the subgroup who passed the assessment.

Table 6 shows the passing rate (proficient or higher) of subgroups and grade 3, 8, and 11 students on AzSCI over three years. Notable findings include:

- When comparing 2022-2023 to 2023-2024, 8th and 11th grade passing rates increased by 4% and 8% respectively. Grade 5 passing rates decreased 6%, but maintain a passing rate that is higher than both 8th and 11th grade.
- Other than the Two or More Races subgroup, all other subgroups maintained or improved their passing rate from 2022-2023 to 2023-2024, with Asian and Military subgroups showing an over 20% increase.
- Male, Limited English Proficient, Students with Disabilities, Asian, and Hispanic/Latino subgroups each showed an increase to their passing rate across each year from 2021-2022 to 2023-2024.
- Male, Military, Asian, Two or More Races, and White are the subgroups with a 2023-2024 passing rate that is higher than the combined CFSD passing average of 59%.
- CFSD's 2023-2024 percent passing rates were at least 29 percentage points higher than the state average across all grade levels. In other words, CFSD's passing in 2023-2024 was double the state average across each grade level.

ACT Aspire

Statewide Achievement Assessment (Grade 9)

About ACT Aspire

ACT Aspire is administered to students in grade 9 by cohort. ACT Aspire measures what students have learned in the areas of English, Reading, Math, Science, and Writing, focusing on skills necessary for college and career readiness. ACT Aspire is administered to students in grade 9 (by cohort) and student scores act as a measurement tool to predict how a student will perform on the ACT when they reach grade 11, providing a valuable tool for predicting students' preparedness for higher education and future workforce demands.

ACT Aspire is not utilized for the proficiency or growth components of school accountability. It is instead utilized in awarding bonus points for participation in a school's letter grade calculation. Schools may earn up to 3 bonus points if their percentage tested is greater than or equal to 95%.

About ACT Aspire Readiness Benchmarks

As ACT Aspire scores are not utilized for the proficiency component of state accountability, the Arizona Department of Education has not implemented proficiency level cut scores as utilized on the other state achievement assessments (AASA, AzSCI, & The ACT).

Instead, ACT Aspire scores are categorized into ACT's Readiness Benchmarks, which are utilized to indicate if students will likely be successful in common first-year college courses, assuming average academic growth through high school. Students meet ACT's Readiness Benchmarks if they score in the (3) Ready or (4) Exceeding level.

ACT Aspire Readiness Benchmarks

Not Yet Met Readiness Benchmark		Met Readiness Benchmark	
Level 1 In Need of Support	Level 2 Close	Level 3 Ready	Level 4 Exceeding

ACT Aspire Data Clarifications

1. Unlike the data provided in this report for other state achievement assessments, the provided data ACT Aspire includes data for all students tested, not just Full Academic Year (FAY) students.
2. ACT Aspire contains some composite reporting categories:
 - a. ELA data is a composite of Reading, English, and Writing sections.
 - b. STEM data is a composite of Math and Science sections.

ACT Aspire Meeting Benchmarks Data

Table 7

Subject Area	Met Benchmark Rates			Arizona 2023-2024	National 2023-2024
	CFSD 2021-2022	CFSD 2022-2023	CFSD 2023-2024		
English	78%	80%	78%	48%	61%
Reading	63%	63%	59%	31%	43%
ELA	68%	71%	65%		
Science	49%	44%	49%	19%	35%
Math	54%	47%	55%	25%	38%
STEM	33%	22%	30%		

Note: ELA is a composite of English, Reading and Writing and STEM is a composite of Science and Math sections.

Table 8

Subgroups	ELA - Met Benchmark Rates			Math - Met Benchmark Rates		
	CFSD 2021-2022	CFSD 2022-2023	CFSD 2023-2024	CFSD 2021-2022	CFSD 2022-2023	CFSD 2023-2024
Female	72% (170)	75% (176)	69% (140)	53% (127)	44% (104)	53% (107)
Male	65% (163)	67% (143)	61% (142)	55% (140)	51% (112)	57% (134)
Income Eligibility 1 and 2	39% (34)	50% (36)	36% (38)	34% (30)	32% (23)	22% (23)
Students with Disabilities	28% (10)	31% (9)	22% (8)	8% (3)	10% (3)	8% (3)
Asian	72% (46)	71% (36)	82% (36)	72% (46)	59% (30)	82% (36)
Black or African American	30% (6)	61% (23)	54% (15)	25% (5)	42% (16)	36% (10)
Hispanic or Latino	57% (85)	53% (67)	48% (68)	42% (63)	35% (45)	37% (53)
Two or More Races	60% (111)	59% (92)	53% (90)	46% (86)	38% (60)	42% (72)
White	70% (306)	72% (281)	66% (254)	54% (240)	47% (184)	54% (212)
All Students	68%	71%	65%	54%	47%	55%

Note: Military and Limited English Proficient students are removed due subgroup size being 10 or less. This is in addition to the omitted subgroups described on page 6.

Table 7 shows the percent of students meeting the ACT Aspire readiness benchmarks in each subject area over three years. Table 8 shows the percent of students in subgroups meeting the ACT Aspire readiness benchmarks in ELA and math over three years. Notable findings include:

- The percent meeting the benchmark in ELA in 2023-2024 for Females, Males, Income Eligible, Students with Disabilities, Hispanic/Latino, Two or More Races, and White subgroups are at a three year low, along with the ELA percent met average for All Students.
- The percent meeting the benchmark in Math improved from 2022-2023 to 2023-2024 in the Female, Male, Asian, Hispanic/Latino, Two or More Races, and White subgroups, along with the Math percent met average for All Students.
- Asians are the only subgroup whose percent meeting the benchmark is at a three year high in both ELA and Math.
- CFSD's 2023-2024 percent of students meeting the benchmark exceed the state average by at least 28%, and the national average by at least 14% in English, Reading, Science, and Math.

The ACT

Statewide Achievement Assessment (Grade 11)

About ACT Aspire

The American College Test (ACT) is a national college entrance exam with five subject area tests: Math, Science, English, Reading, and Writing. While utilized as a national college entrance exam, The ACT doubles as a state achievement assessment administered to students in their junior year of high school. Designed to evaluate critical thinking and problem-solving skills, the ACT provides colleges with a comprehensive view of a student’s academic abilities. With its focus on real-world skills and knowledge, the ACT aims to help students demonstrate their potential for success in higher education.

The state achievement test version of The ACT is administered as a computer based test. As a state achievement test in Arizona, the writing portion of the test is required for determining students' English Language Arts (ELA) score. CFSD data in this report does not include scores for students taking The ACT privately; all included CFSD score data is from students taking The ACT as a state achievement test.

ACT Subject Area Scores

Table 9

Score Range	Subject Area	CFSD 2021-2022	CFSD 2022-2023	CFSD 2023-2024	Arizona 2023-2024	National Current
1-36	English	21.4	21.5	21.5	16.7	18.7
1-36	Reading	22.3	22.5	23.0	17.8	20.2
1-12	Writing	7.7	7.4	7.6	6.3	6.1
1-36	ELA	21.7	21.8	22.0	17.1	17.8
1-36	Science	22.0	21.7	21.8	17.9	19.7
1-36	Math	20.8	20.7	21.1	17.6	19.1
1-36	STEM	21.6	21.4	21.7	18.0	19.7
1-36	Composite	21.7	21.7	22.0	17.6	19.6

Note 1: ELA is a composite of English, Reading and Writing sections | STEM is a composite of Science and Math sections.

Note 2: National scores use a combination of scores from state achievement tests and from national testing dates. Additionally the national score displayed is a combination of ACT scores from graduates of cohort 2022 through 2024 across the nation.

Source: <https://www.act.org/content/act/en/products-and-services/the-act/scores/national-ranks.html>

Table 9 shows the average score subject and composite scores on The ACT over three years. Notable findings include:

- CFSD’s 2023-2024 scores in all subject areas and composite scores have increased over three years, with the exception of Science which was slightly higher in 2021-2022.
- CFSD’s average scores exceed Arizona’s average scores in all subject areas and composites. The lowest difference of 3.5 occurred in Math, with the highest difference of 5.2 occurring in Reading. While CFSD’s writing score is higher than the state, it uses a different score range.
- CFSD’s average scores exceed the national current score data provided by ACT.
 - CFSD and all Arizona schools must test all 11th grade students, whether a student would need to take a college entrance exam or not.
 - Not all states utilize The ACT as a state achievement test, so the national average includes students who voluntarily test.

ACT Proficiency Data - English Language Arts and Math

Table 10

Subgroups	English Language Arts (ELA)				Mathematics			
	CFSD 2021-2022	CFSD 2022-2023	CFSD 2023-2024	Arizona 2023-2024	CFSD 2021-2022	CFSD 2022-2023	CFSD 2023-2024	Arizona 2023-2024
Female	76% (146)	81% (160)	72% (160)	44%	54% (104)	47% (92)	48% (107)	29%
Male	69% (164)	67% (154)	73% (176)	37%	63% (151)	57% (130)	62% (150)	35%
Income Eligibility 1 and 2	67% (40)	51% (31)	48% (51)	26%	52% (32)	30% (18)	33% (35)	18%
Students with Disabilities	25% (6)	19% (4)	33% (10)	15%	16% (4)	<10%	<10%	11%
Asian	70% (19)	82% (28)	77% (20)	75%	81% (22)	65% (22)	73% (19)	71%
Hispanic or Latino	66% (82)	61% (81)	59% (86)	28%	47% (59)	34% (45)	43% (62)	20%
Two or More Races	87% (20)	90% (28)	83% (29)	51%	61% (14)	71% (22)	63% (22)	41%
White	76% (181)	78% (169)	79% (198)	58%	64% (152)	59% (128)	60% (150)	48%
All Students	72%	74%	73%	40%	59%	52%	56%	32%

Note 1: Military, Limited English Proficient and Black/African American are removed due subgroup size being 10 or less. This is in addition to the omitted subgroups described on page 6.

Note 2: To protect student performance anonymity, any percentages under 10% are reported as <10%.

Table 10 shows the passing rate (proficient or higher) on The ACT over three years. Notable findings include:

- For both ELA and Math, Asians, Two or More Races, and White subgroups in 2023-2024 had a passing rate higher than the passing rate of All CFSD Students.
- Female ELA passing rates in 2023-2024 dropped 9% compared to 2022-2023, lowering their passing rate to 72%. Male passing rates increased to 73% over the same period.
- CFSD Male passing rates in Math have been at least 9% higher than Females.
- Females, Income Eligible, Hispanic/Latino, and Two or More Races subgroups 2023-2024 ELA passing rates are at a three year low. Special Education and White subgroups 2023-2024 Math passing rates are at a three year low.
- Students with Disabilities' ELA passing rate increased by 14% from 2022-2023 to 2023-2024.
- CFSD's 2023-2024 percent passing rates exceed that of the state in both ELA and Mathematics in all subgroups, with the exception of CFSD's Students with Disabilities demonstrating proficiency in Math.
 - While the Hispanic/Latino subgroup is one of the lower performing subgroups at CFSD for both ELA and Math, in 2023-2024 this subgroup had a proficiency rate over double that of the state.



PSAT / NMSQT

About The PSAT / NMSQT

The PSAT, or Preliminary SAT, is a standardized test that serves as a practice version of the SAT, designed to assess a student's readiness for college-level work. The PSAT measures skills in Evidence-Based Reading and Writing (EBRW), as well as Math, with an emphasis on problem-solving and critical thinking. In addition to serving as a practice test, the PSAT also functions as the National Merit Scholarship Qualifying Test (NMSQT), which offers recognition and financial awards to top-performing students. The test is administered once a year, usually in October, and provides valuable feedback to help students identify areas for improvement ahead of the SAT, which is often used in college admissions decisions.



In CFSD, the PSAT is provided as an optional test to interested sophomores and juniors. The PSAT became a computer-based multistage adaptive assessment.

About PSAT Grade-Level Benchmarks

Students who take the PSAT see grade-level benchmarks on their score reports. Grade-level benchmarks represent the section scores on each assessment that students should meet or exceed to be considered on track for college and career readiness. They're based on expected student growth toward SAT College and Career Readiness benchmarks at each grade.

PSAT Grade Level Benchmarks

EBRW Readiness Cut Scores (Score Range: 160-760)		Math Readiness Cut Scores (Score Range: 160-760)	
10th Grade	11th Grade	10th Grade	11th Grade
430	460	480	510

PSAT Achievement Data

Table 11 shows PSAT enrollment and score data with a demographics breakdown. Tables 12 and 13 show percentages of students meeting Grade Level Benchmarks on the EBRW and Math portions of the exam. Notable findings include:

- In 2022-2023 and 2023-2024, Male scores were at least 45 points higher than Females'.
- In 2023-2024 the Two or More Races and Asians are the highest performing subgroups. These subgroups are also the smallest of the visible subgroups.
- The Female, Male, Asian, and Two or More Races subgroups increased their overall scores from 2022-2023 to 2023-2024.
- In 2023-2024, CFSD 10th graders had at least 7% more students meeting the EBRW and Math readiness benchmarks compared to CFSD 11th graders. The difference in 10th versus 11th grade performance does not exist on the state and global level.
- CFSD's average score and percentage of students meeting the EBRW and Math benchmarks exceeds the performance of students at the state and global levels.
 - CFSD student participation on the PSAT is voluntary; some schools in the state and globally require participation from all students.

Table 11

Grade Level	CFHS 2022-2023		CFHS 2023-2024		Arizona 2023-2024	Global 2023-2024
	Score	Testers	Score	Testers	Score	Score
10th Grade	1086	152	1085	129	937	899
11th Grade	1100	242	1116	244	1000	976
All Grades	1094	397	1105	373	975	933

Demographics All Grades	Score	Testers	Score	Testers
Female	1069	185	1080	189
Male	1114	208	1131	184
Asian	1101	40	1153	27
Hispanic or Latino	1104	74	1078	86
Two or More Races	1120	22	1168	28
White	1125	178	1103	190
No Response	995	77	1111	35

Notes:

- PSAT score range is 320-1520.
- According to College Board, a score of 1210-1520 would put students in the top 10% of test takers.
- Demographic data is self-selected by testers, including the option to not respond.
- College Board only provides data for demographic groups larger than 10 students.

Table 12

Grade Level	Met EBRW Benchmark		Met EBRW Benchmark	
	CFHS 2022-2023	CFHS 2023-2024	Arizona 2023-2024	Global 2023-2024
10th Grade	95%	95%	64%	56%
11th Grade	88%	88%	65%	61%
All Grades	91%	90%	66%	58%

Table 13

Grade Level	Met Math Benchmark		Met Math Benchmark	
	CFHS 2022-2023	CFHS 2023-2024	Arizona 2023-2024	Global 2023-2024
10th Grade	76%	73%	43%	36%
11th Grade	60%	64%	43%	38%
All Grades	66%	67%	44%	36%

STAMP

AZ Seal of Biliteracy Component

About STAMP and the AZ Seal of Biliteracy

Avant's STAMP assessment, which stands for "STAndards-based Measurement of Proficiency", is a general language proficiency assessment. CFSD utilizes the STAMP 4S, which assesses Reading, Writing, Listening, and Speaking skills, to meet the non-English second language fluency eligibility requirement for the Arizona Seal of Biliteracy.

Eligibility Requirements to earn the Arizona Seal of Biliteracy are as follows:

1. Complete all requirements while in grades 9-12.
2. Complete all English Language Arts Courses with a GPA of 2.0.
3. Pass an examination in English Language Arts
 - ACT or ACT Aspire results are used to determine if this requirement is met.
 - Students designated as EL while in grades 9-12 must pass AZELLA as their exam.
4. Passes a non-English second language proficiency assessment.
 - STAMP is utilized as a fluency assessment to meet this requirement.

While CFSD offers Spanish and Mandarin Chinese as second language courses, students are able to demonstrate fluency in any second language for which they are fluent if STAMP offers a 4 skill (4S) assessment in that language. The exception to this is American Sign Language which assesses receptive and expressive skills.



CFSD students can register for the STAMP assessments in grades 9-12. If students do not meet necessary fluency level requirements on the STAMP assessment to earn the Seal of Biliteracy students are able register for an additional attempt at STAMP assessment at a later date after improving their fluency; this could be in the same school year or subsequent school year. Data presented in Table 14 only shows one attempt by each student in a given school year.

STAMP Participation and Seal of Biliteracy Recipient Data

Table 14 shows the number of students attempting the STAMP test each school year by languages tested. Table 15 provides the number of students earning the Arizona Seal of Biliteracy by graduation cohort. Notable findings include:

- The number of students taking the STAMP 4S in Chinese grew significantly in the 2023-2024 school year by an increase of 27 students (over 6 times the participants of previous years).
- The number of unique languages represented in the number of tests taken in 2023-2024 was 9, an increase of 4 compared to previous school years.
- The total number of testers in each school year has increased by about 30 testers per year.
- Of the students who AZ Seal of Biliteracy in each cohort, the percentage of seals awarded for Spanish are as follows:
 - Cohort 2022: 90% Spanish
 - Cohort 2023: 86% Spanish
 - Cohort 2024: 77% Spanish

This is caused by the number of students earning the AZ Seal of Biliteracy in a language other than Spanish growing over the last three years, as the number of seals earned in Spanish remained roughly the same.

Table 14

Languages Tested	Number of Unique Testers by Year		
	2021-2022	2022-2023	2023-2024
American Sign Language	-	-	1
Chinese Simplified	1	5	32
Chinese Traditional	-	-	-
French	-	2	1
German	2	3	2
Italian	-	-	1
Japanese	1	-	1
Korean	-	-	2
Polish	-	3	-
Portuguese	1	-	1
Spanish	25	50	53
All Languages	30	63	94

Table 15

Languages Tested	Seals of Biliteracy Earned by Graduating Cohort		
	Cohort 2022	Cohort 2023	Cohort 2024
Arabic	-	1	-
Chinese Simplified	-	-	7
French	-	1	1
German	2	3	1
Japanese	1	1	1
Korean	-	-	1
Polish	-	-	2
Portuguese	2	1	-
Spanish	39	44	40
All Languages	44	51	53

Advanced Placement (AP) Exams

About AP Exams

Advanced Placement (AP) Exams are standardized tests administered to assess high school students' mastery of college-level material presented in AP courses. These exams are offered in a variety of subjects, ranging from mathematics and science to history and languages, and typically take place each May. The exams are designed to measure both students' understanding of course content and their ability to apply that knowledge in a structured test format. Scoring is on a scale from 1 to 5, with 3 or higher often considered a passing score, which may qualify students for college credit or advanced placement at many universities. Data in this report focuses on students earning a score of 3 or higher.

While AP Exams provide students an opportunity to earn college credit while still in high school, potentially saving time and money in their higher education journey, they also demonstrate academic rigor and can bolster college applications, showing prospective universities that the student is capable of handling challenging coursework. While the exams are demanding, preparation through AP courses and additional study can help students succeed.



AP Exam Achievement Data

In the 2023-2024 school year, CFSD students participated in 25 exams across 24 AP courses, in the subject areas of English, Science, Social Studies, Math, World Languages and Arts.

Table 16 shows a 5-year trend of enrollments, exams taken, and exams scores of 3+. Table 17 displays percentages of score 3+ and exam numbers per course, along with a comparison to Arizona and Global averages for score 3+ data. Notable findings include:

- Exams taken in 2023-2024 have increased by about 200 exams over the previous school year, despite the number of AP students only increasing by 37.
- The percentage of CFSD students scoring a 3+ in 2023-2024 is at a 5-year high.
- Biology, Calculus BC, Chemistry, Chinese Language, English Literature, Precalculus, Seminar, Spanish Language, and both Physics C exams each had a score of 3+ rate of 90% or higher in the 2023-2024 school year.
- World History, Statistics, and Microeconomics exams had their score of 3+ rate drop by over 7% from 2022-2023 to 2023-2024.
- With the exception of Microeconomics exams, all CFSD 2023-2024 exams (that can be displayed) had a rate of students achieving a score of 3+ that was higher than both the Arizona and Global rates.

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Total AP Students	526	495	450	647	684
Number of Exams	957	948	835	1,096	1,292
AP Students with Scores of 3+	427	347	345	490	588
% of AP Students with Scores of 3+	81.18%	70.10%	76.67%	75.73%	85.96%

Table 17

AP Exam Title	CFHS 2021-2022		CFHS 2022-2023		CFHS 2023-2024		Arizona 2023-2024	Global 2023-2024
	Score 3 or Higher	Exams Taken	Score 3 or Higher	Exams Taken	Score 3 or Higher	Exams Taken	Score 3 or Higher	Score 3 or Higher
2-D Art and Design	-	2	-	3	-	4	86.4%	82.8%
3-D Art and Design	-	3	-	0	-	2	72.6%	72.0%
Biology	91.2%	34	>93%	34	91.2%	34	62.4%	68.3%
Calculus AB	69.6%	56	48.6%	37	75.0%	36	60.0%	64.4%
Calculus BC	>93%	38	>93%	50	>93%	50	75.8%	80.9%
Chemistry	83.3%	12	>93%	18	>93%	23	69.6%	75.6%
Chinese Language and Culture	-	1	-	2	92.3%	13	84.7%	88.5%
Computer Science A	n/a	n/a	-	6	75.0%	16	63.8%	67.2%
Computer Science Principles	n/a	n/a	64.3%	70	78.3%	46	66.3%	64.0%
English Language and Composition	75.2%	125	78.2%	174	80.9%	194	53.6%	54.7%
English Literature and Composition	84.8%	46	96.2%	26	91.4%	35	71.0%	72.4%
Environmental Science	-	10	>93%	12	-	9	50.1%	54.1%
Microeconomics	n/a	n/a	64.1%	64	56.5%	85	51.7%	67.6%
Music Theory	-	3	-	3	-	9	58.2%	60.5%
Physics C: Electricity and Magnetism	85.7%	14	90.9%	11	90.0%	20	76.2%	71.6%
Physics C: Mechanics	>93%	14	>93%	11	90.5%	21	69.1%	76.3%
Precalculus	n/a	n/a	n/a	n/a	>93%	63	69.6%	75.6%
Research	-	6	-	6	-	6	87.7%	86.1%
Seminar	92.9%	14	-	10	>93%	22	91.7%	85.7%
Spanish Language and Culture	>93%	45	> 93%	78	>93%	53	87.6%	82.9%
Spanish Literature and Culture	91.7%	12	-	7	81.3%	16	73.8%	67.0%
Statistics	>93%	30	94.7%	19	86.4%	44	57.3%	61.8%
United States Government and Politics	58.2%	79	50.6%	77	76.8%	99	75.4%	73.0%
United States History	65.3%	121	66.7%	135	89.3%	307	70.5%	72.2%
World History: Modern	n/a	n/a	91.4%	93	75.3%	85	62.7%	63.7%
Total Exams	73.3%	835*	74.1%	1094*	84.4%	1292		

Notes:

n/a : this course was not offered during this school year.

" - " : no score data reported due to 10 or less students taking the exam

* :totals represent all exams taken, including exams for courses not listed on this table as they are no longer offered at CFHS (for instance: AP European History and AP Macroeconomics courses are no longer offered at CFHS)

>93%: to protect individual student performance anonymity, any percentages over 92% are reported as >93%