

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

6330 West Greenway, Glendale, AZ 85306

Peoria Unified School District

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

AZ LEARNS¹

High School Achievement Profile (a)

2003-04	Highly Performing
2002-03	Highly Performing
2001-02	Improving

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

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Ms. Lexi Cunningham
 Schedule : 7:00 AM to 3:30 PM
 Grades : 9-12
 2004 Enrollment : 1721
 Web Address : cactushigh.peoriaud.k12.az.us/
 Phone Number : (623) 412-5000
 Fax Number : (623) 412-5020
 E-mail : lcunningham@peoriaud.k12.az.us

Mission

Our mission is to develop lifelong independent learners equipped to accept the intellectual, emotional, social and physical challenges of citizenship in a changing world. Students will communicate effectively, think critically, solve problems and demonstrate good character and citizenship in a changing world.

School / Academic Goals

- ü Student achievement will be measured through student succession district course assessments, SAT 9 test and AIMS test.
- ü Cactus High School students will demonstrate improvement in reading, writing and math skills.
- ü Cactus High School will provide a safe and healthy environment for students and staff to teach, learn and focus on academics and student growth.
- ü Cactus High School is committed to the personalization of the learning environment to ensure that all students have an opportunity to be successful.

Enrollment

October 1, 2003 School Year Student Enrollment : 1829
 Accepting New Students in 2004-05 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 317

Instructional Programs

- ü Advanced Placement/Gifted/Honors
- ü Schoolwide AIMS Test Preparation
- ü Technology Education
- ü On-site Special Education
- ü Curriculum Aligned to AZ State Standards
- ü Personalized Learning Opportunities
- ü CTE Programs
- ü School-to-Work Preparation

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/9/2004
Last Day of School :	5/5/2005

Shared Responsibilities

School

It is the responsibility of all Peoria School District employees to provide all students with the best learning environment and the best opportunities to learn. Each school invites and maintains high parent involvement and encourages participation. There are many opportunities for parents to be involved throughout the year.

Parents

Parents have the responsibility to act in partnership with the school and work with staff to educate students. This includes supporting attendance, monitoring students' work, modeling positive attitudes, attending activities and fostering respect. Parents are invited and encouraged to visit Cactus High School.

Transportation Policy

Transportation is provided for eligible students who reside within the attendance boundary but beyond two miles of Cactus. Transportation services are provided for eligible special education students to Cactus or other facilities as noted in the IEP.

School Honors

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

Award/Honor	Year
ü Flinn Scholarship	2002
ü National Merit Commended Students (2)	2002
ü Silver Apple Teacher Award	2002
ü National Merit Finalist	2003

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	438	2747	65934	97	98	100	508	508	492	22	21	43	23	23	18	33	35	24	22	21	15
All Students (Prior Year)	408	2474	57534	93	92	91	506	500	491	24	32	46	25	21	16	32	30	23	18	16	15
Female	211	1324	32586	98	99	100	505	508	491	24	20	44	23	24	19	36	36	24	18	20	14
Male	227	1418	33226	96	98	99	510	509	493	20	21	42	23	22	18	30	34	24	26	23	16
African American	20	126	3042	95	95	98	505	494	478	35	36	58	15	21	19	25	34	17	25	9	6
Hispanic	56	484	21740	95	99	100	498	495	475	29	33	63	38	27	17	17	28	15	15	11	5
Asian/Pacific Islander	11	88	1643	100	100	99	534	526	519	18	13	23	0	13	13	36	34	30	45	40	34
American Indian/Alaskan Native	NC	29	4351	NC	88	99	NC	497	472	NC	31	68	NC	17	16	NC	41	13	NC	10	4
White	345	2014	34819	97	98	99	509	512	505	20	17	27	22	22	20	35	37	31	22	24	22
Students with Disabilities	44	234	6507	94	98	100	481	481	456	53	55	83	12	19	9	29	18	6	6	7	2
Students without Disabilities	394	2513	59427	97	98	100	509	510	494	21	19	41	23	23	19	33	36	25	23	22	16
Limited English Proficient Students	NC	72	6793	NC	100	100	NC	481	464	NC	56	79	NC	19	11	NC	21	8	NC	4	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	19	210	18745				499	492	475	12	36	64	65	33	16	12	24	15	12	7	5
Non-Economically Disadvantaged	419	2537	47182				508	510	499	22	19	35	21	22	19	34	36	27	23	23	19

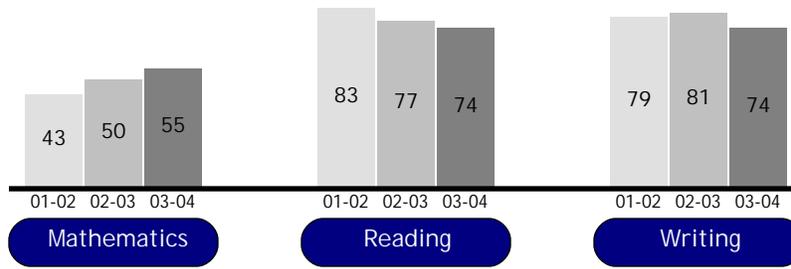
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	452	2819	68162	98	99	100	525	525	509	8	7	18	18	18	24	62	64	51	12	11	8
All Students (Prior Year)	394	2399	56700	90	89	89	524	519	512	6	9	15	17	21	23	67	60	52	10	11	10
Female	215	1358	33509	98	99	100	528	529	513	6	5	15	17	16	23	63	66	52	14	14	9
Male	237	1452	34521	99	99	100	522	520	505	10	8	20	19	20	24	61	63	49	10	9	7
African American	21	130	3163	100	100	99	513	510	497	0	10	22	33	26	30	67	63	46	0	1	3
Hispanic	57	497	22624	93	99	100	506	508	487	19	15	32	18	26	31	56	53	35	7	6	2
Asian/Pacific Islander	11	86	1666	100	100	100	531	531	523	9	6	11	18	14	17	45	65	60	27	15	12
American Indian/Alaskan Native	NC	30	4592	NC	88	100	NC	504	484	NC	20	32	NC	27	37	NC	47	30	NC	7	1
White	357	2065	35727	99	99	100	529	530	526	7	5	7	17	15	17	64	67	64	13	13	12
Students with Disabilities	45	247	6845	92	100	100	477	485	468	41	34	53	41	34	29	19	31	18	0	2	1
Students without Disabilities	407	2572	61317	99	99	100	529	527	512	5	5	15	16	17	23	66	66	53	13	12	8
Limited English Proficient Students	NC	77	7152	NC	100	100	NC	471	464	NC	44	57	NC	38	31	NC	18	12	NC	0	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	19	221	19528				521	498	487	11	19	31	11	30	32	63	49	34	16	2	2
Non-Economically Disadvantaged	433	2598	48595				525	527	518	8	6	13	18	17	20	62	65	57	12	12	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	448	2808	67629	98	99	100	554	560	524	9	8	22	16	12	16	70	75	59	4	5	3
All Students (Prior Year)	419	2499	55090	95	93	87	494	490	479	5	8	16	14	12	13	81	81	70	0	0	0
Female	215	1351	33347	98	99	100	557	571	537	7	5	17	17	11	15	74	79	64	3	6	4
Male	233	1448	34151	97	99	99	552	550	512	11	12	27	16	13	18	67	71	54	6	4	2
African American	21	130	3150	100	100	99	552	551	515	5	10	24	24	15	19	71	71	56	0	5	2
Hispanic	57	493	22313	93	98	100	547	541	493	7	14	34	26	14	19	63	70	46	4	3	1
Asian/Pacific Islander	11	86	1659	100	100	100	564	580	564	9	6	11	9	6	12	73	79	68	9	9	9
American Indian/Alaskan Native	NC	30	4528	NC	88	99	NC	547	492	NC	7	35	NC	33	21	NC	57	42	NC	3	1
White	353	2058	35593	98	99	99	556	565	547	9	7	13	14	11	14	72	77	69	5	6	4
Students with Disabilities	44	244	6712	90	99	100	477	495	445	43	35	61	33	25	18	24	39	21	0	1	0
Students without Disabilities	404	2564	60917	99	99	100	558	564	530	7	6	19	16	11	16	73	77	61	5	5	3
Limited English Proficient Students	NC	76	6994	NC	100	100	NC	480	442	NC	33	58	NC	24	18	NC	43	23	NC	0	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	19	220	19310				545	526	489	0	20	35	33	17	20	61	62	44	6	1	1
Non-Economically Disadvantaged	429	2588	48278				555	563	538	9	7	17	16	11	15	71	76	65	4	5	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	92	51	45	37	96	54	49	41	92	52	NA	42
	Language	92	49	45	38	98	51	49	42	91	48	48	42
	Mathematics	92	71	64	56	98	71	69	60	91	69	68	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Student Discipline
- Ü Parent/Educator Relations
- Ü Technology
- Ü School Facilities

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	4.00	Teacher	93.00
Other Professional Staff	6.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	5	1	0
4 to 6 years	6	4	0	0
7 to 9 years	12	2	0	0
10 or more years	24	31	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 69
 Core academic classes taught by Highly Qualified (NCLB) teachers. 460
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Media Center Internet Access
- Ü Computer Labs
- Ü Performing Arts Facilities
- Ü School Store

Extracurricular Activities

- Ü National Honor Society
- Ü Student Government
- Ü Athletics/Band/Drama/Choir
- Ü ROTC
- Ü Cobratown
- Ü DECA/VICA/Skills USA/COE
- Ü Newspaper/Yearbook/Media Productions
- Ü Key Club

Social Services

- Ü Job Placement Services
- Ü Community College Classes/Dual Credit
- Ü Preschool
- Ü Recreational Activities
- Ü Volunteer/Community Service
- Ü Internships
- Ü Counseling Services
- Ü Career Center

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Seniors in the Class of 2004 earned over \$5 million in scholarships.

- ü All teachers documented instruction in higher-level thinking skills during annual formal evaluations. Students are continually enrolled in math through Geometry.

- ü All teachers participated in professional development to improve the delivery of instruction.

- ü The number of students participating in internships has increased.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	98	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	94			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

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

Students participate in 'Unitown' and 'Project Respect' to promote understanding. Peer mediation is available. Campus is closed to ninth and tenth graders. Two security guards and the school resource officer are visible throughout the day. Students and staff are assigned parking permits and have identification badges.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

4

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Lexi Cunningham	(623) 412-5000
Transportation Policy	Steve Highlen	(623) 486-6006
Community Resources	Jim Cummings	(623) 486-6040
School Nutrition Programs	Willie Gentry	(623) 486-6350
Parent Organization	Office	(623) 412-5000
Student Health/Nurse	Donna McBroom	(623) 412-5008

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

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

DEFINITIONS:

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

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

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

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.