

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Highly Performing
2004-05	Highly Performing
2003-04	Highly Performing

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

School Overview

Principal/Administrator : Ms. Lexi Cunningham
 Schedule : 07:00 AM to 03:00 PM
 Grades : 9-12
 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

The mission of Cactus High School 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.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Not Met
2004-05	Met
2003-04	Met

School Improvement Status ^(b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

School / Academic Goals

- ü Student achievement will be measured through student success on 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, 2005 School Year Student Enrollment : 1805
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 247

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 :	7 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

It is the responsibility of all Cactus High School employees to provide all students with the best learning environment and the best opportunities to learn. Cactus High 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 National Merit Finalist	2005
ü NASSP Principal's Scholarship	2005
ü Perfect score on ACT test	2005
ü 90% of first time AIMS test takers pass all tests	2005

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	380	2945	71130	88	95	95	720	717	701	7	8	23	6	8	13	71	66	51	17	18	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	183	1481	35465	94	97	96	718	716	702	7	8	21	5	8	13	75	70	53	13	15	13
Male	197	1464	35648	83	93	94	722	718	701	7	9	24	6	8	12	66	62	50	21	21	14
African American	15	166	3868	88	97	95	717	700	686	13	16	33	NA	13	17	73	62	45	13	8	6
Hispanic	50	621	25103	89	93	95	706	706	685	14	15	34	10	10	16	70	64	45	6	12	5
Asian/Pacific Islander	17	119	1805	94	100	98	730	733	731	6	3	9	12	9	7	53	56	50	29	31	34
American Indian/Alaskan Native	NC	32	4241	NC	86	90	NC	703	679	NC	13	39	NC	9	19	NC	69	39	NC	9	3
White	293	2007	36075	88	95	95	722	721	715	5	6	12	4	7	9	72	67	58	18	20	21
Students with Disabilities	NC	209	5862	NC	62	71	NC	672	658	NC	42	63	NC	20	15	NC	35	20	NC	4	2
Students without Disabilities	371	2736	65268	99	99	98	721	720	705	6	6	19	5	7	12	72	68	54	18	19	15
Limited English Proficient Students	NC	59	4859	NC	88	93	NC	681	662	NC	36	64	NC	15	15	NC	46	20	NC	3	1
Migrant Students	NC	NC	786	NC	NC	95	NC	NC	681	NC	NC	38	NC	NC	18	NC	NC	41	NC	NC	4
Economically Disadvantaged	21	333	22957	81	92	93	701	703	685	14	16	34	14	10	17	62	63	44	10	11	5
Non-Economically Disadvantaged	359	2612	48173	89	95	96	721	719	709	6	8	17	5	8	11	71	66	55	18	19	18

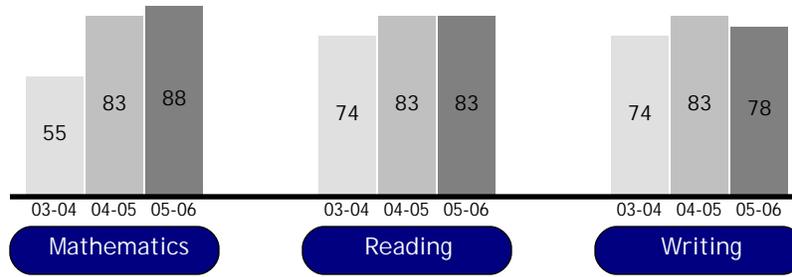
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	438	3045	73018	100	97	97	714	716	703	3	3	6	14	13	23	77	76	64	6	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	198	1503	36181	100	98	97	719	720	708	4	2	4	11	11	21	79	78	65	7	9	9
Male	240	1542	36816	100	97	96	711	712	699	3	4	7	16	16	24	75	74	62	5	7	7
African American	17	170	3976	100	99	96	708	700	689	6	6	8	12	15	29	71	73	59	12	6	3
Hispanic	59	643	25801	100	96	96	703	705	683	10	3	10	25	21	34	56	69	53	8	7	3
Asian/Pacific Islander	18	119	1812	100	98	98	721	724	722	6	2	3	17	15	15	72	72	66	6	11	16
American Indian/Alaskan Native	NC	35	4389	NC	100	93	NC	698	675	NC	6	9	NC	23	42	NC	69	47	NC	3	1
White	337	2078	37024	100	98	97	717	720	721	2	2	2	11	10	12	82	78	73	5	9	13
Students with Disabilities	60	264	7170	100	78	85	662	661	654	22	19	23	48	45	47	30	34	29	NA	3	1
Students without Disabilities	378	2781	65848	100	100	98	722	720	708	1	1	4	8	10	20	84	80	67	7	9	9
Limited English Proficient Students	NC	66	5099	NC	96	95	NC	650	641	NC	24	29	NC	53	59	NC	23	12	NC	NA	0
Migrant Students	NC	NC	817	NC	NC	96	NC	NC	667	NC	NC	15	NC	NC	44	NC	NC	39	NC	NC	1
Economically Disadvantaged	26	346	23912	100	94	94	689	698	681	8	5	10	31	23	36	58	67	52	4	5	2
Non-Economically Disadvantaged	412	2699	49106	100	98	98	716	718	714	3	2	4	13	12	16	78	77	69	6	9	11

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	435	3048	72810	100	98	96	697	698	685	6	3	6	16	17	30	70	73	58	8	7	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	197	1505	36111	100	98	97	711	708	695	3	2	4	9	10	23	77	78	65	11	10	8
Male	238	1543	36678	100	97	95	686	690	674	8	4	9	22	24	36	63	67	52	6	4	3
African American	17	173	3962	100	100	96	679	687	675	12	5	8	6	26	33	82	65	55	NA	5	3
Hispanic	59	643	25735	100	96	96	675	692	669	15	4	10	20	21	41	54	69	48	10	6	2
Asian/Pacific Islander	18	119	1809	100	98	97	716	715	704	6	2	4	6	11	19	78	72	65	11	15	13
American Indian/Alaskan Native	NC	36	4370	NC	100	92	NC	682	670	NC	6	9	NC	31	39	NC	58	50	NC	6	2
White	334	2077	36915	100	98	97	701	701	697	4	3	3	16	15	21	72	75	67	8	7	8
Students with Disabilities	59	271	7071	100	80	84	632	646	634	31	17	24	46	48	53	24	31	21	NA	4	1
Students without Disabilities	376	2777	65739	100	100	98	707	703	689	2	2	4	12	14	27	77	77	62	9	7	6
Limited English Proficient Students	NC	67	5046	NC	97	94	NC	642	621	NC	19	31	NC	52	56	NC	28	12	NC	NA	0
Migrant Students	NC	NC	812	NC	NC	96	NC	NC	654	NC	NC	15	NC	NC	51	NC	NC	34	NC	NC	0
Economically Disadvantaged	25	343	23814	96	93	94	678	686	667	8	6	10	32	26	41	60	64	47	NA	5	2
Non-Economically Disadvantaged	410	2705	48996	100	98	97	699	700	693	6	3	4	15	16	24	70	74	64	9	7	7

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.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	No

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 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 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.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	92	52	NA	42	93	60	59	51	83	67	58	52
	Language	91	48	48	42	93	57	57	50	83	63	56	50
	Mathematics	91	69	68	63	93	58	57	50	83	63	58	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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 Recognition
- Ü Community Service
- Ü Technology
- Ü School Facilities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	93.00
Other Professional Staff	10.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	399
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Media Center Internet Access
- Ü CISCO Lab
- Ü Performing Arts Facilities
- Ü Student Store

Extracurricular Activities

- Ü National Honor Society
- Ü Student Government
- Ü Athletics/Band/Drama/Choir
- Ü ROTC
- Ü Cobratown
- Ü DECA/VICA/Skills USA
- 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 2005-06

School Achievements/Accomplishments 2005-06

- ü Seniors in the Class of 2005 earned over \$4.2 million in scholarships. The Class of 2005 also had a National Merit Finalist and NASSP Principal's Scholarship winner.

- ü All teachers documented instruction in higher-level thinking skills during annual formal evaluations. Students are continually enrolled in math through Geometry and most students stay enrolled in math through Topics of Algebra.

- ü All teachers participated in professional development to improve the delivery of instruction. The focus of professional development included reading and writing in all content areas.

- ü The number of students participating in internships and dual enrollment has increased yearly.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	95	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

Students participate in Cobratown 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 for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

15

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.

The Arizona Department of Education does not audit the information submitted by each school.

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	School Office	(623) 412-5000
Student Health/Nurse	Susan Juarez	(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.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

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. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. 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. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 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 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** 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.