

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

17602 N Central, Phoenix, AZ 85022

Paradise Valley Unified 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

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Jan Stevens
 Schedule : 08:00 AM to 04:00 PM
 Grades : K-6
 Web Address : epage.pvUSD.k12.az.us/cves/index.htm
 Phone Number : (602) 493-6280
 Fax Number : (602) 548-0137
 E-mail : jstevens@pvschools.net

Mission

The Cactus View Community promotes a safe and positive environment for all students while developing excellence in academics, physical well-being, the arts and citizenship.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	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 Provide 180 minutes of reading per day for K-3 students.
- ü Promote a positive school environment
- ü Improve writing skills through use of state scoring rubric.
- ü Facilitate student achievement in the language arts and mathematics area using the collaborative process among grade-level team members.

Enrollment

October 1, 2005 School Year Student Enrollment : 795
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 67

Instructional Programs

- Ü Technology based Learning
- Ü Fine Arts
- Ü Physical Education
- Ü Honors Classes
- Ü Special Education Inclusion Model
- Ü ELL Pullout Model
- Ü Preschool Program
- Ü Chorus Band Strings

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Cactus View School works in partnership with its community, families and staff to create a safe and positive environment for learning, to ensure high academic standards and to develop good citizens.

Parents

Parents are our partners in the education of their children. They are encouraged to join our PTSA; attend parent conferences; chaperone field trips; ensure that their student is prepared to learn; and maintain communication with the school.

Transportation Policy

Bus transportation services are provided for all students who reside farther than one mile from the school.

School Honors

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

Award/Honor	Year
Ü National Who's Who Teacher and Administrator	2005
Ü National PE Teacher of the Year	2003
Ü PTA Honorable Mention Educator of the Year	2002
Ü Silver Apple Award	2000

3rd 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	98	2516	80010	98	99	99	448	464	447	10	7	10	23	13	18	53	51	53	13	29	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	1236	38935	98	100	99	457	462	447	4	7	9	25	13	19	54	54	55	17	27	17
Male	46	1279	40974	98	98	98	438	465	448	17	7	11	22	13	18	52	48	52	9	32	19
African American	NC	88	4201	NC	100	99	NC	447	430	NC	11	17	NC	17	23	NC	60	51	NC	11	9
Hispanic	17	556	34545	94	99	99	434	427	432	18	21	14	24	24	24	47	46	53	12	9	9
Asian/Pacific Islander	NC	95	2068	NC	99	99	NC	483	474	NC	2	4	NC	9	10	NC	48	50	NC	40	36
American Indian/Alaskan Native	NC	14	3979	NC	100	96	NC	435	424	NC	NA	17	NC	50	30	NC	43	47	NC	7	6
White	69	1762	35142	99	99	99	449	475	465	10	3	5	22	9	11	57	52	56	12	36	28
Students with Disabilities	10	347	10161	91	93	93	NA	440	419	NA	16	28	NA	28	28	NA	39	36	NA	17	8
Students without Disabilities	88	2169	69849	99	100	100	452	467	451	10	5	7	18	11	17	57	53	56	15	31	19
Limited English Proficient Students	NC	244	14013	NC	97	97	NC	395	413	NC	41	24	NC	36	34	NC	23	39	NC	0	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	40	599	39029	100	99	98	430	437	432	15	14	14	33	21	25	48	52	52	5	13	9
Non-Economically Disadvantaged	58	1917	40981	97	99	100	461	472	462	7	5	6	17	10	13	57	50	54	19	35	27

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	98	2495	79438	98	98	98	455	466	451	9	7	9	17	15	24	65	60	56	8	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	1227	38775	98	99	99	469	471	457	2	6	7	17	14	22	65	60	58	15	20	13
Male	46	1267	40560	98	97	97	439	462	446	17	9	12	17	16	25	65	61	54	NA	15	9
African American	NC	88	4178	NC	100	98	NC	457	439	NC	10	13	NC	19	29	NC	58	52	NC	13	6
Hispanic	17	550	34297	94	98	98	443	426	434	18	23	14	18	29	31	59	44	50	6	4	5
Asian/Pacific Islander	NC	95	2063	NC	99	99	NC	477	475	NC	2	3	NC	8	15	NC	71	63	NC	19	20
American Indian/Alaskan Native	NC	13	3940	NC	100	95	NC	442	429	NC	8	14	NC	31	36	NC	62	47	NC	NA	3
White	69	1748	34887	99	98	98	455	479	471	7	3	4	20	11	15	65	65	63	7	22	18
Students with Disabilities	10	329	9588	91	88	88	NA	438	416	NA	20	30	NA	29	32	NA	41	34	NA	10	5
Students without Disabilities	88	2166	69850	99	100	100	459	470	456	7	5	7	17	13	23	68	63	59	8	18	12
Limited English Proficient Students	NC	239	13856	NC	95	96	NC	385	407	NC	49	27	NC	38	43	NC	13	29	NC	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	40	588	38685	100	97	97	441	437	435	10	17	14	30	26	32	58	52	50	3	6	5
Non-Economically Disadvantaged	58	1907	40753	97	99	99	465	475	467	9	5	5	9	12	16	71	63	62	12	21	17

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	98	2525	79971	98	99	99	455	446	423	4	4	8	22	27	41	58	63	49	15	6	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	1240	38974	100	100	99	470	459	437	4	2	5	11	21	33	64	68	57	21	9	4
Male	45	1284	40895	96	99	98	437	433	410	4	6	10	36	33	47	51	58	41	9	3	2
African American	NC	87	4203	NC	99	99	NC	426	411	NC	5	11	NC	40	45	NC	53	43	NC	2	2
Hispanic	16	556	34481	89	99	99	449	409	410	6	12	10	25	41	46	50	46	43	19	1	1
Asian/Pacific Islander	NC	94	2067	NC	98	99	NC	466	449	NC	NA	4	NC	21	28	NC	66	60	NC	13	8
American Indian/Alaskan Native	NC	14	3995	NC	100	96	NC	436	409	NC	NA	10	NC	43	47	NC	57	42	NC	NA	1
White	70	1773	35150	100	99	99	456	457	437	4	2	5	20	23	35	60	69	56	16	7	5
Students with Disabilities	10	361	10258	91	97	94	NA	408	377	NA	13	23	NA	42	51	NA	43	25	NA	2	1
Students without Disabilities	88	2164	69713	99	100	100	462	451	429	2	3	5	22	25	39	60	66	52	16	6	3
Limited English Proficient Students	NC	241	13985	NC	96	97	NC	369	382	NC	22	18	NC	59	54	NC	19	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	39	602	38994	98	99	98	431	415	409	8	9	10	28	44	47	62	45	41	3	2	1
Non-Economically Disadvantaged	59	1923	40977	98	99	100	471	455	437	2	3	5	19	22	34	56	68	56	24	7	5

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

4th 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	112	2517	80147	100	99	99	473	502	482	13	7	11	16	10	17	52	46	49	20	38	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	1217	39281	100	99	99	472	503	483	16	6	9	15	11	17	45	45	50	24	38	24
Male	57	1297	40780	100	99	98	475	502	482	9	7	12	18	9	17	58	47	48	16	37	24
African American	11	87	4249	100	98	99	462	475	464	18	13	17	18	16	22	45	56	48	18	15	13
Hispanic	21	554	33494	100	98	99	449	470	466	14	16	15	29	20	23	57	45	49	NA	19	14
Asian/Pacific Islander	--	79	2103	--	100	99	--	525	515	--	1	4	--	3	8	--	51	44	--	46	45
American Indian/Alaskan Native	NC	34	4117	NC	97	96	NC	474	456	NC	24	19	NC	6	27	NC	56	46	NC	15	8
White	73	1761	36122	100	99	99	484	514	501	8	3	5	12	6	10	53	46	50	26	45	35
Students with Disabilities	18	375	10295	100	95	92	423	461	443	50	24	33	22	20	26	22	40	33	6	16	8
Students without Disabilities	94	2142	69852	100	100	100	483	509	488	5	4	7	15	8	16	57	47	51	22	41	26
Limited English Proficient Students	NC	198	12722	NC	98	97	NC	428	441	NC	37	27	NC	32	33	NC	29	37	NC	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	48	610	38371	100	97	97	468	470	465	13	15	15	19	19	23	52	50	49	17	16	13
Non-Economically Disadvantaged	64	1907	41776	100	100	100	477	513	498	13	4	6	14	7	11	52	45	49	22	44	33

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	112	2496	79686	100	98	98	468	488	470	11	7	11	19	14	24	65	63	57	5	16	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	1211	39163	100	99	99	467	494	475	9	6	9	20	12	22	64	63	60	7	19	10
Male	57	1282	40438	100	97	97	469	483	465	12	9	13	18	16	25	67	63	54	4	12	7
African American	11	86	4228	100	97	98	464	470	458	18	13	15	9	17	28	64	58	53	9	12	4
Hispanic	21	549	33299	100	97	98	451	452	452	24	22	17	14	28	32	62	45	47	NA	5	3
Asian/Pacific Islander	--	79	2097	--	100	99	--	505	490	--	NA	5	--	5	13	--	81	68	--	14	14
American Indian/Alaskan Native	NC	34	4087	NC	97	96	NC	467	446	NC	12	16	NC	29	38	NC	53	44	NC	6	2
White	73	1746	35914	100	98	98	475	500	489	4	3	5	21	9	15	68	68	67	7	19	14
Students with Disabilities	18	353	9808	100	89	87	422	451	432	44	25	35	33	27	32	22	42	30	NA	6	3
Students without Disabilities	94	2143	69878	100	100	100	477	494	475	4	4	8	16	12	23	73	67	61	6	17	9
Limited English Proficient Students	NC	195	12594	NC	97	96	NC	408	422	NC	51	34	NC	36	45	NC	12	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	48	601	38095	100	96	97	460	454	452	15	19	17	17	26	32	67	50	48	2	5	3
Non-Economically Disadvantaged	64	1895	41591	100	99	99	474	499	486	8	4	6	20	10	16	64	67	65	8	19	13

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	112	2507	80372	100	99	99	492	500	475	2	3	4	22	16	30	72	75	64	4	6	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	1217	39452	100	99	99	500	511	488	2	2	3	15	11	22	76	79	72	7	9	3
Male	57	1287	40836	100	98	98	483	490	464	2	3	6	30	21	37	68	72	56	NA	4	1
African American	11	87	4264	100	98	99	478	495	465	9	2	5	27	18	35	55	77	59	9	2	1
Hispanic	21	551	33608	100	98	99	487	467	462	NA	7	6	29	30	36	67	62	57	5	1	1
Asian/Pacific Islander	--	79	2098	--	100	99	--	520	500	--	NA	2	--	8	16	--	80	75	--	13	7
American Indian/Alaskan Native	NC	34	4128	NC	97	97	NC	494	464	NC	3	4	NC	21	39	NC	74	56	NC	3	1
White	73	1754	36213	100	99	99	495	510	489	1	1	2	19	12	22	77	79	72	3	8	3
Students with Disabilities	18	370	10526	100	94	94	441	455	427	11	9	15	56	43	53	33	46	31	NA	1	1
Students without Disabilities	94	2137	69846	100	100	100	501	508	482	NA	1	3	16	12	26	80	80	69	4	7	2
Limited English Proficient Students	NC	193	12747	NC	96	97	NC	416	432	NC	17	12	NC	53	52	NC	31	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	48	608	38521	100	97	98	484	468	461	2	7	6	25	31	38	69	61	55	4	2	1
Non-Economically Disadvantaged	64	1899	41851	100	99	100	497	511	489	2	1	3	20	12	22	75	80	72	3	8	4

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

5th 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	115	2706	79306	100	99	99	509	519	504	5	8	13	25	15	20	50	50	49	20	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	1326	38845	100	99	99	518	519	505	2	7	11	21	16	20	53	52	50	25	25	18
Male	62	1379	40383	100	99	98	501	520	504	8	9	14	29	15	19	47	49	47	16	28	19
African American	NC	80	4171	NC	99	98	NC	498	485	NC	9	20	NC	30	26	NC	45	44	NC	16	10
Hispanic	16	622	32673	100	100	99	487	485	487	6	18	18	31	30	25	56	42	46	6	10	10
Asian/Pacific Islander	NC	75	2147	NC	99	99	NC	538	539	NC	1	5	NC	11	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	NC	35	4034	NC	100	97	NC	500	479	NC	11	22	NC	29	29	NC	49	43	NC	11	7
White	82	1893	36234	100	99	99	521	531	523	5	5	6	18	10	13	50	53	52	27	33	28
Students with Disabilities	11	358	10286	100	95	91	458	477	462	36	32	41	36	23	27	27	37	27	NA	9	5
Students without Disabilities	104	2348	69020	100	100	100	514	525	510	2	4	9	24	14	18	52	52	52	22	29	21
Limited English Proficient Students	NC	182	10291	NC	99	96	NC	450	458	NC	45	38	NC	38	34	NC	16	26	NC	1	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	45	709	37437	100	99	97	485	489	486	7	16	19	33	28	26	58	45	46	2	11	9
Non-Economically Disadvantaged	70	1997	41869	100	100	100	524	530	521	4	5	7	20	11	14	44	52	51	31	32	27

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	115	2702	79000	100	99	98	501	503	489	5	7	10	23	17	24	57	63	58	14	14	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	1321	38774	100	99	99	514	510	494	2	5	7	17	15	22	64	64	61	17	16	10
Male	62	1380	40150	100	99	98	491	497	485	8	9	12	29	18	25	52	62	55	11	12	8
African American	NC	80	4153	NC	99	98	NC	493	476	NC	3	13	NC	29	30	NC	59	53	NC	10	4
Hispanic	16	623	32508	100	100	98	480	469	472	6	17	15	31	34	33	63	47	49	NA	3	3
Asian/Pacific Islander	NC	75	2142	NC	99	99	NC	514	510	NC	4	4	NC	15	14	NC	63	67	NC	19	16
American Indian/Alaskan Native	NC	35	4016	NC	100	96	NC	480	467	NC	9	14	NC	29	37	NC	57	46	NC	6	2
White	82	1888	36135	100	99	98	510	515	508	6	4	4	15	10	14	62	68	67	17	18	15
Students with Disabilities	11	352	9991	100	94	88	448	464	449	18	25	33	64	29	36	18	41	29	NA	5	2
Students without Disabilities	104	2350	69009	100	100	100	507	509	495	4	4	6	19	15	22	62	66	62	15	15	10
Limited English Proficient Students	NC	182	10199	NC	99	95	NC	426	439	NC	55	35	NC	34	47	NC	10	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	45	708	37234	100	99	97	477	476	472	4	14	15	44	32	33	49	49	50	2	4	3
Non-Economically Disadvantaged	70	1994	41766	100	99	99	516	513	505	6	4	5	10	11	16	63	67	65	21	17	14

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	115	2704	79611	100	99	99	515	516	496	3	4	7	30	24	37	66	70	56	1	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	1330	39016	100	100	99	536	529	511	NA	3	4	13	17	29	85	77	66	2	3	1
Male	62	1373	40519	100	99	98	497	505	482	5	6	10	45	31	44	50	62	46	NA	1	0
African American	NC	80	4188	NC	99	98	NC	514	486	NC	4	9	NC	24	40	NC	70	50	NC	3	0
Hispanic	16	620	32855	100	99	99	502	488	481	NA	8	10	44	39	43	56	52	47	NA	1	0
Asian/Pacific Islander	NC	76	2149	NC	100	100	NC	529	519	NC	4	4	NC	16	24	NC	75	70	NC	5	2
American Indian/Alaskan Native	NC	35	3992	NC	100	96	NC	502	478	NC	3	10	NC	31	46	NC	66	44	NC	NA	0
White	82	1892	36380	100	99	99	520	526	511	4	3	4	23	20	30	72	75	65	1	2	1
Students with Disabilities	11	359	10664	100	96	94	478	463	440	9	18	23	36	45	54	55	35	22	NA	2	1
Students without Disabilities	104	2345	68947	100	100	100	518	524	504	2	2	4	30	21	34	67	75	61	1	2	1
Limited English Proficient Students	NC	181	10362	NC	99	97	NC	425	438	NC	24	22	NC	62	57	NC	14	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	45	706	37626	100	98	98	502	489	479	2	8	10	49	38	45	47	53	45	2	1	0
Non-Economically Disadvantaged	70	1998	41985	100	100	100	523	526	511	3	3	4	19	19	30	79	76	65	NA	3	1

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

6th 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	96	2629	79327	100	99	98	529	535	518	11	10	19	16	15	20	54	52	46	19	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	1291	38961	100	99	98	526	538	520	16	9	16	16	15	20	48	54	48	20	23	16
Male	52	1337	40295	100	99	97	531	533	516	8	12	21	15	15	19	60	51	44	17	22	16
African American	NC	90	4247	NC	100	98	NC	509	499	NC	20	27	NC	19	24	NC	51	41	NC	10	8
Hispanic	19	546	32327	100	99	98	529	503	499	5	23	27	26	25	25	53	44	41	16	8	8
Asian/Pacific Islander	NC	84	1939	NC	99	99	NC	558	556	NC	4	6	NC	10	10	NC	55	47	NC	32	36
American Indian/Alaskan Native	NC	29	4391	NC	100	96	NC	512	489	NC	17	32	NC	17	27	NC	55	36	NC	10	4
White	66	1879	36373	100	99	98	534	545	538	9	6	10	14	12	14	58	55	52	20	27	25
Students with Disabilities	19	343	9321	100	94	87	467	482	467	53	38	54	21	27	22	26	30	21	NA	5	3
Students without Disabilities	77	2286	70006	100	100	100	544	543	524	1	6	14	14	13	19	61	56	49	23	25	18
Limited English Proficient Students	NC	132	9431	NC	99	95	NC	456	466	NC	59	53	NC	30	27	NC	11	18	NC	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	38	618	37097	100	98	97	510	504	498	16	21	27	26	24	25	50	48	41	8	7	7
Non-Economically Disadvantaged	58	2011	42230	100	99	99	541	545	535	9	7	11	9	12	15	57	53	50	26	27	24

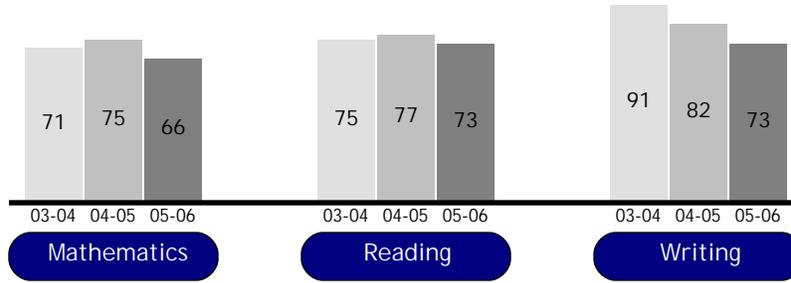
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	2634	79501	100	99	98	504	513	497	7	6	10	17	17	25	73	70	60	3	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	1296	39062	100	100	99	504	519	502	9	4	8	16	15	23	70	72	64	5	10	5
Male	52	1337	40368	100	99	98	504	507	491	6	8	13	17	19	27	75	69	57	2	5	3
African American	NC	90	4279	NC	100	99	NC	496	485	NC	14	14	NC	18	30	NC	64	54	NC	3	2
Hispanic	19	545	32389	100	99	98	496	482	478	11	15	16	16	34	34	74	48	48	NA	3	1
Asian/Pacific Islander	NC	84	1936	NC	99	99	NC	527	519	NC	1	3	NC	12	14	NC	77	73	NC	10	9
American Indian/Alaskan Native	NC	29	4401	NC	100	96	NC	493	473	NC	10	17	NC	21	40	NC	69	43	NC	NA	1
White	66	1885	36446	100	100	99	511	522	516	5	3	4	14	12	15	77	76	73	5	9	7
Students with Disabilities	19	349	9411	100	96	88	454	468	453	32	24	36	42	34	36	26	41	26	NA	1	1
Students without Disabilities	77	2285	70090	100	100	100	516	519	502	1	3	7	10	14	24	84	75	65	4	8	5
Limited English Proficient Students	NC	130	9401	NC	97	94	NC	433	443	NC	52	40	NC	41	46	NC	8	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	38	620	37183	100	99	97	488	485	479	8	14	16	29	29	34	61	55	49	3	2	1
Non-Economically Disadvantaged	58	2014	42318	100	100	99	514	521	513	7	3	5	9	13	17	81	75	70	3	9	7

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	96	2642	80000	100	100	99	574	587	564	NA	1	3	11	6	11	77	74	75	11	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	1295	39288	100	100	99	583	602	579	NA	1	2	9	3	6	73	71	77	18	26	16
Male	52	1346	40644	100	100	98	567	572	549	NA	2	4	13	9	15	81	78	74	6	11	7
African American	NC	92	4307	NC	100	99	NC	571	551	NC	3	4	NC	10	13	NC	77	75	NC	10	7
Hispanic	19	549	32672	100	99	99	584	561	548	NA	3	4	11	10	14	68	81	76	21	6	6
Asian/Pacific Islander	NC	85	1945	NC	100	99	NC	611	592	NC	NA	1	NC	1	4	NC	66	69	NC	33	25
American Indian/Alaskan Native	NC	29	4424	NC	100	97	NC	565	549	NC	3	3	NC	7	14	NC	86	77	NC	3	5
White	66	1886	36602	100	100	99	576	594	579	NA	1	2	11	5	7	80	73	75	9	22	16
Students with Disabilities	19	357	9919	100	98	93	517	535	505	NA	4	9	42	26	35	58	67	54	NA	2	2
Students without Disabilities	77	2285	70081	100	100	100	588	594	571	NA	1	2	4	3	7	82	75	79	14	21	12
Limited English Proficient Students	NC	129	9571	NC	96	96	NC	489	502	NC	14	10	NC	30	29	NC	56	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	38	620	37534	100	99	98	574	561	547	NA	2	4	11	11	15	76	80	76	13	6	5
Non-Economically Disadvantaged	58	2022	42466	100	100	100	574	594	578	NA	1	2	12	4	7	78	73	75	10	22	16

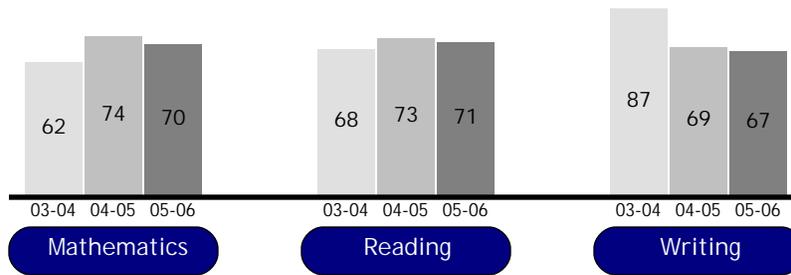
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th 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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	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 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
2	Reading	98	50	NA	58	98	49	55	47	100	50	56	46
	Language	98	43	59	50	98	49	55	47	100	58	58	48
	Mathematics	99	41	68	64	99	53	56	50	100	46	58	52
3	Reading	95	55	NA	55	100	51	56	44	98	56	61	46
	Language	96	63	69	61	100	52	55	44	98	56	58	46
	Mathematics	92	61	69	61	99	54	60	51	98	54	63	52
4	Reading	97	56	NA	56	98	57	58	48	100	54	65	52
	Language	99	57	63	52	98	59	57	49	100	54	65	52
	Mathematics	99	58	72	61	98	58	61	53	100	54	70	58
5	Reading	100	65	NA	55	99	52	58	50	99	63	65	56
	Language	100	57	60	49	99	50	59	50	99	65	65	54
	Mathematics	100	69	72	63	99	46	57	49	99	58	63	52
6	Reading	94	68	NA	56	100	65	61	51	100	61	67	56
	Language	95	60	61	48	100	59	57	47	100	54	61	50
	Mathematics	97	79	76	66	100	63	62	52	100	61	68	58

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

Council Duties

- Ü School Programs
- Ü Support Services
- Ü Facility Improvement
- Ü General Advisement
- Ü School Safety Issues
- Ü Tax Credit Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	47.00
Other Professional Staff	3.00	Teacher Aide	1.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	3	0	0
4 to 6 years	3	6	0	0
7 to 9 years	1	0	1	0
10 or more years	4	22	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	39
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Two Computer Labs, Classroom Computers
- Ü Indoor Physical Education Room
- Ü State-of-the-Art Media Center
- Ü Science Lab

Extracurricular Activities

- Ü Computer Classes
- Ü Student Council
- Ü School Musical
- Ü Homework Club
- Ü Chess / Checkers Clubs
- Ü Reading Club
- Ü Chorus / Band / Strings
- Ü Bike Safety

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Nurse
- Ü Social Worker
- Ü School Psychologist
- Ü Community Education Pre-School
- Ü Free Full-Day Kindergarten
- Ü Mascot Club (Before/After School)

School Achievements/Accomplishments 2005-06

- ü GRANTS:
 - PV Foundation and Marion Grant recipients
 - Para Educator Mini-Grant recipient
- ü TEACHER RECOGNITION:
 - National Who's Who in Education honors
 - Walt Disney Teacher of the Year Finalist
 - Silver Apple Award Winner
 - National PE Teacher of the Year
- ü PTSA:
 - Largest State Unit Award
 - 100 percent Staff Award
 - 100 percent Membership Award
 - 100 % Grandparent Award
 - Focus on Fathers Award
 - Largest Number Increase Regional Award
- ü STUDENT ACHIEVEMENTS:
 - District Art Show Winners
 - District Poetry Contest Winner
 - AZ Sports Ranch Scholarship Recipients
 - Math Olympiad High Achievers
 - WordMasters Challenge National Honoree
 - Hershey's Track and Field Games State Finalist

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	NA	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

Cactus View's Schoolwide Rule is: Everyone has the right to learn and be in a safe environment. A Cactus View Student is Trustworthy, Respectful, Responsible, Fair, Caring and a Good Citizen. Our goal is to help students become good decision makers regarding self-control, social-emotional relationships with peers and adults, as well as the academic setting. Cactus View has endorsed a very specific discipline and citizenship program which encompasses student expectations and consequences.

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) :

2

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	Patrick Knight	(602) 493-6280
Transportation Policy	Jeffrey Cook	(602) 493-6320
Community Resources	Lisa Frankeberger	(602) 493-6280
School Nutrition Programs	Kathy Kirkeby	(602) 493-6280
Parent Organization	Lisa Crist (President)	(602) 493-6280
Student Health/Nurse	Judy Stefaniak	(602) 493-6284

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