

Cactus Shadows High School

ARIZONA SCHOOL REPORT CARD 2003-04

5802 E. Dove Valley Road, Cave Creek, AZ 85327

Cave Creek Unified District

AZ LEARNS¹

High School
Achievement Profile *

Highly Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

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.

School Overview

Principal/Administrator : Dr. Gaye Leo
Schedule : 7:15 AM to 4:00 PM
Grades : 9-12
2003 Enrollment : 1393
Web Address : www.ccusd93.org
Phone Number : (480) 575-2400
Fax Number : (480) 488-6701
E-mail : mbarrett@ccusd93.org or gleo@ccusd93.org

Mission

Cactus Shadows High School educates, challenges and encourages all students to become thinking, responsible, contributing citizens who continue to learn throughout their lives.

School / Academic Goals

- Students will engage in a wide spectrum of learning opportunities and be able to apply what they have learned to an ever-changing global society.
- As a gateway to the 21st century, the use and application of technology and e-learning will support our students as they actively seek to navigate, problem-solve, and research new learning opportunities in every subject area.

Instructional Programs

- APEX Distance Learning Options
- Rio Salado Dual Enrollment Programs
- 21st Century Schools Project
- Honors and Advanced Placement Programs

Enrollment

October 1, 2002 School Year Student Enrollment : 1337
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 35

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 45 minutes
First Day of School : 8/13/2003
Last Day of School : 5/20/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web in early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- Ü Parent/Educator Relations
- Ü Oversee Site Budget (Tax Credit)
- Ü School Governance Issues
- Ü Communications
- Ü Implementation of Technology
- Ü Campus Beautification Project

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	4.00	Teacher	73.00
Other Professional Staff	10.00	Teacher Aide	5.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	20	0	0	0
4 to 6 years	16	3	0	1
7 to 9 years	7	10	0	0
10 or more years	0	16	0	0

Shared Responsibilities

School

The CCUSD Code of Conduct and the CSHS Student/Parent Agenda is distributed each year to all students. Student responsibilities, rights and code of conduct are outlined. Academic standards are set high and promoted by every curricular area at CSHS.

Parents

Our school community recognizes the direct relationship which exists between academic success and regular school attendance. Our goal is to have every student in class on time every day.

Resources Available at School Site

Special Facilities

- Ü Desert Preserve--15 Acres
- Ü CTE Video/A+ Program Labs

Extracurricular Activities

- Ü Student Government +25 Clubs
- Ü Service Learning Organizations
- Ü Rotary Foreign Exchange Programs
- Ü National Honor Society

Social Services

- Ü PTO/Boosters
- Ü Preschool On Site
- Ü Parenting Classes - Community Education
- Ü After School Program

Transportation Policy

Transportation is provided throughout the district's 144-square miles from Jomax Road on the south to Jenny Lynn Road on the north and 40th Street on the west to 136th Street on the east. Special education transportation also is provided.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü 81% senior class enrolled in a four year university, two year community college or technical school during their senior year in high school. 2003 Test data: ACT 22.7, SAT 525 verbal, 525 math. 82(Reading); 80(Writing); 56(Math); in AIMS scores.
- ü CSHS had one National Merit Scholar. Additionally, the class of 2003 had one appointment to the Air Force Academy and 165 scholar athletes with a GPAs of 3.5 or higher. Awarded \$3.5 million scholarship dollars to class of 2003 (272).

School Honors

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

Award/Honor	Year
ü National Merit Finalist and Semifinalists	2003
ü Fulbright Scholar	2003
ü National Board Certified Teacher Candidates	2003
ü Top 5 in State AIMS--Writing , Reading & Math Scores	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	98	95	94	96
Transfers Out ³	20	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	8	10	10	9
Promotion Rate ⁶	99	99	98	95
Retention Rate ⁷	1	1	2	5
Dropout Rate ⁸	1			8
Status Unknown ⁹	1			6
Graduation Rate ¹⁰	100			76

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 2002-03. 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 2003. 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. 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).

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	314	314	57534	94	94	91	508	508	491	24	24	46	20	20	16	32	32	23	24	24	15
All Students (Prior Year)	289	289	51010	NA	NA	NA	498	498	483	27	27	45	27	27	20	36	36	23	10	10	11
Female	143	143	28155	95	95	90	505	505	491	24	24	47	23	23	16	32	32	24	20	20	14
Male	171	171	28932	93	93	89	510	510	491	23	23	46	17	17	15	33	33	23	27	27	16
African American	NC	NC	2558	NC	NC	86	NC	NC	475	NC	NC	64	NC	NC	15	NC	NC	16	NC	NC	6
Hispanic	17	17	17547	100	100	86	480	480	475	54	54	64	8	8	15	38	38	15	0	0	6
Asian/Pacific Islander	NC	NC	1395	NC	NC	96	NC	NC	519	NC	NC	22	NC	NC	16	NC	NC	28	NC	NC	35
American Indian/Alaskan Native	NC	NC	3794	NC	NC	91	NC	NC	468	NC	NC	72	NC	NC	13	NC	NC	12	NC	NC	3
White	277	277	29790	90	90	86	510	510	501	21	21	34	21	21	17	33	33	29	25	25	20
Students with Disabilities	24	24	5562	77	77	93	472	472	461	100	100	79	0	0	10	0	0	8	0	0	3
Students without Disabilities	290	290	51972	96	96	90	508	508	492	23	23	45	20	20	16	33	33	24	24	24	15
Limited English Proficient Students	NC	NC	5467	NC	NC	111	NC	NC	458	NC	NC	87	NC	NC	7	NC	NC	5	NC	NC	1
Migrant Students	--	--	702				--	--	471	--	--	74	--	--	9	--	--	14	--	--	3
Economically Disadvantaged	--	--	10446				--	--	472	--	--	70	--	--	13	--	--	13	--	--	4
Non-Economically Disadvantaged	314	314	47088				508	508	495	24	24	42	20	20	16	32	32	26	24	24	17

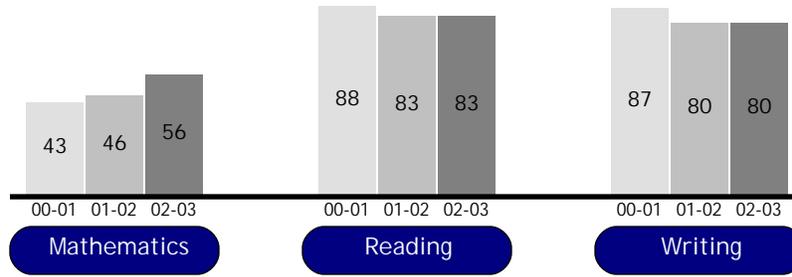
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	317	317	56700	95	95	89	534	534	512	5	5	15	12	12	23	64	64	52	19	19	10
All Students (Prior Year)	288	288	50525	NA	NA	NA	537	537	517	3	3	12	14	14	22	59	59	51	24	24	15
Female	144	144	27862	96	96	89	541	541	517	1	1	12	10	10	22	70	70	54	18	18	12
Male	173	173	28398	94	94	88	528	528	507	7	7	19	14	14	24	60	60	49	19	19	9
African American	NC	NC	2529	NC	NC	85	NC	NC	495	NC	NC	24	NC	NC	31	NC	NC	41	NC	NC	4
Hispanic	17	17	17305	100	100	85	520	520	494	8	8	24	8	8	31	85	85	41	0	0	4
Asian/Pacific Islander	NC	NC	1382	NC	NC	95	NC	NC	530	NC	NC	6	NC	NC	17	NC	NC	59	NC	NC	17
American Indian/Alaskan Native	NC	NC	3815	NC	NC	91	NC	NC	489	NC	NC	29	NC	NC	35	NC	NC	35	NC	NC	2
White	277	277	29209	90	90	84	536	536	525	4	4	9	12	12	17	64	64	59	20	20	15
Students with Disabilities	23	23	5215	74	74	87	475	475	478	40	40	43	30	30	29	30	30	25	0	0	2
Students without Disabilities	294	294	51485	97	97	89	536	536	513	3	3	15	12	12	23	66	66	52	19	19	11
Limited English Proficient Students	NC	NC	5378	NC	NC	109	NC	NC	471	NC	NC	48	NC	NC	36	NC	NC	15	NC	NC	0
Migrant Students	--	--	689				--	--	486	--	--	31	--	--	36	--	--	30	--	--	2
Economically Disadvantaged	--	--	10358				--	--	492	--	--	26	--	--	33	--	--	37	--	--	4
Non-Economically Disadvantaged	317	317	46342				534	534	516	5	5	13	12	12	21	64	64	54	19	19	12

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	307	307	55090	92	92	87	501	501	479	5	5	16	15	15	13	79	79	70	1	1	0
All Students (Prior Year)	289	289	50572	NA	NA	NA	500	500	481	5	5	14	15	15	23	80	80	63	0	0	1
Female	134	134	27752	89	89	89	504	504	483	3	3	13	9	9	12	87	87	75	1	1	0
Male	172	172	26842	93	93	83	498	498	474	7	7	20	19	19	15	73	73	65	1	1	0
African American	NC	NC	2336	NC	NC	78	NC	NC	464	NC	NC	25	NC	NC	14	NC	NC	62	NC	NC	0
Hispanic	14	14	16391	82	82	81	511	511	458	0	0	28	8	8	16	92	92	56	0	0	0
Asian/Pacific Islander	NC	NC	1356	NC	NC	93	NC	NC	499	NC	NC	7	NC	NC	9	NC	NC	83	NC	NC	2
American Indian/Alaskan Native	NC	NC	3731	NC	NC	89	NC	NC	446	NC	NC	37	NC	NC	16	NC	NC	47	NC	NC	0
White	272	272	29053	88	88	84	500	500	492	6	6	8	15	15	12	78	78	79	1	1	0
Students with Disabilities	18	18	4141	58	58	69	424	424	436	67	67	47	33	33	18	0	0	35	0	0	0
Students without Disabilities	289	289	50949	95	95	89	503	503	479	3	3	16	14	14	13	82	82	71	1	1	0
Limited English Proficient Students	NC	NC	4711	NC	NC	96	NC	NC	422	NC	NC	61	NC	NC	13	NC	NC	26	NC	NC	0
Migrant Students	--	--	666				--	--	444	--	--	39	--	--	11	--	--	50	--	--	0
Economically Disadvantaged	--	--	10168				--	--	453	--	--	32	--	--	18	--	--	50	--	--	0
Non-Economically Disadvantaged	307	307	44922				501	501	484	5	5	13	15	15	13	79	79	73	1	1	0

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?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

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	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	95	61	61	43	99	57	57	37	98	60	60	41
	Language	96	57	57	41	99	54	54	38	98	60	60	42
	Mathematics	96	75	75	59	99	75	75	56	98	79	79	60

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 Safety

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

A total school evacuation was conducted by our emergency preparedness team. Cactus Shadows had the fewest out of school suspensions and serious incidents of the area high schools with 47 in-school and 6 long-term out-of-school suspensions in 2003.

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) :

27

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	Diane Libertello	(480) 575-2400
Transportation Policy	Cathy Erwin	(480) 575-2081
Community Resources	Alexis Boyle	(480) 575-2062
School Nutrition Programs	Jeff Stempak	(480) 575-2437
Parent Organization	Nancy Adams	(480) 575-2401
Student Health/Nurse	Chantal Pontillo	(480) 575-2402

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 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 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 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