



Tom Horne, Superintendent
of Public Instruction

ARIZONA DISTRICT REPORT CARD 2006-07

Casa Grande Union High School District

1362 N. Casa Grande Ave., Casa Grande, AZ 85222-

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.

No Child Left Behind

Adequate Yearly Progress¹

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

Current Administrator ²

Title: Superintendent
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District At A Glance

Enrollment ³

	State	District
2005-2006 Student Enrollment	1,093,725	3,059

Highly Qualified

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	20	10	2	0
4 to 6 years	20	7	0	0
7 to 9 years	18	6	0	0
10 or more years	70	33	0	0

Percentage of Public Elementary and Secondary School Teachers with Emergency/Provisional Certification	13%
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	District Aggregate	High-Poverty Schools	Moderate-Poverty Schools	Low Poverty Schools
Percentage of Core Academic Subject Poverty Elementary and Secondary School Classes Not Taught by Highly Qualified Teachers	N/A	N/A	N/A	N/A

N/A =Data not available

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

10th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (05-06)	722	71130	100	95	692	701	29	23	15	13	47	51	9	14
All Students (04-05)	753	69846	100	100	678	699	35	21	15	11	42	49	8	18
Female (05-06)	360	35465	100	96	693	702	26	21	15	13	51	53	9	13
Female (04-05)	384	34328	100	99	682	702	33	19	15	12	42	51	9	18
Male (05-06)	361	35648	99	94	691	701	33	24	14	12	44	50	9	14
Male (04-05)	369	35509	100	100	673	696	37	23	15	11	42	48	7	18
African American (05-06)	36	3868	100	95	685	686	25	33	31	17	42	45	3	6
African American (04-05)	46	3535	100	100	653	677	45	31	13	15	38	46	5	8
Hispanic (05-06)	331	25103	100	95	686	685	34	34	15	16	45	45	5	5
Hispanic (04-05)	322	23363	100	100	670	680	37	32	20	16	39	45	5	7
Asian/Pacific Islander (05-06)	12	1805	100	98	697	731	33	9	NA	7	58	50	8	34
Asian/Pacific Islander (04-05)	NC	1742	NC	99	NC	733	NC	8	NC	7	NC	46	NC	38
American Indian/Alaskan Native (05-06)	59	4241	83	90	675	679	39	39	24	19	37	39	NA	3
American Indian/Alaskan Native (04-05)	81	4785	100	100	657	671	59	39	16	17	24	39	2	5
White (05-06)	284	36075	100	95	703	715	23	12	10	9	52	58	15	21
White (04-05)	300	36421	100	99	694	714	26	12	10	8	50	54	13	26
Students with Disabilities (05-06)	65	5862	88	71	649	658	74	63	8	15	14	20	5	2
Students with Disabilities (04-05)	99	7690	100	100	582	593	76	64	13	14	11	21	0	2
Students without Disabilities (05-06)	657	65268	100	98	696	705	25	19	15	12	51	54	9	15
Students without Disabilities (04-05)	654	62220	100	99	693	712	29	16	15	11	47	53	9	20
Limited English Proficient Students (05-06)	56	4859	93	93	661	662	66	64	18	15	14	20	2	1
Limited English Proficient Students (04-05)	75	5834	100	100	614	612	48	46	20	20	28	31	5	3
Migrant Students (05-06)	18	786	95	95	677	681	39	38	22	18	39	41	NA	4
Migrant Students (04-05)	NC	117	NC	NA	NC	677	NC	44	NC	18	NC	35	NC	3
Economically Disadvantaged (05-06)	284	22957	94	93	681	685	39	34	15	17	42	44	4	5
Economically Disadvantaged (04-05)	302	21421	100	92	677	686	43	35	14	15	40	43	4	7
Non-Economically Disadvantaged (05-06)	438	48173	100	96	699	709	23	17	14	11	51	55	12	18
Non-Economically Disadvantaged (04-05)	451	48489	100	100	678	704	29	15	16	10	44	52	11	23

10th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (05-06)	747	73018	100	97	693	703	8	6	28	23	60	64	5	8
All Students (04-05)	658	71311	100	100	675	694	14	7	27	21	54	63	6	9
Female (05-06)	362	35465	98	97	700	708	5	4	25	21	64	65	6	9
Female (04-05)	329	34899	100	100	686	700	9	5	25	19	58	66	7	10
Male (05-06)	385	36816	100	96	686	699	10	7	30	24	56	62	4	7
Male (04-05)	329	36430	100	100	664	688	18	9	28	22	49	61	4	8
African American (05-06)	41	3976	100	96	678	689	15	8	32	29	54	59	NA	3
African American (04-05)	33	3573	100	100	638	676	29	9	32	26	36	60	4	4
Hispanic (05-06)	344	25801	100	96	684	683	10	10	31	34	57	53	2	3
Hispanic (04-05)	289	24056	100	100	661	672	16	13	32	31	50	53	2	3
Asian/Pacific Islander (05-06)	12	1812	100	98	700	722	8	3	33	15	50	66	8	16
Asian/Pacific Islander (04-05)	NC	1731	NC	98	NC	717	NC	3	NC	13	NC	68	NC	16
American Indian/Alaskan Native (05-06)	55	4389	72	93	673	675	9	9	40	42	51	47	NA	1
American Indian/Alaskan Native (04-05)	77	5110	100	100	658	661	21	14	30	38	48	46	2	2
White (05-06)	295	37024	100	97	709	721	5	2	20	12	65	73	10	13
White (04-05)	256	36841	100	99	699	713	8	3	19	12	62	72	11	13
Students with Disabilities (05-06)	78	7170	100	85	641	654	33	23	47	47	18	29	1	1
Students with Disabilities (04-05)	94	8021	100	100	570	590	39	27	44	42	15	29	1	1
Students without Disabilities (05-06)	669	65848	100	98	698	708	5	4	25	20	65	67	5	9
Students without Disabilities (04-05)	564	63379	100	100	693	707	9	5	24	18	60	68	7	10
Limited English Proficient Students (05-06)	59	5099	98	95	644	641	34	29	47	59	19	12	NA	0
Limited English Proficient Students (04-05)	76	6402	100	100	620	596	18	25	37	44	41	30	4	1
Migrant Students (05-06)	19	817	95	96	658	667	11	15	68	44	21	39	NA	1
Migrant Students (04-05)	NC	548	NC	NA	NC	659	NC	26	NC	36	NC	38	NC	0
Economically Disadvantaged (05-06)	299	23912	94	94	678	681	9	10	38	36	51	52	2	2
Economically Disadvantaged (04-05)	266	22243	100	93	671	677	17	14	34	32	47	51	2	3
Non-Economically Disadvantaged (05-06)	448	49106	100	98	703	714	7	4	21	16	66	69	7	11
Non-Economically Disadvantaged (04-05)	392	49157	100	100	677	702	12	4	21	16	59	69	9	11

10th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (05-06)	753	72810	100	96	675	685	9	6	40	30	47	58	5	6
All Students (04-05)	655	70868	100	100	662	688	10	5	38	23	47	63	5	9
Female (05-06)	371	36111	100	97	687	695	6	4	30	23	56	65	7	8
Female (04-05)	327	34710	100	99	676	697	7	3	36	19	49	66	8	12
Male (05-06)	382	36678	100	95	662	674	12	9	49	36	37	52	2	3
Male (04-05)	328	36176	100	100	649	678	13	7	41	27	44	59	2	7
African American (05-06)	41	3962	100	96	678	675	5	8	41	33	51	55	2	3
African American (04-05)	33	3557	100	99	626	675	32	7	39	25	21	62	7	6
Hispanic (05-06)	347	25735	100	96	665	669	13	10	42	41	42	48	2	2
Hispanic (04-05)	289	23868	100	100	651	670	10	9	44	33	44	55	2	4
Asian/Pacific Islander (05-06)	11	1809	92	97	697	704	NA	4	27	19	64	65	9	13
Asian/Pacific Islander (04-05)	NC	1732	NC	98	NC	713	NC	2	NC	12	NC	64	NC	22
American Indian/Alaskan Native (05-06)	57	4370	75	92	661	670	11	9	58	39	30	50	2	2
American Indian/Alaskan Native (04-05)	73	5001	100	100	654	661	12	9	45	41	43	48	0	2
White (05-06)	297	36915	100	97	688	697	5	3	34	21	54	67	8	8
White (04-05)	257	36710	100	99	681	702	6	2	30	15	54	69	10	13
Students with Disabilities (05-06)	83	7071	100	84	624	634	28	24	54	53	17	21	1	1
Students with Disabilities (04-05)	94	7900	100	100	544	580	39	22	52	49	10	28	0	1
Students without Disabilities (05-06)	670	65739	100	98	680	689	7	4	38	27	50	62	5	6
Students without Disabilities (04-05)	561	63054	100	99	682	701	5	3	36	20	53	67	6	10
Limited English Proficient Students (05-06)	58	5046	97	94	621	621	36	31	50	56	14	12	NA	0
Limited English Proficient Students (04-05)	74	6308	100	100	605	591	12	19	52	47	34	33	2	1
Migrant Students (05-06)	20	812	100	96	638	654	30	15	50	51	15	34	5	0
Migrant Students (04-05)	NC	540	NC	NA	NC	658	NC	16	NC	42	NC	41	NC	1
Economically Disadvantaged (05-06)	300	23814	94	94	661	667	12	10	50	41	37	47	2	2
Economically Disadvantaged (04-05)	265	21994	100	92	663	673	14	10	43	36	42	52	2	3
Non-Economically Disadvantaged (05-06)	453	48996	100	97	684	693	8	4	33	24	53	64	6	7
Non-Economically Disadvantaged (04-05)	390	48960	100	100	662	694	8	3	35	18	50	67	7	12

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

The table below shows if your district met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

District AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	N
	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 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.

Below is a list of the Title 1 funded schools in the district that are in School Improvement Status as defined by the Federal No Child Left Behind Act of 2001

Desert Winds High School

Warning Year

Title I School - any school that receives Federal Title I funds; the school agrees to the accountability measures mandated by the No Child Left Behind Act of 2001 (NCLB).

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 implement the restructuring plan.

Out of School Improvement - A Title I school that has made adequate yearly progress (AYP) for two consecutive years and is no longer identified.

For More Information on school improvement status, visit our website at www.ade.az.gov/asd/nclb

Casa Grande Union High School District

	AZ LEARNS		NCLB
School Name	LABEL ES	LABEL HS	AYP
Casa Grande Union High School	N/A	Performing Plus	Met
Casa Verde High School	N/A	Performing Plus	Met
Desert Winds High School	N/A	Performing	Not Met

1 Adequate Yearly Progress, please visit our website at <http://www.ade.az.gov/profile/publicview/aypdistrictlist.asp>.

2 Current Administrator: This includes the most current information ADE has available, please contact the district directly if you feel this information is in error.

3 Enrollment: These enrollment counts represent a head count of all active enrollments on October 1st of each school year. Please note these counts are not unduplicated counts; concurrently enrolled students are counted as having an active membership in each school they are enrolled. Joint technology schools where students are concurrently enrolled are not included, which may additionally overstate aggregated enrollment figures.

4 Arizona Instrument to Measure Standards (AIMS) if applicable. Data reflects grades 3-8 and 10. 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. Mean Scale Scores (MSS). The federal law, No Child Left Behind (NCLB), 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. Data also provides a two year trend analysis of student performance as required by NCLB. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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