

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Casa Grande Union High School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Casa Grande Union High School District  
2730 N. Trekell Road, Casa Grande, AZ 85222-4194

**Principal:** Mr. Keith D. Greer  
**Schedule:** 7:00 AM to 6:00 PM  
**Web Address:** [www.cguhs.org](http://www.cguhs.org)  
**E-mail:** [kgreer@cguhs.org](mailto:kgreer@cguhs.org)

**Grades:** 9-12  
**2002 Enrollment:** 2343  
**Phone:** (520) 836-8500  
**Fax:** (520) 316-3353

## ∨ School Overview ∨

### Mission

The mission of Casa Grande Union High School is for staff to provide a safe life- learning environment where students are able to increase academic achievement in the critical areas of math, reading, and writing. We believe that working in cooperation with parents and the community that CGUHS will provide resources for each student in a least restrictive environment. We accept this responsibility to teach all students these life lessons.

### Organization and Philosophy

- w Departmentalized Classrooms
- w Traditional and Non-Traditional
- w Intensive Use of Technology
- w Strong Staff Development Program

### School/Academic Goals

- w Improve student academic performance in mathematics.
- w Improve student academic performance in reading.
- w Improve student academic performance in writing.
- w Improve rates of attendance, graduation, and student satisfaction.

### Instructional Programs

- w Accelerated Classes
- w Vocational and Technical Education
- w Gifted
- w Articulated Curriculum with Elementary
- w On-site Special Education
- w ELL
- w Alternative Education
- w Marine ROTC

### Enrollment

October 1, 2001 School Year Student Enrollment:	2290
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	30

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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.

∨ **School Site Council** ∨

**Council Composition**

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

**Council Duties**

- w Budget
- w Instructional Programs/Strategies
- w Curriculum Development
- w School Improvement
- w School Safety Issues
- w School/Business/Community Relations

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	5.00	Teacher	130.00
Other Professional Staff	1.00	Teacher Aide	17.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	24	22	3	0
4 to 6 years	19	8	1	0
7 to 9 years	1	2	0	0
10 or more years	22	23	0	0

∨ **Shared Responsibilities** ∨

**School**

Our goal is to inform parents on all matters as frequently as possible. This includes phone calls, parent/teacher conference night, failure notification and the report card. Progress reports are sent out in the middle of each academic quarter. Parents may check on student progress on any class through our web-based program, PowerSchool.

**Parents**

Parents ensure that their student has a willing attitude to learn and keeps abreast of the progress throughout the school year. In cooperation with the high school, progress is monitored on a regular basis.

∨ **Transportation Policy** ∨

The Board recognizes that transportation is a necessary element in the equalization of educational opportunity. Students are transported only in school-approved vehicles operated by authorized personnel. Students who reside outside of a two-mile radius are eligible for transportation. All special education students are eligible. The maximum transporting distance is 91 miles. Transportation is also provided for afterschool and evening activities.

∨ **Calendar Information** ∨

**Number of Instruction Days:** 176                      **First Day of School:** 8/12/02  
**Average Daily Instruction Time:** 6 hrs. 0 min.      **Last Day of School:** 5/23/03  
**Operates on Traditional Schedule**

**Report Card Release Dates**

10/11/02                      12/20/02                      3/14/03                      5/23/03

**Additional Calendar/Report Card Information**

Report cards are sent to parents via US mail. In addition, grading information is accessible through our website where parents may view updated records on a daily basis. Parents may get the same information telephonically if they do not have access to a computer.

∨ **Resources Available at School Site** ∨

**Nutrition Programs**

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes                      Lunch - Yes                      Summer Food - Yes

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

**Special Facilities**

- W Jostens Learning Lab
- W TV Production Studio
- W Nine Computer Labs
- W Career and Technical Education Center

**Extracurricular Activities**

- W Student Council
- W Multicultural Club
- W Mexican-American Club
- W DECA
- W Amerind Club
- W African Awareness/Culturally United Club
- W National Honor Society
- W FFA

**School/Community Resources**

- W Counseling Services/Psychologist
- W Prenatal/Parenting Assistance
- W Health Services
- W Lunch Program
- W Crisis Intervention
- W Transition Services
- W Community Volunteers
- W Breakfast Program

## ∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |  |  |
|--|--|
| <p>w The entire staff has received training in the use of technology. The entire facility is networked and the faculty is using the technology in instruction as well as record keeping.</p> | <p>w Curriculum was updated in the four core areas of English, math, science, and social studies to allow for alignment with the Arizona Academic Standards.</p> |
| <p>w The dropout rate was reduced by 50%. Failure rate was reduced by 25%.</p>   | <p>w We have begun a program of articulation with our feeder elementary schools in the areas of reading, math and science.</p>                                   |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	92.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	0.0 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.0 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	0.0 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	0.0 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.0 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	0.0 %			9.5 %
<b>Status Unknown</b> <sup>9</sup>	0.0 %			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> 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 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ∨ School Honors ∨

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
National Merit Scholarship Semifinalists	2002
Flinn scholarship Winner	2001
State and National above average ACT test scores	2001
Arts Principal of the Year	2000

## ∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

Grade 10 (Class of 2003) <sup>2</sup>		Number Tested	MS	FFB	A	M	E
Reading	School	393	493	22%	30%	42%	6%
	State	49803	512	15%	23%	48%	14%
Writing	School	368	455	29%	37%	35%	0%
	State	50471	477	17%	23%	59%	1%
Mathematics	School	394	454	72%	16%	9%	3%
	State	50429	480	48%	19%	22%	10%

#### Legend

- MS - The Mean Scale 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.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
9	Reading	81	36	44	72	35	43	66	35	43	--	36	43	62	35	43
	Language	82	30	39	73	29	39	67	28	40	--	31	41	62	31	42
	Mathematics	82	45	57	73	44	57	67	45	59	--	45	61	64	48	62
10	Reading	71	35	42	85	36	42	69	36	42	--	--	--	--	--	--
	Language	76	39	43	84	35	44	70	35	44	--	--	--	--	--	--
	Mathematics	76	38	47	86	41	49	71	37	50	--	--	--	--	--	--
11	Reading	67	39	46	88	47	44	67	40	45	--	--	--	--	--	--
	Language	66	37	43	88	41	42	67	37	44	--	--	--	--	--	--
	Mathematics	66	37	51	89	46	52	67	47	55	--	--	--	--	--	--

## ∨ Measure of Academic Progress ∨

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 2001 and 2002. 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 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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).

**The MAP is an elementary school (Grades 2-8) indicator only;  
therefore, no data to report.**

## ∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

We have placed increased emphasis on students wearing school ID badges and adhering to the rules articulated in the 2002-2003 Casa Grande Union High School Student Handbook.

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).

50

**School uniforms are not required at this school.**

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.

## ∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	NDS	NDS
Classroom Supplies	NDS	NDS
Administration	NDS	NDS
Support Services-Students	NDS	NDS
Other Support Services and Operations	NDS	NDS
Total Expenditures- All Categories 2000-2001	NDS	NDS

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ∨ Contacts ∨

	Name	Phone	Extension
<b>School Site Council</b>	Keith Greer	(520) 836-8500	3341
<b>Transportation Policy</b>	Shannon Hilyer	(520) 316-3302	
<b>Community Resources</b>	Margie Haro	(520) 836-8500	3335
<b>School Nutrition Programs</b>	Roland Hernandez	(520) 836-8500	3380
<b>Parent Organization</b>	Margie Haro	(520) 836-8500	3335
<b>Student Health/Nurse</b>	Linda Cassidy	(520) 836-8500	3112

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/](http://www.ade.az.gov/srcs/) on the Internet.

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