

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2730 North Trekeil Road, Casa Grande, AZ 85222

### Casa Grande Union High School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

#### AZ LEARNS<sup>1</sup>

##### High School Achievement Profile (a)

|         |                 |
|---------|-----------------|
| 2003-04 | Performing      |
| 2002-03 | Performing      |
| 2001-02 | Underperforming |

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

#### No Child Left Behind

##### Adequate Yearly Progress (b)

|         |         |
|---------|---------|
| 2003-04 | Met     |
| 2002-03 | Not Met |
| 2001-02 | N/A     |

##### School Improvement Status (b)

|         |                   |
|---------|-------------------|
| 2003-04 | Corrective Action |
| 2002-03 | Corrective Action |
| 2001-02 | N/A               |

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

#### School Overview

Principal/Administrator : Mr. Keith D. Greer  
 Schedule : 7:00 PM to 7:00 PM  
 Grades : 9-12  
 2004 Enrollment : 1959  
 Web Address : www.cguhs.org  
 Phone Number : (520) 836-8500  
 Fax Number : (520) 316-3353  
 E-mail : kgreer@cguhs.org

#### 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.

#### School / Academic Goals

- ü Beginning August 2004, all faculty and staff will demonstrate increased commitment to education evidenced by a minimum daily attendance.
- ü Beginning August 2004, Casa Grande Union High School will have a school-wide 'Student Study Team' implemented for students identified as requiring academic, emotional, and behavioral support.
- ü Beginning August 2004, all teachers employed at Casa Grande Union High School will receive at least 12 hours of cross-curricular training in ELL and SPED strategies.
- ü Beginning August 2004, Casa Grande Union High School will develop a district assessment instrument (DAI-R) for reading comparable to the AIMS.

#### Enrollment

October 1, 2003 School Year Student Enrollment : 2299  
 Accepting New Students in 2004-05 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 4

Instructional Programs

- Ü Accelerated Courses
- Ü Advanced Placement Courses
- Ü Career and Technical Education
- Ü Marine ROTC
- Ü Professional Learning Community
- Ü School-to-Work Program
- Ü SEI Program
- Ü Small Learning Community

Calendar Information

|                                  |                   |
|----------------------------------|-------------------|
| Number of Instruction Days :     | 179               |
| Average Daily Instruction Time : | 6 hours 0 minutes |
| First Day of School :            | 8/9/2004          |
| Last Day of School :             | 5/25/2005         |

Shared Responsibilities

School

Our goal is to inform parents on all matters as frequently as possible. This includes phone calls, parent/teacher conferences, failure notification, and our PowerSchool program. Progress reports are sent out in the middle of each academic quarter.

Parents

Parents ensure that their students have a willing attitude to learn and they keep abreast of their academic progress throughout the school year. In cooperation with the high school, progress is monitored on a regular basis.

Transportation Policy

The Casa Grande Union High School Governing 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.

School Honors

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

| Award/Honor  | Year |
|--|------|
| Ü State President of DECA                          | 2004 |
| Ü Robert Byrd Scholarship Winners                  | 2004 |
| Ü CGUHS Band Achieved a Superior Performance Award | 2004 |
| Ü National Merit Scholarship Finalist              | 2003 |

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                        | 580      | 645 | 65934 | 100      | 100 | 100 | 476 | 473 | 492 | 61    | 65 | 43 | 16  | 14 | 18 | 15    | 14 | 24 | 7          | 7  | 15 |
| All Students (Prior Year)           | 500      | 533 | 57534 | 91       | 89  | 91  | 475 | 474 | 491 | 68    | 69 | 46 | 14  | 13 | 16 | 12    | 11 | 23 | 7          | 6  | 15 |
| Female                              | 284      | 319 | 32586 | 100      | 100 | 100 | 476 | 473 | 491 | 64    | 68 | 44 | 13  | 12 | 19 | 15    | 13 | 24 | 8          | 7  | 14 |
| Male                                | 295      | 325 | 33226 | 100      | 100 | 99  | 477 | 474 | 493 | 59    | 62 | 42 | 18  | 17 | 18 | 16    | 14 | 24 | 7          | 7  | 16 |
| African American                    | 22       | 26  | 3042  | 100      | 100 | 98  | 460 | 458 | 478 | 75    | 77 | 58 | 15  | 14 | 19 | 10    | 9  | 17 | 0          | 0  | 6  |
| Hispanic                            | 249      | 277 | 21740 | 100      | 100 | 100 | 467 | 465 | 475 | 75    | 77 | 63 | 12  | 11 | 17 | 9     | 8  | 15 | 4          | 3  | 5  |
| Asian/Pacific Islander              | NC       | NC  | 1643  | NC       | NC  | 99  | NC  | NC  | 519 | NC    | NC | 23 | NC  | NC | 13 | NC    | NC | 30 | NC         | NC | 34 |
| American Indian/Alaskan Native      | 47       | 70  | 4351  | 100      | 100 | 99  | 463 | 457 | 472 | 77    | 84 | 68 | 10  | 8  | 16 | 10    | 7  | 13 | 3          | 2  | 4  |
| White                               | 243      | 252 | 34819 | 98       | 97  | 99  | 490 | 488 | 505 | 45    | 47 | 27 | 21  | 20 | 20 | 22    | 21 | 31 | 13         | 13 | 22 |
| Students with Disabilities          | 73       | 83  | 6507  | 100      | 100 | 100 | 459 | 455 | 456 | 75    | 79 | 83 | 17  | 14 | 9  | 6     | 5  | 6  | 3          | 2  | 2  |
| Students without Disabilities       | 507      | 562 | 59427 | 100      | 100 | 100 | 477 | 475 | 494 | 60    | 64 | 41 | 16  | 14 | 19 | 16    | 14 | 25 | 8          | 7  | 16 |
| Limited English Proficient Students | 85       | 97  | 6793  | 100      | 100 | 100 | 474 | 469 | 464 | 65    | 70 | 79 | 18  | 16 | 11 | 15    | 13 | 8  | 1          | 1  | 2  |
| Migrant Students                    | 31       | 34  | 708   |          |     |     | 468 | 465 | 469 | 70    | 73 | 72 | 23  | 21 | 15 | 7     | 6  | 10 | 0          | 0  | 3  |
| Economically Disadvantaged          | 176      | 192 | 18745 |          |     |     | 470 | 467 | 475 | 70    | 72 | 64 | 15  | 14 | 16 | 10    | 10 | 15 | 5          | 4  | 5  |
| Non-Economically Disadvantaged      | 404      | 453 | 47182 |          |     |     | 479 | 476 | 499 | 58    | 62 | 35 | 16  | 15 | 19 | 18    | 16 | 27 | 8          | 8  | 19 |

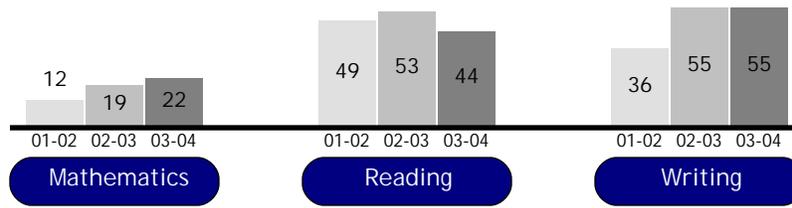
| Reading                             | # Tested |     |       | % Tested |     |     | MSS |     |     | % FFB |    |    | % A |    |    | % Met |    |    | % Exceeded |    |    |
|-------------------------------------|----------|-----|-------|----------|-----|-----|-----|-----|-----|-------|----|----|-----|----|----|-------|----|----|------------|----|----|
|                                     | S        | D   | AZ    | S        | D   | AZ  | S   | D   | AZ  | S     | D  | AZ | S   | D  | AZ | S     | D  | AZ | S          | D  | AZ |
| All Students                        | 623      | 690 | 68162 | 100      | 100 | 100 | 494 | 490 | 509 | 25    | 29 | 18 | 32  | 31 | 24 | 41    | 37 | 51 | 3          | 2  | 8  |
| All Students (Prior Year)           | 493      | 529 | 56700 | 90       | 89  | 89  | 500 | 499 | 512 | 21    | 23 | 15 | 25  | 25 | 23 | 48    | 47 | 52 | 5          | 5  | 10 |
| Female                              | 304      | 335 | 33509 | 100      | 100 | 100 | 497 | 493 | 513 | 22    | 26 | 15 | 33  | 32 | 23 | 43    | 39 | 52 | 2          | 2  | 9  |
| Male                                | 319      | 355 | 34521 | 100      | 100 | 100 | 491 | 487 | 505 | 27    | 32 | 20 | 31  | 30 | 24 | 39    | 35 | 49 | 3          | 2  | 7  |
| African American                    | 23       | 28  | 3163  | 100      | 100 | 99  | 476 | 472 | 497 | 45    | 48 | 22 | 27  | 28 | 30 | 27    | 24 | 46 | 0          | 0  | 3  |
| Hispanic                            | 269      | 298 | 22624 | 100      | 100 | 100 | 480 | 478 | 487 | 35    | 39 | 32 | 36  | 35 | 31 | 27    | 25 | 35 | 1          | 1  | 2  |
| Asian/Pacific Islander              | NC       | NC  | 1666  | NC       | NC  | 100 | NC  | NC  | 523 | NC    | NC | 11 | NC  | NC | 17 | NC    | NC | 60 | NC         | NC | 12 |
| American Indian/Alaskan Native      | 56       | 80  | 4592  | 100      | 100 | 100 | 477 | 470 | 484 | 41    | 51 | 32 | 37  | 32 | 37 | 22    | 17 | 30 | 0          | 0  | 1  |
| White                               | 255      | 263 | 35727 | 100      | 100 | 100 | 512 | 510 | 526 | 9     | 11 | 7  | 28  | 27 | 17 | 58    | 57 | 64 | 5          | 5  | 12 |
| Students with Disabilities          | 86       | 96  | 6845  | 100      | 100 | 100 | 463 | 459 | 468 | 55    | 60 | 53 | 27  | 25 | 29 | 18    | 15 | 18 | 0          | 0  | 1  |
| Students without Disabilities       | 537      | 594 | 61317 | 100      | 100 | 100 | 496 | 492 | 512 | 22    | 27 | 15 | 32  | 31 | 23 | 43    | 39 | 53 | 3          | 3  | 8  |
| Limited English Proficient Students | 93       | 102 | 7152  | 100      | 100 | 100 | 481 | 479 | 464 | 43    | 46 | 57 | 29  | 28 | 31 | 28    | 25 | 12 | 1          | 1  | 0  |
| Migrant Students                    | 34       | 36  | 745   |          |     |     | 461 | 461 | 469 | 63    | 62 | 51 | 31  | 29 | 31 | 6     | 9  | 17 | 0          | 0  | 1  |
| Economically Disadvantaged          | 186      | 206 | 19528 |          |     |     | 485 | 481 | 487 | 31    | 35 | 31 | 36  | 35 | 32 | 31    | 29 | 34 | 2          | 2  | 2  |
| Non-Economically Disadvantaged      | 437      | 484 | 48595 |          |     |     | 497 | 493 | 518 | 22    | 27 | 13 | 30  | 29 | 20 | 45    | 41 | 57 | 3          | 3  | 10 |

| 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                        | 617      | 671 | 67629 | 100      | 100 | 100 | 514 | 507 | 524 | 23    | 27 | 22 | 21  | 21 | 16 | 54    | 51 | 59 | 1          | 1  | 3  |
| All Students (Prior Year)           | 503      | 539 | 55090 | 92       | 90  | 87  | 455 | 454 | 479 | 31    | 31 | 16 | 15  | 15 | 13 | 55    | 54 | 70 | 0          | 0  | 0  |
| Female                              | 304      | 330 | 33347 | 100      | 100 | 100 | 524 | 517 | 537 | 20    | 23 | 17 | 19  | 19 | 15 | 60    | 56 | 64 | 2          | 2  | 4  |
| Male                                | 313      | 341 | 34151 | 100      | 100 | 99  | 504 | 497 | 512 | 27    | 30 | 27 | 23  | 23 | 18 | 48    | 45 | 54 | 1          | 1  | 2  |
| African American                    | 22       | 25  | 3150  | 100      | 100 | 99  | 495 | 473 | 515 | 25    | 35 | 24 | 25  | 22 | 19 | 50    | 43 | 56 | 0          | 0  | 2  |
| Hispanic                            | 265      | 289 | 22313 | 100      | 100 | 100 | 499 | 494 | 493 | 29    | 31 | 34 | 22  | 23 | 19 | 49    | 46 | 46 | 0          | 0  | 1  |
| Asian/Pacific Islander              | NC       | NC  | 1659  | NC       | NC  | 100 | NC  | NC  | 564 | NC    | NC | 11 | NC  | NC | 12 | NC    | NC | 68 | NC         | NC | 9  |
| American Indian/Alaskan Native      | 56       | 77  | 4528  | 100      | 100 | 99  | 489 | 472 | 492 | 42    | 51 | 35 | 18  | 17 | 21 | 40    | 32 | 42 | 0          | 0  | 1  |
| White                               | 255      | 260 | 35593 | 100      | 98  | 99  | 536 | 534 | 547 | 14    | 15 | 13 | 21  | 21 | 14 | 62    | 61 | 69 | 3          | 3  | 4  |
| Students with Disabilities          | 83       | 92  | 6712  | 100      | 100 | 100 | 453 | 444 | 445 | 67    | 69 | 61 | 11  | 13 | 18 | 22    | 18 | 21 | 0          | 0  | 0  |
| Students without Disabilities       | 534      | 579 | 60917 | 100      | 100 | 100 | 519 | 513 | 530 | 20    | 23 | 19 | 22  | 22 | 16 | 57    | 54 | 61 | 1          | 1  | 3  |
| Limited English Proficient Students | 91       | 98  | 6994  | 100      | 100 | 100 | 486 | 478 | 442 | 35    | 38 | 58 | 22  | 23 | 18 | 42    | 39 | 23 | 0          | 0  | 0  |
| Migrant Students                    | 33       | 35  | 732   |          |     |     | 473 | 473 | 466 | 44    | 44 | 44 | 13  | 12 | 23 | 44    | 44 | 33 | 0          | 0  | 0  |
| Economically Disadvantaged          | 184      | 198 | 19310 |          |     |     | 508 | 502 | 489 | 24    | 28 | 35 | 24  | 24 | 20 | 50    | 47 | 44 | 2          | 2  | 1  |
| Non-Economically Disadvantaged      | 433      | 473 | 48278 |          |     |     | 516 | 509 | 538 | 23    | 26 | 17 | 20  | 20 | 15 | 56    | 52 | 65 | 1          | 1  | 4  |

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

|                   |                      |     |
|-------------------|----------------------|-----|
| AYP Determination | Met Percent Tested?  | Y   |
|                   | Met Test Objectives? | Y   |
|                   | Met Attendance Rate? | Y   |
|                   | Met Graduation Rate? | Y   |
|                   | 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 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.

**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](http://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 | 2001-2002 |       |    |    | 2002-2003 |       |    |    | 2003-2004 |       |    |    |
|-------|--------------|-----------|-------|----|----|-----------|-------|----|----|-----------|-------|----|----|
|       |              | %         | Score | D  | AZ | %         | Score | D  | AZ | %         | Score | D  | AZ |
| 9     | Reading      | 100       | 33    | 32 | 37 | 97        | 34    | 33 | 41 | 87        | 35    | NA | 42 |
|       | Language     | 100       | 30    | 29 | 38 | 97        | 33    | 32 | 42 | 88        | 33    | 29 | 42 |
|       | Mathematics  | 100       | 47    | 46 | 56 | 99        | 47    | 46 | 60 | 87        | 51    | 47 | 63 |

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

Council Duties

|                             |                                       |
|-----------------------------|---------------------------------------|
| 1 School Administrator(s)   | Ü Budget                              |
| 1 Non-certified Employee(s) | Ü Instructional Programs/Strategies   |
| 3 Teacher(s)                | Ü Curriculum Development              |
| 3 Parent(s)                 | Ü School Improvement                  |
| 1 Community Member(s)       | Ü School Safety Issues                |
| 2 Student(s)                | Ü School/Business/Community Relations |

Staffing Information for School Year 2004-05

| Position                 | Number | Position     | Number |
|--------------------------|--------|--------------|--------|
| Administrator            | 6.00   | Teacher      | 128.00 |
| Other Professional Staff | 5.00   | Teacher Aide | 15.00  |

Years of Teaching Experience for School Year 2004-05

| Experience       | Bachelor's | Master's | Doctorate | Other |
|------------------|------------|----------|-----------|-------|
| 3 or fewer years | 28         | 14       | 1         | 0     |
| 4 to 6 years     | 13         | 17       | 1         | 0     |
| 7 to 9 years     | 4          | 9        | 0         | 0     |
| 10 or more years | 10         | 24       | 0         | 0     |

Highly Qualified (NCLB) & Core Academics

|   |     |
|---|-----|
| Core academic teachers meeting the definition of Highly Qualified (NCLB): | 65  |
| Core academic classes taught by Highly Qualified (NCLB) teachers.         | 330 |
| Teachers with Emergency Certificaton.                                     | 6   |

Resources Available at School Site

Special Facilities

|                   |                          |
|-------------------|--------------------------|
| Ü Learning Center | Ü Television Studio      |
| Ü Media Center    | Ü Title One Computer Lab |

Extracurricular Activities

|                       |                                |
|-----------------------|--------------------------------|
| Ü Amerind Club        | Ü FFA                          |
| Ü Black Student Union | Ü F.I.R.S.T. Robot Club        |
| Ü Culinary Arts Club  | Ü National Honor Society       |
| Ü DECA                | Ü Mexican American/Latino Club |

Social Services

|                                    |                            |
|------------------------------------|----------------------------|
| Ü Counseling Services/Psychologist | Ü Nurse                    |
| Ü Federal Lunch Program            | Ü Sports Trainer           |
| Ü Prenatal/Parenting Assistance    | Ü Parent Center            |
| Ü Crisis Intervention              | Ü Johnson O'Malley Program |

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü The entire Casa Grande Union High School staff has received professional development for the second year in the use of reading strategies that can be used across the entire curriculum.
- ü The entire CGUHS Staff has received professional development from the International Center for Leadership in Education Topic: Strategic Reading in the Content Areas-Boosting Achievement in Grades 7-12.
- ü Department chairs attended a semester long professional development workshop lead by WESTED, utilizing a book study format on classroom instruction that works research-based strategies for increasing student achievement by Robert Marzano.
- ü Casa Grande Union High School achieved 'Performing' status on AZ Learns.

Student Activity Rates for School Year 2003-04

|   | % School | Arizona |       |        |
|---|----------|---------|-------|--------|
|   |          | % K-6   | % 7-8 | % 9-12 |
| Attendance Rate <sup>4</sup>                | 95       | 95      | 93    | 95     |
| Transfers Out <sup>5</sup>                  | 0        | 21      | 20    | 24     |
| Transfers In <sup>6</sup> (Within District) | 7        | 2       | 2     | 2      |
| Transfers In <sup>7</sup> (Out of District) | 5        | 10      | 9     | 9      |
| Promotion Rate <sup>8</sup>                 | 83       | 98      | 98    | 94     |
| Retention Rate <sup>9</sup>                 | 17       | 1       | 1     | 5      |
| Dropout Rate <sup>10</sup>                  | 4        | NA      |       | 3      |
| Status Unknown <sup>11</sup>                | 3        |         |       | 2      |
| Graduation Rate <sup>12</sup>               | 83       |         |       | 77     |

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

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 2003-04. 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 2004. 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. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. 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).

School Safety

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

We are placing increased emphasis on students wearing school ID badges and adhering to the rules articulated in the 2004-05 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) :

1

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       | Keith Greer      | (520) 836-8500 |
| Transportation Policy     | Shannon Hilyer   | (520) 316-3302 |
| Community Resources       | Tomas Pinon      | (520) 836-8500 |
| School Nutrition Programs | Roland Hernandez | (520) 836-8500 |
| Parent Organization       | Margie Haro      | (520) 836-8500 |
| Student Health/Nurse      | Linda Cassidy    | (520) 836-8500 |

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. "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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://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. 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](http://www.ade.az.gov/standards)

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 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 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

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