

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 LEARNS¹

High School Achievement Profile (a)

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Not Met

School Improvement Status (b)

2004-05	N/A
2003-04	Corrective Action
2002-03	Corrective Action

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

School Overview

Principal/Administrator : Mr. Keith D. Greer
 Schedule : 07:00 AM to 05:30 PM
 Grades : 9-12
 2005 Enrollment : 2132
 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. We believe that working in cooperation with parents and the community that CGUHS will provide resources for each student in a least restrictive environment, which encourages students to become productive and responsible citizens.

School / Academic Goals

- ü Beginning August 2005, all faculty and staff will demonstrate increased commitment to education evidenced by a minimum daily attendance rate of 95%.
- ü Beginning August 2005, Casa Grande Union High School will have a school-wide 'Student Study Team' intervention for students identified as needing additional academic, emotional, or behavioral support.
- ü Beginning August 2005, all new teachers employed at Casa Grande Union High School will receive coaching and mentoring to help them develop professionally.
- ü Beginning August 2005, Casa Grande Union High School will implement a research based classroom management system for teachers to better monitor their student's classroom behavior.

Enrollment

October 1, 2004 School Year Student Enrollment : 2355
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 8

Instructional Programs

- ü Honors Courses
- ü Advanced Placement Courses
- ü Career and Technical Education Courses
- ü Marine ROTC
- ü Professional Learning Communities
- ü School-to-Work Programs
- ü SEI Programs
- ü Small Learning Communities

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

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 Wal Mart Teacher of the Year	2005
ü FFA Star State Farmer of Arizona	2005
ü State President of DECA	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	584	753	69846	100	100	100	680	678	699	36	35	21	15	15	11	40	42	49	8	8	18
All Students (Prior Year)	580	645	65934	100	100	100	476	473	492	61	65	43	16	14	18	15	14	24	7	7	15
Female	293	384	34328	100	100	99	684	682	702	33	33	19	15	15	12	42	42	51	10	9	18
Male	291	369	35509	100	100	100	676	673	696	40	37	23	16	15	11	38	42	48	7	7	18
African American	27	46	3535	100	100	100	662	653	677	60	45	31	12	13	15	20	38	46	8	5	8
Hispanic	253	322	23363	100	100	100	669	670	680	36	37	32	20	20	16	39	39	45	4	5	7
Asian/Pacific Islander	NC	NC	1742	NC	NC	99	NC	NC	733	NC	NC	8	NC	NC	7	NC	NC	46	NC	NC	38
American Indian/Alaskan Native	56	81	4785	100	100	100	666	657	671	63	59	39	15	16	17	19	24	39	2	2	5
White	244	300	36421	100	100	99	696	694	714	27	26	12	11	10	8	48	50	54	14	13	26
Students with Disabilities	79	99	7690	100	100	100	601	582	593	79	76	64	12	13	14	8	11	21	0	0	2
Students without Disabilities	505	654	62220	100	100	99	692	693	712	29	29	16	16	15	11	45	47	53	10	9	20
Limited English Proficient Students	60	75	5834	100	100	100	635	614	612	47	48	46	20	20	20	29	28	31	5	5	3
Migrant Students	NC	NC	117	NC	NC	NA	NC	NC	677	NC	NC	44	NC	NC	18	NC	NC	35	NC	NC	3
Economically Disadvantaged	250	302	21421	100	100	92	676	677	686	46	43	35	13	14	15	38	40	43	3	4	7
Non-Economically Disadvantaged	334	451	48489	100	100	100	683	678	704	29	29	15	17	16	10	42	44	52	12	11	23

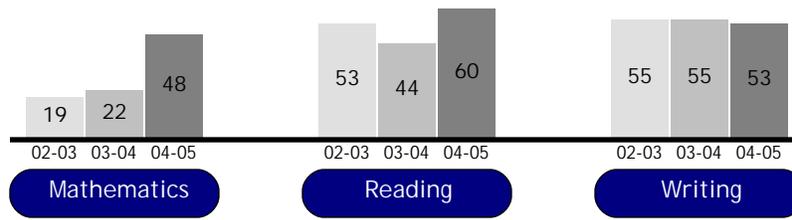
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	577	658	71311	100	100	100	681	675	694	12	14	7	27	27	21	54	54	63	6	6	9
All Students (Prior Year)	623	690	68162	100	100	100	494	490	509	25	29	18	32	31	24	41	37	51	3	2	8
Female	284	329	34899	100	100	100	690	686	700	8	9	5	26	25	19	58	58	66	8	7	10
Male	293	329	36430	100	100	100	673	664	688	16	18	9	29	28	22	51	49	61	4	4	8
African American	29	33	3573	100	100	100	661	638	676	31	29	9	35	32	26	31	36	60	4	4	4
Hispanic	250	289	24056	100	100	100	666	661	672	14	16	13	33	32	31	52	50	53	2	2	3
Asian/Pacific Islander	NC	NC	1731	NC	NC	98	NC	NC	717	NC	NC	3	NC	NC	13	NC	NC	68	NC	NC	16
American Indian/Alaskan Native	57	77	5110	100	100	100	671	658	661	18	21	14	35	30	38	45	48	46	2	2	2
White	238	256	36841	98	100	99	703	699	713	7	8	3	19	19	12	62	62	72	11	11	13
Students with Disabilities	82	94	8021	100	100	100	597	570	590	38	39	27	47	44	42	16	15	29	0	1	1
Students without Disabilities	495	564	63379	100	100	100	696	693	707	8	9	5	24	24	18	61	60	68	7	7	10
Limited English Proficient Students	65	76	6402	100	100	100	642	620	596	17	18	25	37	37	44	43	41	30	4	4	1
Migrant Students	NC	NC	548	NC	NC	NA	NC	NC	659	NC	NC	26	NC	NC	36	NC	NC	38	NC	NC	0
Economically Disadvantaged	247	266	22243	100	100	93	672	671	677	16	17	14	35	34	32	47	47	51	2	2	3
Non-Economically Disadvantaged	330	392	49157	100	100	100	688	677	702	9	12	4	22	21	16	60	59	69	9	9	11

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	576	655	70868	100	100	100	668	662	688	9	10	5	38	38	23	48	47	63	5	5	9
All Students (Prior Year)	617	671	67629	100	100	100	514	507	524	23	27	22	21	21	16	54	51	59	1	1	3
Female	281	327	34710	100	100	99	680	676	697	6	7	3	35	36	19	50	49	66	9	8	12
Male	295	328	36176	100	100	100	657	649	678	11	13	7	41	41	27	45	44	59	2	2	7
African American	29	33	3557	100	100	99	649	626	675	35	32	7	38	39	25	19	21	62	8	7	6
Hispanic	251	289	23868	100	100	100	655	651	670	9	10	9	45	44	33	44	44	55	2	2	4
Asian/Pacific Islander	NC	NC	1732	NC	NC	98	NC	NC	713	NC	NC	2	NC	NC	12	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	54	73	5001	100	100	100	666	654	661	8	12	9	46	45	41	46	43	48	0	0	2
White	239	257	36710	98	100	99	685	681	702	6	6	2	29	30	15	55	54	69	10	10	13
Students with Disabilities	81	94	7900	100	100	100	571	544	580	37	39	22	55	52	49	8	10	28	0	0	1
Students without Disabilities	495	561	63054	100	100	99	684	682	701	4	5	3	35	36	20	54	53	67	6	6	10
Limited English Proficient Students	64	74	6308	100	100	100	626	605	591	10	12	19	53	52	47	35	34	33	2	2	1
Migrant Students	NC	NC	540	NC	NC	NA	NC	NC	658	NC	NC	16	NC	NC	42	NC	NC	41	NC	NC	1
Economically Disadvantaged	246	265	21994	100	100	92	664	663	673	13	14	10	43	43	36	43	42	52	2	2	3
Non-Economically Disadvantaged	330	390	48960	100	100	100	671	662	694	6	8	3	35	35	18	51	50	67	8	7	12

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?	Not Evaluated
	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 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	97	34	33	41	87	35	NA	42	84	48	47	51
	Language	97	33	32	42	88	33	29	42	84	46	45	50
	Mathematics	99	47	46	60	87	51	47	63	84	45	43	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	6.00	Teacher	140.00
Other Professional Staff	12.00	Teacher Aide	20.00

Years of Teaching Experience for School Year 2005-06

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) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	77
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	N/A
Percent of core classes not taught by Highly Qualified Teachers	14%

Resources Available at School Site

Special Facilities

Ü Learning Center/Library	Ü Television Studio
Ü Auto Shop	Ü Athletic Training Facility

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 Extended Day Services	Ü Parent Center
Ü Crisis Intervention	Ü Johnson O'Malley Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü The entire Casa Grande Union High School staff will receive professional development for the third year in a row centering on the use of reading strategies that can be used across the entire curriculum.
- ü The entire CGUHS Staff has received professional development in researched-based strategies to increase student achievement.
- ü 90% of the staff at CGUHS has received SEI training.
- ü Casa Grande Union High School achieved 'Performing' status on AZ Learns.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	19	12	12	17
Transfers In Rate ⁶	23	28	28	37
Stability Rate ⁷	80	87	87	82
Promotion Rate ⁸	73	96	95	81
Retention Rate ⁹	16	1	1	3
Dropout Rate ¹⁰	2	0	1	6
Status Unknown ¹¹	2	0	1	4
Graduation Rate ¹²	78	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

We are placing increased emphasis on students wearing school ID badges and adhering to the rules articulated in the 2005-06 Casa Grande Union High School Student Handbook.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	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 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."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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Total cost of printing: 12 Pages X .0318 Per page X 500 Copies = \$191.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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