

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Performing

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

School Overview

Principal/Administrator : Mr. Keith D. Greer
 Schedule : 07:00 AM to 05:30 PM
 Grades : 9-12
 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.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	Corrective Action

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

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, 2005 School Year Student Enrollment : 2528
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 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	619	722	71130	93	100	95	694	692	701	27	29	23	14	15	13	49	47	51	9	9	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	303	360	35465	94	100	96	695	693	702	24	26	21	14	15	13	53	51	53	9	9	13
Male	315	361	35648	92	99	94	693	691	701	30	33	24	15	14	12	46	44	50	10	9	14
African American	28	36	3868	85	100	95	690	685	686	18	25	33	32	31	17	46	42	45	4	3	6
Hispanic	281	331	25103	92	100	95	687	686	685	34	34	34	14	15	16	47	45	45	5	5	5
Asian/Pacific Islander	12	12	1805	100	100	98	697	697	731	33	33	9	NA	NA	7	58	58	50	8	8	34
American Indian/Alaskan Native	45	59	4241	90	83	90	681	675	679	29	39	39	27	24	19	44	37	39	NA	NA	3
White	253	284	36075	97	100	95	705	703	715	21	23	12	10	10	9	53	52	58	16	15	21
Students with Disabilities	54	65	5862	77	88	71	649	649	658	74	74	63	6	8	15	15	14	20	6	5	2
Students without Disabilities	565	657	65268	95	100	98	698	696	705	23	25	19	15	15	12	53	51	54	10	9	15
Limited English Proficient Students	47	56	4859	85	93	93	662	661	662	64	66	64	17	18	15	17	14	20	2	2	1
Migrant Students	18	18	786	95	95	95	677	677	681	39	39	38	22	22	18	39	39	41	NA	NA	4
Economically Disadvantaged	251	284	22957	90	94	93	683	681	685	39	39	34	14	15	17	44	42	44	4	4	5
Non-Economically Disadvantaged	368	438	48173	96	100	96	702	699	709	20	23	17	14	14	11	53	51	55	13	12	18

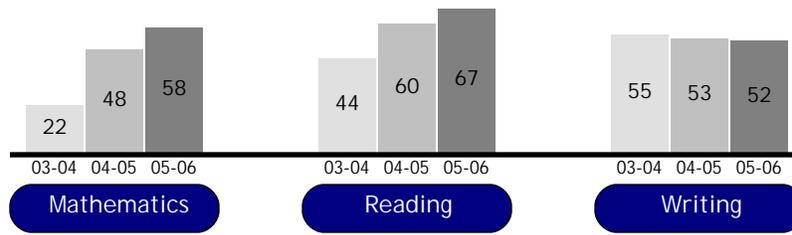
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	653	747	73018	95	100	97	695	693	703	7	8	6	26	28	23	62	60	64	5	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	313	362	36181	94	98	97	703	700	708	4	5	4	22	25	21	68	64	65	6	6	9
Male	340	385	36816	96	100	96	687	686	699	10	10	7	30	30	24	56	56	62	4	4	7
African American	32	41	3976	94	100	96	683	678	689	16	15	8	28	32	29	56	54	59	NA	NA	3
Hispanic	301	344	25801	97	100	96	686	684	683	9	10	10	30	31	34	59	57	53	2	2	3
Asian/Pacific Islander	12	12	1812	100	100	98	700	700	722	8	8	3	33	33	15	50	50	66	8	8	16
American Indian/Alaskan Native	41	55	4389	76	72	93	677	673	675	2	9	9	41	40	42	56	51	47	NA	NA	1
White	267	295	37024	96	100	97	709	709	721	4	5	2	19	20	12	67	65	73	9	10	13
Students with Disabilities	66	78	7170	92	100	85	644	641	654	27	33	23	52	47	47	20	18	29	2	1	1
Students without Disabilities	587	669	65848	95	100	98	700	698	708	5	5	4	24	25	20	66	65	67	5	5	9
Limited English Proficient Students	52	59	5099	91	98	95	644	644	641	37	34	29	46	47	59	17	19	12	NA	NA	0
Migrant Students	19	19	817	95	95	96	658	658	667	11	11	15	68	68	44	21	21	39	NA	NA	1
Economically Disadvantaged	265	299	23912	91	94	94	680	678	681	8	9	10	37	38	36	52	51	52	2	2	2
Non-Economically Disadvantaged	388	448	49106	98	100	98	705	703	714	6	7	4	19	21	16	68	66	69	7	7	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	661	753	72810	96	100	96	676	675	685	9	9	6	39	40	30	47	47	58	5	5	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	323	371	36111	97	100	97	689	687	695	6	6	4	30	30	23	56	56	65	8	7	8
Male	338	382	36678	95	100	95	663	662	674	12	12	9	47	49	36	39	37	52	2	2	3
African American	33	41	3962	97	100	96	681	678	675	6	5	8	36	41	33	55	51	55	3	2	3
Hispanic	304	347	25735	98	100	96	665	665	669	14	13	10	41	42	41	43	42	48	3	2	2
Asian/Pacific Islander	11	11	1809	92	92	97	697	697	704	NA	NA	4	27	27	19	64	64	65	9	9	13
American Indian/Alaskan Native	42	57	4370	78	75	92	665	661	670	5	11	9	60	58	39	33	30	50	2	2	2
White	271	297	36915	97	100	97	688	688	697	5	5	3	34	34	21	53	54	67	8	8	8
Students with Disabilities	72	83	7071	100	100	84	625	624	634	26	28	24	54	54	53	18	17	21	1	1	1
Students without Disabilities	589	670	65739	96	100	98	681	680	689	7	7	4	37	38	27	51	50	62	5	5	6
Limited English Proficient Students	51	58	5046	89	97	94	616	621	621	41	36	31	47	50	56	12	14	12	NA	NA	0
Migrant Students	20	20	812	100	100	96	638	638	654	30	30	15	50	50	51	15	15	34	5	5	0
Economically Disadvantaged	267	300	23814	92	94	94	661	661	667	12	12	10	48	50	41	38	37	47	2	2	2
Non-Economically Disadvantaged	394	453	48996	99	100	97	686	684	693	7	8	4	32	33	24	54	53	64	7	6	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

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

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

Glossary:

Adequate Yearly Progress

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	87	35	NA	42	84	48	47	51	80	44	44	52
	Language	88	33	29	42	84	46	45	50	80	43	43	50
	Mathematics	87	51	47	63	84	45	43	50	80	41	39	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	142.00
Other Professional Staff	8.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	7	0	0
4 to 6 years	18	4	0	0
7 to 9 years	17	2	0	0
10 or more years	63	16	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	77
Teachers with Emergency Certification.	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 2005-06

School Achievements/Accomplishments 2005-06

- ü Casa Grande Union High School was awarded a three year grant from ADE which targets advanced placement classes for minority and low income students. With the monies we are training some of our teachers and teachers from our two major feeder schools.
- ü Casa Grande Union High School has trained additional teachers in AP curriculum and have doubled our AP student enrollment from its first to its second year.
- ü Casa Grande Union High School's Band has won the distinction of being the only Arizona Band to asked to participate in the upcoming Fiesta Bowl Band Competition. They will compete against other bands from around the United States.
- ü Casa Grande Union High School achieved 'Performing Plus' status on AZ Learns.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	70	89	88	73
Graduation Rate ⁶	85	NA	NA	81

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 2006-07 Casa Grande Union High School Student Handbook. We have also added a positive reinforcement program which includes a "car" giveaway for our students.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

4

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	Rolando 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.

Footnotes

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 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.

6 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 .0243 Per page X 500 Copies = \$146.00

** 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.