

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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

Casa Verde High School

AZ LEARNS¹

High School Achievement Profile ^(a)

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

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

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.

School Overview

Principal/Administrator : Mrs. Charie R. Wallace
 Schedule : 07:00 AM to 05:00 PM
 Grades : 9-12
 2005 Enrollment : 302
 Web Address : cguhs.org
 Phone Number : (520) 876-0661
 Fax Number : (520) 876-0667
 E-mail : cwallace@cguhs.org

Mission

Casa Verde is a challenging/nurturing environment preparing all students, regardless of their backgrounds for the world of work and post high school education. Tutoring is available for all students needing to meet classroom/state standards.

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status ^(b)

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

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

School / Academic Goals

- ü All Students will meet or exceed state and district standards for graduation and will be prepared for the world of work and/or higher education.
- ü The school will be a safe and orderly environment free from emotional and physical violence.

Enrollment

October 1, 2004 School Year Student Enrollment : 300
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 108

Instructional Programs

- Ü College Preparatory English
- Ü College Preparatory Social Studies
- Ü College Preparatory Math
- Ü College Preparatory Science
- Ü On Site Special Education
- Ü Tutoring
- Ü Technology Based Instruction
- Ü Externship Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Prepare students to meet academic and work-based standards by creating an environment that is challenging/nurturing. Educational/enrichment opportunities to excel educationally/personally in smaller learning community within a career pathway curriculum.

Parents

Parents are encouraged to participate in child's educational choices: responsible for ensuring their child arrive on time, prepared to learn. Signed Letter of Understanding-agreeing to notify CV on absences, concerns and/or interpersonal difficulties.

Transportation Policy

Students will be transported by CGUHS District. Students will follow the same Board policies as developed for District. District will provide transportation for Casa Verde externship program, as well as Special Education and other elective classes held at main campus.

School Honors

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

Award/Honor	Year
Ü Wal-Mart Teacher of the Year	2003
Ü U of A MedCamp Representative	2003
Ü Casa Grande Boys and Girls Club Youth of the Year	2004
Ü AZConsumer Science & Health Care Teachers of Year	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	92	753	69846	100	100	100	667	678	699	19	35	21	13	15	11	58	42	49	10	8	18
All Students (Prior Year)	64	645	65934	100	100	100	467	473	492	73	65	43	17	14	18	8	14	24	2	7	15
Female	46	384	34328	100	100	99	679	682	702	24	33	19	17	15	12	50	42	51	10	9	18
Male	46	369	35509	100	100	100	655	673	696	14	37	23	10	15	11	67	42	48	10	7	18
African American	15	46	3535	100	100	100	634	653	677	21	45	31	14	13	15	64	38	46	0	5	8
Hispanic	35	322	23363	100	100	100	680	670	680	21	37	32	18	20	16	45	39	45	15	5	7
Asian/Pacific Islander	--	NC	1742	--	NC	99	--	NC	733	--	NC	8	--	NC	7	--	NC	46	--	NC	38
American Indian/Alaskan Native	NC	81	4785	NC	100	100	NC	657	671	NC	59	39	NC	16	17	NC	24	39	NC	2	5
White	37	300	36421	100	100	99	685	694	714	15	26	12	9	10	8	68	50	54	9	13	26
Students with Disabilities	13	99	7690	100	100	100	459	582	593	46	76	64	23	13	14	31	11	21	0	0	2
Students without Disabilities	79	654	62220	100	100	99	705	693	712	14	29	16	11	15	11	63	47	53	11	9	20
Limited English Proficient Students	10	75	5834	100	100	100	434	614	612	36	48	46	27	20	20	27	28	31	9	5	3
Migrant Students	--	NC	117	--	NC	NA	--	NC	677	--	NC	44	--	NC	18	--	NC	35	--	NC	3
Economically Disadvantaged	40	302	21421	100	100	92	689	677	686	25	43	35	15	14	15	55	40	43	5	4	7
Non-Economically Disadvantaged	52	451	48489	100	100	100	647	678	704	14	29	15	11	16	10	61	44	52	14	11	23

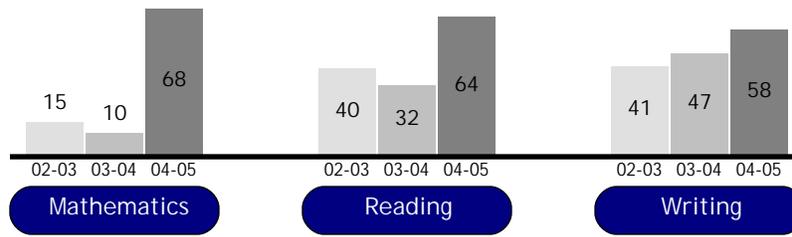
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	658	71311	100	100	100	646	675	694	11	14	7	24	27	21	63	54	63	1	6	9
All Students (Prior Year)	78	690	68162	100	100	100	482	490	509	37	29	18	31	31	24	32	37	51	0	2	8
Female	42	329	34899	100	100	100	666	686	700	8	9	5	27	25	19	65	58	66	0	7	10
Male	40	329	36430	100	100	100	624	664	688	15	18	9	21	28	22	62	49	61	3	4	8
African American	15	33	3573	100	100	100	628	638	676	7	29	9	29	32	26	64	36	60	0	4	4
Hispanic	30	289	24056	100	100	100	660	661	672	19	16	13	22	32	31	56	50	53	4	2	3
Asian/Pacific Islander	--	NC	1731	--	NC	98	--	NC	717	--	NC	3	--	NC	13	--	NC	68	--	NC	16
American Indian/Alaskan Native	NC	77	5110	NC	100	100	NC	658	661	NC	21	14	NC	30	38	NC	48	46	NC	2	2
White	31	256	36841	100	100	99	662	699	713	4	8	3	26	19	12	70	62	72	0	11	13
Students with Disabilities	12	94	8021	100	100	100	432	570	590	25	39	27	33	44	42	33	15	29	8	1	1
Students without Disabilities	70	564	63379	100	100	100	689	693	707	8	9	5	22	24	18	69	60	68	0	7	10
Limited English Proficient Students	10	76	6402	100	100	100	426	620	596	27	18	25	27	37	44	36	41	30	9	4	1
Migrant Students	--	NC	548	--	NC	NA	--	NC	659	--	NC	26	--	NC	36	--	NC	38	--	NC	0
Economically Disadvantaged	35	266	22243	92	100	93	677	671	677	14	17	14	29	34	32	57	47	51	0	2	3
Non-Economically Disadvantaged	47	392	49157	100	100	100	615	677	702	8	12	4	19	21	16	69	59	69	3	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	82	655	70868	100	100	100	646	662	688	7	10	5	35	38	23	54	47	63	4	5	9
All Students (Prior Year)	76	671	67629	100	100	100	491	507	524	30	27	22	22	21	16	47	51	59	0	1	3
Female	41	327	34710	98	100	99	671	676	697	3	7	3	27	36	19	65	49	66	5	8	12
Male	41	328	36176	100	100	100	619	649	678	11	13	7	43	41	27	43	44	59	3	2	7
African American	15	33	3557	100	100	99	636	626	675	0	32	7	43	39	25	50	21	62	7	7	6
Hispanic	31	289	23868	100	100	100	659	651	670	4	10	9	39	44	33	54	44	55	4	2	4
Asian/Pacific Islander	--	NC	1732	--	NC	98	--	NC	713	--	NC	2	--	NC	12	--	NC	64	--	NC	22
American Indian/Alaskan Native	NC	73	5001	NC	100	100	NC	654	661	NC	12	9	NC	45	41	NC	43	48	NC	0	2
White	31	257	36710	100	100	99	658	681	702	11	6	2	26	30	15	59	54	69	4	10	13
Students with Disabilities	12	94	7900	100	100	100	438	544	580	17	39	22	58	52	49	25	10	28	0	0	1
Students without Disabilities	70	561	63054	100	100	99	687	682	701	5	5	3	30	36	20	60	53	67	5	6	10
Limited English Proficient Students	10	74	6308	100	100	100	406	605	591	18	12	19	45	52	47	36	34	33	0	2	1
Migrant Students	--	NC	540	--	NC	NA	--	NC	658	--	NC	16	--	NC	42	--	NC	41	--	NC	1
Economically Disadvantaged	35	265	21994	92	100	92	678	663	673	6	14	10	40	43	36	49	42	52	6	2	3
Non-Economically Disadvantaged	47	390	48960	100	100	100	615	662	694	8	8	3	30	35	18	59	50	67	3	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	100	27	33	41	81	30	NA	42	68	35	47	51
	Language	99	22	32	42	80	29	29	42	68	31	45	50
	Mathematics	99	37	46	60	82	47	47	63	68	35	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

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	24.00
Other Professional Staff	2.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	1	0
4 to 6 years	0	0	0	0
7 to 9 years	1	3	0	0
10 or more years	4	13	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	54
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Digital Media Studio
- Ü Culinary Arts Lab
- Ü Nursing Assistant Lab

Extracurricular Activities

- Ü Interact Club (Rotary)
- Ü Student Council
- Ü School-to-Work Externships
- Ü Band/Music/Sports @ Main Campus
- Ü National Honor Society

Social Services

- Ü Food Drives - Holiday Food Banks
- Ü Jeans Fund - Helping Needy Students
- Ü Counseling Services
- Ü Health Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Casa Verde was awarded a \$500,000 federal charter school grant used for curriculum design, staff development including workshops and conferences, after school tutoring, and computer equipment.
- ü Arizona State Dept. of Education Learn and Serve Grant. Character Education Grant awarded by Arizona Center for Excellence.
- ü Casa Grande Chamber of Commerce Mini-Grants awarded.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	32	12	12	17
Transfers In Rate ⁶	32	28	28	37
Stability Rate ⁷	67	87	87	82
Promotion Rate ⁸	75	96	95	81
Retention Rate ⁹	15	1	1	3
Dropout Rate ¹⁰	3	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	93	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

Students ID tag worn; Written permission required for students to leave assigned areas or class during the day; visitors check in at office; two security officers; character education instituted.

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) :

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.

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

Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Donna Foster-Branch Manger Laidlaw	(520) 316-3382
Community Resources	Charie Wallace	(520) 876-0661
School Nutrition Programs	Rolando Hernandez, Manager Aramarck	(520) 316-3316
Parent Organization		
Student Health/Nurse	Roseanne Horn	(520) 876-1164

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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** 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.