

# Camp Verde Middle School

## ARIZONA SCHOOL REPORT CARD 2003-04

370 Camp Lincoln Road, Camp Verde, AZ 86322

Camp Verde Unified 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>

Elementary  
Achievement Profile \*

Performing\*

\* The profiles are Excelling, Highly Performing, Performing or Underperforming.

### No Child Left Behind

Adequate Yearly  
Progress\*\*\*

Not Met

School Improvement  
Status\*\*\*

Year 2

\*\*\* For additional information, please refer to the AYP page in this report card.

### School Overview

Principal/Administrator : Mr. Michael J. Taylor  
Schedule : 7:30 AM to 4:00 PM  
Grades : 6-8  
2003 Enrollment : 376  
Web Address : www.cvaz.org  
Phone Number : (928) 567-8014  
Fax Number : (928) 567-8022  
E-mail : mtaylor@cvusd.k12.az.us

### Mission

CVMS is committed to excellence. Students become self-directed, independent learners, in a nurturing environment. Learning is predicated upon the principles of active participation and shared responsibility among students, parents and schools.

### School / Academic Goals

- ü To develop a high standard of measurable academic achievement while meeting the individual needs of the student.
- ü To promote decision-making and problem-solving skills, enabling the student to become increasingly self-directed.

### Instructional Programs

- ü Standards Based Academic Classes
- ü High School Classes/Credit Available
- ü Title I and Enrichment Programs
- ü Spalding and Accelerated Reading Program

### Enrollment

October 1, 2002 School Year Student Enrollment : 347  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 10

### Calendar Information

Number of Instruction Days : 178  
Average Daily Instruction Time : 6 hours 20 minutes  
First Day of School : 8/14/2003  
Last Day of School : 5/27/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA  
DEPARTMENT OF  
EDUCATION

School Site Council

Council Composition

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

Council Duties

- ü School Activities
- ü Curriculum Development
- ü School Safety
- ü Student Discipline
- ü Textbook Selection
- ü Budget

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	18.00
Other Professional Staff	5.00	Teacher Aide	6.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

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

Shared Responsibilities

School

The CVMS staff keeps parents informed on progress and behavior. Student Success Teams help students needing closer attention. Progress is reported every 4 1/2 weeks by report cards or progress reports. Weekly notices are available upon request.

Parents

The parent is expected to instill the importance of education in their child. The parent is expected to work in conjunction with the school and to keep open the lines of communication. The parent is expected to respect their child as an individual.

Resources Available at School Site

Special Facilities

- ü Computer/Technology Lab
- ü Fine Arts Theater/Gym/Library

Extracurricular Activities

- ü Ham Radio Club/21st Century Program
- ü Student Council/Student Athletics
- ü Talent Search
- ü Peer Mediation

Social Services

- ü Breakfast/Lunch Program
- ü Counseling Services
- ü Clothing/Food Banks
- ü COPS/SRO/Probation

Transportation Policy

The Camp Verde Unified School District covers approximately 46 square miles that encompasses the town of Camp Verde. The district runs eleven regular routes averaging 580 miles per day. The district transports approximately 1,300 students.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü A new schedule allows for more teaching time in the areas of Math, Language Arts, and Reading. Test scores for 2003 have significantly increased. Students meeting or exceeding state standards have increased 10% in Math, 6% in Read and 13% in Writing.
- ü Discipline referrals for behavior continue to decrease. An incentive program rewarding good behavior and good attendance has been established. Adult supervision has been increased. Several students have been trained as peer mediators.

School Honors

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

Award/Honor	Year
ü Star Student of the Month	2003
ü Honor Roll/Student Improvement Awards	2003
ü Teacher of the Year	1999
ü Student Citizenship Awards	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>2</sup>	93	95	94	96
Transfers Out <sup>3</sup>	22	20	20	20
Transfers In <sup>4</sup> (Within District)	0	2	2	2
Transfers In <sup>5</sup> (Out of District)	10	10	10	9
Promotion Rate <sup>6</sup>	100	99	98	95
Retention Rate <sup>7</sup>	0	1	2	5
Dropout Rate <sup>8</sup>	--			8
Status Unknown <sup>9</sup>	--			6
Graduation Rate <sup>10</sup>	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 5-6	81	72
Grades 6-7	64	53
Grades 7-8	76	48

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 2002-03. 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 2003. 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. 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).

8th 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	103	104	71167	101	102	99	467	467	463	32	32	38	49	49	41	12	12	14	6	6	7
All Students (Prior Year)	95	95	66213	NA	NA	NA	445	445	459	54	54	39	38	38	40	2	2	14	6	6	7
Female	57	58	34825	104	105	99	469	469	462	23	23	38	55	55	42	17	17	14	4	4	6
Male	46	46	36047	98	98	99	464	464	464	44	44	38	41	41	39	6	6	15	9	9	8
African American	--	--	3225	--	--	95	--	--	441	--	--	57	--	--	34	--	--	6	--	--	2
Hispanic	10	10	23643	100	100	97	454	454	445	43	43	53	43	43	37	14	14	8	0	0	2
Asian/Pacific Islander	--	--	1503	--	--	100	--	--	493	--	--	18	--	--	40	--	--	23	--	--	19
American Indian/Alaskan Native	11	11	5161	92	92	103	455	455	435	44	44	63	44	44	30	0	0	5	11	11	2
White	72	72	35245	90	90	95	472	472	476	26	26	26	51	51	45	16	16	19	7	7	10
Students with Disabilities	21	22	8095	111	116	104	409	409	426	100	100	69	0	0	25	0	0	5	0	0	1
Students without Disabilities	82	82	63072	99	99	99	467	467	464	31	31	37	50	50	41	13	13	15	6	6	7
Limited English Proficient Students	NC	NC	10317	NC	NC	111	NC	NC	426	NC	NC	72	NC	NC	25	NC	NC	2	NC	NC	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	--	--	17057				--	--	440	--	--	58	--	--	34	--	--	6	--	--	2
Non-Economically Disadvantaged	103	104	54110				467	467	468	32	32	33	49	49	43	12	12	16	6	6	8

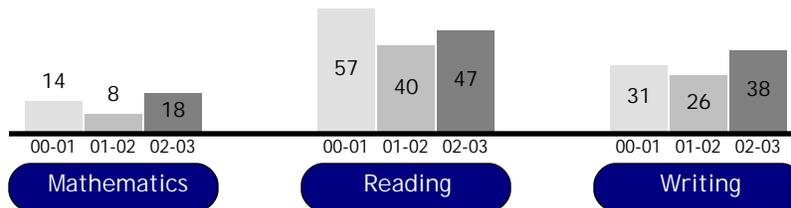
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	102	71100	100	100	99	498	498	502	32	32	25	21	21	21	36	36	40	11	11	15
All Students (Prior Year)	103	103	66144	NA	NA	NA	493	493	504	33	33	24	28	28	20	31	31	40	9	9	16
Female	57	57	34801	104	104	99	499	499	505	25	25	21	23	23	22	44	44	42	8	8	15
Male	45	45	36010	96	96	99	496	496	499	41	41	28	19	19	20	27	27	38	14	14	14
African American	--	--	3219	--	--	95	--	--	486	--	--	38	--	--	24	--	--	31	--	--	7
Hispanic	11	11	23630	110	110	96	474	474	485	63	63	37	13	13	25	25	25	32	0	0	6
Asian/Pacific Islander	--	--	1509	--	--	100	--	--	522	--	--	12	--	--	14	--	--	46	--	--	28
American Indian/Alaskan Native	10	10	5144	83	83	102	478	478	478	56	56	46	22	22	24	11	11	25	11	11	5
White	71	71	35198	89	89	95	505	505	515	24	24	15	20	20	18	42	42	47	14	14	21
Students with Disabilities	19	19	8121	100	100	105	470	470	470	75	75	55	0	0	20	25	25	21	0	0	4
Students without Disabilities	83	83	62979	100	100	99	499	499	503	30	30	23	22	22	21	37	37	41	11	11	15
Limited English Proficient Students	NC	NC	10304	NC	NC	110	NC	NC	462	NC	NC	63	NC	NC	23	NC	NC	13	NC	NC	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	--	--	17040				--	--	483	--	--	40	--	--	25	--	--	29	--	--	6
Non-Economically Disadvantaged	102	102	54060				498	498	507	32	32	20	21	21	20	36	36	43	11	11	17

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	96	97	69001	94	95	96	481	481	490	23	23	17	38	38	37	38	38	45	0	0	1
All Students (Prior Year)	98	98	63579	NA	NA	NA	477	477	493	26	26	15	48	48	42	26	26	41	0	0	2
Female	56	57	34086	102	104	97	484	484	496	19	19	13	40	40	36	40	40	51	0	0	1
Male	40	40	34644	85	85	95	478	478	484	29	29	22	35	35	39	35	35	38	0	0	0
African American	--	--	3115	--	--	92	--	--	478	--	--	25	--	--	44	--	--	31	--	--	0
Hispanic	NC	NC	22656	NC	NC	92	NC	NC	476	NC	NC	27	NC	NC	43	NC	NC	30	NC	NC	0
Asian/Pacific Islander	--	--	1472	--	--	98	--	--	507	--	--	8	--	--	30	--	--	60	--	--	2
American Indian/Alaskan Native	10	10	4940	83	83	98	465	465	469	56	56	34	22	22	43	22	22	23	0	0	0
White	68	68	34501	85	85	93	488	488	500	16	16	10	39	39	34	45	45	55	0	0	1
Students with Disabilities	17	18	7386	89	95	95	439	439	459	100	100	46	0	0	37	0	0	17	0	0	0
Students without Disabilities	79	79	61615	95	95	97	483	483	491	22	22	16	39	39	37	39	39	45	0	0	1
Limited English Proficient Students	NC	NC	9662	NC	NC	104	NC	NC	454	NC	NC	51	NC	NC	40	NC	NC	9	NC	NC	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	--	--	16383				--	--	472	--	--	30	--	--	43	--	--	26	--	--	0
Non-Economically Disadvantaged	96	97	52618				481	481	494	23	23	14	38	38	36	38	38	49	0	0	1

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)

8th 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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2002-03

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?	N
	Met Graduation Rate?	NA
	Made AYP?	No

**Glossary:**

**Adequate Yearly Progress (AYP):** The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

**Met Percent Tested:** Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

**Met Test Objectives:** The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

**Met Attendance Rate:** Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

**Met Graduation Rate:** School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

**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	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	98	47	47	54	93	50	50	49	98	50	50	53
	Language	99	34	34	46	93	28	28	42	99	43	43	45
	Mathematics	100	58	58	61	93	60	60	58	100	57	57	62
7	Reading	93	38	38	53	97	51	51	48	97	49	49	51
	Language	94	46	46	55	97	46	46	51	97	50	50	54
	Mathematics	96	59	59	57	97	57	57	54	99	49	49	58
8	Reading	98	52	52	55	88	40	40	49	98	55	55	53
	Language	98	44	44	50	88	32	32	46	99	48	48	49
	Mathematics	97	58	58	57	88	46	46	54	100	55	55	58

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 Safety

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

A progressive discipline program is in operation. Incentive program to support positive behavior is ongoing. Best practices are implemented to support students and staff. (The number of law enforcement interventions include incidents for truancy.)

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) :

25
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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	Michael J. Taylor	(928) 567-8014
Transportation Policy	Dennis Tomerlin	(928) 567-9708
Community Resources	Pat Kaminsky	(928) 567-8069
School Nutrition Programs	Ida Pieratt	(928) 567-8025
Parent Organization	School Advisory Council	(928) 567-8014
Student Health/Nurse	Pat Kaminsky	(928) 567-8069

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns). If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 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 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. 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).

11 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)