

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

370 Camp Lincoln, 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 LEARNS¹

Elementary Achievement Profile (a)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	Warning Year
2004-05	N/A
2003-04	Year 2

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

School Overview

Principal/Administrator : Mr. Daniel C. Brown
 Schedule : 07:30 AM to 03:30 PM
 Grades : 6-8
 Web Address : www.campverdeschools.com
 Phone Number : (928) 567-8014
 Fax Number : (928) 567-8022
 E-mail : dbrown@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 climate is important to a positive learning environment. By implementing CVMS' affective goal, BLT (Behaving & Learning Together), and the use of agenda books incorporating 'The 7 Habits of Highly Effective Teens' school climate continues to improve.

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.
- ü All subject areas to be mapped via the Curriculum Mapper program.
- ü Every teacher to identify one academic goal with at least two strategies for accomplishment.

Enrollment

October 1, 2005 School Year Student Enrollment : 383
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 10

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
- ü Interactive Technology Program
- ü Numerous Exploratory Classes
- ü Bilingual/ELL
- ü Special Education Services

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/10/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

The CVMS staff keeps parents informed on progress and behavior. Student Success Teams (SST) 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. The Parental Access Support System program is in place. Phones are available in classrooms for parent/teacher access. There is an open house at the beginning of the year and parent/teacher conferences once per semester (2 times per year).

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 the lines of communication open. The parent is expected to respect their child as an individual, attend all IEPC and Student Success Team (SST) meetings when scheduled, and participate as members of the school advisory committee (SAC).

Transportation Policy

The Camp Verde Unified School District covers approximately 46 square miles that encompasses the town of Camp Verde. The district runs 12 regular routes averaging 580 miles per day. The district transports approximately 1,400 students. Students may ride the early bus route for tutor assistance and after school bus routes are provided when necessary for tutoring and evening detention. Open-enrollment students are responsible for their own transportation. A discipline policy is in place.

School Honors

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

Award/Honor	Year
ü Arizona SRO Association Safe School Leadership Award	2006
ü Star Student of the Month	2003
ü Honor Roll/Student Improvement Awards	2003
ü Student Citizenship Awards	2003

6th 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	134	134	79327	98	98	98	511	511	518	16	16	19	22	22	20	51	51	46	10	10	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	61	38961	98	98	98	517	517	520	15	15	16	18	18	20	56	56	48	11	11	16
Male	71	71	40295	95	95	97	506	506	516	17	17	21	27	27	19	48	48	44	8	8	16
African American	--	--	4247	--	--	98	--	--	499	--	--	27	--	--	24	--	--	41	--	--	8
Hispanic	34	34	32327	97	97	98	500	500	499	15	15	27	26	26	25	59	59	41	NA	NA	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	14	14	4391	88	88	96	504	504	489	14	14	32	29	29	27	50	50	36	7	7	4
White	83	83	36373	98	98	98	517	517	538	17	17	10	20	20	14	49	49	52	13	13	25
Students with Disabilities	20	20	9321	87	87	87	448	448	467	60	60	54	25	25	22	15	15	21	NA	NA	3
Students without Disabilities	114	114	70006	100	100	100	521	521	524	9	9	14	22	22	19	58	58	49	11	11	18
Limited English Proficient Students	NC	NC	9431	NC	NC	95	NC	NC	466	NC	NC	53	NC	NC	27	NC	NC	18	NC	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	77	77	37097	94	94	97	502	502	498	17	17	27	31	31	25	44	44	41	8	8	7
Non-Economically Disadvantaged	57	57	42230	100	100	99	523	523	535	16	16	11	11	11	15	61	61	50	12	12	24

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	134	134	79501	98	98	98	486	486	497	12	12	10	26	26	25	59	59	60	3	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	62	39062	100	100	99	494	494	502	6	6	8	27	27	23	61	61	64	5	5	5
Male	70	70	40368	93	93	98	479	479	491	17	17	13	23	23	27	59	59	57	1	1	3
African American	--	--	4279	--	--	99	--	--	485	--	--	14	--	--	30	--	--	54	--	--	2
Hispanic	34	34	32389	97	97	98	474	474	478	15	15	16	32	32	34	53	53	48	NA	NA	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	15	15	4401	94	94	96	462	462	473	20	20	17	47	47	40	33	33	43	NA	NA	1
White	82	82	36446	96	96	99	496	496	516	10	10	4	18	18	15	67	67	73	5	5	7
Students with Disabilities	20	20	9411	87	87	88	434	434	453	35	35	36	50	50	36	10	10	26	5	5	1
Students without Disabilities	114	114	70090	100	100	100	494	494	502	8	8	7	22	22	24	68	68	65	3	3	5
Limited English Proficient Students	NC	NC	9401	NC	NC	94	NC	NC	443	NC	NC	40	NC	NC	46	NC	NC	14	NC	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	76	76	37183	93	93	97	478	478	479	13	13	16	33	33	34	51	51	49	3	3	1
Non-Economically Disadvantaged	58	58	42318	100	100	99	496	496	513	10	10	5	17	17	17	69	69	70	3	3	7

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	137	137	80000	100	100	99	559	559	564	3	3	3	15	15	11	71	71	75	12	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	62	39288	100	100	99	585	585	579	NA	NA	2	5	5	6	76	76	77	19	19	16
Male	73	73	40644	97	97	98	536	536	549	5	5	4	23	23	15	66	66	74	5	5	7
African American	--	--	4307	--	--	99	--	--	551	--	--	4	--	--	13	--	--	75	--	--	7
Hispanic	35	35	32672	100	100	99	545	545	548	3	3	4	17	17	14	74	74	76	6	6	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	15	15	4424	94	94	97	536	536	549	7	7	3	13	13	14	80	80	77	NA	NA	5
White	84	84	36602	99	99	99	568	568	579	2	2	2	14	14	7	67	67	75	17	17	16
Students with Disabilities	23	23	9919	100	100	93	482	482	505	13	13	9	43	43	35	35	35	54	9	9	2
Students without Disabilities	114	114	70081	100	100	100	573	573	571	1	1	2	9	9	7	78	78	79	12	12	12
Limited English Proficient Students	NC	NC	9571	NC	NC	96	NC	NC	502	NC	NC	10	NC	NC	29	NC	NC	60	NC	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	79	79	37534	96	96	98	548	548	547	4	4	4	16	16	15	72	72	76	8	8	5
Non-Economically Disadvantaged	58	58	42466	100	100	100	573	573	578	2	2	2	12	12	7	69	69	75	17	17	16

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

7th 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	114	114	78546	97	97	97	528	528	543	17	17	15	27	27	18	49	49	52	7	7	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	59	38645	100	100	98	528	528	545	17	17	13	24	24	18	53	53	54	7	7	15
Male	54	54	39792	93	93	97	528	528	542	17	17	17	31	31	17	44	44	50	7	7	15
African American	NC	NC	4205	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	22	NC	NC	49	NC	NC	7
Hispanic	24	24	31177	100	100	97	515	515	524	21	21	22	38	38	23	38	38	48	4	4	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	18	18	4689	90	90	95	523	523	515	22	22	28	17	17	25	56	56	43	6	6	4
White	68	68	36450	97	97	97	535	535	563	13	13	7	28	28	12	50	50	57	9	9	23
Students with Disabilities	18	18	8093	86	86	82	491	491	489	61	61	50	11	11	24	22	22	23	6	6	2
Students without Disabilities	96	96	70453	100	100	100	535	535	549	8	8	11	30	30	17	54	54	56	7	7	16
Limited English Proficient Students	NC	NC	9323	NC	NC	94	NC	NC	491	NC	NC	47	NC	NC	28	NC	NC	24	NC	NC	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	69	69	34694	96	96	96	521	521	524	19	19	23	32	32	23	43	43	48	6	6	7
Non-Economically Disadvantaged	45	45	43852	100	100	99	540	540	559	13	13	10	20	20	13	58	58	56	9	9	22

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	116	116	79045	99	99	98	506	506	512	9	9	10	29	29	25	59	59	58	3	3	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	59	38860	100	100	98	512	512	519	7	7	7	27	27	22	63	63	62	3	3	8
Male	56	56	40075	97	97	97	498	498	505	11	11	12	32	32	28	54	54	54	4	4	6
African American	NC	NC	4250	NC	NC	98	NC	NC	500	NC	NC	12	NC	NC	31	NC	NC	54	NC	NC	3
Hispanic	24	24	31314	100	100	98	483	483	493	33	33	16	21	21	34	46	46	48	NA	NA	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	19	19	4719	95	95	96	503	503	489	NA	NA	15	42	42	39	58	58	45	NA	NA	2
White	69	69	36730	99	99	98	514	514	532	3	3	4	29	29	16	62	62	68	6	6	12
Students with Disabilities	20	20	8552	95	95	87	484	484	463	30	30	35	30	30	40	35	35	23	5	5	1
Students without Disabilities	96	96	70493	100	100	100	510	510	517	4	4	7	29	29	24	64	64	62	3	3	8
Limited English Proficient Students	NC	NC	9355	NC	NC	95	NC	NC	456	NC	NC	37	NC	NC	48	NC	NC	15	NC	NC	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	70	70	34922	97	97	96	494	494	493	11	11	15	37	37	34	50	50	48	1	1	3
Non-Economically Disadvantaged	46	46	44123	100	100	99	523	523	527	4	4	6	17	17	18	72	72	66	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	117	117	79657	100	100	99	547	547	566	3	3	3	17	17	8	79	79	87	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	59	39120	100	100	99	562	562	580	NA	NA	2	15	15	4	85	85	92	NA	NA	2
Male	57	57	40423	98	98	98	531	531	553	7	7	5	19	19	12	72	72	83	2	2	1
African American	NC	NC	4290	NC	NC	99	NC	NC	560	NC	NC	4	NC	NC	9	NC	NC	86	NC	NC	1
Hispanic	24	24	31642	100	100	99	525	525	552	13	13	5	25	25	11	63	63	84	NA	NA	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	19	19	4760	95	95	97	543	543	547	NA	NA	5	26	26	14	74	74	81	NA	NA	0
White	70	70	36929	100	100	99	556	556	579	1	1	2	11	11	5	86	86	91	1	1	2
Students with Disabilities	21	21	9069	100	100	92	494	494	508	10	10	11	52	52	30	38	38	58	NA	NA	1
Students without Disabilities	96	96	70588	100	100	100	557	557	573	2	2	2	9	9	5	88	88	91	1	1	1
Limited English Proficient Students	NC	NC	9521	NC	NC	96	NC	NC	507	NC	NC	13	NC	NC	24	NC	NC	63	NC	NC	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	71	71	35341	99	99	97	539	539	551	6	6	5	20	20	12	75	75	83	NA	NA	0
Non-Economically Disadvantaged	46	46	44316	100	100	100	560	560	578	NA	NA	2	13	13	5	85	85	90	2	2	2

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

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	122	122	78400	97	97	97	547	547	554	23	23	21	19	19	19	51	51	47	7	7	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	57	38686	97	97	98	553	553	554	16	16	20	18	18	20	61	61	49	5	5	12
Male	65	65	39636	97	97	96	541	541	554	29	29	23	20	20	18	42	42	46	9	9	13
African American	--	--	4193	--	--	97	--	--	533	--	--	32	--	--	23	--	--	40	--	--	5
Hispanic	20	20	30732	100	100	97	512	512	534	65	65	31	5	5	24	30	30	40	NA	NA	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	19	19	4536	95	95	95	540	540	528	21	21	35	21	21	25	53	53	37	5	5	4
White	83	83	37038	97	97	97	557	557	575	13	13	11	22	22	14	55	55	56	10	10	19
Students with Disabilities	12	12	7840	80	80	81	506	506	498	58	58	60	8	8	18	33	33	20	NA	NA	2
Students without Disabilities	110	110	70560	99	99	99	551	551	560	19	19	17	20	20	19	53	53	50	8	8	14
Limited English Proficient Students	11	11	8956	100	100	95	486	486	502	91	91	56	NA	NA	25	9	9	18	NA	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	61	61	33014	97	97	95	532	532	534	33	33	31	18	18	24	49	49	40	NA	NA	5
Non-Economically Disadvantaged	61	61	45386	97	97	99	562	562	569	13	13	15	20	20	15	52	52	52	15	15	18

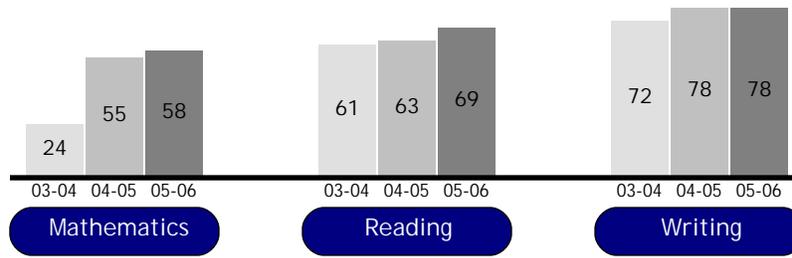
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	123	79179	98	98	98	528	528	519	11	11	11	20	20	27	64	64	58	5	5	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	58	38974	98	98	99	537	537	524	5	5	8	14	14	25	76	76	61	5	5	5
Male	65	65	40124	97	97	97	520	520	513	15	15	13	26	26	28	54	54	54	5	5	4
African American	--	--	4243	--	--	98	--	--	506	--	--	14	--	--	32	--	--	51	--	--	3
Hispanic	19	19	30987	95	95	98	491	491	498	32	32	17	37	37	36	32	32	45	NA	NA	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	20	20	4573	100	100	96	517	517	494	NA	NA	16	40	40	41	60	60	42	NA	NA	1
White	84	84	37467	98	98	98	539	539	539	8	8	5	12	12	17	73	73	70	7	7	8
Students with Disabilities	13	13	8567	87	87	88	464	464	467	38	38	39	38	38	38	23	23	22	NA	NA	1
Students without Disabilities	110	110	70612	99	99	99	535	535	524	7	7	7	18	18	25	69	69	62	5	5	5
Limited English Proficient Students	10	10	9013	91	91	95	NA	NA	461	NA	NA	40	NA	NA	48	NA	NA	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	60	60	33345	95	95	96	512	512	499	15	15	17	25	25	36	60	60	46	NA	NA	1
Non-Economically Disadvantaged	63	63	45834	100	100	99	543	543	533	6	6	7	16	16	19	68	68	67	10	10	7

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	126	126	79734	100	100	99	555	555	554	2	2	3	21	21	19	78	78	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	59	39243	100	100	99	575	575	568	NA	NA	2	10	10	12	90	90	85	NA	NA	1
Male	67	67	40413	100	100	98	537	537	541	3	3	4	30	30	26	67	67	70	NA	NA	0
African American	--	--	4285	--	--	99	--	--	548	--	--	3	--	--	22	--	--	74	--	--	0
Hispanic	20	20	31254	100	100	99	532	532	539	NA	NA	5	45	45	25	55	55	70	NA	NA	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	20	20	4613	100	100	97	551	551	535	NA	NA	4	25	25	29	75	75	67	NA	NA	0
White	86	86	37668	100	100	99	561	561	569	2	2	1	14	14	13	84	84	85	NA	NA	1
Students with Disabilities	15	15	8943	100	100	92	507	507	495	7	7	11	53	53	51	40	40	38	NA	NA	1
Students without Disabilities	111	111	70791	100	100	100	561	561	561	1	1	2	16	16	15	83	83	83	NA	NA	0
Limited English Proficient Students	11	11	9138	100	100	97	497	497	492	NA	NA	13	64	64	46	36	36	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	63	63	33718	100	100	97	542	542	538	2	2	5	29	29	26	70	70	69	NA	NA	0
Non-Economically Disadvantaged	63	63	46016	100	100	100	567	567	567	2	2	2	13	13	14	86	86	84	NA	NA	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.

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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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
6	Reading	92	47	NA	56	97	44	44	51	96	46	46	56
	Language	92	35	35	48	97	40	40	47	99	39	39	50
	Mathematics	95	57	57	66	97	42	42	52	96	56	56	58
7	Reading	90	44	NA	54	99	48	48	50	97	46	46	54
	Language	88	45	45	58	99	47	47	52	98	50	50	58
	Mathematics	95	55	55	62	100	45	45	50	96	48	48	54
8	Reading	91	57	NA	55	98	52	52	51	97	61	61	58
	Language	91	54	54	52	98	53	53	50	99	61	61	56
	Mathematics	93	57	57	61	97	49	49	53	96	50	50	58

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

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

Council Duties

- Ü School Activities
- Ü Curriculum Development
- Ü School Safety
- Ü Student Discipline
- Ü Handbook Review
- Ü Fundraising

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	20.00
Other Professional Staff	4.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	4	1	0	0
7 to 9 years	1	2	0	0
10 or more years	5	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	72
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Highly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

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

Extracurricular Activities

- Ü Ham Radio Club/Lego Club
- Ü Student Council
- Ü Talent Search
- Ü Athletics
- Ü Builder's Club
- Ü National Junior Honor Society
- Ü Native American Club
- Ü FFA

Social Services

- Ü Breakfast/Lunch Program
- Ü Counseling Services
- Ü Clothing/Food Banks
- Ü SRO/Probation
- Ü NAU interns for group counseling

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü A new schedule allows for more teaching time in the areas of Math, Language Arts, and Reading. Test scores are continuing to increase. Students meeting or exceeding state standards have also increased. CVMS was designated a performing school in 2005.
- ü Discipline referrals continue to decrease. A continuing program rewarding good behavior & attendance is in place. Adult supervision has been increased. We have also implemented an affective program, 'BLT' (Behaving & Learning Together).
- ü Faculty and student study of 'The 7 Habits of Highly Effective People/Teens', Stephen & Sean Covey, and faculty study of '25 Ways to Win with People', John Maxwell to assist with relationship building.
- ü Curriculum mapping of all required classes at CVMS.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	90	89	88	73
Graduation Rate ⁶	NA	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

A progressive discipline program is in place. Best practices are used to support students and staff. The number of law enforcement interventions include those for keeping students in attendance on a regular basis. Student handbook/agenda with 'The 7 Habits of Highly Effective Teens', assemblies on character issues (ie 'Pressure Point'), implementation of 'BLT', an affective program for (Behaving & Learning Together) with student and staff shirts, and activity nights promoting positive behavior.

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) :

24

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	Dan Brown	(928) 567-8014
Transportation Policy	Stacey Barker	(928) 567-8050
Community Resources	Rick Watkins	(928) 567-8081
School Nutrition Programs	Ida Pieratt	(928) 567-8025
Parent Organization	School Advisory Council	(928) 567-8014
Student Health/Nurse	Donna Metzler	(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 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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