

Camp Verde High School

ARIZONA SCHOOL REPORT CARD 2003-04

1326 Montezuma Castle 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 LEARNS¹

High School
Achievement Profile *

Performing*

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

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

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

School Overview

Principal/Administrator : Mr. Steve Marshall
Schedule : 7:30 AM to 4:00 PM
Grades : 9-12
2003 Enrollment : 439
Web Address : www.cvaz.org/cvs/HS
Phone Number : (928) 567-8033
Fax Number : (928) 567-8045
E-mail : smarshall@cvusd.k12.az.us

Mission

Our mission is to have high academic standards, meet the life-skill needs of students and help them be productive, responsible adults. Education is a cooperative endeavor between students, parents and staff which encourages lifelong learning.

School / Academic Goals

ü Students will improve their communication skills.

ü Students will make responsible decisions in order to develop educational and career goals.

Instructional Programs

ü Advanced Placement Classes
ü Distance Learning
ü Dual Credit Classes--Yavapai College
ü Work Studies Program

Enrollment

October 1, 2002 School Year Student Enrollment : 458
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 0

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 0 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 in 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)
- 1 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü Student Discipline Policy Evaluation
- Ü Student Handbook Revision 6
- Ü School Safety Issues
- Ü School Educational Program Development
- Ü Textbook Selections

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.50	Teacher	24.00
Other Professional Staff	2.00	Teacher Aide	2.00

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

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

Shared Responsibilities

School

A district curriculum aligned to the Arizona State Standards, has been developed in every curricular area providing students an opportunity to pass AIMS tests as a sophomore. A safe environment with frequent communication and a handbook is provided.

Parents

Parents play a vital role in their child's education. Parents are responsible for their child's regular on time attendance, seeing that homework is completed and that they stress performing well on all district, state and national assessments.

Resources Available at School Site

Special Facilities

- Ü Fine Arts Theater
- Ü Media Center

Extracurricular Activities

- Ü Future Business Leaders of America
- Ü Student Council
- Ü Native American Club
- Ü Key Club

Social Services

- Ü Counseling Services
- Ü Crisis Intervention
- Ü Adult Education
- Ü College Extension Classes

Transportation Policy

Daily bus transportation is provided for all students. Nearly 1,500 students are transported to Camp Verde schools on eleven bus routes which cover some 580 miles.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü We received the highest label awarded to a high school in the Verde Valley. Our goal is to continue improving our AIMS scores for reading, writing and math. Improved scores have occurred because of our curriculum alignment to the Arizona Standards.
- ü Our dropout rate has decreased while more students are considering college or technical schools to further improve their career skills.

School Honors

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

Award/Honor	Year
ü Yavapai County Runner-up Teacher of the Year	2002
ü KTVK Silver Apple Award Winner	2002
ü AZ-NV Outstanding Science Teacher	1998

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	94	95	94	96
Transfers Out ³	29	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	12	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	3			8
Status Unknown ⁹	1			6
Graduation Rate ¹⁰	79			76

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

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).

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	95	95	57534	102	102	91	491	491	491	49	49	46	15	15	16	16	16	23	20	20	15
All Students (Prior Year)	105	105	51010	NA	NA	NA	496	496	483	41	41	45	10	10	20	31	31	23	18	18	11
Female	47	47	28155	98	98	90	495	495	491	45	45	47	13	13	16	20	20	24	23	23	14
Male	48	48	28932	107	107	89	486	486	491	53	53	46	18	18	15	13	13	23	18	18	16
African American	--	--	2558	--	--	86	--	--	475	--	--	64	--	--	15	--	--	16	--	--	6
Hispanic	16	16	17547	107	107	86	451	451	475	89	89	64	11	11	15	0	0	15	0	0	6
Asian/Pacific Islander	NC	NC	1395	NC	NC	96	NC	NC	519	NC	NC	22	NC	NC	16	NC	NC	28	NC	NC	35
American Indian/Alaskan Native	12	12	3794	92	92	91	485	485	468	50	50	72	10	10	13	10	10	12	30	30	3
White	66	66	29790	103	103	86	496	496	501	43	43	34	17	17	17	20	20	29	20	20	20
Students with Disabilities	13	13	5562	130	130	93	469	469	461	100	100	79	0	0	10	0	0	8	0	0	3
Students without Disabilities	82	82	51972	99	99	90	491	491	492	47	47	45	15	15	16	17	17	24	21	21	15
Limited English Proficient Students	NC	NC	5467	NC	NC	111	NC	NC	458	NC	NC	87	NC	NC	7	NC	NC	5	NC	NC	1
Migrant Students	--	--	702				--	--	471	--	--	74	--	--	9	--	--	14	--	--	3
Economically Disadvantaged	--	--	10446				--	--	472	--	--	70	--	--	13	--	--	13	--	--	4
Non-Economically Disadvantaged	95	95	47088				491	491	495	49	49	42	15	15	16	16	16	26	20	20	17

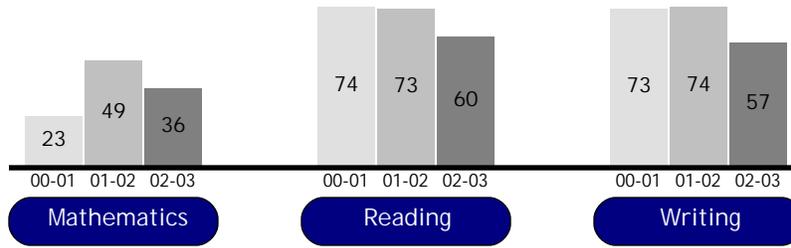
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	95	56700	102	102	89	508	508	512	13	13	15	28	28	23	54	54	52	6	6	10
All Students (Prior Year)	108	108	50525	NA	NA	NA	520	520	517	9	9	12	18	18	22	60	60	51	13	13	15
Female	46	46	27862	96	96	89	518	518	517	8	8	12	18	18	22	64	64	54	10	10	12
Male	49	49	28398	109	109	88	498	498	507	17	17	19	37	37	24	44	44	49	2	2	9
African American	--	--	2529	--	--	85	--	--	495	--	--	24	--	--	31	--	--	41	--	--	4
Hispanic	16	16	17305	107	107	85	487	487	494	11	11	24	56	56	31	33	33	41	0	0	4
Asian/Pacific Islander	NC	NC	1382	NC	NC	95	NC	NC	530	NC	NC	6	NC	NC	17	NC	NC	59	NC	NC	17
American Indian/Alaskan Native	12	12	3815	92	92	91	493	493	489	18	18	29	27	27	35	55	55	35	0	0	2
White	65	65	29209	102	102	84	513	513	525	12	12	9	24	24	17	55	55	59	9	9	15
Students with Disabilities	13	13	5215	130	130	87	488	488	478	0	0	43	100	100	29	0	0	25	0	0	2
Students without Disabilities	82	82	51485	99	99	89	508	508	513	13	13	15	26	26	23	55	55	52	6	6	11
Limited English Proficient Students	NC	NC	5378	NC	NC	109	NC	NC	471	NC	NC	48	NC	NC	36	NC	NC	15	NC	NC	0
Migrant Students	--	--	689				--	--	486	--	--	31	--	--	36	--	--	30	--	--	2
Economically Disadvantaged	--	--	10358				--	--	492	--	--	26	--	--	33	--	--	37	--	--	4
Non-Economically Disadvantaged	95	95	46342				508	508	516	13	13	13	28	28	21	54	54	54	6	6	12

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	90	90	55090	97	97	87	463	463	479	21	21	16	22	22	13	57	57	70	0	0	0
All Students (Prior Year)	111	111	50572	NA	NA	NA	487	487	481	1	1	14	25	25	23	73	73	63	1	1	1
Female	47	47	27752	98	98	89	471	471	483	13	13	13	23	23	12	65	65	75	0	0	0
Male	43	43	26842	96	96	83	453	453	474	31	31	20	22	22	15	47	47	65	0	0	0
African American	--	--	2336	--	--	78	--	--	464	--	--	25	--	--	14	--	--	62	--	--	0
Hispanic	14	14	16391	93	93	81	428	428	458	25	25	28	50	50	16	25	25	56	0	0	0
Asian/Pacific Islander	NC	NC	1356	NC	NC	93	NC	NC	499	NC	NC	7	NC	NC	9	NC	NC	83	NC	NC	2
American Indian/Alaskan Native	NC	NC	3731	NC	NC	89	NC	NC	446	NC	NC	37	NC	NC	16	NC	NC	47	NC	NC	0
White	66	66	29053	103	103	84	467	467	492	20	20	8	20	20	12	59	59	79	0	0	0
Students with Disabilities	11	11	4141	110	110	69	NA	NA	436	NA	NA	47	NA	NA	18	NA	NA	35	NA	NA	0
Students without Disabilities	79	79	50949	95	95	89	463	463	479	21	21	16	22	22	13	57	57	71	0	0	0
Limited English Proficient Students	NC	NC	4711	NC	NC	96	NC	NC	422	NC	NC	61	NC	NC	13	NC	NC	26	NC	NC	0
Migrant Students	--	--	666				--	--	444	--	--	39	--	--	11	--	--	50	--	--	0
Economically Disadvantaged	--	--	10168				--	--	453	--	--	32	--	--	18	--	--	50	--	--	0
Non-Economically Disadvantaged	90	90	44922				463	463	484	21	21	13	22	22	13	57	57	73	0	0	0

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 (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 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
9	Reading	98	41	41	43	94	36	36	37	99	35	35	41
	Language	98	36	36	41	94	31	31	38	100	34	34	42
	Mathematics	98	57	57	59	94	61	61	56	99	49	49	60

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

Camp Verde High School's School Safety Committee meets regularly to plan for emergencies. Drug dogs are used for random suspicionless searches. CVHS has Probation, Resource Officers and parking security staff. CVHS has a modified closed campus.

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) :

10

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	Martha Anderson	(928) 567-8033
Transportation Policy	Dennis Tomerlin	(928) 567-9708
Community Resources	Hiram Buckley	(928) 567-8040
School Nutrition Programs	Ida Pieratt	(928) 567-8025
Parent Organization	Steve Marshall	(928) 567-8036
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 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. 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.

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