

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1326 Montezuma Castle Rd., Camp Verde, AZ 86322

Camp Verde Unified District

### AZ LEARNS<sup>1</sup>

#### High School Achievement Profile (a)

2003-04	Performing
2002-03	Performing
2001-02	Improving

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

#### School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

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 : Mr. Steve Marshall  
 Schedule : 7:00 AM to 4:00 PM  
 Grades : 9-12  
 2004 Enrollment : 445  
 Web Address : cvusd.k12.az.us  
 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 reading comprehension skills.
- ü Students will improve their math calculation skills.
- ü Students will improve their written communication skills

### Enrollment

October 1, 2003 School Year Student Enrollment : 432  
 Accepting New Students in 2004-05 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 0

Instructional Programs

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

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/11/2004
Last Day of School :	5/27/2005

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 monthly home 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.

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.

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

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	110	110	65934	100	100	100	486	486	492	50	50	43	20	20	18	18	18	24	11	11	15
All Students (Prior Year)	95	95	57534	100	100	91	491	491	491	49	49	46	15	15	16	16	16	23	20	20	15
Female	53	53	32586	98	98	100	485	485	491	52	52	44	19	19	19	15	15	24	13	13	14
Male	55	55	33226	98	98	99	487	487	493	48	48	42	20	20	18	23	23	24	9	9	16
African American	--	--	3042	--	--	98	--	--	478	--	--	58	--	--	19	--	--	17	--	--	6
Hispanic	21	21	21740	100	100	100	461	461	475	90	90	63	5	5	17	0	0	15	5	5	5
Asian/Pacific Islander	--	--	1643	--	--	99	--	--	519	--	--	23	--	--	13	--	--	30	--	--	34
American Indian/Alaskan Native	NC	NC	4351	NC	NC	99	NC	NC	472	NC	NC	68	NC	NC	16	NC	NC	13	NC	NC	4
White	77	77	34819	94	94	99	495	495	505	35	35	27	26	26	20	24	24	31	15	15	22
Students with Disabilities	18	18	6507	100	100	100	451	451	456	83	83	83	17	17	9	0	0	6	0	0	2
Students without Disabilities	92	92	59427	99	99	100	488	488	494	48	48	41	21	21	19	20	20	25	12	12	16
Limited English Proficient Students	14	14	6793	100	100	100	452	452	464	100	100	79	0	0	11	0	0	8	0	0	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	43	43	18745				465	465	475	76	76	64	18	18	16	0	0	15	5	5	5
Non-Economically Disadvantaged	67	67	47182				498	498	499	33	33	35	22	22	19	30	30	27	15	15	19

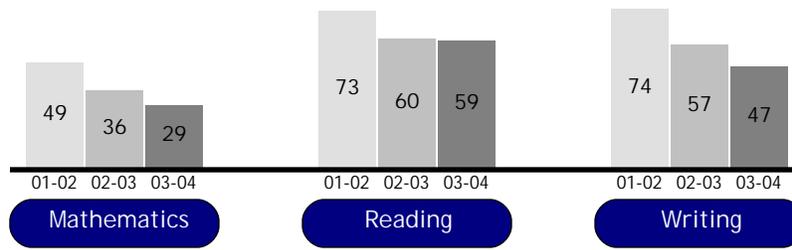
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	110	68162	96	96	100	508	508	509	20	20	18	20	20	24	54	54	51	5	5	8
All Students (Prior Year)	95	95	56700	100	100	89	508	508	512	13	13	15	28	28	23	54	54	52	6	6	10
Female	57	57	33509	93	93	100	510	510	513	20	20	15	21	21	23	50	50	52	9	9	9
Male	53	53	34521	98	98	100	506	506	505	21	21	20	19	19	24	60	60	49	0	0	7
African American	--	--	3163	--	--	99	--	--	497	--	--	22	--	--	30	--	--	46	--	--	3
Hispanic	22	22	22624	100	100	100	469	469	487	57	57	32	24	24	31	19	19	35	0	0	2
Asian/Pacific Islander	--	--	1666	--	--	100	--	--	523	--	--	11	--	--	17	--	--	60	--	--	12
American Indian/Alaskan Native	NC	NC	4592	NC	NC	100	NC	NC	484	NC	NC	32	NC	NC	37	NC	NC	30	NC	NC	1
White	80	80	35727	95	95	100	521	521	526	8	8	7	20	20	17	65	65	64	7	7	12
Students with Disabilities	15	15	6845	83	83	100	491	491	468	33	33	53	33	33	29	33	33	18	0	0	1
Students without Disabilities	95	95	61317	98	98	100	509	509	512	20	20	15	20	20	23	55	55	53	5	5	8
Limited English Proficient Students	14	14	7152	100	100	100	451	451	464	79	79	57	21	21	31	0	0	12	0	0	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	42	42	19528				486	486	487	41	41	31	24	24	32	30	30	34	5	5	2
Non-Economically Disadvantaged	68	68	48595				522	522	518	8	8	13	18	18	20	69	69	57	5	5	10

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	104	104	67629	90	90	100	501	501	524	33	33	22	20	20	16	46	46	59	1	1	3
All Students (Prior Year)	90	90	55090	97	97	87	463	463	479	21	21	16	22	22	13	57	57	70	0	0	0
Female	55	55	33347	90	90	100	503	503	537	35	35	17	17	17	15	46	46	64	2	2	4
Male	49	49	34151	91	91	99	498	498	512	30	30	27	24	24	18	46	46	54	0	0	2
African American	--	--	3150	--	--	99	--	--	515	--	--	24	--	--	19	--	--	56	--	--	2
Hispanic	18	18	22313	82	82	100	459	459	493	53	53	34	18	18	19	29	29	46	0	0	1
Asian/Pacific Islander	--	--	1659	--	--	100	--	--	564	--	--	11	--	--	12	--	--	68	--	--	9
American Indian/Alaskan Native	NC	NC	4528	NC	NC	99	NC	NC	492	NC	NC	35	NC	NC	21	NC	NC	42	NC	NC	1
White	78	78	35593	93	93	99	516	516	547	25	25	13	21	21	14	53	53	69	1	1	4
Students with Disabilities	15	15	6712	83	83	100	563	563	445	0	0	61	0	0	18	100	100	21	0	0	0
Students without Disabilities	89	89	60917	92	92	100	500	500	530	34	34	19	20	20	16	45	45	61	1	1	3
Limited English Proficient Students	10	10	6994	71	71	100	443	443	442	70	70	58	10	10	18	20	20	23	0	0	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	37	37	19310				476	476	489	45	45	35	19	19	20	35	35	44	0	0	1
Non-Economically Disadvantaged	67	67	48278				514	514	538	27	27	17	20	20	15	52	52	65	2	2	4

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

**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	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	94	36	36	37	99	35	35	41	95	52	NA	42
	Language	94	31	31	38	100	34	34	42	97	46	46	42
	Mathematics	94	61	61	56	99	49	49	60	95	62	62	63

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)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 7 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 2004-05

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

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	12
Core academic classes taught by Highly Qualified (NCLB) teachers.	60
Teachers with Emergency Certificaton.	0

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
- Ü Interact

Social Services

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

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü CVHS received the Performing label and met the Adequate Yearly Progress. 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.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	94	95	93	95
Transfers Out <sup>5</sup>	--	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	--	10	9	9
Promotion Rate <sup>8</sup>	--	98	98	94
Retention Rate <sup>9</sup>	--	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	79			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

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 2003-04. 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 2004. 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. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. 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).

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. Student athletes are subject to random, suspicionless drug testing. CVHS has a modified closed campus for juniors and seniors.

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
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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	Martha Anderson	(928) 567-8033
Transportation Policy	Stacey Barker	(928) 567-8050
Community Resources	Jane Mathews	(928) 567-8039
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](http://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."

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://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. 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)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. 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).

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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.