ARIZONA DEPARTMENT OF EDUCATION

Tom Horne, Superintendent of Public Instruction

Camp Verde High School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1326 Montezuma Castle Rd., Camp Verde, AZ 86322

Camp Verde Unified District

AZ LEARNS[1]

High School Achievement Profile [(a)]

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

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

No Child Left Behind

Adequate Yearly Progress [(b)]

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

School Improvement Status [(b)]

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

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

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 :	07:00 AM to 05:00 PM
Grades :	9-12
2005 Enrollment :	447
Web Address :	www.campverdeschools.com
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

- Students will improve their reading comprehension skills.
- Students will improve their math calculation skills.
- Students will improve their written communication skills
- CVHS will reduce the number of dropouts and increase the number of students graduating and our attendance rate

Enrollment

October 1, 2004 School Year Student Enrollment : 425

Accepting New Students in 2005-06 Under Open Enrollment Law : [2] Yes

Number of Students Attending Under Open Enrollment in 2004-05 : 0

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/10/2005
Last Day of School :	5/26/2006

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

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

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	90	93	69846	95	97	100	705	704	699	17	18	21	11	11	11	60	59	49	13	13	18
All Students (Prior Year)	110	110	65934	100	100	100	486	486	492	50	50	43	20	20	18	18	18	24	11	11	15
Female	49	50	34328	98	100	99	702	702	702	17	17	19	13	13	12	60	60	51	11	11	18
Male	41	43	35509	91	93	100	709	707	696	16	18	23	8	8	11	59	58	48	16	16	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	NC	NC	23363	NC	NC	100	NC	NC	680	NC	NC	32	NC	NC	16	NC	NC	45	NC	NC	7
Asian/Pacific Islander	NC	NC	1742	NC	NC	99	NC	NC	733	NC	NC	8	NC	NC	7	NC	NC	46	NC	NC	38
American Indian/Alaskan Native	NC	NC	4785	NC	NC	100	NC	NC	671	NC	NC	39	NC	NC	17	NC	NC	39	NC	NC	5
White	78	81	36421	96	98	99	706	705	714	15	16	12	12	12	8	59	58	54	14	14	26
Students with Disabilities	17	17	7690	89	85	100	662	662	593	64	64	64	7	7	14	29	29	21	0	0	2
Students without Disabilities	73	76	62220	96	100	99	714	713	712	7	8	16	11	11	11	66	65	53	16	15	20
Limited English Proficient Students	NC	NC	5834	NC	NC	100	NC	NC	612	NC	NC	46	NC	NC	20	NC	NC	31	NC	NC	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	31	32	21421	94	91	92	697	695	686	26	29	35	7	7	15	56	54	43	11	11	7
Non-Economically Disadvantaged	59	61	48489	95	100	100	709	709	704	12	12	15	12	12	10	61	61	52	14	14	23

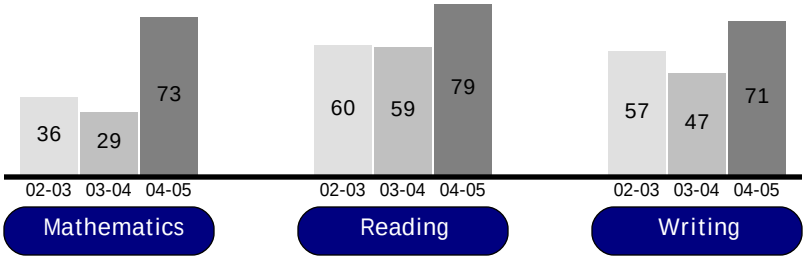
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	102	71311	100	100	100	712	712	694	3	3	7	18	18	21	68	68	63	11	11	9
All Students (Prior Year)	110	110	68162	96	96	100	508	508	509	20	20	18	20	20	24	54	54	51	5	5	8
Female	54	55	34899	100	100	100	716	716	700	0	0	5	22	22	19	66	66	66	12	12	10
Male	46	47	36430	100	100	100	708	708	688	8	8	9	13	13	22	70	70	61	10	10	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	NC	NC	24056	NC	NC	100	NC	NC	672	NC	NC	13	NC	NC	31	NC	NC	53	NC	NC	3
Asian/Pacific Islander	NC	NC	1731	NC	NC	98	NC	NC	717	NC	NC	3	NC	NC	13	NC	NC	68	NC	NC	16
American Indian/Alaskan Native	10	10	5110	91	100	100	701	701	661	0	0	14	25	25	38	75	75	46	0	0	2
White	84	86	36841	100	100	99	717	717	713	0	0	3	18	18	12	68	68	72	13	13	13
Students with Disabilities	20	20	8021	100	100	100	675	675	590	6	6	27	44	44	42	50	50	29	0	0	1
Students without Disabilities	80	82	63379	100	100	100	721	721	707	3	3	5	12	12	18	72	72	68	14	14	10
Limited English Proficient Students	NC	NC	6402	NC	NC	100	NC	NC	596	NC	NC	25	NC	NC	44	NC	NC	30	NC	NC	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	34	35	22243	94	90	93	697	697	677	10	10	14	17	17	32	66	66	51	7	7	3
Non-Economically Disadvantaged	66	67	49157	100	100	100	720	720	702	0	0	4	18	18	16	69	69	69	13	13	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	96	99	70868	97	98	100	692	691	688	3	3	5	25	26	23	68	67	63	3	3	9
All Students (Prior Year)	104	104	67629	90	90	100	501	501	524	33	33	22	20	20	16	46	46	59	1	1	3
Female	52	53	34710	98	98	99	696	696	697	0	0	3	24	24	19	71	71	66	4	4	12
Male	44	46	36176	96	98	100	686	685	678	8	8	7	26	28	27	63	62	59	3	3	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	NC	NC	23868	NC	NC	100	NC	NC	670	NC	NC	9	NC	NC	33	NC	NC	55	NC	NC	4
Asian/Pacific Islander	NC	NC	1732	NC	NC	98	NC	NC	713	NC	NC	2	NC	NC	12	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	10	10	5001	91	100	100	703	703	661	0	0	9	25	25	41	75	75	48	0	0	2
White	81	84	36710	99	99	99	694	693	702	3	3	2	24	25	15	69	68	69	4	4	13
Students with Disabilities	18	18	7900	95	90	100	644	644	580	14	14	22	57	57	49	29	29	28	0	0	1
Students without Disabilities	78	81	63054	98	100	99	701	700	701	1	1	3	19	20	20	75	74	67	4	4	10
Limited English Proficient Students	NC	NC	6308	NC	NC	100	NC	NC	591	NC	NC	19	NC	NC	47	NC	NC	33	NC	NC	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	31	33	21994	86	85	92	675	674	673	11	11	10	30	32	36	56	54	52	4	4	3
Non-Economically Disadvantaged	65	66	48960	100	100	100	699	699	694	0	0	3	23	23	18	73	73	67	3	3	12

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

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

		2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	99	35	35	41	95	52	NA	42	100	46	46	51
	Language	100	34	34	42	97	46	46	42	100	43	43	50
	Mathematics	99	49	49	60	95	62	62	63	99	46	46	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (- -) to indicate "no data available."

School Site Council

Council Composition	Council Duties
2 School Administrator(s)	ü Parent/Educator Relations
1 Non-certified Employee(s)	ü Student Discipline Policy Evaluation
3 Teacher(s)	ü Student Handbook Revision 6
7 Parent(s)	ü School Safety Issues
4 Community Member(s)	ü School Educational Program Development
1 Student(s)	ü Textbook Selections

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	23.00
Other Professional Staff	2.30	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	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) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	44
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	8%
Percent of core classes not taught by Hightly Qualified Teachers	6%

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 2004-05

School Achievements/Accomplishments 2004-05

- 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.

- Our dropout rate has decreased while more students are considering college or technical schools to further improve their career skills.

- Camp Verde High School had the highest sophomore AIMS scores in the Verde Valley for the 2004-2005 school year.

Student Activity Rates for School Year 2004-05

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	96	95	94	95
Transfers Out Rate [5]	23	12	12	17
Transfers In Rate [6]	23	28	28	37
Stability Rate [7]	76	87	87	82
Promotion Rate [8]	78	96	95	81
Retention Rate [9]	0	1	1	3
Dropout Rate [10]	2	0	1	6
Status Unknown [11]	1	0	1	4
Graduation Rate [12]	76	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) : 28

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	Helen Freeman	(928) 567-8196
Transportation Policy	Stacey Barker	(928) 567-8050
Community Resources	Jane Mathews	(928) 567-8039
School Nutrition Programs	Ida Pieratt	(928) 567-8025
Parent Organization	Helen Freeman	(928) 567-8196
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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at http://www.ade.az.gov/researchpolicy/DropoutInfo/

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at http://www.ade.az.gov/researchpolicy/DropoutInfo/

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 150 Copies = $57.00

** 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.