

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

905 El Camino Real, Sierra Vista, AZ 85635

Sierra Vista 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 Plus
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	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

School Overview

Principal/Administrator : Mr. Scot J Roppe M.Ed.
 Schedule : 07:00 AM to 06:00 PM
 Grades : K-5
 Web Address : sierravistapublicschools.com/schools/villagem
 Phone Number : (520) 515-2990
 Fax Number : (520) 515-2994
 E-mail : scot.roppe@svps.k12.az.us

Mission

Our mission is to foster a nurturing community where children are our foremost concern. We want our school to be an extension of the home, a place where we meet the needs of the whole child by providing a safe, fun and exciting place to learn. A place where teachers teach, children learn, parents/guardians participate, and together we celebrate the opportunities of life. Village Meadows will be a school where we teach children how to think not what we think.

School / Academic Goals

- ü Math is our emphasis on our 301 school wide plan. We have implemented Data Teams with Writing in the Six Traits format in all grades. We teach children to know how to think not what to think. Close reading and writing is the highest of thinking.
- ü We will continue to disaggregate scores in order to achieve a minimum of 80% of student scoring a 3 or 4 on the AIMS tests in math. We will monthly pre and post test students in writing with the goal of significantly improving writing scores.
- ü Students will be assessed four times per year using narrative prompts with first & last prompt being the baseline to determine growth. Grade levels will implement tests and teachers will grade collaboratively students not in their homeroom.
- ü We will obtain Effective Staff Development by Highly Qualified individuals with past successes on implementation of Writing across the curriculum as evidenced by past students scores: Specific Instructional Practices, Curriculum and Articulation

Enrollment

October 1, 2005 School Year Student Enrollment : 382
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 65

Instructional Programs

- ü Accelerated Reader
- ü Discovery / Gifted & Talented
- ü ESL
- ü Title I
- ü D.A.R.E.
- ü CLIP
- ü On-site Special Education
- ü Autism and Multiple Disability Classes

Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/9/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Our responsibility is to provide their children a safe, clean and effective environment in which to learn. We must provide highly qualified productive teachers that are attentive to the physical, emotional and academic needs of each student. Our staff and faculty realize the need for our parents to be informed about their students progress and to actively include parents as much as is possible within our community of learners.

Parents

Parental responsibilities include:
 Making arrangements to ensure that the students are well rested and well fed before they come to school.
 Insuring that students attend classes a minimum of 90% of the school year.
 Parent involvement in the student's educational development.
 Parental assistance in learning the definition of and meaning of our school RULES.
 Participation in communication from teachers.
 Reading our monthly newsletter to stay informed.

Transportation Policy

The school district provides bus transportation for students living a mile or more from Village Meadows. The transportation department is responsible for behavior and discipline of student riding the buses. Additional intervention may be made on the campus when requested by the bus driver or the transportation department supervisors.

School Honors

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

Award/Honor	Year
ü Sierra Vista Teacher of the Week	2006
ü 2 - Who's Who Among America's Teachers	2005
ü University of Texas Exes Teacher of the Year	2005
ü State Regional Teacher of the Year	2004

3rd 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	68	448	80010	100	100	99	455	455	447	6	5	10	13	13	18	56	62	53	25	20	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	212	38935	100	100	99	446	454	447	6	2	9	14	16	19	60	64	55	20	18	17
Male	33	236	40974	100	99	98	464	456	448	6	8	11	12	11	18	52	60	52	30	22	19
African American	NC	40	4201	NC	100	99	NC	453	430	NC	10	17	NC	15	23	NC	58	51	NC	18	9
Hispanic	23	157	34545	100	100	99	443	445	432	13	8	14	17	16	24	61	66	53	9	10	9
Asian/Pacific Islander	NC	27	2068	NC	100	99	NC	466	474	NC	11	4	NC	NA	10	NC	59	50	NC	30	36
American Indian/Alaskan Native	--	NC	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	36	218	35142	100	99	99	460	462	465	NA	1	5	14	12	11	53	59	56	33	27	28
Students with Disabilities	NC	46	10161	NC	96	93	NC	407	419	NC	35	28	NC	26	28	NC	35	36	NC	4	8
Students without Disabilities	60	402	69849	100	100	100	461	460	451	2	1	7	12	12	17	58	65	56	28	22	19
Limited English Proficient Students	NC	23	14013	NC	100	97	NC	427	413	NC	13	24	NC	22	34	NC	61	39	NC	4	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	37	199	39029	100	99	98	451	447	432	3	7	14	11	17	25	73	64	52	14	12	9
Non-Economically Disadvantaged	31	249	40981	100	100	100	459	461	462	10	4	6	16	10	13	35	60	54	39	27	27

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	68	448	79438	100	100	98	454	462	451	6	5	9	29	18	24	56	66	56	9	11	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	212	38775	100	100	99	454	466	457	3	3	7	29	16	22	60	71	58	9	10	13
Male	33	236	40560	100	99	97	454	458	446	9	7	12	30	19	25	52	62	54	9	12	9
African American	NC	40	4178	NC	100	98	NC	462	439	NC	5	13	NC	18	29	NC	65	52	NC	13	6
Hispanic	23	157	34297	100	100	98	438	450	434	9	9	14	48	23	31	43	62	50	NA	6	5
Asian/Pacific Islander	NC	27	2063	NC	100	99	NC	477	475	NC	4	3	NC	7	15	NC	67	63	NC	22	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	36	218	34887	100	99	98	463	469	471	3	3	4	22	15	15	64	69	63	11	13	18
Students with Disabilities	NC	46	9588	NC	96	88	NC	402	416	NC	35	30	NC	33	32	NC	28	34	NC	4	5
Students without Disabilities	60	402	69850	100	100	100	460	468	456	3	2	7	27	16	23	60	71	59	10	12	12
Limited English Proficient Students	NC	23	13856	NC	100	96	NC	420	407	NC	17	27	NC	43	43	NC	39	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	37	199	38685	100	99	97	455	452	435	3	6	14	30	26	32	59	61	50	8	8	5
Non-Economically Disadvantaged	31	249	40753	100	100	99	453	470	467	10	5	5	29	11	16	52	71	62	10	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	449	79971	100	100	99	426	435	423	6	5	8	40	34	41	53	58	49	1	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	212	38974	100	100	99	436	449	437	6	3	5	29	25	33	63	67	57	3	5	4
Male	33	237	40895	100	100	98	416	424	410	6	7	10	52	41	47	42	50	41	NA	2	2
African American	NC	40	4203	NC	100	99	NC	441	411	NC	3	11	NC	33	45	NC	63	43	NC	3	2
Hispanic	23	156	34481	100	99	99	402	427	410	17	7	10	30	37	46	52	53	43	NA	3	1
Asian/Pacific Islander	NC	27	2067	NC	100	99	NC	453	449	NC	4	4	NC	19	28	NC	78	60	NC	NA	8
American Indian/Alaskan Native	--	NC	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	36	220	35150	100	100	99	434	440	437	NA	3	5	47	33	35	50	60	56	3	4	5
Students with Disabilities	NC	47	10258	NC	98	94	NC	380	377	NC	21	23	NC	51	51	NC	28	25	NC	NA	1
Students without Disabilities	60	402	69713	100	100	100	433	441	429	3	3	5	37	32	39	58	61	52	2	4	3
Limited English Proficient Students	NC	22	13985	NC	96	97	NC	388	382	NC	18	18	NC	50	54	NC	32	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	37	200	38994	100	100	98	430	427	409	5	6	10	32	43	47	59	49	41	3	3	1
Non-Economically Disadvantaged	31	249	40977	100	100	100	421	442	437	6	4	5	48	27	34	45	65	56	NA	4	5

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

4th 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	53	434	80147	100	100	99	472	482	482	13	8	11	23	15	17	51	60	49	13	18	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	202	39281	96	98	99	474	483	483	14	5	9	18	14	17	59	65	50	9	15	24
Male	31	232	40780	100	100	98	470	481	482	13	9	12	26	16	17	45	55	48	16	20	24
African American	NC	43	4249	NC	100	99	NC	484	464	NC	2	17	NC	16	22	NC	67	48	NC	14	13
Hispanic	17	126	33494	100	99	99	465	473	466	12	8	15	24	18	23	59	63	49	6	11	14
Asian/Pacific Islander	NC	22	2103	NC	100	99	NC	489	515	NC	5	4	NC	14	8	NC	59	44	NC	23	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	31	242	36122	100	100	99	473	486	501	16	9	5	23	14	10	45	57	50	16	21	35
Students with Disabilities	10	63	10295	100	98	92	NA	447	443	NA	33	33	NA	21	26	NA	38	33	NA	8	8
Students without Disabilities	43	371	69852	98	100	100	478	487	488	5	3	7	21	14	16	60	63	51	14	19	26
Limited English Proficient Students	NC	17	12722	NC	100	97	NC	437	441	NC	18	27	NC	53	33	NC	29	37	NC	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	23	186	38371	100	99	97	472	469	465	9	12	15	26	20	23	52	58	49	13	11	13
Non-Economically Disadvantaged	30	248	41776	100	100	100	471	492	498	17	4	6	20	12	11	50	61	49	13	23	33

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	53	434	79686	100	100	98	473	478	470	8	6	11	21	18	24	62	68	57	9	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	202	39163	96	98	99	483	483	475	5	4	9	9	15	22	73	73	60	14	8	10
Male	31	232	40438	100	100	97	465	474	465	10	7	13	29	21	25	55	63	54	6	9	7
African American	NC	43	4228	NC	100	98	NC	490	458	NC	2	15	NC	12	28	NC	79	53	NC	7	4
Hispanic	17	126	33299	100	99	98	468	468	452	6	6	17	24	22	32	65	67	47	6	5	3
Asian/Pacific Islander	NC	22	2097	NC	100	99	NC	476	490	NC	5	5	NC	18	13	NC	73	68	NC	5	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	31	242	35914	100	100	98	471	481	489	10	6	5	19	17	15	61	66	67	10	10	14
Students with Disabilities	10	63	9808	100	98	87	NA	434	432	NA	30	35	NA	27	32	NA	43	30	NA	NA	3
Students without Disabilities	43	371	69878	98	100	100	481	485	475	NA	2	8	21	17	23	67	72	61	12	10	9
Limited English Proficient Students	NC	17	12594	NC	100	96	NC	433	422	NC	12	34	NC	53	45	NC	35	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	23	186	38095	100	99	97	470	465	452	NA	8	17	30	25	32	61	61	48	9	5	3
Non-Economically Disadvantaged	30	248	41591	100	100	99	474	488	486	13	4	6	13	13	16	63	73	65	10	10	13

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	50	431	80372	94	99	99	477	482	475	4	2	4	32	30	30	60	66	64	4	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	201	39452	91	98	99	490	494	488	5	1	3	10	17	22	76	79	72	10	3	3
Male	29	230	40836	97	100	98	468	472	464	3	2	6	48	42	37	48	56	56	NA	0	1
African American	NC	42	4264	NC	98	99	NC	481	465	NC	NA	5	NC	36	35	NC	62	59	NC	2	1
Hispanic	16	125	33608	94	98	99	476	480	462	6	3	6	19	27	36	75	70	57	NA	NA	1
Asian/Pacific Islander	NC	22	2098	NC	100	99	NC	490	500	NC	NA	2	NC	18	16	NC	82	75	NC	NA	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	30	241	36213	97	99	99	480	482	489	3	1	2	33	32	22	57	64	72	7	2	3
Students with Disabilities	NC	62	10526	NC	97	94	NC	436	427	NC	10	15	NC	56	53	NC	34	31	NC	NA	1
Students without Disabilities	41	369	69846	93	99	100	488	489	482	NA	0	3	29	26	26	66	72	69	5	2	2
Limited English Proficient Students	NC	17	12747	NC	100	97	NC	442	432	NC	6	12	NC	47	52	NC	47	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	21	184	38521	91	98	98	486	475	461	NA	2	6	24	36	38	71	60	55	5	2	1
Non-Economically Disadvantaged	29	247	41851	97	99	100	471	488	489	7	2	3	38	26	22	52	71	72	3	1	4

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

5th 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	76	451	79306	99	100	99	510	506	504	8	9	13	20	18	20	55	59	49	17	14	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	231	38845	100	100	99	519	506	505	5	9	11	15	17	20	56	60	50	24	14	18
Male	35	220	40383	97	100	98	500	506	504	11	9	14	26	19	19	54	58	47	9	14	19
African American	NC	42	4171	NC	100	98	NC	493	485	NC	19	20	NC	26	26	NC	45	44	NC	10	10
Hispanic	21	122	32673	100	99	99	491	490	487	19	16	18	24	23	25	43	53	46	14	8	10
Asian/Pacific Islander	NC	25	2147	NC	100	99	NC	519	539	NC	NA	5	NC	24	10	NC	52	46	NC	24	40
American Indian/Alaskan Native	--	NC	4034	--	NC	97	--	NC	479	--	NC	22	--	NC	29	--	NC	43	--	NC	7
White	45	259	36234	98	100	99	521	514	523	4	5	6	13	14	13	62	65	52	20	16	28
Students with Disabilities	13	72	10286	93	99	91	476	468	462	23	33	41	46	29	27	23	35	27	8	3	5
Students without Disabilities	63	379	69020	100	100	100	516	512	510	5	4	9	14	16	18	62	64	52	19	16	21
Limited English Proficient Students	NC	15	10291	NC	94	96	NC	475	458	NC	20	38	NC	40	34	NC	40	26	NC	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	38	191	37437	97	99	97	501	491	486	5	14	19	24	25	26	61	55	46	11	6	9
Non-Economically Disadvantaged	38	260	41869	100	100	100	520	517	521	11	6	7	16	13	14	50	62	51	24	19	27

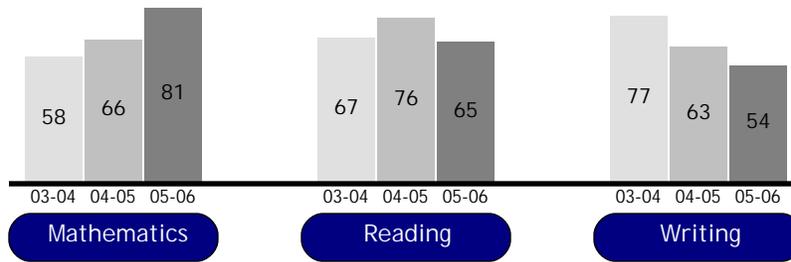
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	451	79000	99	100	98	497	501	489	5	6	10	20	17	24	71	66	58	4	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	231	38774	100	100	99	503	503	494	5	5	7	12	16	22	78	69	61	5	10	10
Male	35	220	40150	97	100	98	491	499	485	6	7	12	29	18	25	63	64	55	3	11	8
African American	NC	42	4153	NC	100	98	NC	492	476	NC	7	13	NC	26	30	NC	57	53	NC	10	4
Hispanic	21	122	32508	100	99	98	485	485	472	10	12	15	29	24	33	62	60	49	NA	4	3
Asian/Pacific Islander	NC	25	2142	NC	100	99	NC	498	510	NC	4	4	NC	20	14	NC	60	67	NC	16	16
American Indian/Alaskan Native	--	NC	4016	--	NC	96	--	NC	467	--	NC	14	--	NC	37	--	NC	46	--	NC	2
White	45	259	36135	98	100	98	505	510	508	4	3	4	13	13	14	76	71	67	7	14	15
Students with Disabilities	13	72	9991	93	99	88	473	465	449	23	24	33	38	31	36	31	42	29	8	4	2
Students without Disabilities	63	379	69009	100	100	100	502	507	495	2	2	6	16	15	22	79	71	62	3	12	10
Limited English Proficient Students	NC	15	10199	NC	94	95	NC	444	439	NC	33	35	NC	47	47	NC	20	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	38	191	37234	97	99	97	490	485	472	5	9	15	24	26	33	71	60	50	NA	5	3
Non-Economically Disadvantaged	38	260	41766	100	100	99	505	513	505	5	3	5	16	11	16	71	71	65	8	15	14

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	76	450	79611	99	100	99	494	502	496	12	6	7	30	35	37	57	60	56	1	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	231	39016	100	100	99	514	512	511	7	4	4	20	28	29	71	68	66	2	0	1
Male	35	219	40519	97	99	98	468	491	482	17	7	10	43	42	44	40	51	46	NA	NA	0
African American	NC	42	4188	NC	100	98	NC	485	486	NC	5	9	NC	52	40	NC	43	50	NC	NA	0
Hispanic	21	122	32855	100	99	99	490	486	481	14	9	10	29	40	43	52	50	47	5	1	0
Asian/Pacific Islander	NC	25	2149	NC	100	100	NC	508	519	NC	4	4	NC	24	24	NC	72	70	NC	NA	2
American Indian/Alaskan Native	--	NC	3992	--	NC	96	--	NC	478	--	NC	10	--	NC	46	--	NC	44	--	NC	0
White	45	258	36380	98	100	99	495	511	511	13	4	4	24	30	30	62	66	65	NA	NA	1
Students with Disabilities	13	71	10664	93	97	94	428	450	440	38	20	23	46	52	54	15	28	22	NA	NA	1
Students without Disabilities	63	379	68947	100	100	100	505	511	504	6	3	4	27	31	34	65	65	61	2	0	1
Limited English Proficient Students	NC	15	10362	NC	94	97	NC	453	438	NC	7	22	NC	73	57	NC	20	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	38	191	37626	97	99	98	484	487	479	11	7	10	34	45	45	55	48	45	NA	NA	0
Non-Economically Disadvantaged	38	259	41985	100	100	100	504	513	511	13	4	4	26	27	30	58	68	65	3	0	1

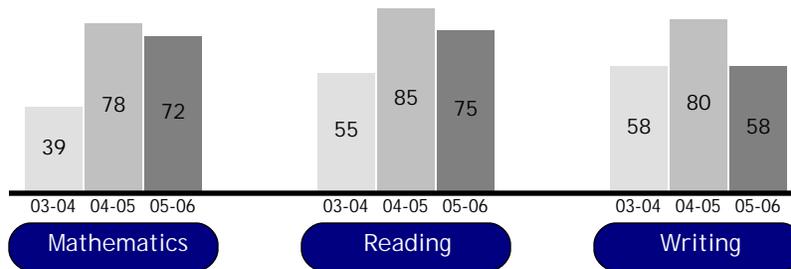
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th 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 2005-06

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?	Y
	Met Graduation Rate?	Not Evaluated
	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.

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
2	Reading	100	63	NA	58	100	50	54	47	95	44	54	46
	Language	100	59	53	50	100	62	55	47	95	56	54	48
	Mathematics	98	74	67	64	100	52	54	50	95	48	50	52
3	Reading	89	53	NA	55	100	48	50	44	97	43	54	46
	Language	98	54	58	61	100	45	49	44	97	48	54	46
	Mathematics	98	50	55	61	100	49	55	51	97	58	59	52
4	Reading	100	61	NA	56	100	49	55	48	96	58	59	52
	Language	100	56	57	52	100	49	54	49	96	52	59	52
	Mathematics	100	62	67	61	100	49	59	53	96	54	61	58
5	Reading	100	59	NA	55	99	62	58	50	96	61	65	56
	Language	100	47	55	49	99	60	56	50	96	54	61	54
	Mathematics	100	58	64	63	99	59	55	49	96	58	56	52

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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent Involvement
- Ü Academic Achievement
- Ü School Improvement
- Ü Budget
- Ü School Safety Issues
- Ü Staff Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	29.00
Other Professional Staff	5.00	Teacher Aide	14.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	1	0	0
4 to 6 years	5	2	0	0
7 to 9 years	5	2	0	0
10 or more years	11	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Music Room
- Ü Art Room with Kiln
- Ü New Computer Lab 2006

Extracurricular Activities

- Ü Band - 5th Grade Program
- Ü Homework Club - 3rd Grade

Social Services

- Ü Breakfast Program
- Ü School Nurse Instruction Dental Health
- Ü Lunch Program
- Ü Character matters
- Ü Counseling Services
- Ü Counseling for Students of Deployed
- Ü Parenting Assistance

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Village Meadows achieved Adequate Yearly Progress (AYP) as Defined by the No Child Left Behind Act. (NCLB)

- ü During the 2006-2007 school year, our teachers surpassed their 301 goal of increasing student achievement in mathematics.

- ü Students that can recite our school RULES and their meanings are rewarded by diggin in the principal's treasure chest and their achievement is announced the next day to the entire school.

- ü Village Meadows students received more than individual and 102 class awards during the school year for a variety of achievements.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	83	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

Village Meadows staff provides a safe environment for our students including practice in safety procedures, such as fire drills, lock-down drills and evacuation practice. Our RULES emphasize, Respect, Useful, Loving, Ethical and Safe behavior from each student. We encourage parents to promote safety skills with their children at home.

We have enacted a Wellness Program for 2006 and have received cooperation from the Sheriff's Department to intercede for improved attendance.

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) :

4

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	Scot Roppe	(520) 515-2990
Transportation Policy	Tia Faulconer	(928) 515-2773
Community Resources	Laura Burgess	(520) 515-2998
School Nutrition Programs	Dawn Marino	(520) 515-2780
Parent Organization	Holly Bodily	(520) 515-2990
Student Health/Nurse	Sue Dobis	(520) 515-2990

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."

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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** 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.