



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1030 North Blue Grotto, Gilbert, AZ 85234

Gilbert 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)

2004-05	Excelling
2003-04	Highly Performing
2002-03	Highly Performing

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

School Overview

Principal/Administrator : Mrs. Susie Apel
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-6
 2005 Enrollment : 705
 Web Address : www.gilbert.k12.az.us/info/schools/valvista/v
 Phone Number : (480) 926-6301
 Fax Number : (480) 813-9011
 E-mail : susie_apel@gilbert.k12.az.us

Mission

We believe: If you provide children with a committed staff, a variety of special programs, and put them into a safe, warm and caring environment with strong, effective teaching, all children will regularly surpass achievement objectives.

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.

School / Academic Goals

- Teachers and Staff will improve student achievement in Language Arts - specifically in writing across the curriculum. We will emphasize instruction in the Six Writing Traits as we are evaluated on the Arizona State Standards test.
- To increase the time our students' practice reading through the use of our Accelerated Reader Program.
- Val Vista Lakes Elementary will continue to integrate the Character Counts philosophy throughout all we do here at school. We will uphold the Six Pillars of Character - Responsibility, Citizenship, Fairness, Respect, Caring, and Trustworthiness.

Enrollment

October 1, 2004 School Year Student Enrollment : 737
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 84

Instructional Programs

- ü Integrated Curriculum/Instruction
- ü Gifted Program - Math and Language Arts
- ü On-site Special Education Programs
- ü English Language Learner Program
- ü Band Instruction in 5th and 6th grade
- ü Strings instruction in 5th and 6th grade
- ü Pre-School for Children with Autism

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We adhere to high academic standards for all students. An emphasis is placed on student safety and self-esteem is fostered through parent/school partnerships. We work very hard at keeping open communication with our students and parents. Our web site is available as well as a monthly newsletter that is sent home with the latest information and calendars. Parent/teacher conferences are held in October and on request as parents and teachers feel necessary.

Parents

Parents are responsible for making sure their children come to school, on time, and ready to learn. VVL encourages parent participation and hosts special events for all families. Parents are invited to volunteer in all aspects of the school. We welcome parents to participate in the classroom as well as volunteering on projects from home. We have found that students achieve more when they know their parents are involved with our school.

Transportation Policy

Val Vista Lakes Elementary School serves an attendance area 1.5 square miles in size. Three buses serve our students who live outside the one mile range. Two crossing guards assist students walking to school at two different locations before and after school.

School Honors

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

Award/Honor	Year
ü State Chess Tournament Winners	2005
ü District Oratorical Contest Winners	2005
ü District Writing Contest Winners	2005
ü District Math Team Winners	2005

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	97	2879	79306	100	100	99	493	478	445	1	2	10	5	8	18	46	50	51	47	40	20
All Students (Prior Year)	115	2770	75509	100	100	100	544	541	521	3	6	13	14	17	23	36	35	33	47	42	31
Female	54	1409	38691	100	100	99	491	475	446	2	3	10	6	8	18	48	53	52	44	37	20
Male	43	1470	40583	100	100	99	496	481	445	0	2	11	5	8	18	44	48	50	51	43	21
African American	NC	119	4041	NC	100	99	NC	453	426	NC	6	17	NC	15	23	NC	59	50	NC	20	10
Hispanic	NC	468	32869	NC	100	99	NC	456	429	NC	4	15	NC	14	25	NC	57	51	NC	24	10
Asian/Pacific Islander	NC	137	1935	NC	98	99	NC	494	474	NC	1	3	NC	2	9	NC	49	48	NC	48	40
American Indian/Alaskan Native	NC	28	4264	NC	100	100	NC	468	419	NC	0	19	NC	8	30	NC	56	45	NC	36	6
White	77	2127	36197	100	100	99	496	483	463	1	2	5	4	6	11	47	48	53	48	44	31
Students with Disabilities	NC	380	10321	NC	100	100	NC	433	389	NC	12	30	NC	20	27	NC	50	34	NC	18	9
Students without Disabilities	89	2499	69060	100	99	98	496	485	454	0	1	7	6	6	17	46	50	54	48	43	22
Limited English Proficient Students	NC	122	15509	NC	100	100	NC	409	406	NC	6	20	NC	25	30	NC	55	45	NC	14	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	14	581	39415	100	100	96	465	459	431	0	5	15	17	13	25	67	57	50	17	25	10
Non-Economically Disadvantaged	83	2298	39966	90	89	100	497	483	459	1	2	6	4	6	12	43	49	52	52	43	30

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	97	2877	79395	100	0	99	492	475	446	1	1	9	5	13	25	59	66	55	34	20	11
All Students (Prior Year)	115	2774	75492	100	100	100	532	533	519	4	4	12	7	11	16	60	50	47	29	35	24
Female	54	1408	38743	100	0	100	497	479	451	2	1	7	2	10	24	58	67	57	38	22	12
Male	43	1469	40618	100	0	99	486	471	440	0	1	11	10	15	27	61	66	53	29	18	9
African American	NC	119	4052	NC	0	100	NC	455	434	NC	3	11	NC	26	29	NC	63	54	NC	8	6
Hispanic	NC	468	32915	NC	0	99	NC	454	426	NC	2	15	NC	23	35	NC	66	47	NC	9	4
Asian/Pacific Islander	NC	137	1936	NC	0	99	NC	485	468	NC	1	3	NC	8	14	NC	66	63	NC	25	19
American Indian/Alaskan Native	NC	28	4271	NC	0	100	NC	471	420	NC	0	15	NC	12	42	NC	68	41	NC	20	2
White	77	2125	36221	100	0	99	495	480	465	1	1	4	3	10	15	58	67	63	38	22	17
Students with Disabilities	NC	379	10331	NC	0	100	NC	432	388	NC	5	25	NC	34	37	NC	55	34	NC	6	4
Students without Disabilities	89	2498	69139	100	0	99	496	481	454	0	1	7	6	9	24	56	68	58	38	22	11
Limited English Proficient Students	NC	122	15545	NC	0	100	NC	405	399	NC	6	21	NC	39	42	NC	54	35	NC	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	14	581	39484	100	0	96	462	458	429	0	3	14	17	22	35	75	64	47	8	10	4
Non-Economically Disadvantaged	83	2296	39986	90	0	100	496	479	461	1	1	4	4	10	16	57	67	63	38	22	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	97	2876	78869	100	100	99	470	468	442	4	3	6	9	12	21	69	70	63	18	15	10
All Students (Prior Year)	115	2766	75053	100	99	99	609	615	597	4	5	7	3	8	12	90	76	72	4	10	9
Female	54	1409	38536	100	100	99	481	480	458	4	2	4	4	8	15	69	71	67	23	20	14
Male	43	1467	40302	100	100	99	457	455	428	5	4	8	15	16	26	68	69	60	12	11	7
African American	NC	120	4015	NC	100	99	NC	451	430	NC	5	8	NC	12	24	NC	73	61	NC	9	7
Hispanic	NC	468	32606	NC	100	98	NC	451	426	NC	3	8	NC	17	27	NC	68	60	NC	12	5
Asian/Pacific Islander	NC	136	1925	NC	97	99	NC	487	471	NC	2	3	NC	7	11	NC	69	64	NC	23	22
American Indian/Alaskan Native	NC	28	4245	NC	100	100	NC	474	423	NC	0	9	NC	8	26	NC	84	61	NC	8	4
White	77	2124	36078	100	100	99	469	470	459	5	2	4	10	11	16	63	70	66	22	16	14
Students with Disabilities	NC	380	10246	NC	100	100	NC	408	367	NC	9	18	NC	33	39	NC	54	40	NC	3	4
Students without Disabilities	89	2496	68697	100	99	98	473	477	454	4	2	4	9	9	18	68	73	67	19	17	11
Limited English Proficient Students	NC	122	15339	NC	100	100	NC	412	399	NC	4	11	NC	20	31	NC	70	54	NC	6	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	14	580	39106	100	100	95	480	449	427	0	4	8	0	18	28	92	70	59	8	7	5
Non-Economically Disadvantaged	83	2296	39837	90	89	100	469	472	457	5	2	4	10	11	14	65	70	67	20	17	15

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	109	2914	78906	99	100	99	538	525	498	3	4	13	2	10	19	54	52	48	41	33	20
All Students (Prior Year)	113	2691	76019	100	100	100	537	512	499	6	7	14	20	35	39	13	17	14	61	41	33
Female	41	1440	38644	98	100	99	533	526	500	3	4	12	3	10	19	63	54	49	33	33	19
Male	68	1473	40236	100	99	99	542	524	497	3	5	15	2	11	19	49	51	46	46	33	20
African American	--	137	4087	--	97	99	--	501	481	--	9	20	--	20	24	--	56	45	--	15	11
Hispanic	11	488	31938	100	100	99	531	508	481	0	7	19	0	17	25	63	56	46	38	21	10
Asian/Pacific Islander	NC	121	1805	NC	98	98	NC	552	536	NC	3	5	NC	5	8	NC	39	45	NC	54	42
American Indian/Alaskan Native	--	23	4593	--	100	100	--	513	467	--	0	26	--	14	29	--	71	39	--	14	6
White	93	2145	36483	99	100	99	536	529	517	3	4	7	2	8	13	56	52	51	39	36	30
Students with Disabilities	13	376	10664	100	100	100	490	461	430	25	23	42	17	27	27	33	41	26	25	8	5
Students without Disabilities	96	2538	68310	99	99	98	545	535	509	0	1	9	0	8	18	57	54	51	43	37	22
Limited English Proficient Students	--	92	12573	--	100	100	--	425	454	--	17	27	--	25	30	--	49	38	--	10	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	588	38679	NC	100	96	NC	507	483	NC	9	20	NC	18	25	NC	54	45	NC	20	10
Non-Economically Disadvantaged	101	2326	40295	94	89	100	542	529	513	1	3	7	2	8	13	54	52	50	43	36	30

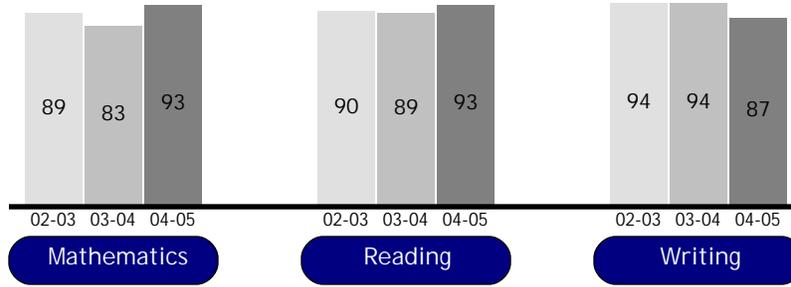
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	2914	78908	99	0	99	528	507	484	0	3	10	5	13	23	69	68	58	26	16	9
All Students (Prior Year)	113	2700	76020	100	100	100	512	511	503	9	13	25	23	20	23	45	50	40	22	17	12
Female	41	1439	38648	98	0	99	534	513	489	0	2	8	3	11	22	73	68	61	25	20	10
Male	68	1474	40233	100	0	99	525	501	479	0	4	12	7	15	25	67	69	55	26	13	8
African American	--	136	4092	--	0	99	--	482	473	--	9	12	--	24	28	--	56	54	--	11	5
Hispanic	11	489	31940	100	0	99	516	493	465	0	5	16	0	18	32	88	70	49	13	7	3
Asian/Pacific Islander	NC	121	1805	NC	0	98	NC	515	507	NC	5	4	NC	9	13	NC	62	65	NC	24	18
American Indian/Alaskan Native	--	23	4569	--	0	100	--	502	457	--	0	18	--	10	39	--	86	41	--	5	2
White	93	2145	36502	99	0	99	528	511	502	0	2	4	6	11	14	69	69	67	26	18	15
Students with Disabilities	13	375	10665	100	0	100	498	450	423	0	15	30	33	36	36	50	45	31	17	4	2
Students without Disabilities	96	2539	68312	99	0	98	533	516	493	0	1	7	1	9	21	72	72	62	27	18	10
Limited English Proficient Students	--	93	12556	--	0	100	--	403	436	--	17	24	--	31	40	--	50	35	--	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	589	38662	NC	0	96	NC	491	468	NC	6	16	NC	22	32	NC	65	49	NC	8	3
Non-Economically Disadvantaged	101	2325	40315	94	0	100	531	511	498	0	2	5	3	11	15	69	69	66	27	18	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	109	2917	78750	99	100	99	534	520	500	1	3	6	18	20	29	79	75	63	2	3	2
All Students (Prior Year)	113	2697	75673	100	100	100	590	555	530	2	7	12	17	20	25	72	66	58	9	6	4
Female	41	1439	38586	98	100	99	546	534	515	0	2	4	13	13	22	85	82	71	3	4	3
Male	68	1477	40135	100	100	99	526	507	486	2	4	8	21	27	35	75	68	56	2	2	1
African American	--	136	4081	--	96	99	--	505	488	--	4	8	--	29	32	--	65	59	--	3	2
Hispanic	11	490	31841	100	100	99	543	512	483	0	3	8	13	24	36	88	71	55	0	1	1
Asian/Pacific Islander	NC	121	1802	NC	98	98	NC	534	533	NC	4	2	NC	15	16	NC	77	75	NC	4	7
American Indian/Alaskan Native	--	23	4586	--	100	100	--	524	481	--	0	8	--	5	37	--	95	54	--	0	1
White	93	2147	36440	99	100	99	531	522	516	1	3	3	19	19	22	79	76	71	1	3	4
Students with Disabilities	13	377	10622	100	100	100	456	446	415	8	13	21	83	50	50	8	38	28	0	0	1
Students without Disabilities	96	2540	68196	99	99	98	544	531	513	0	1	3	9	15	25	89	80	69	2	3	3
Limited English Proficient Students	--	93	12504	--	100	100	--	427	451	--	8	12	--	39	44	--	53	43	--	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	588	38558	NC	100	96	NC	507	485	NC	5	8	NC	28	37	NC	66	54	NC	1	1
Non-Economically Disadvantaged	101	2329	40260	94	89	100	538	523	514	0	3	3	17	18	21	81	77	72	2	3	4

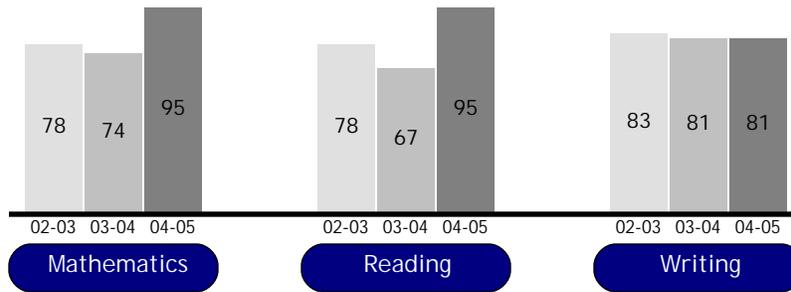
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

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 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?	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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	74	68	50	100	75	NA	58	99	68	61	47
	Language	100	63	62	43	100	68	63	50	99	64	60	47
	Mathematics	99	72	72	57	100	78	76	64	99	67	63	50
3	Reading	100	76	67	47	99	74	NA	55	100	67	60	44
	Language	99	77	72	54	99	81	76	61	100	64	57	44
	Mathematics	100	75	70	54	99	76	72	61	100	70	65	51
4	Reading	99	78	73	52	100	82	NA	56	99	68	61	48
	Language	100	70	66	48	100	70	66	52	99	65	60	49
	Mathematics	99	80	74	57	100	71	73	61	99	72	68	53
5	Reading	98	75	69	50	100	79	NA	55	99	74	63	50
	Language	98	66	63	46	100	70	63	49	99	72	62	50
	Mathematics	99	84	76	57	100	84	77	63	99	66	62	49
6	Reading	98	73	69	53	100	78	NA	56	98	70	64	51
	Language	98	73	63	45	100	71	64	48	98	66	62	47
	Mathematics	99	86	80	62	100	88	81	66	98	79	69	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)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Curriculum Development
- Ü Developing Volunteer Programs
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Parent/Educator Relations
- Ü Planning Special Events

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	44.00
Other Professional Staff	2.00	Teacher Aide	16.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	4	1	0
4 to 6 years	3	0	0	0
7 to 9 years	4	3	0	0
10 or more years	5	22	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	38
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Networked Computer Lab
- Ü Media Center
- Ü Learning Lab
- Ü Character Counts Gazebo

Extracurricular Activities

- Ü Student Council
- Ü Elements of Music - Keyboard Class
- Ü Talent Team
- Ü Chess Club
- Ü Young Rembrandts
- Ü Mad Science
- Ü Service Learning Club

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Health Services
- Ü After/Before School Day Care Program
- Ü Crisis Intervention Plan

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Our students have displayed high achievement on district and state assessment instruments. The teachers and students have high expectations for themselves and regularly achieve outstanding academic recognition.

- ü Our fine arts programs are of the finest quality. Our band and orchestra programs receive honors at the musical festivals both at the district and state level. Exceptional student art work is displayed at the district Art Show in May of each year.

- ü Our school Service Learning Club has been recognized by the "Make A Wish Foundation" This organization has been supported by our school for the past two years. We hold a loose change drive to grant a child a special wish.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	6	12	12	17
Transfers In Rate ⁶	18	28	28	37
Stability Rate ⁷	93	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	2	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	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

Safety is number one at VVL! Classroom discipline plans are posted in rooms. Orderly and quiet hallways are enforced throughout the building to maintain a quiet and safe learning environment. Teaching, modeling, and reinforcing rules on our playground are of utmost importance to us here at VVL. We want our students to play safely and treat each other respectfully. Fire, evacuation, and lockdown drills are practiced monthly to ensure safe emergency procedures for all.

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) :

0

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	Susie Apel	(480) 926-6301
Transportation Policy	Jay Morris	(480) 497-3311
Community Resources	Nicki Serio	(480) 926-6301
School Nutrition Programs	Debbie McCarron	(480) 497-3370
Parent Organization	Jennifer Fry	(480) 926-6301
Student Health/Nurse	Terri Ballard	(480) 926-6301

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.

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.

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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.