

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Excelling
2004-05	Excelling
2003-04	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
 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)

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 / Academic Goals

- ü Teachers and Staff will improve student achievement in Language Arts - specifically in writing across the curriculum. We are focusing on new instructional methods in the teaching of the writing process; specifically Pre-writing and Organization.
- ü To increase the time our students' practice reading through the use of our Accelerated Reader Program.
- ü 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.
- ü We will continue to excell in the area of Mathematics. Multi-step problem solving continues to be an area of concentration. The memorization of Math Facts continues to be our on-going goal.

Enrollment

October 1, 2005 School Year Student Enrollment : 703
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 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 :	180
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	76	2749	80010	99	98	99	476	475	447	9	4	10	7	9	18	37	50	53	47	38	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1307	38935	100	99	99	471	474	447	8	4	9	11	8	19	37	51	55	45	37	17
Male	38	1442	40974	97	98	98	482	476	448	11	3	11	3	9	18	37	50	52	50	38	19
African American	NC	127	4201	NC	99	99	NC	452	430	NC	9	17	NC	14	23	NC	57	51	NC	19	9
Hispanic	NC	460	34545	NC	98	99	NC	456	432	NC	4	14	NC	13	24	NC	65	53	NC	19	9
Asian/Pacific Islander	NC	110	2068	NC	99	99	NC	481	474	NC	5	4	NC	8	10	NC	44	50	NC	43	36
American Indian/Alaskan Native	--	23	3979	--	88	96	--	462	424	--	NA	17	--	13	30	--	65	47	--	22	6
White	62	2029	35142	98	99	99	485	481	465	8	3	5	3	7	11	34	47	56	55	43	28
Students with Disabilities	11	414	10161	92	93	93	423	440	419	36	16	28	9	27	28	36	39	36	18	18	8
Students without Disabilities	65	2335	69849	100	100	100	485	481	451	5	1	7	6	5	17	37	52	56	52	41	19
Limited English Proficient Students	NC	99	14013	NC	95	97	NC	429	413	NC	12	24	NC	24	34	NC	59	39	NC	5	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	15	583	39029	100	97	98	451	454	432	13	6	14	13	15	25	60	60	52	13	19	9
Non-Economically Disadvantaged	61	2166	40981	98	99	100	483	481	462	8	3	6	5	7	13	31	47	54	56	43	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	72	2707	79438	94	97	98	491	480	451	3	3	9	13	12	24	49	62	56	36	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	1290	38775	95	98	99	501	487	457	3	2	7	8	9	22	47	61	58	42	27	13
Male	36	1417	40560	92	96	97	482	474	446	3	3	12	17	14	25	50	62	54	31	20	9
African American	NC	125	4178	NC	98	98	NC	458	439	NC	6	13	NC	25	29	NC	59	52	NC	10	6
Hispanic	NC	455	34297	NC	97	98	NC	464	434	NC	5	14	NC	16	31	NC	69	50	NC	10	5
Asian/Pacific Islander	NC	109	2063	NC	98	99	NC	482	475	NC	3	3	NC	13	15	NC	56	63	NC	28	20
American Indian/Alaskan Native	--	22	3940	--	85	95	--	469	429	--	9	14	--	5	36	--	68	47	--	18	3
White	59	1996	34887	94	97	98	500	485	471	NA	2	4	12	10	15	46	61	63	42	27	18
Students with Disabilities	NC	373	9588	NC	84	88	NC	445	416	NC	13	30	NC	31	32	NC	46	34	NC	9	5
Students without Disabilities	65	2334	69850	100	99	100	493	485	456	3	1	7	12	9	23	45	64	59	40	25	12
Limited English Proficient Students	NC	98	13856	NC	94	96	NC	423	407	NC	17	27	NC	37	43	NC	43	29	NC	3	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	14	573	38685	93	96	97	452	461	435	7	5	14	36	20	32	50	65	50	7	11	5
Non-Economically Disadvantaged	58	2134	40753	94	97	99	501	485	467	2	2	5	7	10	16	48	61	62	43	27	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	72	2749	79971	94	98	99	469	448	423	NA	3	8	18	28	41	72	64	49	10	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	1307	38974	95	99	99	483	461	437	NA	3	5	8	20	33	81	70	57	11	7	4
Male	36	1442	40895	92	98	98	456	436	410	NA	4	10	28	35	47	64	58	41	8	3	2
African American	NC	126	4203	NC	98	99	NC	429	411	NC	7	11	NC	33	45	NC	57	43	NC	2	2
Hispanic	NC	461	34481	NC	98	99	NC	436	410	NC	4	10	NC	33	46	NC	61	43	NC	2	1
Asian/Pacific Islander	NC	109	2067	NC	98	99	NC	457	449	NC	3	4	NC	26	28	NC	61	60	NC	11	8
American Indian/Alaskan Native	--	23	3995	--	88	96	--	426	409	--	NA	10	--	57	47	--	43	42	--	NA	1
White	59	2030	35150	94	99	99	473	451	437	NA	3	5	17	26	35	73	66	56	10	5	5
Students with Disabilities	NC	412	10258	NC	93	94	NC	407	377	NC	13	23	NC	50	51	NC	35	25	NC	2	1
Students without Disabilities	65	2337	69713	100	100	100	470	455	429	NA	2	5	17	24	39	74	69	52	9	5	3
Limited English Proficient Students	NC	99	13985	NC	95	97	NC	405	382	NC	6	18	NC	58	54	NC	36	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	14	585	38994	93	98	98	442	430	409	NA	5	10	36	39	47	64	53	41	NA	2	1
Non-Economically Disadvantaged	58	2164	40977	94	99	100	476	453	437	NA	3	5	14	25	34	74	67	56	12	6	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	98	2846	80147	100	98	99	517	511	482	2	3	11	3	6	17	46	49	49	49	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	1386	39281	100	98	99	514	511	483	4	3	9	4	5	17	38	51	50	55	41	24
Male	43	1458	40780	100	98	98	520	511	482	NA	3	12	2	8	17	56	48	48	42	42	24
African American	NC	123	4249	NC	96	99	NC	488	464	NC	7	17	NC	17	22	NC	58	48	NC	19	13
Hispanic	NC	468	33494	NC	96	99	NC	493	466	NC	5	15	NC	12	23	NC	56	49	NC	27	14
Asian/Pacific Islander	NC	156	2103	NC	100	99	NC	525	515	NC	3	4	NC	4	8	NC	38	44	NC	55	45
American Indian/Alaskan Native	NC	25	4117	NC	96	96	NC	493	456	NC	8	19	NC	4	27	NC	60	46	NC	28	8
White	80	2074	36122	100	98	99	520	516	501	3	2	5	3	5	10	44	48	50	51	45	35
Students with Disabilities	NC	371	10295	NC	88	92	NC	467	443	NC	16	33	NC	22	26	NC	47	33	NC	14	8
Students without Disabilities	89	2475	69852	100	100	100	522	518	488	NA	1	7	2	4	16	46	49	51	52	46	26
Limited English Proficient Students	--	84	12722	--	94	97	--	465	441	--	10	27	--	29	33	--	51	37	--	11	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	12	592	38371	100	96	97	487	490	465	NA	6	15	8	13	23	83	56	49	8	25	13
Non-Economically Disadvantaged	86	2254	41776	100	99	100	521	517	498	2	2	6	2	5	11	41	47	49	55	46	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	97	2812	79686	99	97	98	513	499	470	NA	2	11	9	11	24	62	70	57	29	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	1376	39163	98	97	99	520	504	475	NA	2	9	6	8	22	63	70	60	31	20	10
Male	43	1434	40438	100	96	97	505	494	465	NA	2	13	14	13	25	60	70	54	26	14	7
African American	NC	122	4228	NC	95	98	NC	482	458	NC	6	15	NC	18	28	NC	66	53	NC	10	4
Hispanic	NC	463	33299	NC	95	98	NC	481	452	NC	5	17	NC	18	32	NC	68	47	NC	8	3
Asian/Pacific Islander	NC	154	2097	NC	99	99	NC	503	490	NC	1	5	NC	11	13	NC	73	68	NC	15	14
American Indian/Alaskan Native	NC	25	4087	NC	96	96	NC	482	446	NC	NA	16	NC	16	38	NC	84	44	NC	NA	2
White	79	2048	35914	99	97	98	517	503	489	NA	1	5	6	8	15	61	71	67	33	20	14
Students with Disabilities	NC	338	9808	NC	80	87	NC	467	432	NC	9	35	NC	30	32	NC	53	30	NC	7	3
Students without Disabilities	89	2474	69878	100	100	100	515	503	475	NA	1	8	9	8	23	61	73	61	30	18	9
Limited English Proficient Students	--	83	12594	--	93	96	--	448	422	--	16	34	--	39	45	--	42	21	--	4	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	12	581	38095	100	94	97	481	481	452	NA	5	17	33	20	32	58	66	48	8	9	3
Non-Economically Disadvantaged	85	2231	41591	99	98	99	518	503	486	NA	1	6	6	8	16	62	71	65	32	19	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	97	2875	80372	99	99	99	518	497	475	NA	2	4	7	16	30	81	77	64	11	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	1406	39452	98	99	99	529	508	488	NA	1	3	4	12	22	78	81	72	19	7	3
Male	43	1467	40836	100	98	98	505	487	464	NA	3	6	12	21	37	86	74	56	2	3	1
African American	NC	125	4264	NC	98	99	NC	485	465	NC	2	5	NC	22	35	NC	74	59	NC	2	1
Hispanic	NC	477	33608	NC	98	99	NC	486	462	NC	3	6	NC	18	36	NC	77	57	NC	3	1
Asian/Pacific Islander	NC	156	2098	NC	100	99	NC	508	500	NC	3	2	NC	12	16	NC	74	75	NC	11	7
American Indian/Alaskan Native	NC	26	4128	NC	100	97	NC	497	464	NC	NA	4	NC	23	39	NC	73	56	NC	4	1
White	79	2091	36213	99	99	99	517	499	489	NA	1	2	8	16	22	81	78	72	11	5	3
Students with Disabilities	NC	401	10526	NC	95	94	NC	452	427	NC	7	15	NC	45	53	NC	47	31	NC	1	1
Students without Disabilities	89	2474	69846	100	100	100	522	504	482	NA	1	3	4	12	26	83	82	69	12	5	2
Limited English Proficient Students	--	87	12747	--	98	97	--	446	432	--	10	12	--	34	52	--	55	36	--	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	12	604	38521	100	98	98	504	479	461	NA	3	6	8	25	38	92	70	55	NA	1	1
Non-Economically Disadvantaged	85	2271	41851	99	99	100	520	502	489	NA	1	3	7	14	22	80	79	72	13	5	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	119	2841	79306	100	99	99	537	529	504	3	5	13	9	11	20	54	52	49	34	32	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	1394	38845	100	99	99	535	531	505	4	4	11	9	12	20	57	52	50	30	33	18
Male	63	1446	40383	100	99	98	538	528	504	2	5	14	10	11	19	51	53	47	38	31	19
African American	NC	119	4171	NC	98	98	NC	495	485	NC	11	20	NC	22	26	NC	55	44	NC	13	10
Hispanic	NC	450	32673	NC	99	99	NC	509	487	NC	7	18	NC	17	25	NC	59	46	NC	17	10
Asian/Pacific Islander	NC	135	2147	NC	100	99	NC	548	539	NC	3	5	NC	6	10	NC	44	46	NC	47	40
American Indian/Alaskan Native	NC	20	4034	NC	100	97	NC	539	479	NC	10	22	NC	NA	29	NC	45	43	NC	45	7
White	105	2116	36234	100	99	99	539	534	523	2	4	6	9	10	13	52	51	52	37	35	28
Students with Disabilities	14	358	10286	100	94	91	488	483	462	21	24	41	36	29	27	36	35	27	7	12	5
Students without Disabilities	105	2483	69020	100	100	100	543	536	510	NA	2	9	6	8	18	56	55	52	38	35	21
Limited English Proficient Students	NC	73	10291	NC	99	96	NC	481	458	NC	18	38	NC	33	34	NC	44	26	NC	5	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	11	556	37437	100	97	97	498	505	486	NA	10	19	27	18	26	64	55	46	9	16	9
Non-Economically Disadvantaged	108	2285	41869	100	100	100	541	535	521	3	3	7	7	9	14	53	52	51	37	36	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	118	2799	79000	100	98	98	517	514	489	1	2	10	11	12	24	72	69	58	16	17	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	1385	38774	100	98	99	522	520	494	2	2	7	11	9	22	68	69	61	20	20	10
Male	62	1413	40150	100	97	98	513	509	485	NA	3	12	11	14	25	76	69	55	13	14	8
African American	NC	115	4153	NC	94	98	NC	490	476	NC	3	13	NC	28	30	NC	62	53	NC	7	4
Hispanic	NC	435	32508	NC	96	98	NC	498	472	NC	4	15	NC	19	33	NC	69	49	NC	8	3
Asian/Pacific Islander	NC	133	2142	NC	99	99	NC	521	510	NC	3	4	NC	8	14	NC	70	67	NC	19	16
American Indian/Alaskan Native	NC	19	4016	NC	95	96	NC	515	467	NC	5	14	NC	5	37	NC	74	46	NC	16	2
White	105	2096	36135	100	98	98	519	519	508	1	2	4	9	10	14	73	69	67	17	19	15
Students with Disabilities	13	315	9991	93	83	88	475	477	449	8	13	33	54	33	36	38	46	29	NA	8	2
Students without Disabilities	105	2484	69009	100	100	100	522	519	495	NA	1	6	6	9	22	76	72	62	18	18	10
Limited English Proficient Students	NC	72	10199	NC	97	95	NC	462	439	NC	15	35	NC	44	47	NC	40	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	11	534	37234	100	93	97	488	494	472	NA	4	15	45	21	33	45	68	50	9	7	3
Non-Economically Disadvantaged	107	2265	41766	100	99	99	520	519	505	1	2	5	7	10	16	75	69	65	17	19	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	117	2841	79611	99	99	99	533	515	496	NA	3	7	21	27	37	79	69	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	1396	39016	98	99	99	543	531	511	NA	1	4	13	17	29	87	80	66	NA	1	1
Male	62	1444	40519	100	99	98	523	500	482	NA	4	10	29	37	44	71	59	46	NA	0	0
African American	NC	119	4188	NC	98	98	NC	495	486	NC	4	9	NC	37	40	NC	59	50	NC	NA	0
Hispanic	NC	448	32855	NC	99	99	NC	501	481	NC	5	10	NC	32	43	NC	63	47	NC	NA	0
Asian/Pacific Islander	NC	134	2149	NC	99	100	NC	519	519	NC	6	4	NC	19	24	NC	73	70	NC	2	2
American Indian/Alaskan Native	NC	20	3992	NC	100	96	NC	518	478	NC	5	10	NC	20	46	NC	70	44	NC	5	0
White	104	2119	36380	99	99	99	533	519	511	NA	2	4	20	27	30	80	71	65	NA	1	1
Students with Disabilities	12	357	10664	86	94	94	503	460	440	NA	13	23	50	57	54	50	29	22	NA	0	1
Students without Disabilities	105	2484	68947	100	100	100	536	523	504	NA	1	4	18	23	34	82	75	61	NA	1	1
Limited English Proficient Students	NC	74	10362	NC	100	97	NC	471	438	NC	11	22	NC	59	57	NC	30	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	10	555	37626	91	97	98	NA	494	479	NA	6	10	NA	38	45	NA	55	45	NA	1	0
Non-Economically Disadvantaged	107	2286	41985	100	100	100	535	520	511	NA	2	4	19	25	30	81	73	65	NA	1	1

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

6th 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	105	2911	79327	98	98	98	562	548	518	3	7	19	5	10	20	53	56	46	39	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	1431	38961	98	98	98	555	548	520	NA	6	16	7	9	20	56	57	48	37	28	16
Male	62	1480	40295	98	98	97	567	547	516	5	7	21	3	10	19	52	54	44	40	28	16
African American	NC	141	4247	NC	98	98	NC	530	499	NC	10	27	NC	16	24	NC	56	41	NC	18	8
Hispanic	NC	493	32327	NC	96	98	NC	529	499	NC	10	27	NC	16	25	NC	57	41	NC	17	8
Asian/Pacific Islander	NC	120	1939	NC	99	99	NC	574	556	NC	3	6	NC	7	10	NC	48	47	NC	43	36
American Indian/Alaskan Native	NC	28	4391	NC	97	96	NC	539	489	NC	4	32	NC	11	27	NC	68	36	NC	18	4
White	89	2129	36373	98	99	98	563	552	538	3	6	10	4	8	14	52	56	52	40	31	25
Students with Disabilities	10	360	9321	83	89	87	NA	493	467	NA	36	54	NA	23	22	NA	33	21	NA	8	3
Students without Disabilities	95	2551	70006	100	100	100	566	555	524	NA	2	14	4	8	19	56	59	49	40	31	18
Limited English Proficient Students	NC	47	9431	NC	96	95	NC	486	466	NC	34	53	NC	28	27	NC	36	18	NC	2	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	11	588	37097	100	95	97	522	527	498	18	12	27	NA	18	25	73	54	41	9	17	7
Non-Economically Disadvantaged	94	2323	42230	98	99	99	567	553	535	1	5	11	5	7	15	51	56	50	43	31	24

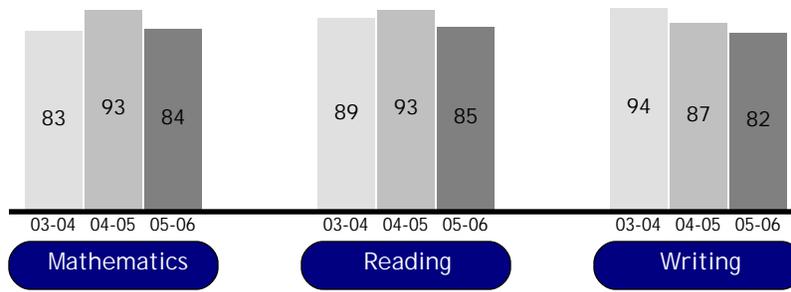
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	2886	79501	97	97	98	537	523	497	NA	3	10	5	11	25	84	78	60	12	8	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	1426	39062	98	98	99	540	527	502	NA	2	8	5	8	23	79	80	64	16	10	5
Male	61	1460	40368	97	97	98	536	518	491	NA	3	13	5	13	27	87	77	57	8	6	3
African American	NC	141	4279	NC	98	99	NC	511	485	NC	3	14	NC	20	30	NC	74	54	NC	4	2
Hispanic	NC	489	32389	NC	96	98	NC	509	478	NC	5	16	NC	18	34	NC	73	48	NC	4	1
Asian/Pacific Islander	NC	119	1936	NC	98	99	NC	531	519	NC	2	3	NC	8	14	NC	78	73	NC	13	9
American Indian/Alaskan Native	NC	28	4401	NC	97	96	NC	518	473	NC	4	17	NC	4	40	NC	86	43	NC	7	1
White	88	2109	36446	97	98	99	537	526	516	NA	2	4	6	9	15	84	80	73	10	9	7
Students with Disabilities	NC	335	9411	NC	83	88	NC	480	453	NC	16	36	NC	35	36	NC	48	26	NC	1	1
Students without Disabilities	95	2551	70090	100	100	100	540	528	502	NA	1	7	3	8	24	85	82	65	12	9	5
Limited English Proficient Students	NC	46	9401	NC	94	94	NC	456	443	NC	33	40	NC	43	46	NC	22	14	NC	2	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	10	581	37183	91	94	97	NA	507	479	NA	4	16	NA	18	34	NA	75	49	NA	2	1
Non-Economically Disadvantaged	94	2305	42318	98	98	99	540	527	513	NA	2	5	3	9	17	84	79	70	13	9	7

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	106	2928	80000	99	99	99	607	588	564	NA	1	3	2	5	11	70	75	75	28	19	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	1439	39288	100	99	99	616	601	579	NA	1	2	NA	2	6	57	73	77	43	25	16
Male	62	1489	40644	98	99	98	600	575	549	NA	2	4	3	8	15	79	77	74	18	13	7
African American	NC	144	4307	NC	100	99	NC	577	551	NC	1	4	NC	6	13	NC	79	75	NC	13	7
Hispanic	NC	499	32672	NC	97	99	NC	579	548	NC	2	4	NC	5	14	NC	79	76	NC	13	6
Asian/Pacific Islander	NC	121	1945	NC	100	99	NC	605	592	NC	NA	1	NC	4	4	NC	69	69	NC	27	25
American Indian/Alaskan Native	NC	29	4424	NC	100	97	NC	589	549	NC	NA	3	NC	7	14	NC	79	77	NC	14	5
White	90	2135	36602	99	99	99	606	590	579	NA	1	2	2	5	7	70	74	75	28	20	16
Students with Disabilities	11	378	9919	92	93	93	555	532	505	NA	6	9	18	25	35	82	66	54	NA	3	2
Students without Disabilities	95	2550	70081	100	100	100	613	596	571	NA	1	2	NA	2	7	68	76	79	32	21	12
Limited English Proficient Students	NC	48	9571	NC	98	96	NC	527	502	NC	6	10	NC	21	29	NC	71	60	NC	2	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	10	599	37534	91	97	98	NA	572	547	NA	2	4	NA	8	15	NA	81	76	NA	9	5
Non-Economically Disadvantaged	96	2329	42466	100	99	100	610	592	578	NA	1	2	1	4	7	68	74	75	31	21	16

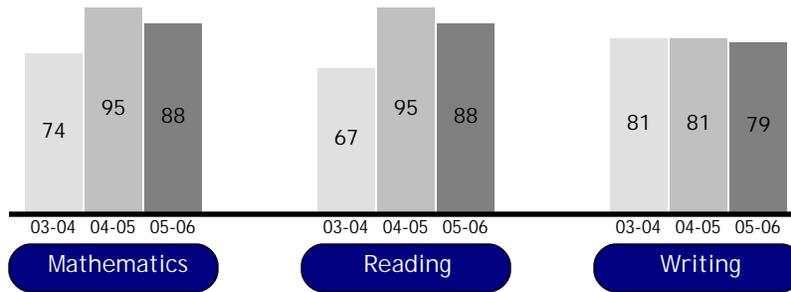
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	75	NA	58	99	68	61	47	94	76	65	46
	Language	100	68	63	50	99	64	60	47	94	70	65	48
	Mathematics	100	78	76	64	99	67	63	50	94	68	65	52
3	Reading	99	74	NA	55	100	67	60	44	94	73	67	46
	Language	99	81	76	61	100	64	57	44	94	65	61	46
	Mathematics	99	76	72	61	100	70	65	51	99	72	68	52
4	Reading	100	82	NA	56	99	68	61	48	99	78	70	52
	Language	100	70	66	52	99	65	60	49	99	70	68	52
	Mathematics	100	71	73	61	99	72	68	53	100	76	73	58
5	Reading	100	79	NA	55	99	74	63	50	99	78	73	56
	Language	100	70	63	49	99	72	62	50	98	76	70	54
	Mathematics	100	84	77	63	99	66	62	49	100	72	67	52
6	Reading	100	78	NA	56	98	70	64	51	97	83	75	56
	Language	100	71	64	48	98	66	62	47	99	79	68	50
	Mathematics	100	88	81	66	98	79	69	52	98	82	75	58

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	7	1	1	0
4 to 6 years	2	5	0	0
7 to 9 years	0	6	0	0
10 or more years	4	15	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	44
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly 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
- Ü Reading 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 2005-06

School Achievements/Accomplishments 2005-06

- 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 supported a child in the "Make a Wish Foundation" for the past two years. The Club also holds a number of recycling projects throughout the year to recycle paper and plastic bags.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	92	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

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 2005-06 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	Laurie McRae	(480) 926-6301
School Nutrition Programs	Debbie McCarron	(480) 497-3370
Parent Organization	Heather Wilcox	(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.

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.