

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Village Vista Elementary School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Paradise Valley Unified District
4215 E. Andora Drive, Phoenix, AZ 85032-6799

Principal: Mr. Troy J. Bales
Schedule: 7:30 AM to 4:00 PM
Web Address: www.pvusd.k12.az.us
E-mail: tbales@pvusd.k12.az.us

Grades: K-6
2002 Enrollment: 539
Phone: (602) 493-6230
Fax: (602) 494-2791

∨ School Overview ∨

Mission

Our children celebrate success. Each member of the Village Vista Community understands the necessity of an active and cooperative role in our school. Through effective communication and shared decision making, we are enabled to adapt to changing needs. The uniqueness of each child is nurtured and valued. High standards and a healthy environment are essential in meeting our children's needs now and in the future.

Organization and Philosophy

- w Exceeding Academic Requirements
- w Integrating Technology Instruction
- w Collaborative Decision Making
- w Self-contained Classrooms

School/Academic Goals

- w Using the collaborative process, implement Accelerated Reader as a tool to increase reading skills in fluency and text comprehension.
- w Using the collaborative process, implement the new math program and resources at Village Vista and across the district to increase student achievement.
- w Enhance the schoolwide citizenship program through consistent implementation of Make Your Day at Village Vista.

Instructional Programs

- w On-site Special Education
- w Honors Classes
- w Physical Education
- w Music
- w Art
- w Computers
- w Band
- w Strings

Enrollment

October 1, 2001 School Year Student Enrollment:	552
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	54

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

∨ **School Site Council** ∨

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- w Advise the Principal
- w Evaluate Programs
- w Provide Feedback from Community
- w Enhance Parent/Educator Relations
- w Conduct Annual Family Survey

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	32.10
Other Professional Staff	3.20	Teacher Aide	3.50

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	2	2	0	0
7 to 9 years	2	0	0	0
10 or more years	3	18	0	0

∨ **Shared Responsibilities** ∨

School

Village Vista provides a standards-based instructional program. We want each student to demonstrate mastery of the basic skills. Our goal is to teach children to become proficient in reading, writing, and math. Through integrated planning and technology we will strive to ensure student success with the Arizona Academic Standards.

Parents

We believe education is a partnership and student success depends on active parent involvement. The responsibilities of the parents for students enrolled at Village Vista include ensuring the daily attendance of students, committing time to helping students be academically successful, and being responsible citizens in our school community. Parents are expected to attend conferences and work collaboratively with the staff to support their children.

∨ **Transportation Policy** ∨

The district transportation policy provides bus service to kindergartners living more than one-half mile from the school and to students in grades one through six who live more than one mile from the school. Transfer students who live outside this radius must supply their own transportation. Special education students are accommodated according to their IEPs.

∨ **Calendar Information** ∨

Number of Instruction Days:	180	First Day of School:	8/19/02
Average Daily Instruction Time:	6 hrs. 0 min.	Last Day of School:	5/30/03

Operates on Traditional Schedule

Report Card Release Dates

10/18/02	1/17/03	3/21/03	5/30/03
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Additional Calendar/Report Card Information

∨ **Resources Available at School Site** ∨

Nutrition Programs

Federal food programs available to eligible³ students:
 Breakfast - Yes Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

- W Library
- W Instructional Technology Lab
- W Internet Research Lab

Extracurricular Activities

- W Chorus
- W Computer Classes
- W Reading Partners
- W Art Club Classes
- W Karate Classes
- W Intramural Basketball
- W Student Council

School/Community Resources

- W Before/After School Programs
- W Support Group Referrals
- W Breakfast Program
- W Health Services
- W Lunch Program

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	72	523	6%	19%	46%	29%
	School State	58840	524	9%	17%	45%	29%
Writing	School	70	529	9%	14%	69%	9%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	73	509	8%	37%	40%	15%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	82	514	9%	18%	54%	20%
	State	61305	505	21%	20%	43%	15%
Writing	School	81	530	6%	28%	44%	21%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	82	497	11%	41%	10%	38%
	State	61760	494	14%	40%	12%	34%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	97	62	60	--	--	--
2	Reading	--	--	--	100	55	50	100	59	52	100	49	53	64	61	57
	Language	--	--	--	100	49	40	100	50	43	100	41	44	70	50	48
	Mathematics	--	--	--	100	64	51	100	67	55	100	57	57	70	62	61
3	Reading	98	61	47	100	64	47	100	57	48	93	58	50	83	54	50
	Language	99	59	49	100	61	51	100	64	54	93	63	56	84	61	57
	Mathematics	98	57	46	100	59	49	100	62	52	93	65	54	84	59	56
4	Reading	92	67	53	100	67	54	99	71	54	81	66	55	94	61	55
	Language	94	62	47	100	61	49	100	65	48	81	60	50	96	55	50
	Mathematics	94	68	51	100	64	54	100	71	55	81	66	57	96	60	58
5	Reading	97	66	51	100	66	51	100	65	51	92	69	51	84	61	53
	Language	97	51	42	100	57	44	100	54	45	94	57	45	82	56	47
	Mathematics	97	65	51	100	67	54	100	67	55	94	64	57	85	65	59
6	Reading	94	66	53	100	77	54	100	69	53	85	74	54	97	66	56
	Language	93	55	41	100	66	44	100	62	44	88	63	45	100	56	47
	Mathematics	94	73	57	100	81	59	100	78	60	87	77	63	100	71	65

∨ **Measure of Academic Progress** ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	72	59
Grades 3-4	79	70
Grades 4-5	68	70
Grades 5-6	88	89
Grades 6-7	***	***

*Less than 10 students matched

**No information available

***Not applicable

∨ **School Safety** ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

Village Vista provides identification of all staff. Our outside personnel use two-way radios for constant communication with the office. We plan and regularly practice lock-down and evacuation procedures. Students are taught safety procedures and reminded frequently on daily video announcements. All classroom doors have view finders. Additionally, students travel in pairs, where age and activity appropriate. Safety is our number one priority.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

School uniforms are not required at this school.

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.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$3,044	\$1,777,450
Classroom Supplies	\$21	\$12,333
Administration	\$300	\$175,406
Support Services-Students	\$176	\$102,963
Other Support Services and Operations	\$677	\$395,465
Total Expenditures- All Categories 2000-2001	\$4,219	\$2,463,617

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Troy J. Bales	(602) 493-6230	
Transportation Policy	Jeff Cook	(602) 493-6320	
Community Resources	Troy J. Bales	(602) 493-6230	
School Nutrition Programs	Lois Muscari	(602) 493-6237	
Parent Organization	Karen Flaaen	(602) 493-6230	
Student Health/Nurse	Sue McInturf	(602) 493-6233	

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.

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