



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4215 E. Andora Dr., Phoenix, AZ 85032

Paradise Valley 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 Highly Performing
2004-05 Highly Performing
2003-04 Performing

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

School Overview

Principal/Administrator : Mrs. Jan E. Stevens
Schedule : 07:30 AM to 04:00 PM
Grades : K-6
Web Address : epage.pvUSD.k12.az.us/vves/
Phone Number : (602) 493-6230
Fax Number : (602) 493-6239
E-mail : jstevens@pvschools.net

Mission

The mission of Village Vista Elementary School is to lead students to high achievement and individual excellence through a professional learning community.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not 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

- To promote and facilitate positive school culture, climate, and communication.
To advance excellence in teaching and learning for everyone.
To increase parent and community relations.

Enrollment

October 1, 2005 School Year Student Enrollment : 442
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 6

Instructional Programs

- Ü Full-day Kindergarten
- Ü Honors Classes
- Ü Physical Education
- Ü Music
- Ü Computers and Library
- Ü Art
- Ü Reading Assistance
- Ü Special Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

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.

Parents

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.

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.

School Honors

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

Award/Honor	Year
Ü Eagle Scout Project Site Recipient	2004
Ü AZ Diamondbacks/SAFE KIDS Helmet Design Contest Winner	2003
Ü Phoenix Arts Commission Grant	2002

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	71	2516	80010	100	99	99	458	464	447	3	7	10	14	13	18	58	51	53	25	29	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	1236	38935	100	100	99	448	462	447	NA	7	9	16	13	19	75	54	55	9	27	17
Male	39	1279	40974	100	98	98	467	465	448	5	7	11	13	13	18	44	48	52	38	32	19
African American	NC	88	4201	NC	100	99	NC	447	430	NC	11	17	NC	17	23	NC	60	51	NC	11	9
Hispanic	21	556	34545	100	99	99	440	427	432	5	21	14	19	24	24	71	46	53	5	9	9
Asian/Pacific Islander	NC	95	2068	NC	99	99	NC	483	474	NC	2	4	NC	9	10	NC	48	50	NC	40	36
American Indian/Alaskan Native	NC	14	3979	NC	100	96	NC	435	424	NC	NA	17	NC	50	30	NC	43	47	NC	7	6
White	44	1762	35142	100	99	99	468	475	465	2	3	5	9	9	11	50	52	56	39	36	28
Students with Disabilities	NC	347	10161	NC	93	93	NC	440	419	NC	16	28	NC	28	28	NC	39	36	NC	17	8
Students without Disabilities	62	2169	69849	100	100	100	461	467	451	3	5	7	8	11	17	63	53	56	26	31	19
Limited English Proficient Students	NC	244	14013	NC	97	97	NC	395	413	NC	41	24	NC	36	34	NC	23	39	NC	0	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	17	599	39029	100	99	98	439	437	432	12	14	14	18	21	25	47	52	52	24	13	9
Non-Economically Disadvantaged	54	1917	40981	100	99	100	464	472	462	NA	5	6	13	10	13	61	50	54	26	35	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	64	2495	79438	90	98	98	470	466	451	NA	7	9	19	15	24	66	60	56	16	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	1227	38775	94	99	99	463	471	457	NA	6	7	23	14	22	70	60	58	7	20	13
Male	34	1267	40560	87	97	97	476	462	446	NA	9	12	15	16	25	62	61	54	24	15	9
African American	NC	88	4178	NC	100	98	NC	457	439	NC	10	13	NC	19	29	NC	58	52	NC	13	6
Hispanic	20	550	34297	95	98	98	450	426	434	NA	23	14	30	29	31	65	44	50	5	4	5
Asian/Pacific Islander	NC	95	2063	NC	99	99	NC	477	475	NC	2	3	NC	8	15	NC	71	63	NC	19	20
American Indian/Alaskan Native	NC	13	3940	NC	100	95	NC	442	429	NC	8	14	NC	31	36	NC	62	47	NC	NA	3
White	38	1748	34887	86	98	98	481	479	471	NA	3	4	13	11	15	63	65	63	24	22	18
Students with Disabilities	NC	329	9588	NC	88	88	NC	438	416	NC	20	30	NC	29	32	NC	41	34	NC	10	5
Students without Disabilities	61	2166	69850	98	100	100	471	470	456	NA	5	7	20	13	23	64	63	59	16	18	12
Limited English Proficient Students	NC	239	13856	NC	95	96	NC	385	407	NC	49	27	NC	38	43	NC	13	29	NC	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	13	588	38685	76	97	97	452	437	435	NA	17	14	31	26	32	54	52	50	15	6	5
Non-Economically Disadvantaged	51	1907	40753	94	99	99	475	475	467	NA	5	5	16	12	16	69	63	62	16	21	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	70	2525	79971	99	99	99	423	446	423	3	4	8	47	27	41	50	63	49	NA	6	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	1240	38974	100	100	99	432	459	437	NA	2	5	47	21	33	53	68	57	NA	9	4
Male	38	1284	40895	97	99	98	415	433	410	5	6	10	47	33	47	47	58	41	NA	3	2
African American	NC	87	4203	NC	99	99	NC	426	411	NC	5	11	NC	40	45	NC	53	43	NC	2	2
Hispanic	21	556	34481	100	99	99	430	409	410	NA	12	10	52	41	46	48	46	43	NA	1	1
Asian/Pacific Islander	NC	94	2067	NC	98	99	NC	466	449	NC	NA	4	NC	21	28	NC	66	60	NC	13	8
American Indian/Alaskan Native	NC	14	3995	NC	100	96	NC	436	409	NC	NA	10	NC	43	47	NC	57	42	NC	NA	1
White	43	1773	35150	98	99	99	418	457	437	5	2	5	47	23	35	49	69	56	NA	7	5
Students with Disabilities	NC	361	10258	NC	97	94	NC	408	377	NC	13	23	NC	42	51	NC	43	25	NC	2	1
Students without Disabilities	61	2164	69713	98	100	100	429	451	429	2	3	5	44	25	39	54	66	52	NA	6	3
Limited English Proficient Students	NC	241	13985	NC	96	97	NC	369	382	NC	22	18	NC	59	54	NC	19	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	16	602	38994	94	99	98	394	415	409	13	9	10	50	44	47	38	45	41	NA	2	1
Non-Economically Disadvantaged	54	1923	40977	100	99	100	432	455	437	NA	3	5	46	22	34	54	68	56	NA	7	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	70	2517	80147	99	99	99	483	502	482	7	7	11	23	10	17	50	46	49	20	38	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	1217	39281	100	99	99	482	503	483	NA	6	9	29	11	17	57	45	50	14	38	24
Male	35	1297	40780	97	99	98	483	502	482	14	7	12	17	9	17	43	47	48	26	37	24
African American	NC	87	4249	NC	98	99	NC	475	464	NC	13	17	NC	16	22	NC	56	48	NC	15	13
Hispanic	22	554	33494	100	98	99	468	470	466	14	16	15	23	20	23	50	45	49	14	19	14
Asian/Pacific Islander	NC	79	2103	NC	100	99	NC	525	515	NC	1	4	NC	3	8	NC	51	44	NC	46	45
American Indian/Alaskan Native	NC	34	4117	NC	97	96	NC	474	456	NC	24	19	NC	6	27	NC	56	46	NC	15	8
White	40	1761	36122	98	99	99	496	514	501	3	3	5	23	6	10	48	46	50	28	45	35
Students with Disabilities	12	375	10295	100	95	92	456	461	443	8	24	33	33	20	26	50	40	33	8	16	8
Students without Disabilities	58	2142	69852	98	100	100	488	509	488	7	4	7	21	8	16	50	47	51	22	41	26
Limited English Proficient Students	NC	198	12722	NC	98	97	NC	428	441	NC	37	27	NC	32	33	NC	29	37	NC	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	13	610	38371	93	97	97	458	470	465	8	15	15	46	19	23	46	50	49	NA	16	13
Non-Economically Disadvantaged	57	1907	41776	100	100	100	488	513	498	7	4	6	18	7	11	51	45	49	25	44	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	61	2496	79686	86	98	98	479	488	470	7	7	11	20	14	24	62	63	57	11	16	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	1211	39163	89	99	99	484	494	475	NA	6	9	23	12	22	65	63	60	13	19	10
Male	30	1282	40438	83	97	97	473	483	465	13	9	13	17	16	25	60	63	54	10	12	7
African American	NC	86	4228	NC	97	98	NC	470	458	NC	13	15	NC	17	28	NC	58	53	NC	12	4
Hispanic	18	549	33299	82	97	98	458	452	452	17	22	17	44	28	32	22	45	47	17	5	3
Asian/Pacific Islander	NC	79	2097	NC	100	99	NC	505	490	NC	NA	5	NC	5	13	NC	81	68	NC	14	14
American Indian/Alaskan Native	NC	34	4087	NC	97	96	NC	467	446	NC	12	16	NC	29	38	NC	53	44	NC	6	2
White	35	1746	35914	85	98	98	493	500	489	3	3	5	6	9	15	80	68	67	11	19	14
Students with Disabilities	NC	353	9808	NC	89	87	NC	451	432	NC	25	35	NC	27	32	NC	42	30	NC	6	3
Students without Disabilities	58	2143	69878	98	100	100	479	494	475	7	4	8	19	12	23	62	67	61	12	17	9
Limited English Proficient Students	NC	195	12594	NC	97	96	NC	408	422	NC	51	34	NC	36	45	NC	12	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	10	601	38095	71	96	97	NA	454	452	NA	19	17	NA	26	32	NA	50	48	NA	5	3
Non-Economically Disadvantaged	51	1895	41591	89	99	99	482	499	486	4	4	6	20	10	16	65	67	65	12	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	70	2507	80372	99	99	99	468	500	475	1	3	4	41	16	30	57	75	64	NA	6	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	1217	39452	100	99	99	477	511	488	3	2	3	37	11	22	60	79	72	NA	9	3
Male	35	1287	40836	97	98	98	459	490	464	NA	3	6	46	21	37	54	72	56	NA	4	1
African American	NC	87	4264	NC	98	99	NC	495	465	NC	2	5	NC	18	35	NC	77	59	NC	2	1
Hispanic	22	551	33608	100	98	99	444	467	462	5	7	6	59	30	36	36	62	57	NA	1	1
Asian/Pacific Islander	NC	79	2098	NC	100	99	NC	520	500	NC	NA	2	NC	8	16	NC	80	75	NC	13	7
American Indian/Alaskan Native	NC	34	4128	NC	97	97	NC	494	464	NC	3	4	NC	21	39	NC	74	56	NC	3	1
White	40	1754	36213	98	99	99	478	510	489	NA	1	2	35	12	22	65	79	72	NA	8	3
Students with Disabilities	12	370	10526	100	94	94	437	455	427	NA	9	15	92	43	53	8	46	31	NA	1	1
Students without Disabilities	58	2137	69846	98	100	100	474	508	482	2	1	3	31	12	26	67	80	69	NA	7	2
Limited English Proficient Students	NC	193	12747	NC	96	97	NC	416	432	NC	17	12	NC	53	52	NC	31	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	13	608	38521	93	97	98	451	468	461	NA	7	6	69	31	38	31	61	55	NA	2	1
Non-Economically Disadvantaged	57	1899	41851	100	99	100	472	511	489	2	1	3	35	12	22	63	80	72	NA	8	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	71	2706	79306	97	99	99	513	519	504	8	8	13	15	15	20	56	50	49	20	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1326	38845	98	99	99	515	519	505	5	7	11	12	16	20	61	52	50	22	25	18
Male	30	1379	40383	97	99	98	510	520	504	13	9	14	20	15	19	50	49	47	17	28	19
African American	NC	80	4171	NC	99	98	NC	498	485	NC	9	20	NC	30	26	NC	45	44	NC	16	10
Hispanic	16	622	32673	94	100	99	495	485	487	13	18	18	31	30	25	38	42	46	19	10	10
Asian/Pacific Islander	NC	75	2147	NC	99	99	NC	538	539	NC	1	5	NC	11	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	--	35	4034	--	100	97	--	500	479	--	11	22	--	29	29	--	49	43	--	11	7
White	48	1893	36234	98	99	99	517	531	523	8	5	6	10	10	13	63	53	52	19	33	28
Students with Disabilities	12	358	10286	100	95	91	495	477	462	42	32	41	NA	23	27	42	37	27	17	9	5
Students without Disabilities	59	2348	69020	97	100	100	516	525	510	2	4	9	19	14	18	59	52	52	20	29	21
Limited English Proficient Students	NC	182	10291	NC	99	96	NC	450	458	NC	45	38	NC	38	34	NC	16	26	NC	1	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	19	709	37437	95	99	97	502	489	486	5	16	19	21	28	26	58	45	46	16	11	9
Non-Economically Disadvantaged	52	1997	41869	98	100	100	517	530	521	10	5	7	13	11	14	56	52	51	21	32	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	64	2702	79000	88	99	98	514	503	489	2	7	10	13	17	24	67	63	58	19	14	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	1321	38774	86	99	99	523	510	494	NA	5	7	8	15	22	69	64	61	22	16	10
Male	28	1380	40150	90	99	98	502	497	485	4	9	12	18	18	25	64	62	55	14	12	8
African American	NC	80	4153	NC	99	98	NC	493	476	NC	3	13	NC	29	30	NC	59	53	NC	10	4
Hispanic	15	623	32508	88	100	98	482	469	472	7	17	15	27	34	33	67	47	49	NA	3	3
Asian/Pacific Islander	NC	75	2142	NC	99	99	NC	514	510	NC	4	4	NC	15	14	NC	63	67	NC	19	16
American Indian/Alaskan Native	--	35	4016	--	100	96	--	480	467	--	9	14	--	29	37	--	57	46	--	6	2
White	42	1888	36135	86	99	98	526	515	508	NA	4	4	7	10	14	69	68	67	24	18	15
Students with Disabilities	NC	352	9991	NC	94	88	NC	464	449	NC	25	33	NC	29	36	NC	41	29	NC	5	2
Students without Disabilities	59	2350	69009	97	100	100	512	509	495	2	4	6	12	15	22	69	66	62	17	15	10
Limited English Proficient Students	NC	182	10199	NC	99	95	NC	426	439	NC	55	35	NC	34	47	NC	10	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	17	708	37234	85	99	97	497	476	472	6	14	15	24	32	33	59	49	50	12	4	3
Non-Economically Disadvantaged	47	1994	41766	89	99	99	521	513	505	NA	4	5	9	11	16	70	67	65	21	17	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	71	2704	79611	97	99	99	519	516	496	4	4	7	23	24	37	73	70	56	NA	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1330	39016	98	100	99	533	529	511	NA	3	4	17	17	29	83	77	66	NA	3	1
Male	30	1373	40519	97	99	98	498	505	482	10	6	10	30	31	44	60	62	46	NA	1	0
African American	NC	80	4188	NC	99	98	NC	514	486	NC	4	9	NC	24	40	NC	70	50	NC	3	0
Hispanic	16	620	32855	94	99	99	486	488	481	6	8	10	50	39	43	44	52	47	NA	1	0
Asian/Pacific Islander	NC	76	2149	NC	100	100	NC	529	519	NC	4	4	NC	16	24	NC	75	70	NC	5	2
American Indian/Alaskan Native	--	35	3992	--	100	96	--	502	478	--	3	10	--	31	46	--	66	44	--	NA	0
White	48	1892	36380	98	99	99	525	526	511	4	3	4	17	20	30	79	75	65	NA	2	1
Students with Disabilities	12	359	10664	100	96	94	496	463	440	8	18	23	67	45	54	25	35	22	NA	2	1
Students without Disabilities	59	2345	68947	97	100	100	523	524	504	3	2	4	14	21	34	83	75	61	NA	2	1
Limited English Proficient Students	NC	181	10362	NC	99	97	NC	425	438	NC	24	22	NC	62	57	NC	14	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	19	706	37626	95	98	98	497	489	479	5	8	10	42	38	45	53	53	45	NA	1	0
Non-Economically Disadvantaged	52	1998	41985	98	100	100	527	526	511	4	3	4	15	19	30	81	76	65	NA	3	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	58	2629	79327	100	99	98	536	535	518	7	10	19	12	15	20	66	52	46	16	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	1291	38961	100	99	98	544	538	520	NA	9	16	14	15	20	69	54	48	17	23	16
Male	29	1337	40295	100	99	97	528	533	516	14	12	21	10	15	19	62	51	44	14	22	16
African American	NC	90	4247	NC	100	98	NC	509	499	NC	20	27	NC	19	24	NC	51	41	NC	10	8
Hispanic	14	546	32327	100	99	98	525	503	499	7	23	27	21	25	25	57	44	41	14	8	8
Asian/Pacific Islander	NC	84	1939	NC	99	99	NC	558	556	NC	4	6	NC	10	10	NC	55	47	NC	32	36
American Indian/Alaskan Native	NC	29	4391	NC	100	96	NC	512	489	NC	17	32	NC	17	27	NC	55	36	NC	10	4
White	36	1879	36373	100	99	98	538	545	538	8	6	10	8	12	14	64	55	52	19	27	25
Students with Disabilities	NC	343	9321	NC	94	87	NC	482	467	NC	38	54	NC	27	22	NC	30	21	NC	5	3
Students without Disabilities	52	2286	70006	100	100	100	540	543	524	6	6	14	10	13	19	67	56	49	17	25	18
Limited English Proficient Students	NC	132	9431	NC	99	95	NC	456	466	NC	59	53	NC	30	27	NC	11	18	NC	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	11	618	37097	100	98	97	526	504	498	18	21	27	18	24	25	45	48	41	18	7	7
Non-Economically Disadvantaged	47	2011	42230	100	99	99	538	545	535	4	7	11	11	12	15	70	53	50	15	27	24

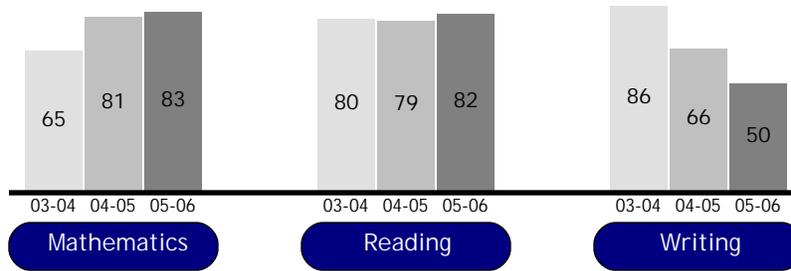
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	2634	79501	90	99	98	514	513	497	4	6	10	13	17	25	77	70	60	6	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	1296	39062	97	100	99	525	519	502	NA	4	8	7	15	23	86	72	64	7	10	5
Male	24	1337	40368	83	99	98	500	507	491	8	8	13	21	19	27	67	69	57	4	5	3
African American	NC	90	4279	NC	100	99	NC	496	485	NC	14	14	NC	18	30	NC	64	54	NC	3	2
Hispanic	12	545	32389	86	99	98	495	482	478	8	15	16	17	34	34	75	48	48	NA	3	1
Asian/Pacific Islander	NC	84	1936	NC	99	99	NC	527	519	NC	1	3	NC	12	14	NC	77	73	NC	10	9
American Indian/Alaskan Native	NC	29	4401	NC	100	96	NC	493	473	NC	10	17	NC	21	40	NC	69	43	NC	NA	1
White	34	1885	36446	94	100	99	520	522	516	3	3	4	15	12	15	74	76	73	9	9	7
Students with Disabilities	NC	349	9411	NC	96	88	NC	468	453	NC	24	36	NC	34	36	NC	41	26	NC	1	1
Students without Disabilities	51	2285	70090	98	100	100	513	519	502	4	3	7	14	14	24	76	75	65	6	8	5
Limited English Proficient Students	NC	130	9401	NC	97	94	NC	433	443	NC	52	40	NC	41	46	NC	8	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	620	37183	NC	99	97	NC	485	479	NC	14	16	NC	29	34	NC	55	49	NC	2	1
Non-Economically Disadvantaged	43	2014	42318	91	100	99	514	521	513	2	3	5	14	13	17	79	75	70	5	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	57	2642	80000	98	100	99	568	587	564	2	1	3	9	6	11	86	74	75	4	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	1295	39288	100	100	99	586	602	579	NA	1	2	NA	3	6	97	71	77	3	26	16
Male	28	1346	40644	97	100	98	549	572	549	4	2	4	18	9	15	75	78	74	4	11	7
African American	NC	92	4307	NC	100	99	NC	571	551	NC	3	4	NC	10	13	NC	77	75	NC	10	7
Hispanic	14	549	32672	100	99	99	545	561	548	7	3	4	14	10	14	79	81	76	NA	6	6
Asian/Pacific Islander	NC	85	1945	NC	100	99	NC	611	592	NC	NA	1	NC	1	4	NC	66	69	NC	33	25
American Indian/Alaskan Native	NC	29	4424	NC	100	97	NC	565	549	NC	3	3	NC	7	14	NC	86	77	NC	3	5
White	35	1886	36602	97	100	99	576	594	579	NA	1	2	6	5	7	91	73	75	3	22	16
Students with Disabilities	NC	357	9919	NC	98	93	NC	535	505	NC	4	9	NC	26	35	NC	67	54	NC	2	2
Students without Disabilities	51	2285	70081	98	100	100	575	594	571	2	1	2	2	3	7	92	75	79	4	21	12
Limited English Proficient Students	NC	129	9571	NC	96	96	NC	489	502	NC	14	10	NC	30	29	NC	56	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	10	620	37534	91	99	98	NA	561	547	NA	2	4	NA	11	15	NA	80	76	NA	6	5
Non-Economically Disadvantaged	47	2022	42466	100	100	100	571	594	578	NA	1	2	11	4	7	87	73	75	2	22	16

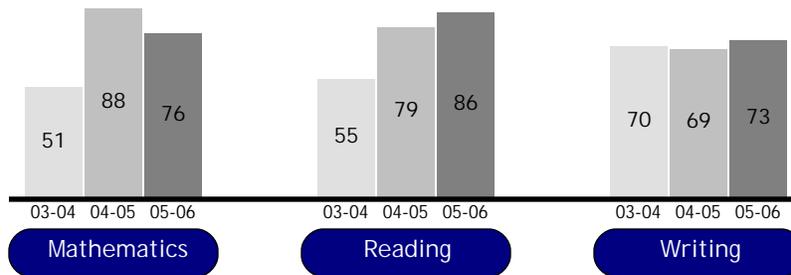
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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	86	59	NA	58	99	58	55	47	100	54	56	46
	Language	87	50	59	50	99	54	55	47	100	54	58	48
	Mathematics	87	57	68	64	99	55	56	50	100	43	58	52
3	Reading	94	63	NA	55	97	51	56	44	92	58	61	46
	Language	100	67	69	61	97	49	55	44	100	52	58	46
	Mathematics	99	64	69	61	99	54	60	51	100	54	63	52
4	Reading	98	68	NA	56	100	56	58	48	86	58	65	52
	Language	98	61	63	52	100	55	57	49	99	58	65	52
	Mathematics	98	68	72	61	100	57	61	53	99	54	70	58
5	Reading	99	62	NA	55	100	56	58	50	88	72	65	56
	Language	100	52	60	49	100	59	59	50	97	70	65	54
	Mathematics	100	63	72	63	100	55	57	49	97	63	63	52
6	Reading	93	69	NA	56	100	57	61	51	91	70	67	56
	Language	94	58	61	48	100	53	57	47	100	58	61	50
	Mathematics	94	79	76	66	100	57	62	52	100	76	68	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."

Village Vista Elementary School

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

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	37.00
Other Professional Staff	2.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	1	5	0	0
7 to 9 years	2	2	0	0
10 or more years	6	14	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	41
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 Library/Media Center
- Ü Accelerated Reader Lab
- Ü Internet Research and Instructional Lab

Extracurricular Activities

- Ü Chorus
- Ü Reading Partners
- Ü Student Council
- Ü Computer Classes
- Ü Art Club

Social Services

- Ü Before/After School Programs
- Ü Social Worker
- Ü Health Services
- Ü Support Group Referrals
- Ü Breakfast and Lunch Programs

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Village Vista consistently scores above Arizona state averages on norm and criterion-referenced tests.

- ü Village Vista is a model school implementing Positive Behavioral Supports, and meeting the individual needs of all our students.

- ü Village Vista is recognized as a model school for our Accelerated Reader and Reading Partners Programs.

- ü Village Vista is recognized as a school that teaches and models mutual respect, high expectations, and cultural diversity through a professional learning community.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	91	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

We plan for and regularly practice lock-down and evacuation procedures. Students are taught safety procedures and reminded frequently on daily video announcements. All classrooms have doors with view finders, telephones, internet computers, and TVs. Staff members are easily identified with ID badges and/or bright colored safety vests. All outside staff are connected to each other and the office with two-way radios.

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	Mrs. Jan Stevens	(602) 493-6230
Transportation Policy	Mr. Doug Curry	(602) 493-6320
Community Resources	Ms. Sarah Taylor	(602) 493-6230
School Nutrition Programs	Mrs. Lois Muscari	(602) 493-6230
Parent Organization	Mrs. Monica Riley	(602) 493-6230
Student Health/Nurse	Mrs. Evelyn Wallace	(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. "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 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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 375 Copies = \$146.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.