

# Vista Verde Middle School

## ARIZONA SCHOOL REPORT CARD 2003-04

2826 E. Grovers, 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 LEARNS<sup>1</sup>

Elementary Achievement Profile \*

Highly Performing\*

\* The profiles are Excelling, Highly Performing, Performing or Underperforming.

### No Child Left Behind

Adequate Yearly Progress\*\*\*

Met

School Improvement Status\*\*\*

N/A

\*\*\* For additional information, please refer to the AYP page in this report card.

### School Overview

Principal/Administrator : Mr. Patrick Jonathon Sweeney  
Schedule : 7:00 AM to 3:30 PM  
Grades : 7-8  
2003 Enrollment : 939  
Web Address :  
Phone Number : (602) 493-6013  
Fax Number : (602) 493-7656  
E-mail : psweeney@pvusd.k12.az.us

### Mission

The mission of Vista Verde Middle School is to acknowledge the uniqueness of each student, provide opportunities for academic and creative development, and promote personal excellence in a diverse and safe environment.

### School / Academic Goals

- Û Use the collaborative process to review, modify, and improve our on-going effort to raise student achievement in the areas of language arts and mathematics.
- Û Each teacher at VVMS will develop and implement lesson plans that reflect the district's scope and sequence and the Arizona Academic Standards.

### Instructional Programs

- Û Multi-level Performing Arts Program
- Û Honors Program
- Û Advanced Placement Opportunities
- Û Exploratory Electives

### Enrollment

October 1, 2002 School Year Student Enrollment : 909  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 8

### Calendar Information

Number of Instruction Days : 180  
Average Daily Instruction Time : 6 hours 30 minutes  
First Day of School : 8/18/2003  
Last Day of School : 5/7/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA  
DEPARTMENT OF  
EDUCATION

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 Extracurricular Activities
- Ü School Improvement
- Ü School/Community Partnerships
- Ü Elementary-to-Middle School Transition
- Ü Parent/Educator Relations
- Ü School Safety

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	47.50
Other Professional Staff	5.50	Teacher Aide	4.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	4	0	0
4 to 6 years	3	1	0	0
7 to 9 years	0	4	0	0
10 or more years	9	30	1	0

Shared Responsibilities

School

At Vista Verde, our staff is dedicated to academic excellence and our primary commitment is to provide a safe and positive learning environment. We encourage parental involvement in every aspect of school life. As a team, we can make a difference!

Parents

Vista Verde believes parent participation in school programs helps to foster a positive school climate. Opportunities for parental participation are extensive. We encourage parents to continue to monitor their children's academic progress.

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Broadcast Studio

Extracurricular Activities

- Ü Intramural Sports and Clubs
- Ü Festival Sports/Interscholastic Sports
- Ü Fine Arts/Performing Arts
- Ü National Junior Honor Society

Social Services

- Ü Counseling Services
- Ü Crisis Intervention
- Ü Parks and Rec. Programs On-site
- Ü Clothing/Food Banks

Transportation Policy

Bus transportation services are provided for all students who reside farther than one and one-half miles from the school. We also offer a late bus for students participating in after school activities.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

ü Elective Programs revised to reflect reading and writing needs in the curriculum.

ü Award-winning Band Program involving over one-third of our students.

School Honors

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

Award/Honor	Year
ü Jazz Band Earned Superior Rating @ Jazz on the Mountain	2002
ü Individual Writing Awards in PVUSD-sponsored Contests	2003
ü Outstanding Performance in District Spelling Bee	2003
ü Kumlin Cup Award for Undefeated Wrestling Team	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>2</sup>	94	95	94	96
Transfers Out <sup>3</sup>	18	20	20	20
Transfers In <sup>4</sup> (Within District)	1	2	2	2
Transfers In <sup>5</sup> (Out of District)	11	10	10	9
Promotion Rate <sup>6</sup>	100	99	98	95
Retention Rate <sup>7</sup>	0	1	2	5
Dropout Rate <sup>8</sup>	--			8
Status Unknown <sup>9</sup>	--			6
Graduation Rate <sup>10</sup>	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 6-7	63	78
Grades 7-8	73	66

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 2002-03. 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 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

8th 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	447	2739	71167	99	99	99	462	477	463	37	25	38	43	45	41	14	19	14	6	11	7
All Students (Prior Year)	417	2556	66213	NA	NA	NA	458	475	459	40	26	39	48	44	40	11	19	14	2	10	7
Female	197	1336	34825	101	100	99	455	474	462	43	26	38	44	48	42	9	17	14	3	9	6
Male	246	1383	36047	96	97	99	469	481	464	32	25	38	43	41	39	17	20	15	8	14	8
African American	19	65	3225	95	96	95	448	457	441	56	47	57	28	38	34	17	10	6	0	5	2
Hispanic	82	390	23643	105	99	97	431	445	445	61	51	53	31	39	37	8	7	8	0	3	2
Asian/Pacific Islander	16	65	1503	100	100	100	483	493	493	23	23	18	38	37	40	31	18	23	8	22	19
American Indian/Alaskan Native	17	36	5161	94	100	103	439	450	435	53	45	63	47	52	30	0	0	5	0	3	2
White	310	2156	35245	97	98	95	470	482	476	30	21	26	47	46	45	15	21	19	8	12	10
Students with Disabilities	41	289	8095	87	92	104	424	432	426	64	65	69	36	28	25	0	4	5	0	2	1
Students without Disabilities	406	2450	63072	101	100	99	463	480	464	36	23	37	43	45	41	14	19	15	6	12	7
Limited English Proficient Students	44	199	10317	147	107	111	400	415	426	91	84	72	5	13	25	5	3	2	0	0	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	23	98	17057				419	426	440	76	75	58	24	25	34	0	0	6	0	0	2
Non-Economically Disadvantaged	424	2641	54110				464	479	468	35	24	33	44	45	43	14	19	16	6	12	8

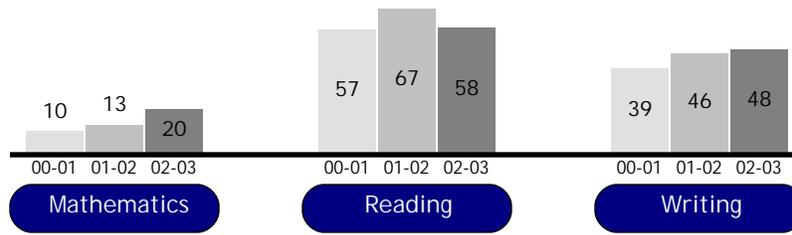
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	445	2728	71100	99	99	99	505	516	502	22	14	25	19	18	21	42	46	40	16	22	15
All Students (Prior Year)	417	2557	66144	NA	NA	NA	511	517	504	15	13	24	17	17	20	52	48	40	15	22	16
Female	195	1318	34801	100	98	99	504	517	505	20	12	21	25	19	22	40	48	42	15	22	15
Male	246	1386	36010	96	97	99	507	515	499	23	16	28	15	17	20	45	45	38	17	22	14
African American	20	66	3219	100	97	95	504	498	486	40	31	38	13	22	24	20	37	31	27	10	7
Hispanic	83	387	23630	106	98	96	476	491	485	49	33	37	20	25	25	24	33	32	7	9	6
Asian/Pacific Islander	16	64	1509	100	98	100	519	533	522	8	8	12	15	14	14	54	41	46	23	37	28
American Indian/Alaskan Native	17	34	5144	94	94	102	490	495	478	18	11	46	53	48	24	24	37	25	6	4	5
White	306	2133	35198	96	97	95	512	520	515	16	11	15	18	17	18	48	49	47	18	24	21
Students with Disabilities	41	288	8121	87	92	105	461	477	470	67	54	55	22	20	20	11	24	21	0	3	4
Students without Disabilities	404	2440	62979	100	100	99	506	518	503	21	12	23	19	18	21	43	47	41	17	23	15
Limited English Proficient Students	45	196	10304	150	105	110	446	458	462	81	69	63	14	20	23	5	11	13	0	0	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	24	93	17040				464	471	483	56	57	40	25	24	25	19	16	29	0	3	6
Non-Economically Disadvantaged	421	2635	54060				507	517	507	21	13	20	19	18	20	43	47	43	17	22	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	437	2662	69001	97	96	96	492	498	490	14	11	17	39	35	37	47	54	45	1	1	1
All Students (Prior Year)	407	2514	63579	NA	NA	NA	495	502	493	11	9	15	43	38	42	46	50	41	0	3	2
Female	193	1295	34086	99	97	97	496	503	496	11	7	13	38	32	36	49	60	51	2	1	1
Male	241	1348	34644	95	95	95	490	493	484	15	14	22	39	37	39	46	49	38	0	0	0
African American	19	61	3115	95	90	92	476	486	478	40	25	25	13	20	44	47	55	31	0	0	0
Hispanic	77	370	22656	99	94	92	469	475	476	36	27	27	41	41	43	23	31	30	0	0	0
Asian/Pacific Islander	16	63	1472	100	97	98	507	512	507	8	5	8	38	26	30	54	67	60	0	2	2
American Indian/Alaskan Native	17	33	4940	94	92	98	488	486	469	6	8	34	56	52	43	38	40	23	0	0	0
White	305	2090	34501	96	95	93	498	501	500	8	8	10	38	34	34	53	57	55	1	1	1
Students with Disabilities	40	266	7386	85	85	95	441	459	459	60	41	46	40	46	37	0	13	17	0	0	0
Students without Disabilities	397	2396	61615	99	98	97	493	500	491	13	9	16	39	34	37	48	56	45	1	1	1
Limited English Proficient Students	40	179	9662	133	96	104	443	445	454	63	61	51	32	33	40	5	6	9	0	0	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	23	93	16383				460	453	472	47	50	30	47	42	43	7	8	26	0	0	0
Non-Economically Disadvantaged	414	2569	52618				494	499	494	12	10	14	38	34	36	49	55	49	1	1	1

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

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

8th 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 2002-03

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?	NA
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress (AYP):** The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

**Met Percent Tested:** Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

**Met Test Objectives:** The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

**Met Attendance Rate:** Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

**Met Graduation Rate:** School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

**School Improvement - Year 1:** Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

**School Improvement - Year 2:** Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

**Corrective Action:** Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	94	51	64	53	100	47	60	48	96	51	60	51
	Language	97	53	66	55	100	54	66	51	98	53	64	54
	Mathematics	96	60	69	57	100	61	66	54	98	66	70	58
8	Reading	94	53	64	55	100	47	59	49	93	51	60	53
	Language	97	48	62	50	100	47	59	46	96	49	59	49
	Mathematics	96	55	68	57	100	52	64	54	96	57	67	58

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 Safety

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

The ABC Discipline Plan was created by the staff of Vista Verde for the unique needs of our school. At the plan's core is the premise that each student is responsible for their own behavior.

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) :

10
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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.

Contacts

	Name	Phone Number
School Site Council	Patrick Sweeney	(602) 493-6013
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Susi Bragg	(602) 493-6013
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	James O'Connor	(602) 493-6013
Student Health/Nurse	Karen Kitson	(602) 493-6012

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](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns). If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 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 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled 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. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)