



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3908 W. South Mountain Ave, Laveen, AZ 85339

Laveen Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Mr. Steve Preis
 Schedule : 07:30 AM to 04:15 PM
 Grades : 7-8
 2005 Enrollment : 593
 Web Address :
 Phone Number : (602) 237-3046
 Fax Number : (602) 237-9139
 E-mail : spreis@laveeneld.org

Mission

To provide instruction that meets the varied academic and social needs of adolescents in a safe and respectful setting.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	Out of Improvement
2002-03	Year 1

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Vista del Sur will increase the number of 7th and 8th grade students meeting or exceeding AIMS reading and math by at least 2 percentage points.
- ü Vista del Sur will increase the number of students scoring above the fiftieth percentile on the norm referenced portion of the Dual-Purpose Assessment by 2 percentage points.
- ü Vista del Sur will make Adequate Yearly Progress, AYP, for the 2005-06 school year.
- ü Vista del Sur will earn at least a "Performing" Achievement Profile label.

Enrollment

October 1, 2004 School Year Student Enrollment : 507
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 7

Instructional Programs

- Ü Honors Classes
- Ü Reading Intervention Classes
- Ü Tutoring
- Ü On-site Special Education
- Ü Technology Classes

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/1/2005
Last Day of School :	6/2/2006

Shared Responsibilities

School

Vista del Sur will expect students to achieve and perform at a high academic level. Students and parents will be informed of behavioral expectations through a student handbook and regularly scheduled newsletters. Student progress will be shared through quarterly progress and report cards and parent conferences in the fall and spring.

Parents

Vista del Sur parents will ensure prompt and regular student attendance, and provide proper clothing, nourishment, and homework support. They will support school policies, including the uniform code, read school communications and share concerns and positive comments with the school administration.

Transportation Policy

The Laveen School District provides transportation to students living outside a one-mile radius of school. Special needs students are transported in accordance with their individual educational plan.

School Honors

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

Award/Honor	Year
Ü Arizona Artist-In-Residence Grant Winner	2003
Ü Phoenix & Arizona Artist-In-Residence Grant Winner	2002
Ü Middle School Outstanding Teacher Award Nominee	2003

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	255	257	78250	99	100	99	534	534	548	28	28	21	23	23	18	45	45	48	4	4	13
All Students (Prior Year)	236	241	75001	99	100	99	467	465	468	40	42	37	32	31	36	16	16	16	12	11	10
Female	131	131	38071	100	100	99	542	542	549	20	20	20	24	24	19	53	53	49	4	4	12
Male	124	126	40126	98	99	99	526	526	547	36	36	23	22	22	17	36	36	46	5	5	14
African American	32	32	4058	97	97	99	522	522	523	23	23	32	50	50	22	27	27	41	0	0	5
Hispanic	152	153	29129	100	100	99	532	532	527	28	28	32	22	22	23	47	47	40	2	2	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	21	21	4996	84	84	100	514	514	518	47	47	36	16	16	25	32	32	36	5	5	4
White	43	44	38320	100	100	99	556	556	568	21	21	12	13	13	14	53	53	55	13	13	19
Students with Disabilities	25	26	9329	100	100	100	472	472	454	82	82	64	14	14	18	5	5	16	0	0	2
Students without Disabilities	230	231	68996	99	99	99	542	542	561	21	21	16	24	24	18	50	50	52	5	5	14
Limited English Proficient Students	59	59	10133	100	100	100	519	519	488	38	38	45	26	26	25	36	36	28	0	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	126	126	33388	89	89	94	525	525	530	34	34	32	24	24	22	41	41	40	2	2	5
Non-Economically Disadvantaged	129	131	44937	100	100	100	547	547	561	19	19	13	22	22	15	51	51	54	8	8	18

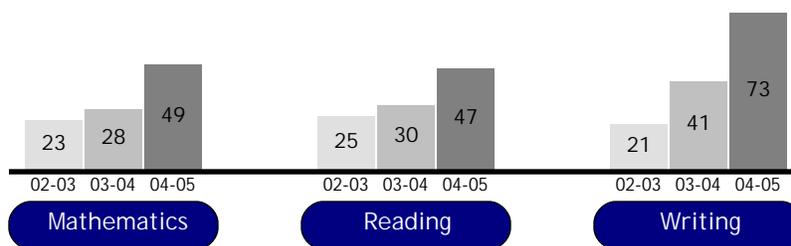
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	254	257	78302	98	0	99	497	497	512	17	17	11	36	36	25	46	46	57	1	1	7
All Students (Prior Year)	236	241	74918	99	100	99	480	480	497	45	46	32	25	25	19	20	20	35	10	10	15
Female	130	130	38082	99	0	99	505	505	518	12	12	8	30	30	24	56	56	61	2	2	7
Male	124	127	40166	98	0	99	488	488	507	22	22	14	43	43	26	34	34	54	1	1	6
African American	32	32	4064	97	0	100	491	491	498	14	14	14	45	45	29	41	41	54	0	0	3
Hispanic	151	153	29152	100	0	99	495	495	492	17	17	17	38	38	34	46	46	46	0	0	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	21	21	4993	84	0	100	480	480	484	21	21	19	58	58	38	21	21	42	0	0	1
White	43	44	38347	100	0	99	516	516	531	16	16	5	18	18	17	58	58	68	8	8	10
Students with Disabilities	25	27	9353	100	0	100	445	445	429	68	68	40	32	32	38	0	0	22	0	0	1
Students without Disabilities	229	230	69024	98	0	99	503	503	524	10	10	7	37	37	23	51	51	62	2	2	7
Limited English Proficient Students	58	59	10140	98	0	100	475	475	451	29	29	28	46	46	43	25	25	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	126	126	33398	89	0	94	493	493	495	17	17	18	39	39	35	43	43	46	1	1	2
Non-Economically Disadvantaged	128	131	44979	100	0	100	503	503	525	16	16	6	32	32	18	49	49	66	2	2	10

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	254	257	78094	98	100	99	539	539	545	1	1	3	25	25	18	73	73	77	0	0	2
All Students (Prior Year)	236	241	74503	99	100	99	459	457	491	16	17	9	44	43	32	38	37	51	3	3	8
Female	130	130	38025	99	99	99	559	559	558	1	1	2	13	13	13	86	86	82	0	0	2
Male	124	127	40013	98	100	99	516	516	534	2	2	5	40	40	23	58	58	71	0	0	1
African American	32	32	4037	97	97	99	535	535	532	0	0	4	23	23	22	77	77	73	0	0	1
Hispanic	152	154	29068	100	100	99	531	531	523	2	2	5	31	31	27	67	67	67	0	0	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	21	21	4981	84	84	100	541	541	526	0	0	4	26	26	25	74	74	70	0	0	0
White	42	43	38265	98	100	99	556	556	564	0	0	2	14	14	11	86	86	84	0	0	3
Students with Disabilities	25	27	9275	100	100	100	464	464	444	9	9	14	59	59	46	32	32	39	0	0	1
Students without Disabilities	229	230	68892	98	99	98	548	548	559	1	1	2	21	21	14	78	78	82	0	0	2
Limited English Proficient Students	59	60	10084	100	100	100	514	514	474	4	4	10	42	42	39	55	55	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	125	125	33296	88	88	94	540	540	527	3	3	5	22	22	27	75	75	67	0	0	0
Non-Economically Disadvantaged	129	132	44871	100	100	100	537	537	559	0	0	2	30	30	12	70	70	84	0	0	3

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 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	95	28	28	51	100	40	NA	54	100	41	41	50
	Language	97	32	32	54	100	41	41	58	100	41	41	52
	Mathematics	98	26	26	58	100	38	38	62	100	37	37	50
8	Reading	97	31	31	53	99	40	NA	55	98	40	40	51
	Language	98	27	27	49	100	39	39	52	98	44	44	50
	Mathematics	96	44	44	58	99	56	56	61	99	42	42	53

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

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

Council Duties

- Ü Parent/Educator Relationships
- Ü Capital Budget Review
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü School/Community Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	30.00
Other Professional Staff	2.25	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	18	1	0	0
4 to 6 years	3	2	0	0
7 to 9 years	3	2	0	0
10 or more years	6	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	19
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Hightly Qualified Teachers	10%

Resources Available at School Site

Special Facilities

- Ü Two Computer & Technology Labs
- Ü Media Center
- Ü Gymnasium with Stage
- Ü Cafeteria with Stage

Extracurricular Activities

- Ü Student Government
- Ü Recreation Program/Clubs
- Ü Interscholastic Sports
- Ü Drama and Dance Program

Social Services

- Ü Breakfast Program
- Ü Evening Recreation Programs
- Ü Counseling Services
- Ü Health and Dental Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Vista del Sur Middle School was declared a 'performing' school by the Arizona Department of Education for the 2004-05 school year with similar or higher expectations anticipated for the current school year.

- ü Vista del Sur students were admitted to academically competitive high schools, and accepted into honors programs at the local high school.

- ü Vista del Sur met Adequate Yearly Progress, AYP, as defined by NCLB for the third consecutive year.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	17	12	12	17
Transfers In Rate ⁶	43	28	28	37
Stability Rate ⁷	82	87	87	82
Promotion Rate ⁸	90	96	95	81
Retention Rate ⁹	3	1	1	3
Dropout Rate ¹⁰	3	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

Vista del Sur believes that positive behaviors must be taught, and negative behaviors should have clear and consistent consequences. We communicate our expectations to parents and receive positive support from them. A grant ensures that we have a resource officer for teaching and support for unlawful behavior on our campus.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

7

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	Steve Preis	(602) 237-3046
Transportation Policy	John Fletcher	(602) 237-9100
Community Resources	Shelagh Reyes	(602) 237-3046
School Nutrition Programs	Cathy Getz	(602) 237-9100
Parent Organization		
Student Health/Nurse	Joyce Coleman	(602) 237-3046

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."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** 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.