

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

6085 N Kolb Rd, Tucson, AZ 85750

Catalina Foothills Unified District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Kim Boling
 Schedule : 08:00 AM to 04:00 PM
 Grades : K-5
 Web Address : www.cfsd.k12.az.us/~vwww/
 Phone Number : (520) 577-5070
 Fax Number : (520) 577-5073
 E-mail : kboling@cfsd.k12.az.us

Mission

The mission of Ventana Vista Elementary School, a child-centered community, is to inspire our children to become resilient learners developing academic and personal excellence through challenging curriculum and mutual respect.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

School / Academic Goals

- ü Students will meet or exceed academic performance standards.
- ü Students will demonstrate the character attributes that exemplify a responsible citizen.
- ü Faculty and staff will strengthen instructional skills and practices in reading, writing and math to increase student achievement.

Enrollment

October 1, 2005 School Year Student Enrollment : 439
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 31

Instructional Programs

- Ü Differentiated Instruction
- Ü Visual & Performing Arts
- Ü Library/Technology Instruction
- Ü Gifted Program
- Ü Extended Reading & Math
- Ü On-site Special Education
- Ü K-5 Reading Support
- Ü Physical Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 40 minutes
First Day of School :	8/16/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Ventana Vista is committed to the attainment of high academic standards for all students in a caring and productive learning environment. Equally important are the standards for personal responsibility, ethical behavior, and mutual respect. The school supports students through transition programs, differentiated instruction, counseling, open houses, newsletters, conferences with teachers, progress reports, parent-student handbooks, and a safe campus.

Parents

As stated in the home-school compact, parents and school staff are partners in the educational process. Parents should support each child's attainment of high academic and ethical standards and the development of good study habits. An overriding parental obligation is to provide a physically and psychologically safe home environment for the child. Parents are responsible for proper clothing and nourishment, regular school attendance, and transportation to and from school, if applicable.

Transportation Policy

Transportation is provided to in-district students who reside more than one mile from school for grades K-8 and more than 1.5 miles from school for grades 9-12. Transportation is provided to and from school for students with disabilities as indicated by their needs.

School Honors

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

Award/Honor	Year
Ü AZtea Librarian of the Year Award	2004
Ü O.M. Hartsell Excellence in Teaching Music Award	2004
Ü Lightspan Award for Academic Excellence	2001
Ü IRA Presidential Award for Reading and Technology	2000

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	79	298	80010	100	97	99	490	496	447	3	1	10	4	4	18	49	42	53	44	53	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	167	38935	100	98	99	497	495	447	2	1	9	2	2	19	47	45	55	49	51	17
Male	32	131	40974	100	95	98	481	497	448	3	2	11	6	6	18	53	37	52	38	55	19
African American	NC	12	4201	NC	100	99	NC	505	430	NC	NA	17	NC	NA	23	NC	50	51	NC	50	9
Hispanic	NC	26	34545	NC	93	99	NC	489	432	NC	4	14	NC	15	24	NC	35	53	NC	46	9
Asian/Pacific Islander	11	29	2068	100	100	99	505	507	474	NA	NA	4	NA	NA	10	55	38	50	45	62	36
American Indian/Alaskan Native	--	NC	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	56	229	35142	100	97	99	487	494	465	2	1	5	4	3	11	52	42	56	43	53	28
Students with Disabilities	13	43	10161	100	88	93	451	461	419	8	7	28	15	16	28	62	51	36	15	26	8
Students without Disabilities	66	255	69849	100	98	100	498	501	451	2	0	7	2	2	17	47	40	56	50	58	19
Limited English Proficient Students	NC	11	14013	NC	100	97	NC	455	413	NC	NA	24	NC	27	34	NC	64	39	NC	9	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	18	39029	NC	86	98	NC	474	432	NC	NA	14	NC	NA	25	NC	67	52	NC	33	9
Non-Economically Disadvantaged	74	280	40981	100	98	100	492	497	462	3	1	6	4	4	13	47	40	54	46	54	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	74	295	79438	94	96	98	500	499	451	1	2	9	7	6	24	50	54	56	42	38	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	167	38775	98	98	99	505	503	457	2	1	7	4	4	22	46	53	58	48	42	13
Male	28	128	40560	88	93	97	491	492	446	NA	2	12	11	9	25	57	55	54	32	34	9
African American	NC	11	4178	NC	92	98	NC	510	439	NC	NA	13	NC	NA	29	NC	45	52	NC	55	6
Hispanic	NC	27	34297	NC	96	98	NC	485	434	NC	4	14	NC	19	31	NC	41	50	NC	37	5
Asian/Pacific Islander	11	29	2063	100	100	99	492	497	475	NA	NA	3	27	14	15	36	52	63	36	34	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	51	226	34887	91	95	98	506	500	471	NA	2	4	2	4	15	55	56	63	43	38	18
Students with Disabilities	NC	40	9588	NC	82	88	NC	469	416	NC	8	30	NC	25	32	NC	43	34	NC	25	5
Students without Disabilities	66	255	69850	100	98	100	500	503	456	2	1	7	6	3	23	52	56	59	41	40	12
Limited English Proficient Students	NC	11	13856	NC	100	96	NC	434	407	NC	NA	27	NC	64	43	NC	27	29	NC	9	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	18	38685	NC	86	97	NC	493	435	NC	NA	14	NC	NA	32	NC	61	50	NC	39	5
Non-Economically Disadvantaged	69	277	40753	93	97	99	501	499	467	1	2	5	7	6	16	48	53	62	43	38	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	75	295	79971	95	96	99	481	481	423	1	1	8	12	20	41	67	54	49	20	25	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	167	38974	100	98	99	491	490	437	2	2	5	6	12	33	66	57	57	26	29	4
Male	28	128	40895	88	93	98	463	468	410	NA	NA	10	21	30	47	68	51	41	11	20	2
African American	NC	10	4203	NC	83	99	NC	NA	411	NC	NA	11	NC	NA	45	NC	NA	43	NC	NA	2
Hispanic	NC	27	34481	NC	96	99	NC	468	410	NC	4	10	NC	26	46	NC	48	43	NC	22	1
Asian/Pacific Islander	11	29	2067	100	100	99	488	481	449	NA	NA	4	9	24	28	55	48	60	36	28	8
American Indian/Alaskan Native	--	NC	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	53	227	35150	95	96	99	483	482	437	NA	1	5	13	19	35	68	56	56	19	25	5
Students with Disabilities	NC	39	10258	NC	80	94	NC	430	377	NC	NA	23	NC	64	51	NC	26	25	NC	10	1
Students without Disabilities	66	256	69713	100	99	100	487	488	429	2	1	5	8	13	39	70	59	52	21	27	3
Limited English Proficient Students	NC	11	13985	NC	100	97	NC	434	382	NC	NA	18	NC	36	54	NC	64	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	18	38994	NC	86	98	NC	462	409	NC	NA	10	NC	28	47	NC	67	41	NC	6	1
Non-Economically Disadvantaged	70	277	40977	95	97	100	480	482	437	1	1	5	13	19	34	64	53	56	21	26	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	84	350	80147	98	98	99	538	531	482	NA	1	11	4	3	17	31	38	49	65	58	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	169	39281	98	98	99	532	529	483	NA	2	9	5	2	17	35	39	50	60	57	24
Male	41	181	40780	98	98	98	543	533	482	NA	1	12	2	5	17	27	36	48	71	58	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	14	45	33494	100	100	99	541	518	466	NA	2	15	7	2	23	21	47	49	71	49	14
Asian/Pacific Islander	NC	36	2103	NC	95	99	NC	547	515	NC	NA	4	NC	3	8	NC	31	44	NC	67	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	60	258	36122	97	98	99	535	533	501	NA	1	5	3	4	10	33	36	50	63	59	35
Students with Disabilities	NC	33	10295	NC	80	92	NC	499	443	NC	6	33	NC	21	26	NC	45	33	NC	27	8
Students without Disabilities	81	317	69852	100	100	100	538	534	488	NA	1	7	2	2	16	32	37	51	65	61	26
Limited English Proficient Students	NC	11	12722	NC	100	97	NC	481	441	NC	NA	27	NC	18	33	NC	73	37	NC	9	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	20	38371	NC	91	97	NC	504	465	NC	5	15	NC	NA	23	NC	65	49	NC	30	13
Non-Economically Disadvantaged	79	330	41776	99	99	100	539	533	498	NA	1	6	4	4	11	29	36	49	67	59	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	84	351	79686	98	98	98	515	512	470	1	1	11	2	6	24	69	67	57	27	26	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	170	39163	98	99	99	518	518	475	2	2	9	NA	2	22	65	66	60	33	30	10
Male	41	181	40438	98	98	97	513	506	465	NA	1	13	5	10	25	73	67	54	22	22	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	14	45	33299	100	100	98	497	493	452	7	2	17	NA	11	32	79	78	47	14	9	3
Asian/Pacific Islander	NC	37	2097	NC	97	99	NC	511	490	NC	3	5	NC	5	13	NC	62	68	NC	30	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	60	258	35914	97	98	98	519	515	489	NA	1	5	3	5	15	65	65	67	32	29	14
Students with Disabilities	NC	34	9808	NC	83	87	NC	483	432	NC	9	35	NC	26	32	NC	53	30	NC	12	3
Students without Disabilities	81	317	69878	100	100	100	514	514	475	1	1	8	1	4	23	72	68	61	26	27	9
Limited English Proficient Students	NC	11	12594	NC	100	96	NC	447	422	NC	18	34	NC	27	45	NC	55	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	20	38095	NC	91	97	NC	483	452	NC	5	17	NC	15	32	NC	65	48	NC	15	3
Non-Economically Disadvantaged	79	331	41591	99	99	99	517	513	486	1	1	6	3	6	16	67	67	65	29	26	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	83	346	80372	97	97	99	539	525	475	NA	1	4	7	8	30	67	73	64	25	18	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	170	39452	100	99	99	542	540	488	NA	NA	3	9	5	22	61	72	72	30	24	3
Male	39	176	40836	93	95	98	536	511	464	NA	2	6	5	11	37	74	74	56	21	12	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	14	45	33608	100	100	99	523	511	462	NA	2	6	14	9	36	64	76	57	21	13	1
Asian/Pacific Islander	NC	36	2098	NC	95	99	NC	536	500	NC	3	2	NC	6	16	NC	61	75	NC	31	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	59	254	36213	95	97	99	540	528	489	NA	1	2	7	7	22	68	74	72	25	17	3
Students with Disabilities	NC	30	10526	NC	73	94	NC	490	427	NC	3	15	NC	30	53	NC	63	31	NC	3	1
Students without Disabilities	81	316	69846	100	100	100	540	528	482	NA	1	3	6	6	26	68	74	69	26	19	2
Limited English Proficient Students	NC	11	12747	NC	100	97	NC	435	432	NC	18	12	NC	18	52	NC	64	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	21	38521	NC	95	98	NC	489	461	NC	5	6	NC	14	38	NC	81	55	NC	NA	1
Non-Economically Disadvantaged	77	325	41851	96	97	100	542	528	489	NA	1	3	6	8	22	66	73	72	27	19	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	75	342	79306	96	98	99	565	562	504	3	1	13	5	7	20	36	38	49	56	54	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	155	38845	95	97	99	573	570	505	3	1	11	3	5	20	32	38	50	62	57	18
Male	38	187	40383	97	99	98	557	555	504	3	1	14	8	9	19	39	38	47	50	52	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	10	46	32673	91	96	99	NA	541	487	NA	2	18	NA	13	25	NA	41	46	NA	43	10
Asian/Pacific Islander	NC	32	2147	NC	97	99	NC	570	539	NC	NA	5	NC	NA	10	NC	44	46	NC	56	40
American Indian/Alaskan Native	--	NC	4034	--	NC	97	--	NC	479	--	NC	22	--	NC	29	--	NC	43	--	NC	7
White	56	254	36234	97	99	99	571	567	523	NA	0	6	5	6	13	32	37	52	63	57	28
Students with Disabilities	11	35	10286	100	90	91	495	510	462	9	6	41	27	26	27	55	51	27	9	17	5
Students without Disabilities	64	307	69020	96	99	100	577	567	510	2	0	9	2	5	18	33	36	52	64	58	21
Limited English Proficient Students	NC	11	10291	NC	100	96	NC	513	458	NC	NA	38	NC	27	34	NC	45	26	NC	27	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	25	37437	NC	96	97	NC	521	486	NC	4	19	NC	12	26	NC	68	46	NC	16	9
Non-Economically Disadvantaged	70	317	41869	97	98	100	568	565	521	1	1	7	6	7	14	33	36	51	60	57	27

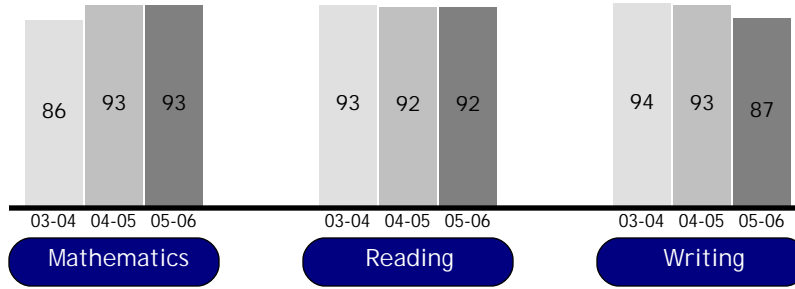
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	339	79000	92	97	98	543	535	489	NA	NA	10	10	7	24	49	60	58	42	33	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	153	38774	92	96	99	558	544	494	NA	NA	7	8	5	22	39	53	61	53	42	10
Male	36	186	40150	92	98	98	528	528	485	NA	NA	12	11	9	25	58	65	55	31	26	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	NC	44	32508	NC	92	98	NC	521	472	NC	NA	15	NC	18	33	NC	57	49	NC	25	3
Asian/Pacific Islander	NC	32	2142	NC	97	99	NC	530	510	NC	NA	4	NC	3	14	NC	66	67	NC	31	16
American Indian/Alaskan Native	--	NC	4016	--	NC	96	--	NC	467	--	NC	14	--	NC	37	--	NC	46	--	NC	2
White	55	254	36135	95	99	98	548	539	508	NA	NA	4	7	6	14	45	59	67	47	35	15
Students with Disabilities	NC	33	9991	NC	85	88	NC	494	449	NC	NA	33	NC	42	36	NC	48	29	NC	9	2
Students without Disabilities	63	306	69009	94	99	100	552	539	495	NA	NA	6	3	4	22	51	61	62	46	36	10
Limited English Proficient Students	NC	10	10199	NC	91	95	NC	NA	439	NC	NA	35	NC	NA	47	NC	NA	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	24	37234	NC	92	97	NC	501	472	NC	NA	15	NC	29	33	NC	63	50	NC	8	3
Non-Economically Disadvantaged	67	315	41766	93	98	99	547	538	505	NA	NA	5	6	6	16	49	59	65	45	35	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	72	336	79611	92	97	99	554	559	496	NA	1	7	17	10	37	75	79	56	8	11	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	154	39016	97	97	99	567	575	511	NA	1	4	16	5	29	76	81	66	8	14	1
Male	34	182	40519	87	96	98	539	545	482	NA	1	10	18	14	44	74	77	46	9	8	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	NC	44	32855	NC	92	99	NC	550	481	NC	2	10	NC	20	43	NC	68	47	NC	9	0
Asian/Pacific Islander	NC	32	2149	NC	97	100	NC	563	519	NC	NA	4	NC	13	24	NC	72	70	NC	16	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	54	251	36380	93	98	99	558	561	511	NA	0	4	9	7	30	83	82	65	7	11	1
Students with Disabilities	NC	27	10664	NC	69	94	NC	496	440	NC	NA	23	NC	56	54	NC	44	22	NC	NA	1
Students without Disabilities	66	309	68947	99	100	100	561	564	504	NA	1	4	12	6	34	79	82	61	9	12	1
Limited English Proficient Students	NC	10	10362	NC	91	97	NC	NA	438	NC	NA	22	NC	NA	57	NC	NA	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	25	37626	NC	96	98	NC	537	479	NC	NA	10	NC	20	45	NC	76	45	NC	4	0
Non-Economically Disadvantaged	66	311	41985	92	97	100	558	561	511	NA	1	4	14	9	30	77	79	65	9	11	1

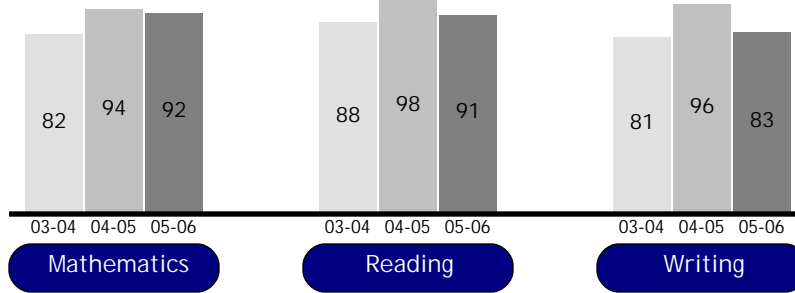
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	80	NA	58	99	71	73	47	97	83	82	46
	Language	100	75	79	50	99	69	71	47	97	80	80	48
	Mathematics	100	87	88	64	99	76	77	50	97	84	86	52
3	Reading	96	83	NA	55	100	69	68	44	94	79	79	46
	Language	97	85	83	61	100	64	66	44	95	75	76	46
	Mathematics	99	88	88	61	100	72	74	51	100	79	83	52
4	Reading	100	89	NA	56	100	78	72	48	98	82	79	52
	Language	100	80	76	52	100	71	71	49	97	80	79	52
	Mathematics	100	90	86	61	100	77	75	53	98	84	84	58
5	Reading	100	86	NA	55	100	78	75	50	96	88	84	56
	Language	100	80	78	49	100	82	76	50	92	91	85	54
	Mathematics	100	90	90	63	100	74	76	49	100	84	84	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Design Family Survey, Analyze Results
- Ü Set School Improvement Goals

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	30.80
Other Professional Staff	.00	Teacher Aide	11.53

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	1	0	0
4 to 6 years	3	0	0	0
7 to 9 years	1	0	0	0
10 or more years	8	16	0	2

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	26
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 Multimedia Computer Labs
- Ü Learning Resource Center
- Ü Art Studios
- Ü Solstice Wall

Extracurricular Activities

- Ü Student Council
- Ü Broadcasting Club
- Ü Chess Club
- Ü Mileage Club
- Ü Band/Strings Programs
- Ü Community Schools (after-school) Classes

Social Services

- Ü Health Services
- Ü Counseling/Crisis Intervention
- Ü Before/After School Childcare (CARE)
- Ü Extended Day Kindergarten Plus Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The Ventana Vista staff engages in a comprehensive data-driven decision making process in order to accommodate the needs of all students.

- ü Students demonstrate high levels of academic achievement on the Stanford 9 Achievement Test and AIMS (Arizona's Instrument to Measure Standards).

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

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

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

School Safety

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

Strong student-adult relationships play a major role in creating a safe learning environment. Supportive, positive discipline programs such as the 'Six Pillars' and 'Talk it Out' help our students understand the rules and consequences of behavior. A comprehensive Emergency Response Plan was developed with the PCSD and Rural Metro. Adult identification badges are required and gates enclose the main campus to provide added security.

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) :

1

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	Kim Boling	(520) 577-5070
Transportation Policy	Sandy Thompson	(520) 299-6446
Community Resources	Joan Marrs	(520) 299-6446
School Nutrition Programs	Claude Chatelain	(520) 577-5046
Parent Organization	Nancy Heiser	(520) 577-5070
Student Health/Nurse	Dian Tassin	(520) 577-5070

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 20 Copies = \$8.00

** 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.