

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

9400 East Esmond Loop, Tucson, AZ 85747

Vail 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	Highly Performing

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

School Overview

Principal/Administrator : Mrs. Deborah Katherine Shea
 Schedule : 07:00 AM to 04:00 PM
 Grades : Pre-K-5
 Web Address : dwe.vail.k12.az.us/
 Phone Number : (520) 762-2300
 Fax Number : (520) 574-1564
 E-mail : shead@vail.k12.az.us

Mission

The Desert Willow community is committed to nurturing lifelong learners through character development (We ACT...we are Respectful and Trustworthy, Care about Each Other and Take Responsibility) and to promoting academic excellence (through setting SMART goals which are Specific, Measurable, Achievable, Relevant and Timely) in a safe environment. At Desert Willow we ACT SMART!!!

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 Promote growth in math through daily instruction aligned to the AZ Academic Standards and Vail School District curriculum. Implement tutoring programs, daily reteach model, family math curriculum nights, and the Accelerated Math Program.
- ü Promote growth in reading through daily instruction aligned to the AZ Academic Standards and Vail School District curriculum. Implement flexible ability grouping, tutoring programs, family reading curriculum nights, and Accelerated Reader Program.
- ü Promote student growth in writing and language arts through instruction in the Six Traits of Writing process as well as AZ Academic Standards and Vail School District curriculum. Implement 'Come On Into Language' specialty class.

Enrollment

October 1, 2005 School Year Student Enrollment : 790
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2005-06 : 29

Instructional Programs

- ü Curriculum Based Measurements
- ü Standards Based Instruction
- ü Flexible Ability Math and Reading Groups
- ü Daily Reteach and Enrichment Sessions
- ü Accelerated Reader Program
- ü Accelerated Math Program
- ü Remedial Tutoring/Intersession Programs
- ü Headsprout and STAR Literacy Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 50 minutes
First Day of School :	7/18/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

It is our responsibility to provide parents with a safe and nurturing school community where their children can obtain a quality education. We provide learning beyond the classroom, upholding traditional values and responsibility to the community.

Parents

It is the parents' responsibility to work in partnership with the school to ensure their child's regular attendance and to support school policies regarding code of conduct, homework, dress code and for maintaining communication with the school.

Transportation Policy

Regular school bus transportation is provided to students with disabilities requiring transportation and for all students who live outside a one-mile radius of the school.

School Honors

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

Award/Honor	Year
ü Golden Bell Recipient	1999
ü North Central Association Accreditation	2000
ü 1st Place Southern AZ Reg. Science and Engineering Fair	2003
ü Exceptional Educator of the Year Natl Ctr for Disability	2003

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	126	514	80010	98	97	99	477	481	447	1	2	10	6	5	18	59	57	53	35	37	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	246	38935	97	96	99	479	485	447	NA	1	9	6	4	19	59	55	55	35	39	17
Male	63	267	40974	98	98	98	475	478	448	2	2	11	5	5	18	59	59	52	35	34	19
African American	NC	20	4201	NC	95	99	NC	463	430	NC	5	17	NC	5	23	NC	65	51	NC	25	9
Hispanic	26	102	34545	100	94	99	455	463	432	4	3	14	12	11	24	65	64	53	19	23	9
Asian/Pacific Islander	NC	15	2068	NC	100	99	NC	488	474	NC	NA	4	NC	13	10	NC	40	50	NC	47	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	87	373	35142	97	98	99	484	487	465	NA	1	5	5	3	11	56	55	56	39	41	28
Students with Disabilities	NC	38	10161	NC	66	93	NC	471	419	NC	3	28	NC	13	28	NC	53	36	NC	32	8
Students without Disabilities	117	476	69849	99	100	100	477	482	451	1	2	7	6	4	17	59	57	56	34	37	19
Limited English Proficient Students	--	NC	14013	--	NC	97	--	NC	413	--	NC	24	--	NC	34	--	NC	39	--	NC	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	22	82	39029	92	85	98	466	470	432	5	4	14	5	4	25	68	67	52	23	26	9
Non-Economically Disadvantaged	104	432	40981	99	100	100	479	483	462	NA	1	6	6	5	13	57	55	54	38	39	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	126	513	79438	98	97	98	484	481	451	1	1	9	11	11	24	63	65	56	25	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	246	38775	97	96	99	490	487	457	2	1	7	5	8	22	63	63	58	30	28	13
Male	63	266	40560	98	97	97	478	476	446	NA	2	12	17	13	25	63	66	54	19	19	9
African American	NC	19	4178	NC	90	98	NC	474	439	NC	NA	13	NC	21	29	NC	58	52	NC	21	6
Hispanic	26	102	34297	100	94	98	472	467	434	4	2	14	15	18	31	62	68	50	19	13	5
Asian/Pacific Islander	NC	15	2063	NC	100	99	NC	490	475	NC	NA	3	NC	13	15	NC	53	63	NC	33	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	87	373	34887	97	98	98	488	485	471	NA	1	4	9	8	15	63	65	63	28	26	18
Students with Disabilities	NC	37	9588	NC	64	88	NC	478	416	NC	NA	30	NC	11	32	NC	73	34	NC	16	5
Students without Disabilities	117	476	69850	99	100	100	484	481	456	1	1	7	12	11	23	64	64	59	23	24	12
Limited English Proficient Students	--	NC	13856	--	NC	96	--	NC	407	--	NC	27	--	NC	43	--	NC	29	--	NC	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	22	81	38685	92	84	97	476	469	435	NA	NA	14	14	19	32	64	65	50	23	16	5
Non-Economically Disadvantaged	104	432	40753	99	100	99	486	483	467	1	2	5	11	9	16	63	65	62	25	25	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	128	524	79971	99	99	99	450	434	423	2	3	8	26	40	41	70	56	49	2	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	251	38974	98	98	99	462	450	437	2	2	5	20	28	33	75	69	57	3	2	4
Male	64	272	40895	100	100	98	439	419	410	2	4	10	31	51	47	66	44	41	2	0	2
African American	NC	21	4203	NC	100	99	NC	420	411	NC	5	11	NC	38	45	NC	57	43	NC	NA	2
Hispanic	26	106	34481	100	97	99	453	434	410	NA	3	10	31	42	46	65	53	43	4	3	1
Asian/Pacific Islander	NC	15	2067	NC	100	99	NC	445	449	NC	NA	4	NC	33	28	NC	67	60	NC	NA	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	89	378	35150	99	99	99	450	434	437	2	3	5	25	40	35	71	56	56	2	1	5
Students with Disabilities	11	45	10258	100	78	94	445	416	377	NA	4	23	36	53	51	55	38	25	9	4	1
Students without Disabilities	117	479	69713	99	100	100	451	435	429	2	3	5	25	39	39	72	58	52	2	1	3
Limited English Proficient Students	--	NC	13985	--	NC	97	--	NC	382	--	NC	18	--	NC	54	--	NC	27	--	NC	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	23	85	38994	96	89	98	455	432	409	NA	4	10	22	36	47	78	60	41	NA	NA	1
Non-Economically Disadvantaged	105	439	40977	100	100	100	449	434	437	2	3	5	27	41	34	69	55	56	3	1	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	132	556	80147	99	98	99	518	523	482	1	2	11	2	4	17	51	42	49	46	52	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	290	39281	99	98	99	516	520	483	NA	1	9	4	5	17	48	47	50	48	48	24
Male	57	265	40780	98	99	98	520	528	482	2	3	12	NA	3	17	54	37	48	44	57	24
African American	NC	31	4249	NC	94	99	NC	516	464	NC	NA	17	NC	10	22	NC	45	48	NC	45	13
Hispanic	30	134	33494	100	99	99	507	506	466	3	4	15	10	10	23	43	46	49	43	41	14
Asian/Pacific Islander	NC	16	2103	NC	100	99	NC	532	515	NC	NA	4	NC	NA	8	NC	44	44	NC	56	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	89	368	36122	99	98	99	522	530	501	NA	1	5	NA	2	10	52	40	50	48	57	35
Students with Disabilities	NC	43	10295	NC	75	92	NC	495	443	NC	14	33	NC	16	26	NC	37	33	NC	33	8
Students without Disabilities	123	513	69852	98	100	100	518	526	488	NA	1	7	2	3	16	52	43	51	46	54	26
Limited English Proficient Students	NC	NC	12722	NC	NC	97	NC	NC	441	NC	NC	27	NC	NC	33	NC	NC	37	NC	NC	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	13	95	38371	100	91	97	491	504	465	NA	5	15	8	12	23	69	42	49	23	41	13
Non-Economically Disadvantaged	119	461	41776	98	100	100	521	527	498	1	1	6	2	3	11	49	42	49	49	54	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	132	551	79686	99	97	98	500	499	470	1	2	11	7	10	24	79	72	57	14	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	292	39163	100	98	99	503	501	475	1	1	9	5	9	22	78	73	60	16	17	10
Male	56	258	40438	97	96	97	496	497	465	NA	2	13	9	11	25	80	70	54	11	17	7
African American	NC	32	4228	NC	97	98	NC	493	458	NC	3	15	NC	19	28	NC	59	53	NC	19	4
Hispanic	30	129	33299	100	96	98	493	486	452	3	2	17	7	13	32	80	77	47	10	9	3
Asian/Pacific Islander	NC	16	2097	NC	100	99	NC	501	490	NC	NA	5	NC	6	13	NC	88	68	NC	6	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	89	367	35914	99	98	98	502	504	489	NA	2	5	6	8	15	80	70	67	15	20	14
Students with Disabilities	NC	40	9808	NC	70	87	NC	470	432	NC	10	35	NC	20	32	NC	65	30	NC	5	3
Students without Disabilities	124	511	69878	99	100	100	501	501	475	1	1	8	6	9	23	79	72	61	15	18	9
Limited English Proficient Students	NC	NC	12594	NC	NC	96	NC	NC	422	NC	NC	34	NC	NC	45	NC	NC	21	NC	NC	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	12	91	38095	92	88	97	483	482	452	NA	4	17	25	19	32	67	62	48	8	15	3
Non-Economically Disadvantaged	120	460	41591	99	100	99	501	502	486	1	1	6	5	8	16	80	74	65	14	17	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	132	570	80372	99	100	99	505	496	475	NA	1	4	14	18	30	82	78	64	5	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	301	39452	100	100	99	516	506	488	NA	1	3	5	13	22	88	83	72	7	4	3
Male	56	268	40836	97	100	98	490	485	464	NA	1	6	25	25	37	73	73	56	2	1	1
African American	NC	32	4264	NC	97	99	NC	492	465	NC	NA	5	NC	25	35	NC	75	59	NC	NA	1
Hispanic	30	136	33608	100	100	99	496	488	462	NA	1	6	23	21	36	73	76	57	3	1	1
Asian/Pacific Islander	NC	16	2098	NC	100	99	NC	507	500	NC	NA	2	NC	6	16	NC	94	75	NC	NA	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	89	379	36213	99	100	99	506	499	489	NA	1	2	12	18	22	82	78	72	6	3	3
Students with Disabilities	NC	55	10526	NC	96	94	NC	456	427	NC	5	15	NC	45	53	NC	45	31	NC	4	1
Students without Disabilities	124	515	69846	99	100	100	506	500	482	NA	1	3	12	16	26	84	82	69	4	2	2
Limited English Proficient Students	NC	NC	12747	NC	NC	97	NC	NC	432	NC	NC	12	NC	NC	52	NC	NC	36	NC	NC	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	13	100	38521	100	96	98	493	474	461	NA	3	6	15	25	38	85	71	55	NA	1	1
Non-Economically Disadvantaged	119	470	41851	98	100	100	506	501	489	NA	1	3	13	17	22	82	80	72	5	3	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	130	571	79306	98	97	99	553	546	504	2	3	13	2	6	20	46	46	49	50	45	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	273	38845	96	96	99	555	547	505	2	1	11	NA	6	20	48	48	50	50	45	18
Male	66	297	40383	100	98	98	551	545	504	2	4	14	5	6	19	44	45	47	50	44	19
African American	NC	28	4171	NC	100	98	NC	537	485	NC	NA	20	NC	4	26	NC	57	44	NC	39	10
Hispanic	23	120	32673	96	93	99	549	533	487	4	5	18	4	10	25	48	51	46	43	34	10
Asian/Pacific Islander	NC	17	2147	NC	94	99	NC	558	539	NC	NA	5	NC	6	10	NC	29	46	NC	65	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	97	400	36234	98	98	99	554	550	523	1	3	6	2	5	13	44	45	52	53	48	28
Students with Disabilities	10	39	10286	77	70	91	NA	503	462	NA	15	41	NA	26	27	NA	38	27	NA	21	5
Students without Disabilities	120	532	69020	100	100	100	556	548	510	1	2	9	2	5	18	43	47	52	54	46	21
Limited English Proficient Students	--	NC	10291	--	NC	96	--	NC	458	--	NC	38	--	NC	34	--	NC	26	--	NC	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	23	102	37437	96	91	97	519	523	486	9	7	19	4	8	26	65	58	46	22	27	9
Non-Economically Disadvantaged	107	469	41869	98	99	100	560	551	521	NA	2	7	2	6	14	42	44	51	56	48	27

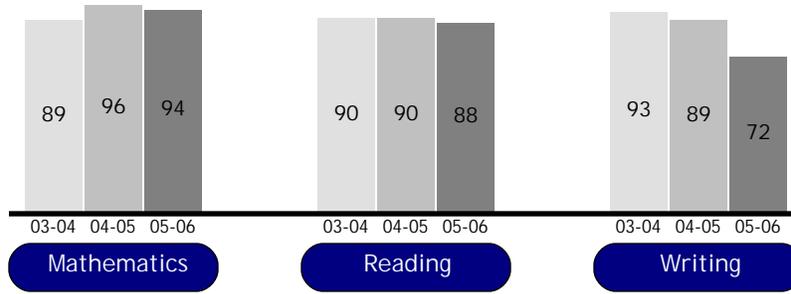
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	130	573	79000	98	98	98	532	520	489	NA	3	10	4	9	24	70	68	58	26	20	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	275	38774	97	96	99	537	525	494	NA	1	7	2	7	22	69	69	61	29	23	10
Male	65	297	40150	98	98	98	527	515	485	NA	4	12	6	10	25	71	68	55	23	18	8
African American	NC	28	4153	NC	100	98	NC	510	476	NC	NA	13	NC	11	30	NC	79	53	NC	11	4
Hispanic	22	121	32508	92	94	98	530	510	472	NA	6	15	5	10	33	64	69	49	32	15	3
Asian/Pacific Islander	NC	17	2142	NC	94	99	NC	524	510	NC	NA	4	NC	NA	14	NC	88	67	NC	12	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	98	401	36135	99	99	98	532	524	508	NA	2	4	4	8	14	69	66	67	27	23	15
Students with Disabilities	11	42	9991	85	75	88	482	479	449	NA	14	33	18	26	36	82	60	29	NA	NA	2
Students without Disabilities	119	531	69009	99	100	100	535	522	495	NA	2	6	3	7	22	69	69	62	29	22	10
Limited English Proficient Students	--	NC	10199	--	NC	95	--	NC	439	--	NC	35	--	NC	47	--	NC	18	--	NC	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	22	102	37234	92	91	97	504	505	472	NA	5	15	5	12	33	82	68	50	14	16	3
Non-Economically Disadvantaged	108	471	41766	99	99	99	537	523	505	NA	3	5	4	8	16	68	68	65	29	21	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	133	582	79611	100	99	99	538	526	496	1	1	7	13	20	37	82	77	56	5	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	280	39016	100	98	99	546	537	511	1	1	4	10	11	29	81	85	66	7	3	1
Male	66	301	40519	100	100	98	531	516	482	NA	2	10	15	28	44	83	70	46	2	0	0
African American	NC	28	4188	NC	100	98	NC	524	486	NC	NA	9	NC	18	40	NC	82	50	NC	NA	0
Hispanic	24	126	32855	100	98	99	538	524	481	NA	1	10	17	22	43	79	76	47	4	1	0
Asian/Pacific Islander	NC	18	2149	NC	100	100	NC	522	519	NC	6	4	NC	17	24	NC	78	70	NC	NA	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	99	403	36380	100	99	99	539	528	511	1	1	4	12	20	30	83	77	65	4	1	1
Students with Disabilities	13	48	10664	100	86	94	467	473	440	8	8	23	38	50	54	38	38	22	15	4	1
Students without Disabilities	120	534	68947	100	100	100	544	530	504	NA	1	4	10	18	34	87	81	61	3	1	1
Limited English Proficient Students	--	NC	10362	--	NC	97	--	NC	438	--	NC	22	--	NC	57	--	NC	21	--	NC	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	24	107	37626	100	96	98	516	509	479	NA	3	10	29	31	45	67	65	45	4	1	0
Non-Economically Disadvantaged	109	475	41985	100	100	100	543	530	511	1	1	4	9	18	30	85	80	65	5	1	1

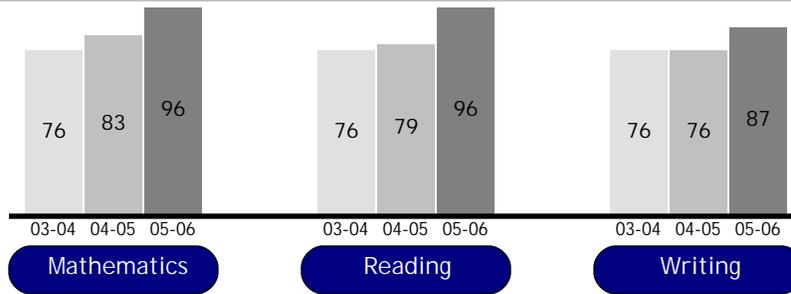
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

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	93	70	NA	58	100	62	59	47	99	70	63	46
	Language	98	61	60	50	100	68	60	47	99	76	65	48
	Mathematics	98	81	80	64	100	60	62	50	99	68	63	52
3	Reading	100	78	NA	55	100	64	58	44	97	67	67	46
	Language	100	82	71	61	100	63	55	44	98	63	63	46
	Mathematics	100	87	76	61	100	69	64	51	97	70	73	52
4	Reading	100	66	NA	56	100	68	62	48	98	72	70	52
	Language	100	59	59	52	100	67	60	49	98	72	67	52
	Mathematics	100	71	75	61	100	73	66	53	98	73	76	58
5	Reading	100	70	NA	55	98	58	61	50	95	82	76	56
	Language	100	62	59	49	98	61	61	50	98	79	73	54
	Mathematics	100	81	75	63	98	59	63	49	95	79	72	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

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

Council Duties

- Ü Approve Annual School Goals and Budget
- Ü Approve Discipline Procedures/Handbook
- Ü Approve Educational Enrichment Plans
- Ü Approve Field Trips/Fundraisers
- Ü Guide School Calendar/Master Schedule
- Ü Guide Parent Communication

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	49.00
Other Professional Staff	3.00	Teacher Aide	24.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	6	0	0
4 to 6 years	4	8	0	0
7 to 9 years	5	7	0	0
10 or more years	0	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	42
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 Computer Lab
- Ü Media Center
- Ü TV Studio
- Ü Multi Purpose Room

Extracurricular Activities

- Ü Peer Mediation
- Ü Band and Choir
- Ü Hands Across the Border
- Ü Algebra Club
- Ü Science Fair
- Ü Odyssey of the Mind
- Ü Wright Flight
- Ü Extended Learning Program

Social Services

- Ü Day Care
- Ü Behavioral Specialist
- Ü Tutoring
- Ü Breakfast/Lunch Programs
- Ü Intersession Courses
- Ü After School and Intersession Child Care
- Ü KIDCO Parks and Recreation Program
- Ü Preschool Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü North Central Association Accreditation, April 2000 to present, including meeting all national requirements involving staff certification and site goal achievement.

- ü Maintained high academic standards across the curriculum through attainment of all school goals. Goals included increased scores in Math, Reading, and Writing based on district assessment, as well as ongoing effective parent communication.

- ü Attainment of multiple model classrooms and model library status through Accelerated Reader's Reading Renaissance program.

- ü Excelling School Label designation from the Arizona Department of Education for academic excellence.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	86	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

Rules & discipline procedures have been established for the protection of our students. Students are expected to adhere to these rules and to be respectful and responsible for their own actions. We value parent modeling & support of these procedures. All school interactions take place under the guidelines of the ACT statement: In the Vail schools we ACT. We Are Respectful and Trustworthy, We Care About Each Other and We Take Responsibility.

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	Deborah Shea	(520) 762-2304
Transportation Policy	Al Flores	(520) 762-2435
Community Resources	Rosemary McCain	(520) 762-2031
School Nutrition Programs	Marilyn Bennett	(520) 762-2409
Parent Organization	Elise Contreras	(520) 762-2300
Student Health/Nurse	Chris Conte	(520) 762-2270

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 824 Copies = \$320.00

** 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.