

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3501 E. Osborn Rd., Phoenix, AZ 85018

Creighton 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	Underperforming

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

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 Overview

Principal/Administrator : Mrs. Kathryn Frankel
 Schedule : 08:00 AM to 04:30 PM
 Grades : Pre-K-5
 2005 Enrollment : 811
 Web Address : www.creightonschools.org/montevista
 Phone Number : (602) 381-6140
 Fax Number : (602) 381-6159
 E-mail : kfrankel@creightonschools.org

Mission

In the belief that all children can learn, we will:

- . Provide curriculum and instruction that meets the needs of all students
- . Develop and support high expectations for student achievement
- . Provide a foundation for learners to acquire a successful educational experience
- . Promote a safe, nurturing, culturally sensitive environment which supports student learning
- . Develop a sense of partnership built upon parent and community support

School / Academic Goals

- Ü Increase academic achievement in all areas through school organization and instructional programming. Scholastic Reading, TERC mathematics and 'Write from the Beginning' will be emphasized. All instruction is to be aligned with state standards.
- Ü Through a maintained focus, Monte Vista will increase language acquisition skills for all our children. The Sheltered Instruction Observation Protocol (SIOP) model creates the framework upon which classroom instruction is implemented.
- Ü By integrating technology into all classrooms, the children of Monte Vista will be provided with multiple opportunities to experience its usefulness as an educational tool. The addition of a 20 station Mobile Computer Lab supports this goal.
- Ü Monte Vista believes that no academic experience would be complete without a focus on the development of our children with regard to citizenship. Eighteen 'Lifeskills' provide the foundation for that personal development.

Enrollment

October 1, 2004 School Year Student Enrollment : 897
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 75

Instructional Programs

- ü Gifted
- ü Technology
- ü Collaborative Teaching Model
- ü Schoolwide Title I Project
- ü Language Development
- ü Full Day Kindergarden
- ü Special Education
- ü Extended day learning opportunities

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/20/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Monte Vista is committed to our parents in providing a quality education, ensuring each child progresses according to his/her abilities in a safe, supportive learning environment. It is our goal to ensure ongoing two-way communication.

Parents

Monte Vista believes both the school and parent need to work together for the academic, social and emotional growth of each child. Parents will be held accountable for responsibilities including appropriate immunizations, punctuality and attendance.

Transportation Policy

It is the intent of the Governing Board to transport all children grades 3-8 whose legal residence is outside a mile radius from school and all children in grades K-2 outside a 3/4 mile radius.

School Honors

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

Award/Honor	Year
ü AZ State Team Nutrition Grant	2004
ü Vocabulary & Abstract Lang. Enhancement (VALE) Grant	2005
ü ASBA Golden Bell Award: Professional Learning	2004
ü Arizona Commission of the Arts Grant	2005

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	139	941	79306	100	100	99	435	428	445	6	14	10	25	27	18	58	51	51	11	9	20
All Students (Prior Year)	169	974	75509	100	100	100	517	507	521	11	19	13	34	29	23	32	28	33	23	24	31
Female	63	478	38691	100	100	99	445	428	446	4	14	10	21	25	18	65	52	52	10	8	20
Male	76	463	40583	100	100	99	427	428	445	8	13	11	28	29	18	52	49	50	13	9	21
African American	NC	39	4041	NC	100	99	NC	414	426	NC	23	17	NC	23	23	NC	46	50	NC	8	10
Hispanic	112	793	32869	100	100	99	435	426	429	5	14	15	28	27	25	57	50	51	10	8	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	NC	28	4264	NC	100	100	NC	423	419	NC	13	19	NC	43	30	NC	39	45	NC	4	6
White	12	77	36197	100	100	99	457	454	463	0	3	5	22	19	11	56	58	53	22	20	31
Students with Disabilities	17	118	10321	100	100	100	333	382	389	36	39	30	43	28	27	21	31	34	0	2	9
Students without Disabilities	122	824	69060	100	100	98	449	435	454	2	10	7	23	27	17	63	54	54	13	10	22
Limited English Proficient Students	89	601	15509	100	100	100	428	420	406	7	16	20	28	30	30	55	49	45	10	5	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	125	861	39415	100	99	96	441	429	431	6	14	15	27	28	25	56	51	50	12	8	10
Non-Economically Disadvantaged	14	81	39966	100	100	100	381	412	459	8	12	6	8	17	12	75	52	52	8	20	30

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	139	941	79395	100	0	99	420	419	446	15	18	9	36	39	25	47	40	55	3	2	11
All Students (Prior Year)	169	966	75492	100	99	100	523	512	519	8	16	12	19	17	16	41	49	47	33	19	24
Female	63	477	38743	100	0	100	429	423	451	12	17	7	40	37	24	46	43	57	2	2	12
Male	76	465	40618	100	0	99	413	415	440	17	19	11	33	42	27	47	37	53	3	2	9
African American	NC	39	4052	NC	0	100	NC	414	434	NC	12	11	NC	38	29	NC	50	54	NC	0	6
Hispanic	112	793	32915	100	0	99	419	415	426	16	20	15	40	42	35	43	37	47	1	2	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	NC	28	4271	NC	0	100	NC	418	420	NC	17	15	NC	39	42	NC	43	41	NC	0	2
White	12	77	36221	100	0	99	465	458	465	0	5	4	11	17	15	67	66	63	22	13	17
Students with Disabilities	17	118	10331	100	0	100	325	371	388	57	44	25	21	34	37	21	22	34	0	0	4
Students without Disabilities	122	824	69139	100	0	99	434	427	454	9	14	7	38	40	24	50	43	58	3	3	11
Limited English Proficient Students	89	603	15545	100	0	100	410	408	399	18	22	21	43	45	42	37	32	35	1	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	125	861	39484	100	0	96	427	420	429	14	18	14	38	41	35	46	39	47	2	2	4
Non-Economically Disadvantaged	14	81	39986	100	0	100	366	414	461	17	13	4	25	17	16	50	57	63	8	13	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	139	935	78869	100	100	99	440	431	442	2	6	6	23	27	21	72	64	63	3	3	10
All Students (Prior Year)	169	966	75053	100	99	99	607	591	597	5	7	7	13	14	12	72	73	72	10	6	9
Female	63	473	38536	100	100	99	455	441	458	0	5	4	17	22	15	79	69	67	4	4	14
Male	76	462	40302	100	100	99	428	420	428	3	7	8	28	31	26	66	59	60	3	2	7
African American	NC	38	4015	NC	100	99	NC	427	430	NC	4	8	NC	31	24	NC	62	61	NC	4	7
Hispanic	112	788	32606	100	100	98	441	428	426	1	6	8	26	29	27	70	63	60	3	3	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	28	4245	NC	100	100	NC	416	423	NC	17	9	NC	9	26	NC	70	61	NC	4	4
White	12	77	36078	100	100	99	474	463	459	0	2	4	11	16	16	78	77	66	11	6	14
Students with Disabilities	17	118	10246	100	100	100	336	356	367	14	22	18	57	47	39	29	31	40	0	0	4
Students without Disabilities	122	818	68697	100	99	98	454	442	454	0	4	4	19	24	18	77	69	67	4	3	11
Limited English Proficient Students	89	598	15339	100	100	100	434	421	399	2	7	11	25	33	31	69	59	54	4	2	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	125	854	39106	100	98	95	445	431	427	1	6	8	25	29	28	71	63	59	3	2	5
Non-Economically Disadvantaged	14	82	39837	100	100	100	394	425	457	8	12	4	8	5	14	75	75	67	8	8	15

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	128	910	78906	100	100	99	484	473	498	17	21	13	22	29	19	51	43	48	10	8	20
All Students (Prior Year)	130	877	76019	100	100	100	494	473	499	11	23	14	43	50	39	17	10	14	29	17	33
Female	62	476	38644	100	100	99	488	474	500	11	18	12	20	31	19	58	43	49	11	8	19
Male	66	434	40236	100	100	99	479	473	497	24	23	15	24	26	19	44	43	46	8	7	20
African American	NC	41	4087	NC	100	99	NC	481	481	NC	11	20	NC	29	24	NC	57	45	NC	4	11
Hispanic	104	746	31938	100	100	99	481	471	481	17	22	19	22	29	25	53	42	46	8	7	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	NC	33	4593	NC	97	100	NC	481	467	NC	8	26	NC	48	29	NC	36	39	NC	8	6
White	10	83	36483	91	100	99	480	483	517	25	15	7	13	19	13	63	55	51	0	10	30
Students with Disabilities	15	106	10664	100	100	100	411	400	430	58	61	42	17	20	27	17	13	26	8	6	5
Students without Disabilities	113	807	68310	100	100	98	493	483	509	12	16	9	23	29	18	56	47	51	10	8	22
Limited English Proficient Students	64	538	12573	100	100	100	478	468	454	18	22	27	24	30	30	53	41	38	6	7	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	118	831	38679	100	100	96	486	477	483	17	21	20	23	30	25	50	42	45	9	7	10
Non-Economically Disadvantaged	10	82	40295	100	100	100	443	439	513	14	16	7	0	13	13	71	54	50	14	16	30

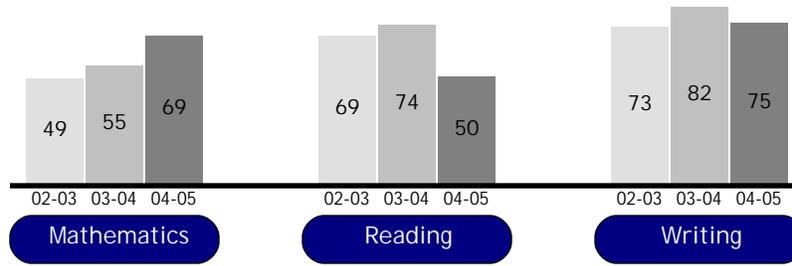
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	128	910	78908	100	0	99	466	457	484	15	18	10	31	36	23	49	44	58	5	2	9
All Students (Prior Year)	129	877	76020	100	100	100	497	492	503	33	44	25	23	25	23	38	25	40	6	7	12
Female	62	476	38648	100	0	99	469	460	489	13	14	8	27	36	22	55	48	61	5	2	10
Male	66	434	40233	100	0	99	462	454	479	18	22	12	36	37	25	42	39	55	4	3	8
African American	NC	41	4092	NC	0	99	NC	475	473	NC	14	12	NC	25	28	NC	57	54	NC	4	5
Hispanic	104	746	31940	100	0	99	464	454	465	15	19	16	32	38	32	48	41	49	5	2	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	NC	33	4569	NC	0	100	NC	475	457	NC	8	18	NC	40	39	NC	48	41	NC	4	2
White	10	83	36502	91	0	99	469	478	502	13	6	4	25	27	14	63	58	67	0	9	15
Students with Disabilities	15	106	10665	100	0	100	395	388	423	50	52	30	25	28	36	25	17	31	0	3	2
Students without Disabilities	113	807	68312	100	0	98	475	466	493	11	13	7	32	37	21	52	47	62	5	2	10
Limited English Proficient Students	64	538	12556	100	0	100	456	449	436	19	21	24	32	39	40	47	39	35	1	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	118	831	38662	100	0	96	468	460	468	15	18	16	34	38	32	46	42	49	5	2	3
Non-Economically Disadvantaged	10	82	40315	100	0	100	426	428	498	14	9	5	0	19	15	86	61	66	0	10	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	128	908	78750	100	100	99	490	477	500	6	10	6	42	37	29	51	53	63	1	1	2
All Students (Prior Year)	129	870	75673	100	100	100	505	494	530	18	19	12	25	35	25	57	45	58	1	1	4
Female	62	475	38586	100	100	99	498	486	515	5	7	4	29	34	22	65	59	71	0	0	3
Male	66	433	40135	100	100	99	482	467	486	6	13	8	56	42	35	36	45	56	2	1	1
African American	NC	40	4081	NC	100	99	NC	511	488	NC	4	8	NC	29	32	NC	64	59	NC	4	2
Hispanic	104	745	31841	100	100	99	487	472	483	6	10	8	45	39	36	49	50	55	0	0	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	33	4586	NC	97	100	NC	520	481	NC	4	8	NC	28	37	NC	64	54	NC	4	1
White	10	83	36440	91	100	99	480	495	516	13	6	3	13	28	22	75	66	71	0	0	4
Students with Disabilities	15	105	10622	100	100	100	404	371	415	17	35	21	67	46	50	17	16	28	0	3	1
Students without Disabilities	113	806	68196	100	100	98	502	491	513	4	6	3	39	36	25	56	57	69	1	0	3
Limited English Proficient Students	64	537	12504	100	100	100	482	468	451	6	10	12	46	40	44	49	49	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	118	829	38558	100	99	96	495	481	485	5	10	8	45	39	37	49	51	54	1	0	1
Non-Economically Disadvantaged	10	82	40260	100	100	100	429	439	514	14	10	3	0	25	21	86	61	72	0	3	4

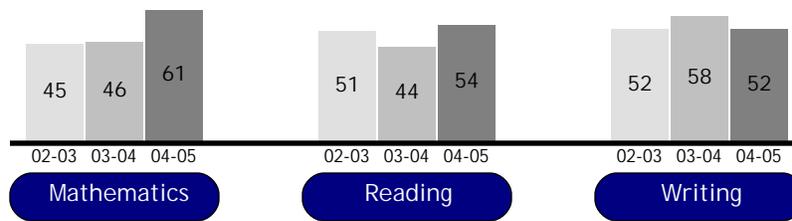
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 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
2	Reading	97	32	28	50	99	51	NA	58	100	38	30	47
	Language	98	26	21	43	99	40	33	50	100	42	31	47
	Mathematics	99	41	37	57	100	55	46	64	100	40	36	50
3	Reading	98	26	24	47	99	45	NA	55	100	28	28	44
	Language	98	42	36	54	100	54	48	61	100	31	31	44
	Mathematics	98	28	32	54	100	40	43	61	100	45	39	51
4	Reading	98	34	29	52	100	40	NA	56	100	38	33	48
	Language	99	34	30	48	100	40	35	52	100	40	35	49
	Mathematics	100	35	34	57	100	38	37	61	100	49	42	53
5	Reading	98	34	28	50	98	39	NA	55	100	39	35	50
	Language	98	36	27	46	98	37	32	49	100	37	34	50
	Mathematics	100	39	35	57	98	51	41	63	100	39	35	49

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)
- 3 Teacher(s)
- 15 Parent(s)
- 3 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Goals and Objectives
- Ü Budget (Prioritization)
- Ü Parent Education
- Ü Community Outreach
- Ü Parent/Educator Relations
- Ü Student Safety/Environment

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	56.00
Other Professional Staff	3.00	Teacher Aide	19.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	4	0	0
4 to 6 years	5	5	1	0
7 to 9 years	0	0	0	0
10 or more years	5	17	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	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 35-station Computer/Project Lab
- Ü School library with over 22,000 titles
- Ü Extended In-class Technology
- Ü 20 station portable mini-lab (laptops)

Extracurricular Activities

- Ü Intersession Enrichment Program
- Ü "Civic Responsibility" activities
- Ü After/Before School Learning Clubs
- Ü Student Government
- Ü Choir/Instrumental Music

Social Services

- Ü Southwest Behavioral Health Partnership
- Ü On-site Immunization availability
- Ü Breakfast/Lunch Programs
- Ü Crisis Intervention & Threat Assessment
- Ü Welcome Center/Parentiing Assistance

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Monte Vista has aligned its curriculum to meet the demands of the Arizona State Standards. We are continuing to refine our curriculum and instruction through an on-going curricular mapping process in order to further ensure student achievement.
- ü Through ongoing staff development, Monte Vista has made language acquisition and literacy development a priority. Accompanied by the 'Write from the Beginning' writing process, students enjoy the benefits of our focus on a total literacy package.
- ü Before and after school activities have provided supplemental instruction to better meet the needs of our diverse population. This attention to individual needs through differentiated instruction will continue to be an emphasis at Monte Vista.
- ü Monte Vista's goal is to optimize instruction driven by assessment. An Arizona Standards based assessment tool, Galileo, has been implemented on a quarterly basis to help achieve this goal.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	20	12	12	17
Transfers In Rate ⁶	48	28	28	37
Stability Rate ⁷	79	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	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

By establishing open communication lines between parents and school and linking with appropriate community agencies, Monte Vista maintains a quality learning environment throughout the year. Campus is secured daily with entrances closely monitored. For children who qualify, Monte Vista provides counseling services through S.W. Behavioral Health Services. Classroom communities are established through ongoing Tribes activities in tandem with community circles.

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) :

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	April Stant	(602) 381-6140
Transportation Policy	Rudy Rivera	(602) 381-6055
Community Resources	Pearl Vasquez/Laura Palmero	(602) 381-6140
School Nutrition Programs	Linda Dougherty	(602) 381-6148
Parent Organization	Julia Covey	(602) 381-6140
Student Health/Nurse	Murray Rosenthal	(602) 381-6147

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 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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 600 Copies = \$229.00

** 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.