

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Performing

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

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	Out of Improvement

(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
 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, 2005 School Year Student Enrollment : 786
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 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	128	926	80010	100	100	99	435	430	447	22	16	10	16	25	18	49	49	53	13	9	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	442	38935	100	100	99	427	429	447	24	15	9	20	29	19	47	48	55	9	8	17
Male	58	484	40974	100	100	98	443	431	448	19	18	11	12	23	18	52	49	52	17	10	19
African American	10	36	4201	100	95	99	NA	428	430	NA	14	17	NA	22	23	NA	56	51	NA	8	9
Hispanic	91	800	34545	100	100	99	425	427	432	29	17	14	18	27	24	47	49	53	7	8	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	22	3979	NC	100	96	NC	428	424	NC	23	17	NC	14	30	NC	59	47	NC	5	6
White	20	64	35142	100	100	99	474	464	465	5	6	5	15	16	11	35	44	56	45	34	28
Students with Disabilities	15	116	10161	100	100	93	386	400	419	53	40	28	33	34	28	13	23	36	NA	3	8
Students without Disabilities	113	810	69849	100	100	100	440	434	451	18	13	7	14	24	17	54	52	56	14	10	19
Limited English Proficient Students	56	429	14013	100	99	97	409	411	413	39	26	24	18	36	34	41	37	39	2	1	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	118	859	39029	100	99	98	431	428	432	23	17	14	17	26	25	52	50	52	8	8	9
Non-Economically Disadvantaged	10	67	40981	100	100	100	NA	457	462	NA	10	6	NA	21	13	NA	37	54	NA	31	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	128	925	79438	100	100	98	440	423	451	20	22	9	23	35	24	51	39	56	7	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	442	38775	100	100	99	441	427	457	19	19	7	26	37	22	47	38	58	9	6	13
Male	58	483	40560	100	100	97	438	418	446	21	25	12	19	33	25	55	40	54	5	2	9
African American	10	36	4178	100	95	98	NA	431	439	NA	14	13	NA	31	29	NA	53	52	NA	3	6
Hispanic	91	799	34297	100	100	98	428	419	434	25	24	14	25	37	31	47	36	50	2	3	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	22	3940	NC	100	95	NC	433	429	NC	14	14	NC	27	36	NC	55	47	NC	5	3
White	20	64	34887	100	100	98	477	459	471	5	13	4	15	16	15	50	53	63	30	19	18
Students with Disabilities	15	114	9588	100	99	88	378	383	416	67	54	30	20	32	32	13	14	34	NA	1	5
Students without Disabilities	113	811	69850	100	100	100	446	428	456	13	18	7	23	35	23	56	42	59	8	4	12
Limited English Proficient Students	56	429	13856	100	99	96	409	398	407	36	38	27	32	41	43	32	20	29	NA	1	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	118	859	38685	100	99	97	437	421	435	21	23	14	22	35	32	52	39	50	5	3	5
Non-Economically Disadvantaged	10	66	40753	100	100	99	NA	450	467	NA	9	5	NA	32	16	NA	41	62	NA	18	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	919	79971	100	99	99	406	397	423	13	13	8	40	51	41	47	35	49	1	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	439	38974	100	99	99	414	409	437	10	9	5	36	48	33	54	42	57	NA	1	4
Male	58	480	40895	100	99	98	397	386	410	16	16	10	45	54	47	38	29	41	2	1	2
African American	10	36	4203	100	95	99	NA	418	411	NA	6	11	NA	50	45	NA	42	43	NA	3	2
Hispanic	91	795	34481	100	99	99	394	393	410	16	14	10	44	53	46	38	33	43	1	1	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	22	3995	NC	100	96	NC	418	409	NC	5	10	NC	45	47	NC	50	42	NC	NA	1
White	20	62	35150	100	98	99	445	422	437	NA	10	5	35	35	35	65	53	56	NA	2	5
Students with Disabilities	15	114	10258	100	99	94	324	345	377	33	32	23	60	54	51	7	13	25	NA	1	1
Students without Disabilities	113	805	69713	100	99	100	415	404	429	10	10	5	37	51	39	52	38	52	1	1	3
Limited English Proficient Students	56	429	13985	100	99	97	369	369	382	25	21	18	45	58	54	30	21	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	118	854	38994	100	99	98	402	395	409	14	13	10	41	52	47	45	34	41	1	0	1
Non-Economically Disadvantaged	10	65	40977	100	100	100	NA	422	437	NA	9	5	NA	38	34	NA	49	56	NA	3	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	133	913	80147	99	100	99	473	463	482	16	18	11	20	22	17	41	47	49	23	13	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	464	39281	98	100	99	477	464	483	12	15	9	19	22	17	46	50	50	24	13	24
Male	74	449	40780	100	100	98	469	462	482	19	20	12	22	22	17	38	45	48	22	13	24
African American	10	41	4249	100	100	99	NA	450	464	NA	24	17	NA	27	22	NA	39	48	NA	10	13
Hispanic	105	775	33494	100	100	99	469	461	466	17	18	15	22	22	23	41	47	49	20	13	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	36	4117	NC	97	96	NC	462	456	NC	19	19	NC	19	27	NC	47	46	NC	14	8
White	10	56	36122	91	93	99	NA	487	501	NA	4	5	NA	16	10	NA	63	50	NA	18	35
Students with Disabilities	23	118	10295	100	100	92	428	415	443	35	53	33	35	27	26	22	18	33	9	2	8
Students without Disabilities	110	795	69852	98	99	100	479	470	488	12	12	7	17	21	16	45	52	51	25	15	26
Limited English Proficient Students	61	404	12722	98	100	97	445	439	441	28	28	27	28	32	33	39	38	37	5	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	124	854	38371	98	99	97	471	461	465	16	18	15	21	23	23	41	47	49	22	12	13
Non-Economically Disadvantaged	NC	59	41776	NC	100	100	NC	486	498	NC	14	6	NC	10	11	NC	49	49	NC	27	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	133	912	79686	99	100	98	443	441	470	24	22	11	35	38	24	39	38	57	2	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	464	39163	98	100	99	453	445	475	19	20	9	31	35	22	47	43	60	3	2	10
Male	74	448	40438	100	100	97	434	437	465	28	24	13	38	41	25	32	34	54	1	1	7
African American	10	41	4228	100	100	98	NA	445	458	NA	22	15	NA	39	28	NA	39	53	NA	NA	4
Hispanic	105	774	33299	100	100	98	438	438	452	27	23	17	39	40	32	33	35	47	1	1	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	36	4087	NC	97	96	NC	442	446	NC	17	16	NC	33	38	NC	47	44	NC	3	2
White	10	56	35914	91	93	98	NA	476	489	NA	7	5	NA	13	15	NA	75	67	NA	5	14
Students with Disabilities	23	117	9808	100	100	87	404	401	432	52	60	35	17	24	32	30	16	30	NA	NA	3
Students without Disabilities	110	795	69878	98	99	100	449	447	475	18	16	8	38	40	23	41	42	61	3	2	9
Limited English Proficient Students	61	404	12594	98	100	96	413	414	422	43	38	34	46	50	45	11	12	21	NA	0	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	124	853	38095	98	99	97	441	439	452	25	22	17	33	39	32	40	37	48	2	1	3
Non-Economically Disadvantaged	NC	59	41591	NC	100	99	NC	466	486	NC	14	6	NC	25	16	NC	56	65	NC	5	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	133	914	80372	99	100	99	451	453	475	11	8	4	37	39	30	52	53	64	1	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	466	39452	98	100	99	474	465	488	5	6	3	27	31	22	66	62	72	2	0	3
Male	74	448	40836	100	100	98	433	441	464	15	10	6	45	47	37	41	42	56	NA	0	1
African American	10	41	4264	100	100	99	NA	450	465	NA	10	5	NA	34	35	NA	56	59	NA	NA	1
Hispanic	105	775	33608	100	100	99	448	450	462	11	9	6	40	41	36	48	50	57	1	0	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	36	4128	NC	97	97	NC	463	464	NC	6	4	NC	36	39	NC	58	56	NC	NA	1
White	10	57	36213	91	95	99	NA	483	489	NA	2	2	NA	23	22	NA	75	72	NA	NA	3
Students with Disabilities	23	118	10526	100	100	94	412	405	427	17	21	15	61	60	53	22	19	31	NA	NA	1
Students without Disabilities	110	796	69846	98	100	100	457	460	482	9	6	3	32	36	26	58	58	69	1	0	2
Limited English Proficient Students	61	403	12747	98	99	97	416	422	432	18	15	12	56	56	52	26	29	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	124	855	38521	98	99	98	450	452	461	10	8	6	38	40	38	51	52	55	1	0	1
Non-Economically Disadvantaged	NC	59	41851	NC	100	100	NC	474	489	NC	5	3	NC	31	22	NC	63	72	NC	2	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	140	925	79306	100	100	99	494	483	504	16	20	13	19	25	20	57	48	49	9	7	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	452	38845	100	100	99	497	486	505	9	16	11	20	24	20	64	53	50	8	6	18
Male	74	472	40383	100	100	98	492	479	504	22	24	14	18	26	19	51	42	47	9	8	19
African American	13	48	4171	100	98	98	504	474	485	15	33	20	8	21	26	62	40	44	15	6	10
Hispanic	99	767	32673	99	100	99	491	480	487	14	20	18	20	27	25	62	48	46	4	6	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	27	4034	NC	100	97	NC	470	479	NC	30	22	NC	30	29	NC	37	43	NC	4	7
White	18	77	36234	100	97	99	519	513	523	17	13	6	11	10	13	39	52	52	33	25	28
Students with Disabilities	16	103	10286	100	96	91	444	441	462	56	62	41	25	19	27	19	17	27	NA	1	5
Students without Disabilities	124	822	69020	100	100	100	500	488	510	10	15	9	18	26	18	62	51	52	10	8	21
Limited English Proficient Students	33	322	10291	100	100	96	463	454	458	33	39	38	27	34	34	39	27	26	NA	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	129	852	37437	100	99	97	493	482	486	16	20	19	18	26	26	59	48	46	7	6	9
Non-Economically Disadvantaged	11	73	41869	100	100	100	508	495	521	9	22	7	27	16	14	36	41	51	27	21	27

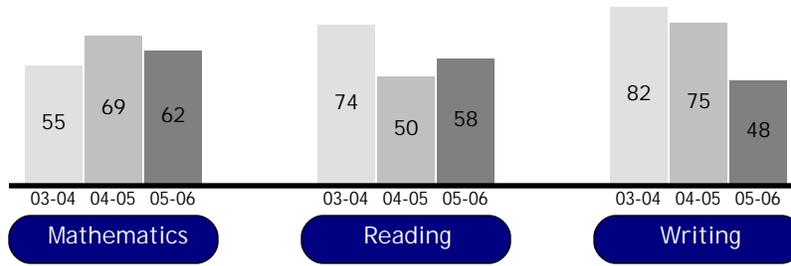
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	140	922	79000	100	100	98	480	467	489	14	17	10	21	35	24	59	46	58	5	2	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	451	38774	100	100	99	487	472	494	8	13	7	20	33	22	67	52	61	6	2	10
Male	74	470	40150	100	100	98	474	462	485	20	21	12	23	37	25	53	40	55	4	2	8
African American	13	48	4153	100	98	98	496	471	476	15	23	13	15	27	30	54	44	53	15	6	4
Hispanic	99	765	32508	99	100	98	475	462	472	13	18	15	26	38	33	57	43	49	4	1	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	27	4016	NC	100	96	NC	467	467	NC	19	14	NC	37	37	NC	41	46	NC	4	2
White	18	76	36135	100	96	98	505	505	508	11	9	4	6	11	14	78	72	67	6	8	15
Students with Disabilities	16	101	9991	100	94	88	442	431	449	50	46	33	25	40	36	25	15	29	NA	NA	2
Students without Disabilities	124	821	69009	100	100	100	485	471	495	10	14	6	21	34	22	64	49	62	6	2	10
Limited English Proficient Students	33	320	10199	100	100	95	441	435	439	30	34	35	52	54	47	18	11	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	129	849	37234	100	99	97	479	465	472	15	18	15	22	36	33	57	45	50	5	2	3
Non-Economically Disadvantaged	11	73	41766	100	100	99	499	482	505	9	12	5	9	27	16	82	56	65	NA	4	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	140	923	79611	100	100	99	487	466	496	9	15	7	38	48	37	53	38	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	452	39016	100	100	99	500	482	511	5	10	4	30	40	29	65	50	66	NA	NA	1
Male	74	470	40519	100	100	98	476	450	482	14	19	10	45	54	44	42	26	46	NA	NA	0
African American	13	48	4188	100	98	98	491	477	486	15	6	9	23	58	40	62	35	50	NA	NA	0
Hispanic	99	765	32855	99	100	99	484	460	481	8	16	10	42	49	43	49	35	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	27	3992	NC	100	96	NC	467	478	NC	19	10	NC	33	46	NC	48	44	NC	NA	0
White	18	77	36380	100	97	99	506	507	511	11	6	4	28	29	30	61	65	65	NA	NA	1
Students with Disabilities	16	104	10664	100	97	94	402	408	440	44	39	23	50	52	54	6	9	22	NA	NA	1
Students without Disabilities	124	819	68947	100	100	100	497	473	504	5	11	4	36	47	34	59	42	61	NA	NA	1
Limited English Proficient Students	33	321	10362	100	100	97	432	416	438	21	31	22	70	62	57	9	7	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	129	852	37626	100	99	98	487	464	479	9	15	10	39	48	45	52	37	45	NA	NA	0
Non-Economically Disadvantaged	11	71	41985	100	100	100	488	480	511	9	13	4	27	37	30	64	51	65	NA	NA	1

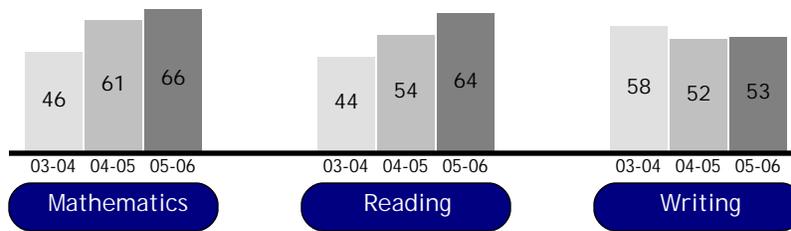
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	99	51	NA	58	100	38	30	47	98	27	25	46
	Language	99	40	33	50	100	42	31	47	98	27	27	48
	Mathematics	100	55	46	64	100	40	36	50	98	35	35	52
3	Reading	99	45	NA	55	100	28	28	44	98	35	25	46
	Language	100	54	48	61	100	31	31	44	98	37	27	46
	Mathematics	100	40	43	61	100	45	39	51	98	44	39	52
4	Reading	100	40	NA	56	100	38	33	48	95	32	30	52
	Language	100	40	35	52	100	40	35	49	95	34	32	52
	Mathematics	100	38	37	61	100	49	42	53	95	52	43	58
5	Reading	98	39	NA	55	100	39	35	50	99	52	37	56
	Language	98	37	32	49	100	37	34	50	99	44	34	54
	Mathematics	98	51	41	63	100	39	35	49	99	44	35	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)
- 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 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 35-station Computer/Project Lab
- Ü Extended In-class Technology
- Ü School library with over 22,000 titles
- Ü 20 station portable mini-lab (laptops)

Extracurricular Activities

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

Social Services

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

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	89	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

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 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	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 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.

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** 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.