

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

15221 S Ray Rd, Phoenix, AZ 85048

Kyrene 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	Excelling
2003-04	Excelling
2002-03	Excelling

(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	N/A
2002-03	N/A

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

School Overview

Principal/Administrator : Dr. Georgia A Shimkus
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-5
 2005 Enrollment : 573
 Web Address : www.kyrene.org
 Phone Number : (480) 783-1500
 Fax Number : (480) 759-4918
 E-mail : gshimk@kyrene.org

Mission

The mission of Kyrene Monte Vista is to provide its members with opportunities to achieve excellence by providing a safe, nurturing, and respectful learning environment that encourages lifelong learning and builds valuable citizens.

Fulfilling our mission requires a commitment from students, staff, parents and other community members working together.

School / Academic Goals

- ü To decrease the percentage of partially proficient students and increase the percentage of proficient students in the area of reading by challenging and supporting each student through high quality teaching, learning, and community involvement.
- ü To decrease the percentage of partially proficient students and increase the percentage of proficient students in the area of mathematics by challenging and supporting each student through high quality teaching, learning, and community involvement.
- ü To decrease the percentage of partially proficient students and increase the percentage of proficient students in the area of writing by challenging and supporting each student through high quality teaching, learning, and community involvement.

Enrollment

October 1, 2004 School Year Student Enrollment : 587
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 15

Instructional Programs

- ü Art/PE/Music Programs
- ü Gifted Resource Program
- ü K-3 Academic Intervention
- ü Special Education Program
- ü All Day Kindergarten
- ü Literacy Specialist
- ü Academic Intervention Specialist
- ü Technology Based Learning

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The staff at Kyrene Monte Vista is committed to meeting the individual needs of each child. The Kyrene Monte Vista staff creates a safe, nurturing, and challenging learning environment in which academic excellence is achieved. The staff provides students with high quality teaching and learning while partnering with parents.

Parents

Parents are expected to have their children at school rested, ready to learn and on time. Parents are encouraged to attend school functions, communicate frequently with their child's teacher, and to support and monitor their child's progress.

Transportation Policy

The Kyrene School District provides bus transportation for elementary students who live one mile or more from school, or who live where there are hazards such as major arterial streets and/or intersections. For safety reasons, parents are encouraged to supervise their children at the bus stop. Drivers are not permitted to drop students at any stop other than the regularly assigned stop unless a parent/guardian or school administrator provides written approval.

School Honors

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

Award/Honor	Year
ü Student Poetry Winners at the District Level	2003
ü AZ Technology in Education Alliance Web Site Award	2003
ü Proud Principal Awards (Internal)	2005
ü Junior Achievement Young Entrepreneur Award	2004

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	100	2058	79306	98	99	99	488	480	445	1	3	10	8	8	18	44	44	51	47	44	20
All Students (Prior Year)	103	2007	75509	99	98	100	573	550	521	2	5	13	11	14	23	25	31	33	63	50	31
Female	52	981	38691	100	98	99	484	478	446	0	3	10	10	9	18	42	45	52	48	43	20
Male	48	1075	40583	96	99	99	493	482	445	2	3	11	4	8	18	47	43	50	47	45	21
African American	NC	177	4041	NC	97	99	NC	436	426	NC	13	17	NC	26	23	NC	41	50	NC	20	10
Hispanic	13	316	32869	93	98	99	459	460	429	0	6	15	18	12	25	64	55	51	18	27	10
Asian/Pacific Islander	NC	176	1935	NC	99	99	NC	510	474	NC	0	3	NC	3	9	NC	34	48	NC	63	40
American Indian/Alaskan Native	NC	68	4264	NC	100	100	NC	438	419	NC	14	19	NC	15	30	NC	61	45	NC	11	6
White	77	1321	36197	99	99	99	496	489	463	0	1	5	4	6	11	42	43	53	53	50	31
Students with Disabilities	NC	186	10321	NC	100	100	NC	404	389	NC	23	30	NC	27	27	NC	34	34	NC	16	9
Students without Disabilities	94	1872	69060	99	98	98	489	488	454	1	1	7	7	7	17	44	45	54	48	47	22
Limited English Proficient Students	NC	66	15509	NC	100	100	NC	405	406	NC	10	20	NC	16	30	NC	48	45	NC	25	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	10	340	39415	83	83	96	445	449	431	0	9	15	20	18	25	60	56	50	20	17	10
Non-Economically Disadvantaged	90	1718	39966	100	100	100	491	486	459	1	2	6	7	7	12	43	42	52	49	49	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	100	2060	79395	98	0	99	487	474	446	1	2	9	8	13	25	65	65	55	27	20	11
All Students (Prior Year)	102	2005	75492	98	98	100	549	533	519	1	5	12	6	10	16	43	49	47	50	36	24
Female	52	981	38743	100	0	100	490	477	451	2	2	7	8	11	24	58	65	57	31	22	12
Male	48	1077	40618	96	0	99	485	471	440	0	3	11	7	14	27	71	64	53	22	19	9
African American	NC	176	4052	NC	0	100	NC	444	434	NC	7	11	NC	22	29	NC	60	54	NC	11	6
Hispanic	13	317	32915	93	0	99	456	456	426	9	5	15	18	23	35	64	62	47	9	10	4
Asian/Pacific Islander	NC	176	1936	NC	0	99	NC	492	468	NC	0	3	NC	8	14	NC	65	63	NC	27	19
American Indian/Alaskan Native	NC	67	4271	NC	0	100	NC	446	420	NC	6	15	NC	32	42	NC	55	41	NC	6	2
White	77	1324	36221	99	0	99	494	481	465	0	1	4	5	9	15	64	66	63	30	24	17
Students with Disabilities	NC	187	10331	NC	0	100	NC	402	388	NC	16	25	NC	35	37	NC	44	34	NC	5	4
Students without Disabilities	94	1873	69139	99	0	99	488	481	454	1	1	7	8	10	24	63	67	58	28	22	11
Limited English Proficient Students	NC	66	15545	NC	0	100	NC	393	399	NC	5	21	NC	32	42	NC	57	35	NC	5	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	10	341	39484	83	0	96	468	447	429	0	6	14	0	28	35	100	62	47	0	4	4
Non-Economically Disadvantaged	90	1719	39986	100	0	100	488	479	461	1	2	4	8	10	16	63	65	63	28	23	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	99	2056	78869	97	98	99	483	470	442	3	4	6	5	10	21	67	68	63	24	18	10
All Students (Prior Year)	103	1993	75053	99	98	99	684	650	597	1	4	7	4	7	12	69	71	72	26	18	9
Female	51	980	38536	98	98	99	495	485	458	4	2	4	2	6	15	62	67	67	32	24	14
Male	48	1074	40302	96	99	99	470	457	428	2	5	8	9	13	26	73	70	60	16	12	7
African American	NC	177	4015	NC	97	99	NC	440	430	NC	7	8	NC	17	24	NC	66	61	NC	10	7
Hispanic	13	315	32606	93	98	98	473	456	426	0	4	8	9	15	27	82	71	60	9	9	5
Asian/Pacific Islander	NC	175	1925	NC	98	99	NC	495	471	NC	3	3	NC	3	11	NC	63	64	NC	31	22
American Indian/Alaskan Native	NC	67	4245	NC	100	100	NC	425	423	NC	17	9	NC	9	26	NC	63	61	NC	11	4
White	77	1322	36078	99	99	99	488	476	459	3	3	4	4	9	16	68	69	66	25	20	14
Students with Disabilities	NC	186	10246	NC	100	100	NC	381	367	NC	14	18	NC	32	39	NC	48	40	NC	5	4
Students without Disabilities	93	1870	68697	98	98	98	486	479	454	3	3	4	2	8	18	69	70	67	25	19	11
Limited English Proficient Students	NC	67	15339	NC	100	100	NC	390	399	NC	10	11	NC	15	31	NC	64	54	NC	11	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	340	39106	NC	83	95	NC	437	427	NC	9	8	NC	20	28	NC	64	59	NC	7	5
Non-Economically Disadvantaged	90	1716	39837	100	100	100	488	476	457	2	3	4	5	8	14	68	69	67	25	20	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	119	2056	78906	100	99	99	544	544	498	5	5	13	5	7	19	42	37	48	48	51	20
All Students (Prior Year)	132	2065	76019	100	98	100	545	534	499	3	4	14	15	25	39	14	13	14	67	58	33
Female	53	1019	38644	100	98	99	542	548	500	6	3	12	8	7	19	40	38	49	47	52	19
Male	66	1036	40236	100	100	99	545	541	497	5	6	15	3	7	19	43	36	46	49	51	20
African American	NC	167	4087	NC	99	99	NC	508	481	NC	14	20	NC	15	24	NC	44	45	NC	27	11
Hispanic	NC	287	31938	NC	97	99	NC	523	481	NC	8	19	NC	9	25	NC	47	46	NC	36	10
Asian/Pacific Islander	NC	154	1805	NC	100	98	NC	576	536	NC	1	5	NC	2	8	NC	28	45	NC	69	42
American Indian/Alaskan Native	NC	45	4593	NC	100	100	NC	510	467	NC	7	26	NC	17	29	NC	60	39	NC	17	6
White	103	1403	36483	100	99	99	546	550	517	4	3	7	5	6	13	43	35	51	48	56	30
Students with Disabilities	15	224	10664	100	100	100	464	446	430	40	34	42	27	24	27	33	31	26	0	11	5
Students without Disabilities	104	1833	68310	100	98	98	555	556	509	0	1	9	2	5	18	43	38	51	55	56	22
Limited English Proficient Students	--	32	12573	--	100	100	--	443	454	--	3	27	--	23	30	--	46	38	--	28	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	291	38679	NC	82	96	NC	510	483	NC	13	20	NC	14	25	NC	46	45	NC	27	10
Non-Economically Disadvantaged	113	1766	40295	100	100	100	546	549	513	4	3	7	5	6	13	42	36	50	49	55	30

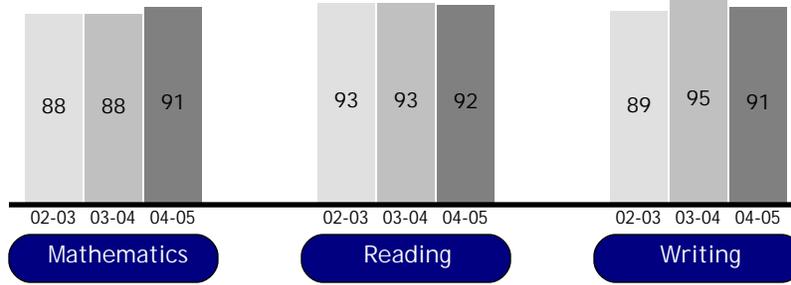
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	2053	78908	100	0	99	520	514	484	1	2	10	9	10	23	69	67	58	21	21	9
All Students (Prior Year)	132	2069	76020	100	98	100	525	516	503	6	10	25	17	18	23	48	51	40	29	21	12
Female	53	1018	38648	100	0	99	521	520	489	0	1	8	11	10	22	66	66	61	23	23	10
Male	66	1034	40233	100	0	99	519	508	479	2	3	12	8	11	25	71	68	55	20	18	8
African American	NC	168	4092	NC	0	99	NC	493	473	NC	5	12	NC	23	28	NC	62	54	NC	10	5
Hispanic	NC	286	31940	NC	0	99	NC	499	465	NC	3	16	NC	15	32	NC	69	49	NC	12	3
Asian/Pacific Islander	NC	153	1805	NC	0	98	NC	524	507	NC	1	4	NC	6	13	NC	64	65	NC	29	18
American Indian/Alaskan Native	NC	45	4569	NC	0	100	NC	484	457	NC	5	18	NC	19	39	NC	74	41	NC	2	2
White	103	1401	36502	100	0	99	520	519	502	1	2	4	8	8	14	71	67	67	21	23	15
Students with Disabilities	15	222	10665	100	0	100	458	436	423	7	18	30	53	40	36	40	40	31	0	1	2
Students without Disabilities	104	1832	68312	100	0	98	529	523	493	0	0	7	3	7	21	73	70	62	24	23	10
Limited English Proficient Students	--	31	12556	--	0	100	--	402	436	--	5	24	--	31	40	--	57	35	--	8	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	291	38662	NC	0	96	NC	487	468	NC	7	16	NC	24	32	NC	64	49	NC	5	3
Non-Economically Disadvantaged	113	1763	40315	100	0	100	523	518	498	1	2	5	8	8	15	69	67	66	22	23	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	119	2052	78750	100	99	99	533	532	500	1	2	6	19	14	29	76	79	63	4	5	2
All Students (Prior Year)	132	2061	75673	100	98	100	575	581	530	5	5	12	17	16	25	70	69	58	8	10	4
Female	53	1016	38586	100	98	99	551	548	515	0	1	4	9	7	22	83	85	71	8	7	3
Male	66	1035	40135	100	99	99	518	517	486	2	2	8	26	21	35	71	73	56	2	3	1
African American	NC	168	4081	NC	100	99	NC	512	488	NC	4	8	NC	22	32	NC	72	59	NC	2	2
Hispanic	NC	287	31841	NC	97	99	NC	523	483	NC	2	8	NC	18	36	NC	77	55	NC	2	1
Asian/Pacific Islander	NC	153	1802	NC	99	98	NC	558	533	NC	1	2	NC	6	16	NC	77	75	NC	16	7
American Indian/Alaskan Native	NC	45	4586	NC	100	100	NC	490	481	NC	7	8	NC	33	37	NC	60	54	NC	0	1
White	103	1399	36440	100	99	99	533	534	516	1	1	3	18	13	22	77	81	71	4	5	4
Students with Disabilities	15	222	10622	100	100	100	478	444	415	0	10	21	67	49	50	33	41	28	0	0	1
Students without Disabilities	104	1831	68196	100	98	98	541	543	513	1	1	3	12	10	25	83	84	69	5	6	3
Limited English Proficient Students	--	30	12504	--	100	100	--	419	451	--	8	12	--	25	44	--	66	43	--	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	291	38558	NC	82	96	NC	506	485	NC	3	8	NC	30	37	NC	65	54	NC	2	1
Non-Economically Disadvantaged	113	1762	40260	100	100	100	536	536	514	1	1	3	16	12	21	79	81	72	4	6	4

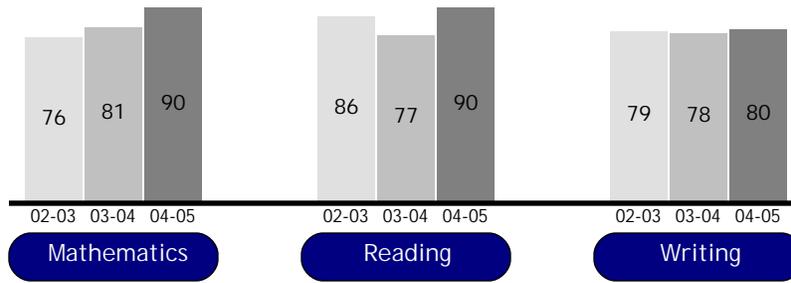
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	96	71	67	50	95	71	NA	58	99	67	60	47
	Language	96	62	60	43	94	68	60	50	99	61	58	47
	Mathematics	98	76	75	57	95	79	76	64	100	64	66	50
3	Reading	96	77	70	47	98	78	NA	55	98	66	59	44
	Language	98	80	72	54	99	77	72	61	98	63	57	44
	Mathematics	100	83	76	54	98	85	78	61	98	71	67	51
4	Reading	96	78	73	52	98	77	NA	56	98	64	63	48
	Language	98	69	65	48	99	71	66	52	98	67	63	49
	Mathematics	100	77	77	57	98	77	78	61	98	71	70	53
5	Reading	98	75	71	50	98	75	NA	55	100	69	65	50
	Language	98	69	65	46	100	69	65	49	100	70	65	50
	Mathematics	97	85	82	57	100	84	83	63	100	71	67	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

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

Council Duties

- Ü Chart Vision, Mission, School Philosophy
- Ü Consider Issues Important to the School
- Ü Advise the School Principal
- Ü Review School Goals and Annual Plans
- Ü Promote Positive Public Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	38.00
Other Professional Staff	1.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	2	0	0
4 to 6 years	5	3	0	0
7 to 9 years	2	3	0	0
10 or more years	1	18	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	29
Teachers with Emergency Certificaton.	7
Percent of teachers in the school with Emergency/Provisional Certification	18%
Percent of core classes not taught by Highly Qualified Teachers	6%

Resources Available at School Site

Special Facilities

- Ü Library/Media Center
- Ü Reading Fluency Lab
- Ü Technology Labs (2)
- Ü Covered Playground Areas

Extracurricular Activities

- Ü Before School Child Care Program
- Ü After School Child Care Programs
- Ü Student Council
- Ü Peaceful Playground Program
- Ü Junior Achievement Exchange City
- Ü Adult Enrichment Classes
- Ü After School Enrichment Activities
- Ü LIFESKILLS

Social Services

- Ü Access to District Family Resource Center
- Ü Prevention Services
- Ü Health Services
- Ü National Free/Reduced Lunch Program
- Ü Counseling Services
- Ü Second Step Bully/ Violence Prevention
- Ü LIFESKILLS/Character Education

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

ü Eighty-four percent of first graders read at or above grade level at the end of the school year as measured by DIBELS assessments.

Eighty-six percent of first graders were proficient in math based on the district criterion referenced test.

ü Seventy-eight percent of second graders read at or above grade level at the end of the school year as measured by DIBELS assessments.

Sixty percent of second graders were proficient in math based on the district criterion referenced test.

ü Seventy-two percent of third grade students read at or above grade level at the end of third grade as measured by DIBELS assessments.

Sixty-eight percent of third grades were proficient in math based on the district criterion referenced test.

ü Sixty-five percent of fourth graders were proficient in math based on the district criterion referenced test.

Fifty-six percent of fifth graders were Proficient in math based on the district criterion referenced test.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Transfers Out Rate ⁵	3	12	12	17
Transfers In Rate ⁶	9	28	28	37
Stability Rate ⁷	96	87	87	82
Promotion Rate ⁸	99	96	95	81
Retention Rate ⁹	0	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

Kyrene Monte Vista: provides supervision before/after school/at lunch recess; comprehensive safety plan in place; staff/students regularly practice emergency drills; all doors are locked; visitors check-in at office; visitor badges are required; LIFESKILLS are taught; positive discipline/ school-wide management plan; LIFESKILLS taught/ counseling classes provided through Safe Schools/Healthy Students Grant; part-time school prevention specialist; Peaceful Playgrounds Program; Second Step Program

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) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Dr. Georgia Shimkus	(480) 783-1500
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Karin Crider	(480) 783-4175
School Nutrition Programs	Ellen Pyron	(480) 783-1596
Parent Organization	Kelly Milbourn	(480) 783-1500
Student Health/Nurse	Brenda Pearlstein	(480) 783-1584

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.

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** Due to booklet size printing, print copies are produced in multiples of 4.