

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

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

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

### School Overview

Principal/Administrator : Dr. Georgia A Shimkus  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : K-5  
 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.
- ü To increase the percentage of students scoring meets and exceeds on the AIMS DPA in the areas of reading, writing, and math at grades 3-4-5 through high quality teaching, learning, and community involvement.

### Enrollment

October 1, 2005 School Year Student Enrollment : 577  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 15

Instructional Programs

- Art/PE/Music Programs
- Gifted Resource Program
- K-5 Academic Intervention
- Special Education Program
- All Day Kindergarten
- Literacy Specialist
- Academic Intervention Specialist
- 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
• AZ Education Foundation A+ School	2006
• AZ Technology in Education Alliance Web Site Award	2003
• AZ Game and Fish Dept. Heritage Grant	2005
• 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	117	1893	80010	98	98	99	488	481	447	3	3	10	1	8	18	46	47	53	50	41	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	934	38935	100	99	99	489	483	447	4	2	9	2	8	19	45	49	55	50	41	17
Male	61	959	40974	97	98	98	488	480	448	3	4	11	NA	9	18	48	46	52	49	41	19
African American	NC	150	4201	NC	96	99	NC	447	430	NC	7	17	NC	17	23	NC	59	51	NC	17	9
Hispanic	11	296	34545	100	98	99	471	459	432	9	6	14	NA	14	24	45	56	53	45	24	9
Asian/Pacific Islander	NC	171	2068	NC	98	99	NC	503	474	NC	1	4	NC	5	10	NC	36	50	NC	58	36
American Indian/Alaskan Native	NC	62	3979	NC	94	96	NC	444	424	NC	15	17	NC	21	30	NC	50	47	NC	15	6
White	92	1214	35142	99	99	99	489	490	465	2	2	5	1	5	11	47	45	56	50	47	28
Students with Disabilities	20	252	10161	91	91	93	450	447	419	20	16	28	5	22	28	45	40	36	30	21	8
Students without Disabilities	97	1641	69849	100	100	100	496	486	451	NA	1	7	NA	6	17	46	49	56	54	44	19
Limited English Proficient Students	--	53	14013	--	91	97	--	430	413	--	13	24	--	28	34	--	49	39	--	9	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	16	397	39029	94	97	98	454	452	432	13	10	14	NA	16	25	56	54	52	31	20	9
Non-Economically Disadvantaged	101	1496	40981	99	99	100	494	489	462	2	1	6	1	6	13	45	46	54	52	47	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	117	1871	79438	98	97	98	495	479	451	3	2	9	4	12	24	56	63	56	37	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	929	38775	100	98	99	497	484	457	2	2	7	7	9	22	57	65	58	34	25	13
Male	61	942	40560	97	96	97	494	474	446	3	3	12	2	16	25	56	61	54	39	20	9
African American	NC	147	4178	NC	94	98	NC	454	439	NC	5	13	NC	27	29	NC	58	52	NC	10	6
Hispanic	11	292	34297	100	97	98	492	462	434	NA	4	14	9	19	31	55	65	50	36	13	5
Asian/Pacific Islander	NC	170	2063	NC	97	99	NC	492	475	NC	1	3	NC	9	15	NC	61	63	NC	29	20
American Indian/Alaskan Native	NC	59	3940	NC	89	95	NC	451	429	NC	8	14	NC	32	36	NC	47	47	NC	12	3
White	92	1203	34887	99	98	98	494	485	471	2	1	4	2	9	15	60	64	63	36	26	18
Students with Disabilities	20	231	9588	91	83	88	465	447	416	15	10	30	15	29	32	45	48	34	25	13	5
Students without Disabilities	97	1640	69850	100	100	100	501	483	456	NA	1	7	2	10	23	59	65	59	39	24	12
Limited English Proficient Students	--	50	13856	--	86	96	--	421	407	--	14	27	--	46	43	--	40	29	--	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	16	385	38685	94	94	97	456	452	435	13	6	14	19	25	32	56	59	50	13	9	5
Non-Economically Disadvantaged	101	1486	40753	99	98	99	501	486	467	1	1	5	2	9	16	56	64	62	41	26	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	116	1898	79971	97	99	99	467	454	423	1	3	8	16	25	41	73	64	49	10	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	938	38974	100	99	99	475	469	437	2	2	5	7	17	33	79	70	57	13	12	4
Male	60	960	40895	95	98	98	460	440	410	NA	4	10	23	33	47	68	58	41	8	5	2
African American	NC	151	4203	NC	96	99	NC	429	411	NC	8	11	NC	32	45	NC	56	43	NC	5	2
Hispanic	11	299	34481	100	99	99	463	440	410	NA	3	10	9	34	46	91	60	43	NA	3	1
Asian/Pacific Islander	NC	173	2067	NC	99	99	NC	475	449	NC	1	4	NC	16	28	NC	64	60	NC	19	8
American Indian/Alaskan Native	NC	64	3995	NC	97	96	NC	441	409	NC	3	10	NC	36	47	NC	52	42	NC	9	1
White	91	1211	35150	98	99	99	468	459	437	NA	2	5	18	22	35	73	67	56	10	9	5
Students with Disabilities	19	257	10258	86	92	94	439	412	377	5	11	23	37	44	51	47	42	25	11	3	1
Students without Disabilities	97	1641	69713	100	100	100	473	461	429	NA	1	5	11	22	39	78	68	52	10	9	3
Limited English Proficient Students	--	56	13985	--	97	97	--	399	382	--	11	18	--	48	54	--	41	27	--	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	16	401	38994	94	98	98	427	430	409	6	6	10	31	36	47	56	54	41	6	3	1
Non-Economically Disadvantaged	100	1497	40977	98	99	100	474	461	437	NA	2	5	13	22	34	76	67	56	11	10	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	107	2050	80147	99	98	99	515	515	482	1	3	11	6	7	17	49	44	49	45	46	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	987	39281	100	99	99	515	516	483	NA	2	9	7	7	17	49	44	50	44	47	24
Male	48	1063	40780	98	98	98	516	515	482	2	3	12	4	7	17	48	44	48	46	46	24
African American	NC	191	4249	NC	97	99	NC	483	464	NC	9	17	NC	16	22	NC	51	48	NC	24	13
Hispanic	14	339	33494	100	98	99	487	498	466	NA	4	15	7	12	23	71	53	49	21	31	14
Asian/Pacific Islander	NC	193	2103	NC	99	99	NC	542	515	NC	3	4	NC	2	8	NC	31	44	NC	65	45
American Indian/Alaskan Native	NC	57	4117	NC	93	96	NC	479	456	NC	7	19	NC	12	27	NC	61	46	NC	19	8
White	82	1270	36122	99	99	99	521	522	501	NA	1	5	5	5	10	44	41	50	51	52	35
Students with Disabilities	14	234	10295	93	89	92	485	474	443	NA	14	33	21	22	26	57	44	33	21	20	8
Students without Disabilities	93	1816	69852	100	100	100	520	520	488	1	1	7	3	5	16	47	44	51	48	50	26
Limited English Proficient Students	NC	48	12722	NC	98	97	NC	478	441	NC	10	27	NC	19	33	NC	54	37	NC	17	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	10	405	38371	100	97	97	NA	484	465	NA	9	15	NA	13	23	NA	57	49	NA	22	13
Non-Economically Disadvantaged	97	1645	41776	99	99	100	517	523	498	NA	1	6	6	6	11	48	41	49	45	52	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	107	2024	79686	99	97	98	494	494	470	2	3	11	12	12	24	74	72	57	12	14	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	980	39163	100	98	99	495	498	475	2	2	9	15	10	22	68	73	60	15	15	10
Male	48	1044	40438	98	97	97	493	490	465	2	4	13	8	13	25	81	71	54	8	12	7
African American	NC	187	4228	NC	95	98	NC	472	458	NC	8	15	NC	19	28	NC	69	53	NC	4	4
Hispanic	14	335	33299	100	97	98	476	479	452	NA	4	17	36	19	32	50	70	47	14	7	3
Asian/Pacific Islander	NC	191	2097	NC	98	99	NC	501	490	NC	3	5	NC	8	13	NC	71	68	NC	18	14
American Indian/Alaskan Native	NC	57	4087	NC	93	96	NC	467	446	NC	9	16	NC	32	38	NC	56	44	NC	4	2
White	82	1254	35914	99	98	98	500	502	489	1	1	5	7	8	15	80	74	67	11	17	14
Students with Disabilities	14	211	9808	93	80	87	476	462	432	7	15	35	14	27	32	71	52	30	7	6	3
Students without Disabilities	93	1813	69878	100	100	100	497	498	475	1	1	8	12	10	23	74	74	61	13	15	9
Limited English Proficient Students	NC	42	12594	NC	86	96	NC	446	422	NC	17	34	NC	33	45	NC	50	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	10	393	38095	100	94	97	NA	471	452	NA	8	17	NA	24	32	NA	62	48	NA	7	3
Non-Economically Disadvantaged	97	1631	41591	99	98	99	498	500	486	NA	2	6	11	9	16	75	74	65	13	15	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	107	2042	80372	99	98	99	516	501	475	NA	1	4	7	14	30	79	79	64	13	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	989	39452	100	99	99	527	513	488	NA	1	3	7	9	22	73	83	72	20	8	3
Male	48	1053	40836	98	98	98	504	489	464	NA	2	6	8	19	37	88	76	56	4	3	1
African American	NC	192	4264	NC	97	99	NC	480	465	NC	4	5	NC	25	35	NC	70	59	NC	2	1
Hispanic	14	339	33608	100	98	99	498	487	462	NA	2	6	7	21	36	93	77	57	NA	1	1
Asian/Pacific Islander	NC	191	2098	NC	98	99	NC	517	500	NC	2	2	NC	6	16	NC	77	75	NC	16	7
American Indian/Alaskan Native	NC	60	4128	NC	98	97	NC	483	464	NC	NA	4	NC	27	39	NC	72	56	NC	2	1
White	82	1260	36213	99	98	99	517	506	489	NA	1	2	7	11	22	79	82	72	13	6	3
Students with Disabilities	14	230	10526	93	87	94	471	461	427	NA	5	15	36	41	53	57	53	31	7	2	1
Students without Disabilities	93	1812	69846	100	100	100	523	506	482	NA	1	3	3	10	26	83	83	69	14	6	2
Limited English Proficient Students	NC	45	12747	NC	92	97	NC	450	432	NC	9	12	NC	31	52	NC	58	36	NC	2	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	10	400	38521	100	96	98	NA	480	461	NA	2	6	NA	29	38	NA	67	55	NA	3	1
Non-Economically Disadvantaged	97	1642	41851	99	99	100	518	506	489	NA	1	3	6	10	22	80	82	72	13	6	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	110	2071	79306	100	98	99	548	551	504	3	3	13	5	7	20	44	41	49	48	48	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1006	38845	100	99	99	545	553	505	4	3	11	6	6	20	44	42	50	46	48	18
Male	62	1065	40383	100	98	98	551	549	504	2	3	14	5	9	19	44	39	47	50	48	19
African American	NC	157	4171	NC	99	98	NC	517	485	NC	10	20	NC	13	26	NC	48	44	NC	28	10
Hispanic	17	315	32673	100	97	99	556	531	487	NA	5	18	6	11	25	41	50	46	53	34	10
Asian/Pacific Islander	NC	177	2147	NC	99	99	NC	579	539	NC	3	5	NC	4	10	NC	28	46	NC	65	40
American Indian/Alaskan Native	--	47	4034	--	94	97	--	523	479	--	11	22	--	11	29	--	49	43	--	30	7
White	81	1375	36234	100	98	99	544	556	523	4	2	6	6	6	13	42	39	52	48	52	28
Students with Disabilities	15	231	10286	100	87	91	490	486	462	20	23	41	27	24	27	33	41	27	20	12	5
Students without Disabilities	95	1840	69020	100	100	100	557	559	510	NA	1	9	2	5	18	45	41	52	53	53	21
Limited English Proficient Students	NC	30	10291	NC	97	96	NC	516	458	NC	13	38	NC	17	34	NC	47	26	NC	23	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	335	37437	NC	96	97	NC	515	486	NC	10	19	NC	16	26	NC	51	46	NC	23	9
Non-Economically Disadvantaged	102	1736	41869	100	98	100	551	558	521	1	2	7	5	6	14	44	39	51	50	53	27

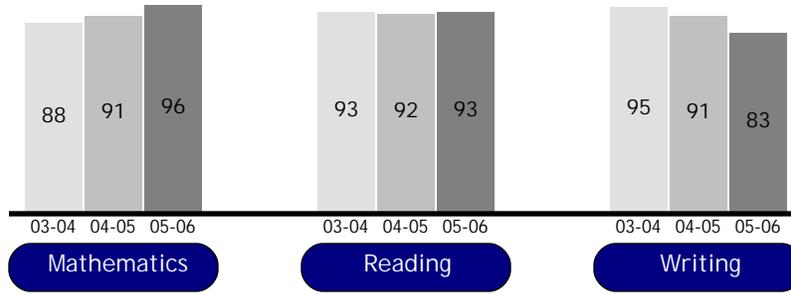
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	2042	79000	100	97	98	527	518	489	2	2	10	7	11	24	66	68	58	25	19	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	995	38774	100	97	99	528	522	494	2	1	7	6	8	22	67	70	61	25	20	10
Male	62	1047	40150	100	96	98	527	514	485	2	3	12	8	14	25	66	65	55	24	18	8
African American	NC	155	4153	NC	97	98	NC	491	476	NC	6	13	NC	26	30	NC	61	53	NC	6	4
Hispanic	17	312	32508	100	96	98	529	503	472	NA	3	15	6	16	33	71	72	49	24	9	3
Asian/Pacific Islander	NC	176	2142	NC	98	99	NC	530	510	NC	3	4	NC	8	14	NC	61	67	NC	28	16
American Indian/Alaskan Native	--	44	4016	--	88	96	--	494	467	--	5	14	--	23	37	--	66	46	--	7	2
White	81	1355	36135	100	97	98	529	524	508	2	1	4	7	8	14	64	68	67	26	22	15
Students with Disabilities	15	202	9991	100	76	88	487	473	449	13	13	33	27	39	36	47	41	29	13	7	2
Students without Disabilities	95	1840	69009	100	100	100	534	523	495	NA	1	6	4	8	22	69	71	62	26	20	10
Limited English Proficient Students	NC	30	10199	NC	97	95	NC	467	439	NC	23	35	NC	23	47	NC	50	18	NC	3	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	324	37234	NC	93	97	NC	490	472	NC	6	15	NC	23	33	NC	65	50	NC	6	3
Non-Economically Disadvantaged	102	1718	41766	100	97	99	530	524	505	NA	1	5	7	9	16	69	68	65	25	22	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	110	2066	79611	100	98	99	535	525	496	1	2	7	19	24	37	75	72	56	5	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1008	39016	100	99	99	549	539	511	2	1	4	8	14	29	81	82	66	8	3	1
Male	62	1058	40519	100	97	98	523	513	482	NA	2	10	27	33	44	69	64	46	3	1	0
African American	NC	154	4188	NC	97	98	NC	511	486	NC	3	9	NC	37	40	NC	59	50	NC	1	0
Hispanic	17	318	32855	100	98	99	536	513	481	NA	3	10	12	29	43	82	68	47	6	1	0
Asian/Pacific Islander	NC	176	2149	NC	98	100	NC	540	519	NC	2	4	NC	16	24	NC	78	70	NC	5	2
American Indian/Alaskan Native	--	46	3992	--	92	96	--	496	478	--	7	10	--	41	46	--	50	44	--	2	0
White	81	1372	36380	100	98	99	532	529	511	1	1	4	22	21	30	70	75	65	6	2	1
Students with Disabilities	15	228	10664	100	85	94	479	472	440	7	9	23	47	57	54	47	33	22	NA	0	1
Students without Disabilities	95	1838	68947	100	100	100	543	532	504	NA	1	4	15	20	34	79	77	61	6	2	1
Limited English Proficient Students	NC	30	10362	NC	97	97	NC	463	438	NC	17	22	NC	43	57	NC	40	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	333	37626	NC	96	98	NC	502	479	NC	5	10	NC	38	45	NC	56	45	NC	1	0
Non-Economically Disadvantaged	102	1733	41985	100	98	100	536	530	511	NA	1	4	20	21	30	75	76	65	5	2	1

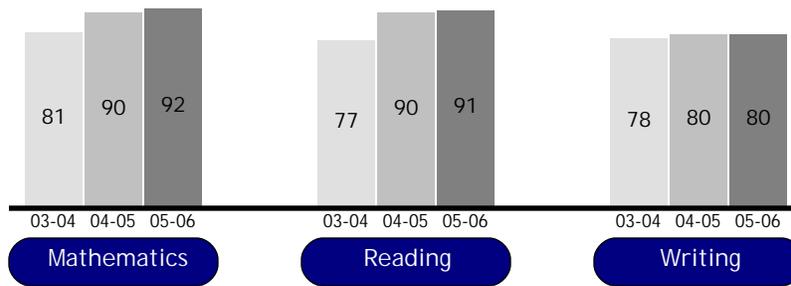
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	95	71	NA	58	99	67	60	47	100	67	65	46
	Language	94	68	60	50	99	61	58	47	100	68	65	48
	Mathematics	95	79	76	64	100	64	66	50	100	73	73	52
3	Reading	98	78	NA	55	98	66	59	44	98	76	68	46
	Language	99	77	72	61	98	63	57	44	98	72	63	46
	Mathematics	98	85	78	61	98	71	67	51	98	80	75	52
4	Reading	98	77	NA	56	98	64	63	48	99	70	68	52
	Language	99	71	66	52	98	67	63	49	99	75	70	52
	Mathematics	98	77	78	61	98	71	70	53	99	75	76	58
5	Reading	98	75	NA	55	100	69	65	50	100	80	75	56
	Language	100	69	65	49	100	70	65	50	100	80	73	54
	Mathematics	100	84	83	63	100	71	67	49	100	82	78	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/](http://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
- Ü Oversee the tax credit budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	32.70
Other Professional Staff	2.50	Teacher Aide	5.30

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	4	1	0	0
10 or more years	8	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	29
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	7%
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 LIFESKILLS
- Ü Junior Achievement Exchange City
- Ü Adult Enrichment Classes
- Ü After School Enrichment Activities
- Ü Second Step/Project Alert

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 2005-06

School Achievements/Accomplishments 2005-06

- 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.

78% of first graders were proficient in math based on the district criterion referenced test.
- ü Seventy-four percent of second graders read at or above grade level at the end of the school year as measured by DIBELS assessments.

65% of second graders were proficient in math based on the district criterion referenced test.
- ü Seventy-eight percent of third grade students read at or above grade level at the end of third grade as measured by DIBELS assessments.

71% of third grades were proficient in math based on the district criterion referenced test.
- ü Sixty-six percent of fourth graders were proficient in math based on the district criterion referenced test.

75% of fifth graders were Proficient in math based on the district criterion referenced test.

Student Activity Rates for School Year 2005-06

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

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; Second Step Program

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	Dr. Georgia Shimkus	(480) 783-1500
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Karin Smith	(480) 783-4175
School Nutrition Programs	Ellen Pyron	(480) 783-1596
Parent Organization	Allison Deli	(480) 783-1500
Student Health/Nurse	Laura Fitzpatrick	(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](http://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.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://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](http://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.