

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Villa Montessori Charter School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Villa Montessori Charter School
4535 N. 28th Street, Phoenix, AZ 85016

Superintendent: Mrs. Marilyn C. Burbach
Schedule: 7:00 AM to 6:00 PM
Web Address: www.villamontessori.com
E-mail: mburbach@villamontessori.com

Grades: Pre-K-8
2002 Enrollment: 516
Phone: (602) 955-2210
Fax: (602) 957-4017

∨ School Overview ∨

Mission

Villa Montessori Elementary School is committed to the development of the whole child by implementing an integrated, multiple intelligences approach to learning and living; by implementing curriculum based on the Montessori philosophy of education and human development, improving the academic performance and attitudes of students in key subject areas whereby students are motivated to become confident, competent, creative lifelong learners who live their lives as joyful contributors to society.

Organization and Philosophy

- w Montessori Philosophy
- w Multiage Classrooms
- w Parents are Partners
- w Theme: Growing Greatness

School/Academic Goals

- w To approach each student through the determination of his/her strengths and abilities, and to provide the individualized instruction and assessment necessary.
- w To support each student in becoming an independent, self-motivated, responsible, literate learner.

Instructional Programs

- w Montessori Curriculum
- w Individualized Program
- w Full-day Kindergarten
- w Outdoor Learning Environments
- w Land Laboratory Trips
- w Enrichment Programs
- w Peace Curriculum
- w Virtues Curriculum

- w To provide many opportunities across the curriculum for student-initiated, experiential, hands-on, multimodal inquiries and projects.
- w To teach broad, overview themes that emphasize the connectedness of all life and the interconnectedness of all academic disciplines.

Enrollment

October 1, 2001 School Year Student Enrollment:	426
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	125

¹ For an explanation of the Achievement Profiles, please visit <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.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w Problem solving of community issues
- w Fundraising
- w School safety issues
- w Budget discussions and planning
- w Strategic planning
- w Parent / educator relations

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	3.00	Teacher	26.00
Other Professional Staff	2.00	Teacher Aide	35.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	3	0	2
4 to 6 years	8	0	0	0
7 to 9 years	3	0	0	0
10 or more years	3	2	0	0

∨ **Shared Responsibilities** ∨

School

Villa has developed a new 'Parent-School Compact' detailing responsibilities of the school, the teacher, the parent and the student. School Responsibilities: Provide a beautiful, safe and drug-free environment. Commitment to continuous improvement of academics, virtues curriculum, peace education and Montessori philosophy. Good communication with home. See parents as co-problem solvers. See each child/family as unique. Encourage families to be involved. Continue staff and parent education.

Parents

Parent Responsibilities: Believe that my child can learn. Share my goals for my child with school. Talk to the school about my child's strengths and areas that need support. Trust in school. Question before I criticize. Show respect and support for my child, the staff, the school. Help my child be successful by volunteering and/or providing other support to the teachers. Attend school functions and Parent-Teacher conferences. Help my child get to school on time and attend regularly.

∨ **Transportation Policy** ∨

The student's parent(s) or legal guardian(s) assumes full responsibility for the manner, safety and protection of the student in traveling to and from school. Reimbursement provisions for charter students who qualify economically and charter special education students who qualify because of their disabilities will be made by consultation with the Executive Director. Bus transportation between selected campus sites is available as a convenience to parents.

∨ **Calendar Information** ∨

Number of Instruction Days: 178 **First Day of School:** 8/19/02
Average Daily Instruction Time: 5 hrs. 30 min. **Last Day of School:** 5/23/03
Operates on Traditional Schedule

Report Card Release Dates

11/15/02 5/16/03

Additional Calendar/Report Card Information

∨ **Resources Available at School Site** ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - No Lunch - No Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Computer Lab

Extracurricular Activities

- | | |
|-------------------------|---------------------------|
| W Summer Camp | W Sports Teams |
| W Land Laboratory Trips | W Cooking Classes |
| W Enrichment Programs | W Boy Scouts and Brownies |
| W Drama Classes | W Adventure Trips |

School/Community Resources

- | | |
|---------------------------|--------------------------------------|
| W Day Care | W DES Services |
| W Adult Education | W After School Programs |
| W Recreational Activities | W Montessori Teacher Training Center |
| W Montessori Consortium | |

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|--|--|
| <p>w Middle School students completed 'Heroic Journey', a unique program. The 'Council of Elders' included City Council member, a magazine editor, professionals newspaper editor. An editorial about this wonderful program appeared later in the magazine.</p> <p>w Middle School conducted the mock 'United Nations'. They teamed up to study a country, learn about the issues affecting that country, propose solutions to the United Nations. They dressed in native clothing, made and carried that nation's flag, etc.</p> | <p>w Our Middle School received a Milken Foundation grant to support three community service projects: 1) the beautification of the desert project; 2) a Senior Center project; and 3) a tutoring program with younger children.</p> <p>w Established the Reading Buddy Program. Parents are trained to go into classrooms weekly to read with a child who needs additional support in the acquisition of reading skills. The program continues to grow in the number of participants.</p> |
|--|--|

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	97.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	5.1 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	95.6 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	2.6 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.3 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.7 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
UN Appeal for Peace Delegate	2000
Intel Teach to the Future Grant	2000
Special Education Grant with Montessori Consortium	2001
2 Milken Educator Award Winners	2000

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	46	536	9%	11%	41%	39%
	School State	58840	524	9%	17%	45%	29%
Writing	School	46	544	13%	11%	54%	22%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	46	524	15%	17%	30%	37%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	54	517	4%	24%	44%	28%
	State	61305	505	21%	20%	43%	15%
Writing	School	54	548	4%	19%	48%	30%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	55	512	0%	36%	16%	47%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	24	531	4%	12%	50%	33%
	State	57484	504	24%	20%	40%	16%
Writing	School	23	527	4%	13%	78%	4%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	24	497	4%	50%	33%	12%
	State	57734	459	39%	40%	14%	7%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (-) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	100	75	60	--	--	--
2	Reading	--	--	--	--	--	50	--	--	52	84	68	53	89	73	57
	Language	--	--	--	--	--	40	--	--	43	84	56	44	91	60	48
	Mathematics	--	--	--	--	--	51	--	--	55	85	58	57	91	70	61
3	Reading	--	--	47	--	--	47	--	--	48	87	70	50	82	70	50
	Language	--	--	49	--	--	51	--	--	54	85	64	56	84	71	57
	Mathematics	--	--	46	--	--	49	--	--	52	87	72	54	84	69	56
4	Reading	--	--	53	--	--	54	--	--	54	98	78	55	87	79	55
	Language	--	--	47	--	--	49	--	--	48	98	69	50	88	64	50
	Mathematics	--	--	51	--	--	54	--	--	55	98	79	57	88	80	58
5	Reading	--	--	51	--	--	51	--	--	51	94	86	51	90	76	53
	Language	--	--	42	--	--	44	--	--	45	96	74	45	92	67	47
	Mathematics	--	--	51	--	--	54	--	--	55	96	93	57	93	82	59
6	Reading	--	--	53	--	--	54	--	--	53	82	87	54	93	87	56
	Language	--	--	41	--	--	44	--	--	44	82	73	45	93	79	47
	Mathematics	--	--	57	--	--	59	--	--	60	82	92	63	93	94	65
7	Reading	--	--	52	--	--	53	--	--	52	92	84	53	96	87	55
	Language	--	--	52	--	--	54	--	--	54	92	81	55	92	89	58
	Mathematics	--	--	53	--	--	55	--	--	56	92	91	58	96	93	60
8	Reading	--	--	54	--	--	54	--	--	53	90	74	55	96	80	56
	Language	--	--	46	--	--	49	--	--	49	90	80	50	96	83	52
	Mathematics	--	--	52	--	--	54	--	--	56	90	86	58	96	87	59

∨ **Measure of Academic Progress** ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	74	92
Grades 3-4	82	88
Grades 4-5	64	79
Grades 5-6	83	85
Grades 6-7	73	82
Grades 7-8	78	61

*Less than 10 students matched

**No information available

***Not applicable

∨ **School Safety** ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our goal is to provide a safe campus at each of our campus sites. We are not only concerned with physical safety but with emotional safety for all students. We strive to create a peaceful learning environment, with our peace curriculum, Our virtues curriculum and teaching strategies for peaceful resolution of conflict among peers. We attended a two day training program on how to develop a Crisis Management Plan.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6)

0

School uniforms are not required at this school.

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.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,922	\$1,209,720
Classroom Supplies	NDS	NDS
Administration	\$776	\$321,450
Support Services-Students	NDS	NDS
Other Support Services and Operations	\$1,216	\$503,281
Total Expenditures- All Categories 2000-2001	NDS	NDS

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Eric Bashaw	(602) 678-1195	
Transportation Policy	Hollie Mercurio	(602) 381-9967	
Community Resources	Rene Gagliano	(602) 955-2210	
School Nutrition Programs	N/A		
Parent Organization	Eric Bashaw	(602) 678-1195	
Student Health/Nurse	N/A		

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.

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