



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4535 N. 28th Street, Phoenix, AZ 85016

Villa Montessori Charter School

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	Excelling
2004-05	Highly Performing
2003-04	Highly Performing

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

School Overview

Principal/Administrator : Mrs. Margo S. O'Neill
 Schedule : 07:00 AM to 06:00 PM
 Grades : K-8
 Web Address : www.villamontessori.com
 Phone Number : (602) 955-2210
 Fax Number : (602) 957-4017
 E-mail : moneill@villamontessori.com

Mission

Villa Montessori is committed to the development of the whole child, with an integrated curriculum based on Montessori's philosophy of education and human development, motivating students to become lifelong learners & joyful contributors to society.

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 / Academic Goals

- ü To approach each student through the determination of his/her strengths and abilities, and to provide the individualized instruction assessment necessary.
- ü To support each student in becoming an independent, self-motivated, responsible, literate learner.
- ü To support the continued improvement in our writing and math AIMS scores.
- ü To increase the effective use of technology in the classroom to enhance school achievement and to increase the effective use of technology to improve parent communication.

Enrollment

October 1, 2005 School Year Student Enrollment : 484
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 104

Instructional Programs

- Ü Montessori Curriculum
- Ü Individualized Program
- Ü Full-day Kindergarten
- Ü Outdoor Learning Environments
- Ü Kolbe Conative Research Project
- Ü Virtues Project
- Ü Middle School Heroic Journey Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Villa has developed a 'Parent-School Compact' that details the responsibilities of the school, the teacher, the parent and the student. This 'Growing Greatness' document is included in the annual student contract packet and is signed by the parent.

Parents

Parent Responsibilities: Share my goals for my child. Share my child's strengths and areas that need support. Question before I criticize. Help my child be successful by volunteering. Complete 10 hours of volunteer time each year. Attend school functions and Parent-Teacher conferences.

Transportation Policy

Parents assume responsibility getting their child to and from school. Reimbursement provisions for charter students who qualify economically and for certain special education students is determined by consultation with the Principal.

School Honors

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

Award/Honor	Year
Ü Good Monitoring Grant Awarded-\$25,000	2004
Ü Special Education Grant with Montessori Consortium	2002
Ü Administrator - Charter School Leadership Grant	2003

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	54	54	80010	100	100	99	468	468	447	NA	NA	10	13	13	18	63	63	53	24	24	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	30	38935	100	100	99	458	458	447	NA	NA	9	20	20	19	60	60	55	20	20	17
Male	24	24	40974	100	100	98	482	482	448	NA	NA	11	4	4	18	67	67	52	29	29	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	NC	NC	34545	NC	NC	99	NC	NC	432	NC	NC	14	NC	NC	24	NC	NC	53	NC	NC	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	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	43	43	35142	98	98	99	475	475	465	NA	NA	5	12	12	11	58	58	56	30	30	28
Students with Disabilities	NC	NC	10161	NC	NC	93	NC	NC	419	NC	NC	28	NC	NC	28	NC	NC	36	NC	NC	8
Students without Disabilities	45	45	69849	100	100	100	474	474	451	NA	NA	7	9	9	17	67	67	56	24	24	19
Limited English Proficient Students	--	--	14013	--	--	97	--	--	413	--	--	24	--	--	34	--	--	39	--	--	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	NC	39029	NC	NC	98	NC	NC	432	NC	NC	14	NC	NC	25	NC	NC	52	NC	NC	9
Non-Economically Disadvantaged	51	51	40981	100	100	100	471	471	462	NA	NA	6	12	12	13	63	63	54	25	25	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	54	54	79438	100	100	98	482	482	451	NA	NA	9	11	11	24	63	63	56	26	26	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	30	38775	100	100	99	484	484	457	NA	NA	7	7	7	22	70	70	58	23	23	13
Male	24	24	40560	100	100	97	478	478	446	NA	NA	12	17	17	25	54	54	54	29	29	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	NC	NC	34297	NC	NC	98	NC	NC	434	NC	NC	14	NC	NC	31	NC	NC	50	NC	NC	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	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	43	43	34887	98	98	98	484	484	471	NA	NA	4	12	12	15	58	58	63	30	30	18
Students with Disabilities	NC	NC	9588	NC	NC	88	NC	NC	416	NC	NC	30	NC	NC	32	NC	NC	34	NC	NC	5
Students without Disabilities	45	45	69850	100	100	100	487	487	456	NA	NA	7	7	7	23	64	64	59	29	29	12
Limited English Proficient Students	--	--	13856	--	--	96	--	--	407	--	--	27	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	NC	38685	NC	NC	97	NC	NC	435	NC	NC	14	NC	NC	32	NC	NC	50	NC	NC	5
Non-Economically Disadvantaged	51	51	40753	100	100	99	483	483	467	NA	NA	5	10	10	16	63	63	62	27	27	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	54	54	79971	100	100	99	456	456	423	NA	NA	8	20	20	41	69	69	49	11	11	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	30	38974	100	100	99	463	463	437	NA	NA	5	17	17	33	67	67	57	17	17	4
Male	24	24	40895	100	100	98	447	447	410	NA	NA	10	25	25	47	71	71	41	4	4	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	NC	NC	34481	NC	NC	99	NC	NC	410	NC	NC	10	NC	NC	46	NC	NC	43	NC	NC	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	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	43	43	35150	98	98	99	460	460	437	NA	NA	5	19	19	35	67	67	56	14	14	5
Students with Disabilities	NC	NC	10258	NC	NC	94	NC	NC	377	NC	NC	23	NC	NC	51	NC	NC	25	NC	NC	1
Students without Disabilities	45	45	69713	100	100	100	459	459	429	NA	NA	5	20	20	39	67	67	52	13	13	3
Limited English Proficient Students	--	--	13985	--	--	97	--	--	382	--	--	18	--	--	54	--	--	27	--	--	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	NC	38994	NC	NC	98	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	41	NC	NC	1
Non-Economically Disadvantaged	51	51	40977	100	100	100	456	456	437	NA	NA	5	22	22	34	67	67	56	12	12	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	53	53	80147	100	100	99	503	503	482	2	2	11	11	11	17	51	51	49	36	36	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	29	39281	100	100	99	501	501	483	3	3	9	10	10	17	52	52	50	34	34	24
Male	24	24	40780	100	100	98	507	507	482	NA	NA	12	13	13	17	50	50	48	38	38	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	NC	NC	33494	NC	NC	99	NC	NC	466	NC	NC	15	NC	NC	23	NC	NC	49	NC	NC	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	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	44	44	36122	100	100	99	506	506	501	NA	NA	5	9	9	10	57	57	50	34	34	35
Students with Disabilities	NC	NC	10295	NC	NC	92	NC	NC	443	NC	NC	33	NC	NC	26	NC	NC	33	NC	NC	8
Students without Disabilities	44	44	69852	100	100	100	510	510	488	NA	NA	7	7	7	16	55	55	51	39	39	26
Limited English Proficient Students	--	--	12722	--	--	97	--	--	441	--	--	27	--	--	33	--	--	37	--	--	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	NC	38371	NC	NC	97	NC	NC	465	NC	NC	15	NC	NC	23	NC	NC	49	NC	NC	13
Non-Economically Disadvantaged	44	44	41776	100	100	100	510	510	498	NA	NA	6	9	9	11	50	50	49	41	41	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	53	53	79686	100	100	98	498	498	470	NA	NA	11	11	11	24	68	68	57	21	21	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	29	39163	100	100	99	502	502	475	NA	NA	9	10	10	22	66	66	60	24	24	10
Male	24	24	40438	100	100	97	494	494	465	NA	NA	13	13	13	25	71	71	54	17	17	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	NC	NC	33299	NC	NC	98	NC	NC	452	NC	NC	17	NC	NC	32	NC	NC	47	NC	NC	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	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	44	44	35914	100	100	98	501	501	489	NA	NA	5	7	7	15	70	70	67	23	23	14
Students with Disabilities	NC	NC	9808	NC	NC	87	NC	NC	432	NC	NC	35	NC	NC	32	NC	NC	30	NC	NC	3
Students without Disabilities	44	44	69878	100	100	100	502	502	475	NA	NA	8	7	7	23	70	70	61	23	23	9
Limited English Proficient Students	--	--	12594	--	--	96	--	--	422	--	--	34	--	--	45	--	--	21	--	--	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	NC	38095	NC	NC	97	NC	NC	452	NC	NC	17	NC	NC	32	NC	NC	48	NC	NC	3
Non-Economically Disadvantaged	44	44	41591	100	100	99	503	503	486	NA	NA	6	2	2	16	77	77	65	20	20	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	50	50	80372	94	94	99	510	510	475	NA	NA	4	20	20	30	70	70	64	10	10	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	29	39452	100	100	99	504	504	488	NA	NA	3	28	28	22	62	62	72	10	10	3
Male	21	21	40836	88	88	98	517	517	464	NA	NA	6	10	10	37	81	81	56	10	10	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	NC	NC	33608	NC	NC	99	NC	NC	462	NC	NC	6	NC	NC	36	NC	NC	57	NC	NC	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	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	41	41	36213	93	93	99	507	507	489	NA	NA	2	22	22	22	66	66	72	12	12	3
Students with Disabilities	NC	NC	10526	NC	NC	94	NC	NC	427	NC	NC	15	NC	NC	53	NC	NC	31	NC	NC	1
Students without Disabilities	44	44	69846	100	100	100	515	515	482	NA	NA	3	16	16	26	73	73	69	11	11	2
Limited English Proficient Students	--	--	12747	--	--	97	--	--	432	--	--	12	--	--	52	--	--	36	--	--	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	NC	38521	NC	NC	98	NC	NC	461	NC	NC	6	NC	NC	38	NC	NC	55	NC	NC	1
Non-Economically Disadvantaged	41	41	41851	95	95	100	514	514	489	NA	NA	3	20	20	22	68	68	72	12	12	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	48	48	79306	94	94	99	524	524	504	NA	NA	13	19	19	20	54	54	49	27	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	24	38845	96	96	99	528	528	505	NA	NA	11	21	21	20	50	50	50	29	29	18
Male	24	24	40383	92	92	98	521	521	504	NA	NA	14	17	17	19	58	58	47	25	25	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	NC	NC	32673	NC	NC	99	NC	NC	487	NC	NC	18	NC	NC	25	NC	NC	46	NC	NC	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	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	41	41	36234	91	91	99	525	525	523	NA	NA	6	15	15	13	59	59	52	27	27	28
Students with Disabilities	13	13	10286	81	81	91	510	510	462	NA	NA	41	23	23	27	69	69	27	8	8	5
Students without Disabilities	35	35	69020	100	100	100	530	530	510	NA	NA	9	17	17	18	49	49	52	34	34	21
Limited English Proficient Students	--	--	10291	--	--	96	--	--	458	--	--	38	--	--	34	--	--	26	--	--	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	NC	37437	NC	NC	97	NC	NC	486	NC	NC	19	NC	NC	26	NC	NC	46	NC	NC	9
Non-Economically Disadvantaged	45	45	41869	96	96	100	526	526	521	NA	NA	7	16	16	14	58	58	51	27	27	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	48	48	79000	94	94	98	512	512	489	NA	NA	10	17	17	24	67	67	58	17	17	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	24	38774	96	96	99	513	513	494	NA	NA	7	13	13	22	71	71	61	17	17	10
Male	24	24	40150	92	92	98	511	511	485	NA	NA	12	21	21	25	63	63	55	17	17	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	NC	NC	32508	NC	NC	98	NC	NC	472	NC	NC	15	NC	NC	33	NC	NC	49	NC	NC	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	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	42	42	36135	93	93	98	513	513	508	NA	NA	4	19	19	14	64	64	67	17	17	15
Students with Disabilities	13	13	9991	81	81	88	503	503	449	NA	NA	33	31	31	36	62	62	29	8	8	2
Students without Disabilities	35	35	69009	100	100	100	515	515	495	NA	NA	6	11	11	22	69	69	62	20	20	10
Limited English Proficient Students	--	--	10199	--	--	95	--	--	439	--	--	35	--	--	47	--	--	18	--	--	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	NC	37234	NC	NC	97	NC	NC	472	NC	NC	15	NC	NC	33	NC	NC	50	NC	NC	3
Non-Economically Disadvantaged	46	46	41766	98	98	99	512	512	505	NA	NA	5	17	17	16	65	65	65	17	17	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	46	46	79611	90	90	99	512	512	496	NA	NA	7	41	41	37	59	59	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	24	39016	96	96	99	527	527	511	NA	NA	4	25	25	29	75	75	66	NA	NA	1
Male	22	22	40519	85	85	98	496	496	482	NA	NA	10	59	59	44	41	41	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	NC	NC	32855	NC	NC	99	NC	NC	481	NC	NC	10	NC	NC	43	NC	NC	47	NC	NC	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	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	39	39	36380	87	87	99	512	512	511	NA	NA	4	44	44	30	56	56	65	NA	NA	1
Students with Disabilities	11	11	10664	69	69	94	488	488	440	NA	NA	23	55	55	54	45	45	22	NA	NA	1
Students without Disabilities	35	35	68947	100	100	100	519	519	504	NA	NA	4	37	37	34	63	63	61	NA	NA	1
Limited English Proficient Students	--	--	10362	--	--	97	--	--	438	--	--	22	--	--	57	--	--	21	--	--	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	NC	37626	NC	NC	98	NC	NC	479	NC	NC	10	NC	NC	45	NC	NC	45	NC	NC	0
Non-Economically Disadvantaged	43	43	41985	91	91	100	513	513	511	NA	NA	4	40	40	30	60	60	65	NA	NA	1

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

6th 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	56	56	79327	97	97	98	545	545	518	7	7	19	14	14	20	46	46	46	32	32	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	30	38961	94	94	98	541	541	520	7	7	16	17	17	20	53	53	48	23	23	16
Male	26	26	40295	100	100	97	550	550	516	8	8	21	12	12	19	38	38	44	42	42	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	NC	NC	32327	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	25	NC	NC	41	NC	NC	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	42	42	36373	98	98	98	557	557	538	2	2	10	10	10	14	52	52	52	36	36	25
Students with Disabilities	14	14	9321	88	88	87	514	514	467	14	14	54	7	7	22	71	71	21	7	7	3
Students without Disabilities	42	42	70006	100	100	100	555	555	524	5	5	14	17	17	19	38	38	49	40	40	18
Limited English Proficient Students	--	--	9431	--	--	95	--	--	466	--	--	53	--	--	27	--	--	18	--	--	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	10	10	37097	100	100	97	NA	NA	498	NA	NA	27	NA	NA	25	NA	NA	41	NA	NA	7
Non-Economically Disadvantaged	46	46	42230	96	96	99	548	548	535	7	7	11	13	13	15	48	48	50	33	33	24

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	55	55	79501	95	95	98	530	530	497	NA	NA	10	13	13	25	75	75	60	13	13	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	29	39062	91	91	99	533	533	502	NA	NA	8	7	7	23	76	76	64	17	17	5
Male	26	26	40368	100	100	98	527	527	491	NA	NA	13	19	19	27	73	73	57	8	8	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	NC	NC	32389	NC	NC	98	NC	NC	478	NC	NC	16	NC	NC	34	NC	NC	48	NC	NC	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	41	41	36446	95	95	99	539	539	516	NA	NA	4	10	10	15	73	73	73	17	17	7
Students with Disabilities	13	13	9411	81	81	88	508	508	453	NA	NA	36	31	31	36	62	62	26	8	8	1
Students without Disabilities	42	42	70090	100	100	100	537	537	502	NA	NA	7	7	7	24	79	79	65	14	14	5
Limited English Proficient Students	--	--	9401	--	--	94	--	--	443	--	--	40	--	--	46	--	--	14	--	--	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	10	10	37183	100	100	97	NA	NA	479	NA	NA	16	NA	NA	34	NA	NA	49	NA	NA	1
Non-Economically Disadvantaged	45	45	42318	94	94	99	536	536	513	NA	NA	5	11	11	17	73	73	70	16	16	7

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	53	53	80000	91	91	99	592	592	564	NA	NA	3	6	6	11	77	77	75	17	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	30	39288	94	94	99	605	605	579	NA	NA	2	3	3	6	73	73	77	23	23	16
Male	23	23	40644	88	88	98	575	575	549	NA	NA	4	9	9	15	83	83	74	9	9	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	NC	NC	32672	NC	NC	99	NC	NC	548	NC	NC	4	NC	NC	14	NC	NC	76	NC	NC	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	38	38	36602	88	88	99	600	600	579	NA	NA	2	3	3	7	79	79	75	18	18	16
Students with Disabilities	11	11	9919	69	69	93	537	537	505	NA	NA	9	18	18	35	82	82	54	NA	NA	2
Students without Disabilities	42	42	70081	100	100	100	606	606	571	NA	NA	2	2	2	7	76	76	79	21	21	12
Limited English Proficient Students	--	--	9571	--	--	96	--	--	502	--	--	10	--	--	29	--	--	60	--	--	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	10	10	37534	100	100	98	NA	NA	547	NA	NA	4	NA	NA	15	NA	NA	76	NA	NA	5
Non-Economically Disadvantaged	43	43	42466	90	90	100	596	596	578	NA	NA	2	5	5	7	77	77	75	19	19	16

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

7th 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	43	43	78546	100	100	97	564	564	543	2	2	15	14	14	18	58	58	52	26	26	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	25	38645	100	100	98	556	556	545	4	4	13	20	20	18	48	48	54	28	28	15
Male	18	18	39792	100	100	97	575	575	542	NA	NA	17	6	6	17	72	72	50	22	22	15
African American	--	--	4205	--	--	97	--	--	524	--	--	22	--	--	22	--	--	49	--	--	7
Hispanic	NC	NC	31177	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	23	NC	NC	48	NC	NC	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	--	--	4689	--	--	95	--	--	515	--	--	28	--	--	25	--	--	43	--	--	4
White	37	37	36450	100	100	97	566	566	563	3	3	7	8	8	12	65	65	57	24	24	23
Students with Disabilities	14	14	8093	100	100	82	527	527	489	NA	NA	50	36	36	24	64	64	23	NA	NA	2
Students without Disabilities	29	29	70453	100	100	100	582	582	549	3	3	11	3	3	17	55	55	56	38	38	16
Limited English Proficient Students	--	--	9323	--	--	94	--	--	491	--	--	47	--	--	28	--	--	24	--	--	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	NC	NC	34694	NC	NC	96	NC	NC	524	NC	NC	23	NC	NC	23	NC	NC	48	NC	NC	7
Non-Economically Disadvantaged	38	38	43852	100	100	99	564	564	559	3	3	10	16	16	13	55	55	56	26	26	22

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	42	42	79045	98	98	98	542	542	512	7	7	10	10	10	25	67	67	58	17	17	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	25	38860	100	100	98	533	533	519	12	12	7	4	4	22	72	72	62	12	12	8
Male	17	17	40075	94	94	97	554	554	505	NA	NA	12	18	18	28	59	59	54	24	24	6
African American	--	--	4250	--	--	98	--	--	500	--	--	12	--	--	31	--	--	54	--	--	3
Hispanic	NC	NC	31314	NC	NC	98	NC	NC	493	NC	NC	16	NC	NC	34	NC	NC	48	NC	NC	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	--	--	4719	--	--	96	--	--	489	--	--	15	--	--	39	--	--	45	--	--	2
White	36	36	36730	97	97	98	542	542	532	8	8	4	6	6	16	72	72	68	14	14	12
Students with Disabilities	13	13	8552	93	93	87	500	500	463	23	23	35	23	23	40	54	54	23	NA	NA	1
Students without Disabilities	29	29	70493	100	100	100	560	560	517	NA	NA	7	3	3	24	72	72	62	24	24	8
Limited English Proficient Students	--	--	9355	--	--	95	--	--	456	--	--	37	--	--	48	--	--	15	--	--	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	NC	NC	34922	NC	NC	96	NC	NC	493	NC	NC	15	NC	NC	34	NC	NC	48	NC	NC	3
Non-Economically Disadvantaged	37	37	44123	97	97	99	540	540	527	8	8	6	8	8	18	68	68	66	16	16	11

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	34	34	79657	79	79	99	597	597	566	NA	NA	3	NA	NA	8	100	100	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	20	39120	80	80	99	605	605	580	NA	NA	2	NA	NA	4	100	100	92	NA	NA	2
Male	14	14	40423	78	78	98	584	584	553	NA	NA	5	NA	NA	12	100	100	83	NA	NA	1
African American	--	--	4290	--	--	99	--	--	560	--	--	4	--	--	9	--	--	86	--	--	1
Hispanic	NC	NC	31642	NC	NC	99	NC	NC	552	NC	NC	5	NC	NC	11	NC	NC	84	NC	NC	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	--	--	4760	--	--	97	--	--	547	--	--	5	--	--	14	--	--	81	--	--	0
White	30	30	36929	81	81	99	596	596	579	NA	NA	2	NA	NA	5	100	100	91	NA	NA	2
Students with Disabilities	NC	NC	9069	NC	NC	92	NC	NC	508	NC	NC	11	NC	NC	30	NC	NC	58	NC	NC	1
Students without Disabilities	29	29	70588	100	100	100	601	601	573	NA	NA	2	NA	NA	5	100	100	91	NA	NA	1
Limited English Proficient Students	--	--	9521	--	--	96	--	--	507	--	--	13	--	--	24	--	--	63	--	--	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	NC	NC	35341	NC	NC	97	NC	NC	551	NC	NC	5	NC	NC	12	NC	NC	83	NC	NC	0
Non-Economically Disadvantaged	30	30	44316	79	79	100	595	595	578	NA	NA	2	NA	NA	5	100	100	90	NA	NA	2

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

8th 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	45	45	78400	100	100	97	592	592	554	2	2	21	9	9	19	67	67	47	22	22	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	19	38686	100	100	98	594	594	554	5	5	20	16	16	20	47	47	49	32	32	12
Male	26	26	39636	100	100	96	590	590	554	NA	NA	23	4	4	18	81	81	46	15	15	13
African American	NC	NC	4193	NC	NC	97	NC	NC	533	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	5
Hispanic	NC	NC	30732	NC	NC	97	NC	NC	534	NC	NC	31	NC	NC	24	NC	NC	40	NC	NC	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	38	38	37038	100	100	97	597	597	575	3	3	11	5	5	14	66	66	56	26	26	19
Students with Disabilities	NC	NC	7840	NC	NC	81	NC	NC	498	NC	NC	60	NC	NC	18	NC	NC	20	NC	NC	2
Students without Disabilities	38	38	70560	100	100	99	597	597	560	NA	NA	17	8	8	19	66	66	50	26	26	14
Limited English Proficient Students	--	--	8956	--	--	95	--	--	502	--	--	56	--	--	25	--	--	18	--	--	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	NC	NC	33014	NC	NC	95	NC	NC	534	NC	NC	31	NC	NC	24	NC	NC	40	NC	NC	5
Non-Economically Disadvantaged	41	41	45386	100	100	99	594	594	569	2	2	15	7	7	15	68	68	52	22	22	18

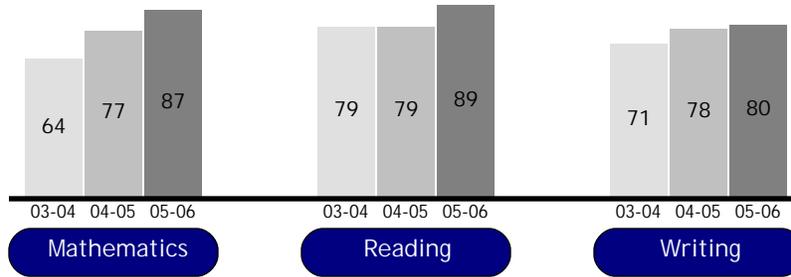
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	45	45	79179	100	100	98	560	560	519	NA	NA	11	9	9	27	78	78	58	13	13	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	19	38974	100	100	99	568	568	524	NA	NA	8	11	11	25	68	68	61	21	21	5
Male	26	26	40124	100	100	97	555	555	513	NA	NA	13	8	8	28	85	85	54	8	8	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	NC	NC	30987	NC	NC	98	NC	NC	498	NC	NC	17	NC	NC	36	NC	NC	45	NC	NC	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	38	38	37467	100	100	98	564	564	539	NA	NA	5	11	11	17	74	74	70	16	16	8
Students with Disabilities	NC	NC	8567	NC	NC	88	NC	NC	467	NC	NC	39	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	38	38	70612	100	100	99	568	568	524	NA	NA	7	8	8	25	76	76	62	16	16	5
Limited English Proficient Students	--	--	9013	--	--	95	--	--	461	--	--	40	--	--	48	--	--	12	--	--	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	NC	NC	33345	NC	NC	96	NC	NC	499	NC	NC	17	NC	NC	36	NC	NC	46	NC	NC	1
Non-Economically Disadvantaged	41	41	45834	100	100	99	563	563	533	NA	NA	7	7	7	19	78	78	67	15	15	7

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	42	42	79734	93	93	99	570	570	554	NA	NA	3	5	5	19	95	95	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	18	39243	95	95	99	584	584	568	NA	NA	2	NA	NA	12	100	100	85	NA	NA	1
Male	24	24	40413	92	92	98	559	559	541	NA	NA	4	8	8	26	92	92	70	NA	NA	0
African American	NC	NC	4285	NC	NC	99	NC	NC	548	NC	NC	3	NC	NC	22	NC	NC	74	NC	NC	0
Hispanic	NC	NC	31254	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	25	NC	NC	70	NC	NC	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	35	35	37668	92	92	99	573	573	569	NA	NA	1	6	6	13	94	94	85	NA	NA	1
Students with Disabilities	NC	NC	8943	NC	NC	92	NC	NC	495	NC	NC	11	NC	NC	51	NC	NC	38	NC	NC	1
Students without Disabilities	38	38	70791	100	100	100	569	569	561	NA	NA	2	5	5	15	95	95	83	NA	NA	0
Limited English Proficient Students	--	--	9138	--	--	97	--	--	492	--	--	13	--	--	46	--	--	40	--	--	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	NC	NC	33718	NC	NC	97	NC	NC	538	NC	NC	5	NC	NC	26	NC	NC	69	NC	NC	0
Non-Economically Disadvantaged	38	38	46016	93	93	100	572	572	567	NA	NA	2	5	5	14	95	95	84	NA	NA	1

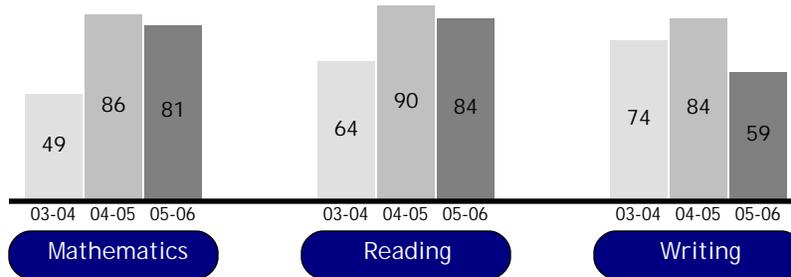
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

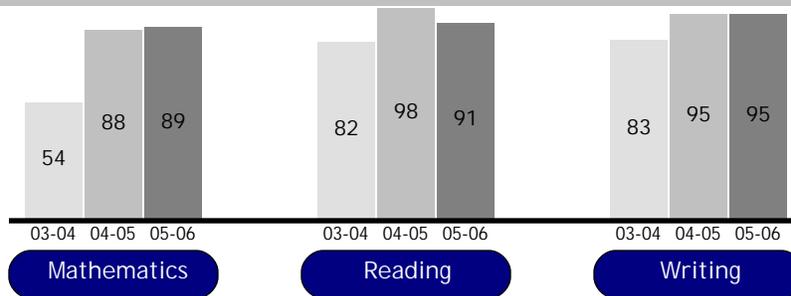
3rd Grade Proficiency



5th Grade Proficiency



8th 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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	61	NA	58	100	71	71	47	98	76	76	46
	Language	100	50	50	50	100	56	56	47	98	56	56	48
	Mathematics	100	61	61	64	100	65	65	50	98	72	72	52
3	Reading	100	66	NA	55	100	61	61	44	100	75	75	46
	Language	100	67	67	61	100	55	55	44	100	67	67	46
	Mathematics	100	64	64	61	100	57	57	51	100	73	73	52
4	Reading	100	81	NA	56	100	63	63	48	100	73	73	52
	Language	100	70	70	52	100	64	64	49	94	78	78	52
	Mathematics	100	73	73	61	100	68	68	53	100	72	72	58
5	Reading	100	80	NA	55	100	69	69	50	92	73	73	56
	Language	100	69	69	49	100	69	69	50	88	72	72	54
	Mathematics	100	80	80	63	100	64	64	49	92	72	72	52
6	Reading	100	80	NA	56	100	62	62	51	95	79	79	56
	Language	100	68	68	48	100	62	62	47	91	73	73	50
	Mathematics	100	86	86	66	98	70	70	52	97	80	80	58
7	Reading	97	77	NA	54	100	77	77	50	98	75	75	54
	Language	97	77	77	58	100	74	74	52	84	79	79	58
	Mathematics	97	88	88	62	100	73	73	50	100	72	72	54
8	Reading	96	80	NA	55	100	78	78	51	100	78	78	58
	Language	96	84	84	52	100	69	69	50	93	83	83	56
	Mathematics	96	91	91	61	100	76	76	53	100	79	79	58

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)
- 0 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Problem Solving of Community Issues
- Ü Fundraising
- Ü School Safety Issues
- Ü Budget Discussion and Adoption
- Ü Strategic Planning
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	24.00
Other Professional Staff	1.00	Teacher Aide	30.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	24
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	20%

Resources Available at School Site

Special Facilities

- Ü 2 Middle School Computer Labs
- Ü 1 Portable/Wireless Computer Labs

Extracurricular Activities

- Ü Summer Camp
- Ü Sports Teams
- Ü Land Laboratory Trips
- Ü Ropes Courses for Middle School
- Ü Catalina Island Trip for Elementary II
- Ü Middle School Adventure Trips
- Ü Enrichment Classes
- Ü Art, music, PE, Odyssey of Mind, Spanish

Social Services

- Ü Before School Care
- Ü DES Services
- Ü Adult Education
- Ü After School Programs

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü We are proud of the number of our eighth grade graduates who applied and were accepted into academically competitive local high schools.

- ü We have been implementing and effectively using the Kolbe Youth Index (a method of determining each student's instinctive and most effective working style) with our 6th, 7th and 8th graders.

- ü Villa Montessori received a two-year \$25,000 Good Monitoring Grant award. This grant is given to a school that receives exceptionally high points in the monitoring of our special education services conducted by the Arizona Department of Education.

- ü We are the first charter school to receive a bond from the City of Phoenix IDA. This allowed us to purchase facilities for our K-3 grade programs.

Student Activity Rates for School Year 2005-06

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

Our goal is to provide safe campus sites both physically and emotionally. 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.

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	John McDonald	(602) 263-0503
Transportation Policy	Tesah Estrada	(602) 955-2210
Community Resources	Bernita Gilliam	(602) 955-2210
School Nutrition Programs		
Parent Organization	John McDonald	(602) 263-0503
Student Health/Nurse		

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."

ACHIEVEMENT PROFILES

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.

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.