

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Nevitt Elementary School

Tempe Elementary District  
4525 E. St Anne Avenue, Phoenix, AZ 85042-5399

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

**Principal:** Ms. Andrea Bartelt  
**Schedule:** 8:00 AM to 4:00 PM  
**Web Address:** [www.tempe3.k12.az.us](http://www.tempe3.k12.az.us)  
**E-mail:** [abartelt@tempeschools.org](mailto:abartelt@tempeschools.org)

**Grades:** K-5  
**2002 Enrollment:** 802  
**Phone:** (602) 431-6640  
**Fax:** (602) 431-6887

## ∨ School Overview ∨

### Mission

The Nevitt community inspires, enriches and supports learners on a journey toward excellence. Nevitt School is a warm and friendly place where children are loved and encouraged. Visitors are immediately struck by the neat look of uniforms and the routine use of friendly greetings and handshakes. All students set high standards for academic progress and social grace. Students are learning to be SWANs (Smart, Work hard, Ambitious & Nice).

### Organization and Philosophy

- w Self-contained Classrooms
- w Social Skills and Personal Effectiveness
- w Site-based Decision Making
- w Schoolwide Instructional Timeline

### Instructional Programs

- w English Language Learners Services
- w Full-day Kindergarten
- w Publishing Center
- w Cooperative Learning
- w Social Skills Program with Think Time
- w Alternative Learning Classroom
- w Accelerated Reader and Math
- w On-site Special Ed Including ED & G/T

### School/Academic Goals

- w We will analyze the needs of our community to plan our services.
- w We will increase student performance in reading, writing and math.
- w We will provide an exceptional climate for learning where children feel welcome and are inspired to do well.
- w We will help learners become highly effective as they learn to do well at thinking, planning, producing and networking.

### Enrollment

October 1, 2001 School Year Student Enrollment:	813
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	No
Number of Students Attending Under Open Enrollment in 2001-02:	182

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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**

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

**Council Duties**

- w Budget
- w Extracurricular Activities
- w Educational Program Review
- w Family & Business Partnerships
- w Schoolwide Goals
- w Parent Compact

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	45.50
Other Professional Staff	4.70	Teacher Aide	20.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	21	4	0	0
7 to 9 years	4	3	0	0
10 or more years	6	4	0	0

∨ **Shared Responsibilities** ∨

**School**

The Nevitt School staff works hard at providing a safe and focused learning environment where students are challenged at their instructional levels and are raised to their highest potential. The Nevitt staff continually strives to help students reach their potential, become responsible lifelong learners and appreciate cultural diversity. We provide an equally strong academic and social skills program. Our school uniforms help students act responsibly.

**Parents**

Family responsibilities to children at Nevitt School are to help children learn their basic math facts by December 1; supervise reading for at least fifteen minutes each day; check and assist with homework; communicate with the teacher at least four times; attend at least two school functions; and, share the Parent Compact with the children and encourage self-discipline. Children are expected to arrive and leave on time.

∨ **Transportation Policy** ∨

Our school follows a standardized districtwide policy on transportation safety and behavior. District zero-tolerance policy for violations refers students to the school for corrective and disciplinary action. Busing boundaries are established for each school and approved by the Governing Board with distance and safety being the primary considerations. No bus transportation to and from school is provided at Nevitt except for our district ED program (SPARK) housed on this campus.

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## ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	175	<b>First Day of School:</b>	8/12/02
<b>Average Daily Instruction Time:</b>	6 hrs. 40 min.	<b>Last Day of School:</b>	5/23/03

**Operates on Traditional Schedule**

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### Report Card Release Dates

10/23/02	12/20/02	3/12/03	5/23/03
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## Additional Calendar/Report Card Information

Parent Teacher Conferences are scheduled and conducted twice during the school year, and conferences are conducted on an ongoing basis throughout the school year. Report cards are modified by grade level to more accurately reflect grade-level outcomes. Approximately 175 meetings per year involving a team of professionals and parents are scheduled to review progress and plan individual programs for students struggling with academic and/or social success.

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## ∨ Resources Available at School Site ∨

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### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - Yes

<sup>3</sup> 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.

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### Special Facilities

W Computer Labs	W Publishing Center
W Video Editing and Broadcasting Studio	W Alternative Learning Classroom

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### Extracurricular Activities

W Extended Day and Summer Programs	W Band/Orchestra/Choir/General Music
W Curriculum Evenings	W Student Council
W Before & After School Care	W Talent Show and Homework Club
W Video Programming and Print Publishing	W Multicultural Events

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### School/Community Resources

W Welcome Center	W Parent Breakfast Club
W Evening Open Gym, Phoenix Parks & Rec.	W Clothing/Food Banks
W Counseling/Social Services Programs	W DARE and FIREPALS
W Recreational Activities	W Business Partnerships

## ∨ 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 Student progress is monitored regularly and instruction adjusted as needed. All teachers are trained in Six Trait assessments. Writing competitions are entered. Teachers can take students to the computer and publishing centers for final production.</p> <p>W Math progress is monitored regularly. Instruction is adjusted as needed. Computer assisted math programs helps individualize instruction; goal setting and student evaluation help students set high expectations and master content early.</p> | <p>W Reading progress is assessed/monitored at least monthly. Reading Blocks, CLIP and additional staff ensure reading groups at instructional level. Staff development in reading is provided. Accelerated Reader and second dose reading.</p> <p>W Students are well-behaved and hard working. Think Time is a positive, non-confrontational behavior management program. Schoolwide social skills helps students learn pro-social skills. Alternative Learning Classroom is available to improve behavior.</p> |
|--|---|

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	17.0 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	2.8 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	8.9 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	100.0 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.0 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	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.**

<sup>4</sup> 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.

<sup>5</sup> 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.

<sup>6</sup> 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.

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

<sup>8</sup> 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.

<sup>9</sup> 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
District Rookie of the Year	2002
Tempe Diablo Excellence Award	1997
District Impact Award Winners each year	1999
Phx Fire Department Urban Survival Award	2002

## ∨ 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 <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>109</b>	<b>500</b>	<b>25%</b>	<b>25%</b>	<b>38%</b>	<b>13%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>108</b>	<b>515</b>	<b>21%</b>	<b>23%</b>	<b>46%</b>	<b>9%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>108</b>	<b>488</b>	<b>24%</b>	<b>34%</b>	<b>31%</b>	<b>11%</b>
	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

<b>Reading</b>	<b>School</b>	<b>100</b>	<b>499</b>	<b>26%</b>	<b>28%</b>	<b>35%</b>	<b>11%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>100</b>	<b>494</b>	<b>22%</b>	<b>36%</b>	<b>32%</b>	<b>10%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>100</b>	<b>486</b>	<b>17%</b>	<b>45%</b>	<b>11%</b>	<b>27%</b>
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class 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	--	--	--	--	--	--	--	--	--	81	42	60	--	--	--
2	Reading	--	--	--	100	32	50	70	36	52	78	37	53	54	40	57
	Language	--	--	--	100	25	40	82	29	43	79	25	44	59	27	48
	Mathematics	--	--	--	100	37	51	85	52	55	79	42	57	58	39	61
3	Reading	98	26	47	100	28	47	90	30	48	84	33	50	67	32	50
	Language	99	30	49	100	37	51	90	42	54	87	40	56	67	38	57
	Mathematics	100	26	46	100	28	49	91	42	52	87	44	54	69	34	56
4	Reading	100	33	53	100	37	54	95	35	54	82	42	55	74	37	55
	Language	100	35	47	100	36	49	93	36	48	81	40	50	74	37	50
	Mathematics	100	35	51	100	40	54	96	40	55	82	49	57	77	47	58
5	Reading	95	41	51	100	32	51	93	24	51	82	37	51	74	44	53
	Language	95	37	42	100	27	44	93	26	45	82	36	45	75	37	47
	Mathematics	99	42	51	100	32	54	94	36	55	83	46	57	76	58	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 Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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.**

	<b>Reading</b> Percentage of Students Achieving One Year's Growth	<b>Math</b> Percentage of Students Achieving One Year's Growth
<b>Grades 2-3</b>	<b>66</b>	<b>61</b>
<b>Grades 3-4</b>	<b>80</b>	<b>78</b>
<b>Grades 4-5</b>	<b>80</b>	<b>84</b>
<b>Grades 5-6</b>	<b>***</b>	<b>***</b>

\*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 school is noted for its positive climate and social graces. Students wear uniforms and learn pro-social skills for working effectively with others. There is a strong sense of belonging and we have many levels of support for students struggling with impulse control. Video announcements, school mottos, cooperative learning, Royal Partner mentoring program and class meetings explicitly teach expectations and reinforce positive social interactions. Alternative Learning Classroom.

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).

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**School uniforms are 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	\$3,214	\$2,353,479
Classroom Supplies	\$27	\$19,942
Administration	\$403	\$295,256
Support Services-Students	\$149	\$109,370
Other Support Services and Operations	\$786	\$575,406
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,580</b>	<b>\$3,353,453</b>

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
<b>School Site Council</b>	Andrea Bartelt	(602) 431-6640	6600
<b>Transportation Policy</b>	Paul Novak	(480) 350-9006	2
<b>Community Resources</b>	Gayle Korte	(602) 431-6640	6610
<b>School Nutrition Programs</b>	Pam Gorowara	(480) 774-2124	
<b>Parent Organization</b>	PTSA	(602) 431-6640	6626
<b>Student Health/Nurse</b>	Laurie Gargione	(602) 431-6640	6603

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.

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