



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

4525 E St Anne, Phoenix, AZ 85042

Tempe 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)

2003-04 Performing  
2002-03 Performing  
2001-02 Improving

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

### School Overview

Principal/Administrator : Dr. JoEtta Gonzales  
Schedule : 7:55 AM to 3:55 PM  
Grades : K-5  
2004 Enrollment : 785  
Web Address : [www.tempeschools.org/schools.enevitt.htm](http://www.tempeschools.org/schools.enevitt.htm)  
Phone Number : (602) 431-6640  
Fax Number : (602) 431-6887  
E-mail : [jgonzale@tempeschools.org](mailto:jgonzale@tempeschools.org)

### 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. We value all 'learners', children, adults, students, staff, families and community members, and maintain high expectations for student achievement. Nevitt is a school where diversity is recognized and celebrated.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04 Met  
2002-03 Met  
2001-02 N/A

#### School Improvement Status (b)

2003-04 N/A  
2002-03 N/A  
2001-02 N/A

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

### School / Academic Goals

- ü We will provide exceptional curriculum and instruction that is challenging, meaningful, and inspiring. Success will be measured by improved student performance in the core areas of reading, writing and math.
- ü We will provide a safe and orderly environment where risk taking is encouraged and students excel academically and socially. We will teach self-discipline and responsibility to our students, and will help students resolve conflicts peacefully.
- ü We will improve and increase opportunities for parent and community involvement by enhancing communication and establishing multiple ways for parents and community to be involved in our school.

### Enrollment

October 1, 2003 School Year Student Enrollment : 790  
Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2003-04 : 82

Instructional Programs

- Ü Structured English Immersion Classrooms
- Ü Bilingual Education Classrooms
- Ü Student Publishing Center
- Ü Before and After School Tutoring Program
- Ü Free Full Day Kindergarten
- Ü Language Experience Trips

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

We are committed to increasing parent involvement in an effort to provide the highest quality instructional program. Our school liaison helps bridge communication and offers a variety of services to our parent community. Our school believes in and understands the importance of a close parent partnership. We offer ESL courses, family literacy classes, and other trainings for our parents on a regular basis.

Parents

Parents are strongly encouraged and warmly welcomed to volunteer at school and to support their children with learning at home. Each parent has the responsibility to hold high expectations and support the educational goals of their child, supervise their child's reading each day and assist with other homework, provide adequate rest, food and medical attention so that each child is ready to learn, and keep in close contact with the teacher to discuss questions and/or concerns.

Transportation Policy

Our school follows a standardized districtwide policy on transportation safety and behavior. Nevitt School currently uses district transportation only for field trips. All other students live within walking distance of our school.

School Honors

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

Award/Honor	Year
Ü A+ School of Excellence	2003
Ü Tempe Diablo Excellence Award	1997
Ü Tempe District Impact Award Winners Each Year	2004
Ü Phx Fire Department Urban Survival Award	2002

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	122	1518	75509	98	99	100	493	512	521	22	17	13	31	25	23	33	32	33	14	25	31
All Students (Prior Year)	121	1457	75372	100	100	100	487	516	523	20	11	9	43	29	25	33	35	36	4	25	30
Female	57	737	37013	98	100	100	497	512	522	14	15	12	47	29	24	28	31	33	12	25	31
Male	64	779	38430	96	99	99	490	512	521	30	19	14	16	23	22	37	33	33	16	25	31
African American	24	165	3660	100	100	99	484	488	496	22	29	24	39	32	31	30	24	28	9	15	18
Hispanic	88	679	30486	97	99	99	502	502	505	18	16	18	29	31	29	35	38	32	18	15	21
Asian/Pacific Islander	NC	58	1780	NC	97	98	NC	548	549	NC	9	5	NC	9	13	NC	32	33	NC	50	50
American Indian/Alaskan Native	NC	119	4075	NC	100	100	NC	489	486	NC	30	28	NC	30	34	NC	27	26	NC	12	12
White	NC	490	35192	NC	99	99	NC	530	534	NC	12	8	NC	20	19	NC	31	35	NC	37	39
Students with Disabilities	NC	196	9708	NC	100	100	NC	481	489	NC	43	32	NC	25	27	NC	18	24	NC	15	17
Students without Disabilities	118	1322	65801	98	99	98	497	516	525	19	14	11	32	26	23	35	34	34	14	27	33
Limited English Proficient Students	39	400	16928	93	100	100	442	479	485	50	25	29	50	34	33	0	38	26	0	3	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	100	972	36411				488	497	503	23	23	19	32	29	29	35	33	32	10	15	20
Non-Economically Disadvantaged	22	546	39040				514	531	534	17	10	8	28	21	19	28	31	34	28	38	39

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	123	1520	75492	98	100	100	508	512	519	20	16	12	14	19	16	52	45	47	15	20	24
All Students (Prior Year)	123	1454	75221	100	100	100	507	519	523	20	10	8	25	19	16	44	52	56	12	18	21
Female	57	738	37014	98	100	100	513	517	523	12	12	10	16	17	15	56	49	48	16	22	27
Male	65	780	38400	97	99	99	503	508	516	28	20	14	9	20	17	49	41	47	14	18	21
African American	24	165	3665	100	100	99	506	500	505	22	23	20	17	27	22	48	40	43	13	10	14
Hispanic	89	679	30438	98	99	99	513	507	508	16	16	17	7	19	21	58	52	47	18	13	15
Asian/Pacific Islander	NC	57	1773	NC	95	98	NC	531	534	NC	7	4	NC	9	10	NC	49	50	NC	35	36
American Indian/Alaskan Native	NC	119	4081	NC	100	100	NC	495	498	NC	28	25	NC	25	26	NC	39	40	NC	8	8
White	NC	490	35177	NC	99	99	NC	522	528	NC	12	8	NC	15	13	NC	42	49	NC	31	31
Students with Disabilities	NC	196	9707	NC	100	100	NC	482	495	NC	48	33	NC	23	21	NC	21	33	NC	9	13
Students without Disabilities	119	1324	65785	99	99	98	510	516	522	17	12	10	14	18	16	54	48	49	15	22	26
Limited English Proficient Students	40	400	16905	95	100	100	479	487	489	50	34	34	0	28	28	50	34	32	0	3	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	101	972	36302				505	504	507	23	21	18	9	21	21	58	46	46	10	12	14
Non-Economically Disadvantaged	22	548	39164				520	523	528	6	10	8	33	16	13	28	44	48	33	30	31

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	122	1507	75053	98	99	99	580	620	597	9	6	7	13	9	12	70	73	72	8	12	9
All Students (Prior Year)	121	1431	73654	100	99	99	518	529	530	16	11	9	18	14	13	64	65	70	2	9	7
Female	57	732	36872	98	99	99	610	650	621	0	3	5	14	6	9	74	75	74	12	16	12
Male	64	773	38109	96	98	99	551	593	573	19	9	10	12	11	14	64	71	69	5	9	6
African American	24	163	3636	100	99	99	580	590	568	9	10	12	17	10	16	65	75	67	9	6	6
Hispanic	89	679	30235	98	98	98	595	617	575	5	4	9	13	9	14	73	75	70	9	12	6
Asian/Pacific Islander	NC	57	1768	NC	95	98	NC	707	651	NC	0	3	NC	5	5	NC	64	72	NC	32	19
American Indian/Alaskan Native	NC	119	4044	NC	100	99	NC	597	550	NC	10	13	NC	8	17	NC	78	66	NC	4	4
White	NC	485	35028	NC	98	99	NC	632	613	NC	6	6	NC	9	10	NC	71	73	NC	15	11
Students with Disabilities	NC	195	9625	NC	100	100	NC	540	530	NC	24	21	NC	16	21	NC	56	55	NC	4	4
Students without Disabilities	118	1312	65428	98	98	98	586	631	604	6	4	6	13	8	11	72	75	73	8	14	10
Limited English Proficient Students	40	400	16765	95	100	100	472	574	525	50	13	17	25	13	20	25	72	60	0	3	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	101	966	36077				571	597	566	9	8	10	16	10	16	71	75	69	4	8	5
Non-Economically Disadvantaged	21	541	38950				616	650	618	12	4	5	0	6	9	65	71	73	24	19	12

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	121	1354	76019	100	99	100	471	495	499	27	15	14	42	40	39	8	11	14	23	34	33
All Students (Prior Year)	147	1410	76230	100	100	100	471	499	498	24	12	12	42	39	38	19	12	12	14	37	37
Female	63	655	37207	100	100	100	478	495	499	17	14	12	50	40	41	11	13	14	22	34	33
Male	58	699	38677	100	99	100	462	495	498	39	16	15	33	40	38	4	10	13	24	34	34
African American	23	179	3817	100	100	100	455	474	475	35	21	23	55	51	47	0	9	11	10	19	18
Hispanic	85	617	29458	100	100	100	470	488	480	27	17	20	39	43	48	9	11	12	25	29	20
Asian/Pacific Islander	NC	36	1673	NC	97	99	NC	516	531	NC	8	4	NC	36	29	NC	12	14	NC	44	53
American Indian/Alaskan Native	NC	113	4735	NC	97	100	NC	485	466	NC	19	28	NC	44	49	NC	10	10	NC	27	13
White	10	404	35880	91	98	100	501	514	515	20	9	7	30	31	32	20	12	16	30	47	45
Students with Disabilities	15	193	9786	100	100	100	433	455	457	58	41	39	33	41	40	0	4	7	8	14	13
Students without Disabilities	106	1161	66233	98	99	99	476	501	503	23	11	11	43	40	39	9	12	14	25	37	35
Limited English Proficient Students	45	342	15206	100	100	100	448	463	459	37	26	31	44	57	53	7	8	7	11	9	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	85	832	35714				469	485	480	28	17	20	41	46	47	9	11	12	22	26	20
Non-Economically Disadvantaged	36	522	40266				474	509	513	25	12	9	44	31	33	6	12	15	25	45	43

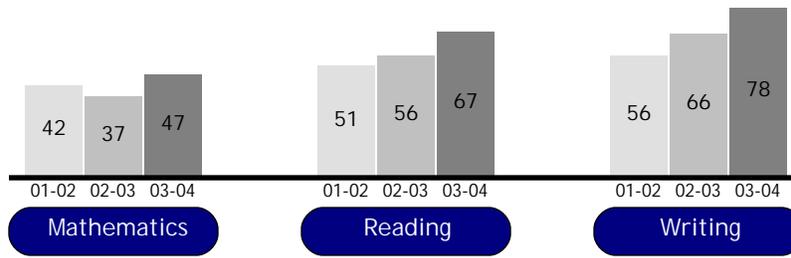
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	121	1349	76020	100	99	100	489	498	503	46	33	25	27	23	23	22	36	40	5	8	12
All Students (Prior Year)	145	1405	76202	99	100	100	497	502	505	33	20	19	27	27	24	34	43	46	6	10	11
Female	63	653	37213	100	99	100	491	500	504	33	27	22	33	25	23	33	39	42	0	8	13
Male	58	696	38666	100	99	100	487	496	501	59	39	29	20	21	22	10	32	38	10	8	12
African American	23	179	3819	100	100	100	479	489	494	65	45	37	22	27	26	9	25	31	4	3	6
Hispanic	85	614	29442	100	99	99	489	494	494	40	36	37	31	26	26	24	31	31	4	6	6
Asian/Pacific Islander	NC	36	1672	NC	97	99	NC	498	513	NC	28	12	NC	24	19	NC	44	49	NC	4	20
American Indian/Alaskan Native	NC	114	4735	NC	97	100	NC	489	489	NC	50	48	NC	23	25	NC	26	24	NC	1	3
White	10	401	35890	91	98	100	513	509	511	40	19	15	10	18	20	40	48	48	10	15	18
Students with Disabilities	15	190	9784	100	99	100	475	479	485	73	72	58	13	14	19	7	10	19	7	4	4
Students without Disabilities	106	1159	66236	98	99	99	492	501	504	41	27	23	30	24	23	25	40	42	5	9	13
Limited English Proficient Students	45	338	15198	100	100	100	480	482	483	63	62	59	30	27	25	7	11	14	0	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	85	829	35703				485	493	494	52	40	37	25	26	26	18	29	31	4	5	6
Non-Economically Disadvantaged	36	520	40274				498	505	509	31	24	17	31	18	20	31	46	47	6	13	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	120	1350	75673	99	99	100	483	528	530	24	12	12	45	28	25	28	56	58	2	4	4
All Students (Prior Year)	147	1372	74692	100	98	99	485	499	502	19	17	18	40	30	27	38	46	47	3	7	8
Female	63	654	37099	100	100	100	502	549	548	13	7	8	48	25	22	37	62	64	2	6	6
Male	57	696	38441	98	99	99	461	508	513	38	17	16	42	31	29	18	49	52	2	3	3
African American	22	177	3791	100	99	99	448	512	506	37	16	18	58	28	29	5	54	50	0	2	3
Hispanic	85	618	29305	100	100	99	481	511	507	22	15	16	45	31	31	33	52	51	0	2	2
Asian/Pacific Islander	NC	36	1665	NC	97	99	NC	548	573	NC	4	6	NC	24	16	NC	68	67	NC	4	10
American Indian/Alaskan Native	NC	114	4707	NC	97	100	NC	518	492	NC	11	19	NC	30	33	NC	56	46	NC	3	1
White	10	402	35760	91	98	99	540	556	550	20	8	9	20	23	21	50	60	64	10	8	6
Students with Disabilities	14	194	9706	100	100	100	454	453	462	45	40	36	36	34	32	18	23	31	0	3	1
Students without Disabilities	106	1156	65967	98	99	99	487	538	536	22	8	10	47	27	25	30	60	60	2	5	5
Limited English Proficient Students	45	340	15115	100	100	100	444	477	471	33	23	26	48	35	38	19	42	35	0	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	84	832	35541				470	513	504	24	14	17	52	32	31	24	52	50	0	2	2
Non-Economically Disadvantaged	36	518	40091				511	548	550	25	10	9	31	23	21	38	60	64	6	7	6

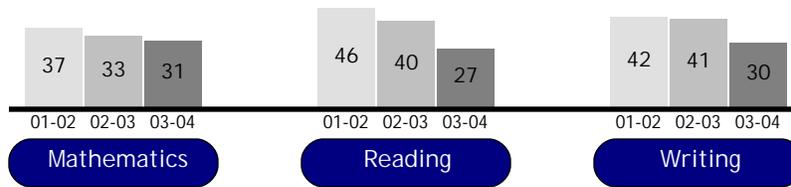
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	25	38	44	91	29	42	50	92	41	NA	58
	Language	98	20	31	39	99	18	33	43	100	33	44	50
	Mathematics	98	31	46	52	99	28	49	57	99	39	57	64
3	Reading	98	25	34	43	97	31	38	47	96	41	NA	55
	Language	98	32	40	50	98	40	45	54	97	48	54	61
	Mathematics	98	30	42	50	98	32	44	54	100	40	54	61
4	Reading	94	30	38	47	98	30	42	52	99	36	NA	56
	Language	94	33	38	45	98	37	40	48	99	37	45	52
	Mathematics	96	41	43	52	98	32	46	57	99	40	51	61
5	Reading	95	34	39	46	98	30	41	50	99	33	NA	55
	Language	95	32	35	43	97	31	38	46	99	33	43	49
	Mathematics	95	52	46	54	97	43	50	57	100	44	59	63

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)
- 3 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Schoolwide Improvement Goals
- Ü Extracurricular Activities and Offerings
- Ü Educational Program Review
- Ü Family & Business Partnerships
- Ü Tax Credit Budget Decisions
- Ü Parent Compact

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	41.50
Other Professional Staff	5.20	Teacher Aide	11.50

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	1	0	0
4 to 6 years	6	2	0	0
7 to 9 years	8	5	0	0
10 or more years	8	6	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	41.2
Core academic classes taught by Highly Qualified (NCLB) teachers.	34
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Two Computer Labs
- Ü Student Publishing Center
- Ü Spacious Library

Extracurricular Activities

- Ü Extended Day and Summer Programs
- Ü Band/Orchestra/Choir/General Music
- Ü Curriculum Evenings
- Ü Student Council
- Ü Drum Club
- Ü Dance Club
- Ü Mariachi Club

Social Services

- Ü School Counseling Services
- Ü Parent Breakfast Club
- Ü Adult ESL/Parenting Classes
- Ü Before and After School Day Care
- Ü Family Literacy Program
- Ü Additional Family Assistance

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Student progress is monitored regularly and instruction adjusted as needed. All teachers are trained in Six Trait assessments. Teachers take students to the computer and publishing centers for final production.
  
- ü Reading progress is assessed/monitored at least monthly. Reading Blocks, and CLIP tutoring ensure reading at instructional level. Staff development in reading is provided. Accelerated Reader and second dose reading supplements instruction.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	95	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	1	2	2	2
Transfers In <sup>7</sup> (Out of District)	6	10	9	9
Promotion Rate <sup>8</sup>	99	98	98	94
Retention Rate <sup>9</sup>	0	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	63	63
Grades 3-4	65	67
Grades 4-5	70	70

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 2003-04. 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 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

School Safety

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

Our school is noted for its positive climate, where each child is valued and recognized for their social contributions. Students wear uniforms and learn pro-social skills for working effectively with others. Cooperative learning and risk-taking are encouraged. Our teachers, counselor, nurse, and behavior specialist help students make good choices.

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

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.

Contacts

	Name	Phone Number
School Site Council	Jo Etta Gonzales	(602) 431-6640
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Gayle Korte	(602) 431-6640
School Nutrition Programs	Pam Gorowara	(480) 774-2124
Parent Organization	PTSA	(602) 431-6640
Student Health/Nurse	Laurie Gargione	(602) 431-6640

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled 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. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/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.