

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4525 E St Anne, Phoenix, AZ 85042

Tempe School 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 LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Dr. JoEtta Gonzales
 Schedule : 07:00 AM to 05:00 PM
 Grades : K-5
 2005 Enrollment : 813
 Web Address : www.tempeschools.org/schools.enevitt.htm
 Phone Number : (602) 431-6640
 Fax Number : (602) 431-6887
 E-mail : 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)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School / Academic Goals

- ü We will provide exceptional instruction that is challenging, meaningful, and inspiring. Our focus will be student engagement - all the students, all the time. Success will be measured by improved student performance in 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, 2004 School Year Student Enrollment : 812
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 142

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
- ü Read Naturally Lab
- ü 2 Fully Staffed Computer Labs

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

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 ESOL 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's 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. We ask parents to provide adequate rest, food and medical attention so each child is ready to learn. We want parents to keep close contact with the teacher to discuss student progress.

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 Esperanza Award Winner	2004
ü Tempe District Impact Award Winner	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	153	1702	79306	99	100	99	421	438	445	18	13	10	30	22	18	45	49	51	7	17	20
All Students (Prior Year)	122	1518	75509	98	99	100	493	512	521	22	17	13	31	25	23	33	32	33	14	25	31
Female	74	868	38691	100	100	99	426	436	446	17	13	10	20	23	18	54	48	52	9	16	20
Male	79	834	40583	99	100	99	417	440	445	18	13	11	39	21	18	37	50	50	5	17	21
African American	24	177	4041	96	99	99	414	433	426	26	17	17	22	21	23	48	50	50	4	12	10
Hispanic	117	806	32869	99	100	99	420	426	429	18	16	15	34	26	25	42	50	51	6	9	10
Asian/Pacific Islander	NC	56	1935	NC	100	99	NC	464	474	NC	4	3	NC	16	9	NC	49	48	NC	31	40
American Indian/Alaskan Native	NC	162	4264	NC	100	100	NC	420	419	NC	18	19	NC	31	30	NC	45	45	NC	6	6
White	NC	501	36197	NC	100	99	NC	461	463	NC	7	5	NC	14	11	NC	47	53	NC	33	31
Students with Disabilities	NC	206	10321	NC	100	100	NC	395	389	NC	33	30	NC	29	27	NC	28	34	NC	10	9
Students without Disabilities	146	1496	69060	99	100	98	422	444	454	17	10	7	29	21	17	47	51	54	7	18	22
Limited English Proficient Students	51	335	15509	100	100	100	415	408	406	21	22	20	35	32	30	39	42	45	6	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	127	1144	39415	99	99	96	417	427	431	20	17	15	32	28	25	43	46	50	5	10	10
Non-Economically Disadvantaged	26	558	39966	100	100	100	442	458	459	8	6	6	23	11	12	54	54	52	15	29	30

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	154	1702	79395	100	0	99	428	440	446	16	14	9	35	25	25	45	51	55	4	9	11
All Students (Prior Year)	123	1520	75492	98	100	100	508	512	519	20	16	12	14	19	16	52	45	47	15	20	24
Female	74	869	38743	100	0	100	438	444	451	12	11	7	30	25	24	51	54	57	7	11	12
Male	80	833	40618	100	0	99	419	435	440	19	18	11	39	26	27	40	48	53	1	8	9
African American	24	177	4052	96	0	100	419	438	434	26	14	11	39	27	29	26	54	54	9	5	6
Hispanic	118	807	32915	100	0	99	427	428	426	15	18	15	36	30	35	46	46	47	3	5	4
Asian/Pacific Islander	NC	56	1936	NC	0	99	NC	459	468	NC	9	3	NC	16	14	NC	64	63	NC	11	19
American Indian/Alaskan Native	NC	162	4271	NC	0	100	NC	420	420	NC	19	15	NC	35	42	NC	43	41	NC	3	2
White	NC	500	36221	NC	0	99	NC	464	465	NC	7	4	NC	15	15	NC	59	63	NC	19	17
Students with Disabilities	NC	206	10331	NC	0	100	NC	383	388	NC	44	25	NC	26	37	NC	23	34	NC	6	4
Students without Disabilities	146	1496	69139	99	0	99	430	448	454	14	10	7	34	25	24	47	55	58	4	10	11
Limited English Proficient Students	51	334	15545	100	0	100	420	407	399	19	26	21	36	34	42	42	38	35	3	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	127	1144	39484	99	0	96	421	428	429	18	18	14	38	32	35	41	45	47	3	5	4
Non-Economically Disadvantaged	27	558	39986	100	0	100	459	462	461	4	6	4	22	13	16	63	62	63	11	18	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	132	1676	78869	86	99	99	442	447	442	10	6	6	17	22	21	57	56	63	16	16	10
All Students (Prior Year)	122	1507	75053	98	99	99	580	620	597	9	6	7	13	9	12	70	73	72	8	12	9
Female	62	856	38536	84	99	99	458	462	458	10	5	4	14	16	15	51	58	67	25	21	14
Male	70	820	40302	88	99	99	428	431	428	10	7	8	19	29	26	63	55	60	7	9	7
African American	21	174	4015	84	98	99	450	444	430	5	6	8	14	28	24	67	53	61	14	13	7
Hispanic	102	791	32606	86	98	98	435	437	426	13	8	8	19	23	27	55	58	60	14	11	5
Asian/Pacific Islander	NC	56	1925	NC	100	99	NC	480	471	NC	2	3	NC	16	11	NC	51	64	NC	31	22
American Indian/Alaskan Native	--	160	4245	--	100	100	--	426	423	--	6	9	--	34	26	--	57	61	--	4	4
White	NC	495	36078	NC	100	99	NC	467	459	NC	4	4	NC	16	16	NC	55	66	NC	25	14
Students with Disabilities	NC	202	10246	NC	100	100	NC	371	367	NC	19	18	NC	42	39	NC	34	40	NC	4	4
Students without Disabilities	126	1474	68697	86	98	98	448	458	454	8	4	4	16	19	18	59	59	67	17	17	11
Limited English Proficient Students	44	328	15339	86	100	100	429	412	399	15	12	11	19	29	31	55	53	54	11	6	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	107	1122	39106	84	97	95	435	436	427	12	7	8	19	26	28	56	57	59	13	10	5
Non-Economically Disadvantaged	25	554	39837	96	100	100	473	466	457	4	4	4	8	14	14	60	55	67	28	26	15

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	113	1421	78906	99	100	99	485	492	498	20	17	13	23	20	19	49	44	48	8	19	20
All Students (Prior Year)	121	1354	76019	100	99	100	471	495	499	27	15	14	42	40	39	8	11	14	23	34	33
Female	56	721	38644	100	100	99	493	495	500	15	15	12	19	20	19	57	45	49	9	20	19
Male	57	700	40236	98	100	99	476	488	497	25	20	15	27	21	19	40	42	46	7	17	20
African American	22	165	4087	96	100	99	498	491	481	9	12	20	27	25	24	55	50	45	9	13	11
Hispanic	80	654	31938	100	100	99	480	480	481	24	25	19	21	22	25	47	41	46	8	12	10
Asian/Pacific Islander	NC	54	1805	NC	100	98	NC	528	536	NC	6	5	NC	20	8	NC	35	45	NC	39	42
American Indian/Alaskan Native	NC	136	4593	NC	99	100	NC	470	467	NC	21	26	NC	29	29	NC	42	39	NC	8	6
White	NC	412	36483	NC	100	99	NC	513	517	NC	8	7	NC	12	13	NC	48	51	NC	32	30
Students with Disabilities	NC	219	10664	NC	100	100	NC	416	430	NC	56	42	NC	18	27	NC	19	26	NC	6	5
Students without Disabilities	105	1203	68310	100	100	98	488	506	509	16	10	9	25	20	18	50	48	51	9	21	22
Limited English Proficient Students	24	257	12573	100	100	100	475	455	454	25	31	27	25	25	30	45	35	38	5	9	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	89	913	38679	99	98	96	477	484	483	26	22	20	25	25	25	42	41	45	7	12	10
Non-Economically Disadvantaged	25	509	40295	100	100	100	508	505	513	4	10	7	16	12	13	68	49	50	12	30	30

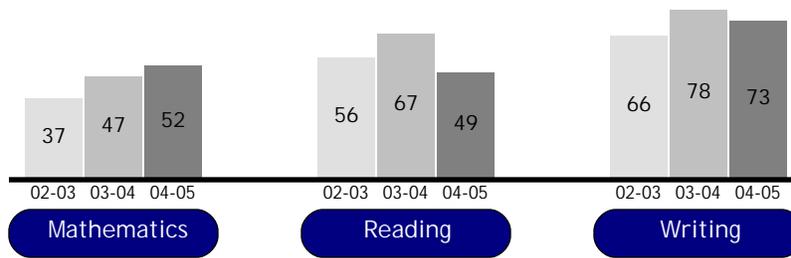
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	1418	78908	99	0	99	468	476	484	20	14	10	26	23	23	51	54	58	3	8	9
All Students (Prior Year)	121	1349	76020	100	99	100	489	498	503	46	33	25	27	23	23	22	36	40	5	8	12
Female	56	720	38648	100	0	99	479	483	489	15	9	8	24	22	22	56	59	61	6	10	10
Male	57	698	40233	98	0	99	457	469	479	25	19	12	27	24	25	47	50	55	0	7	8
African American	22	165	4092	96	0	99	482	480	473	5	14	12	23	15	28	73	66	54	0	5	5
Hispanic	80	651	31940	100	0	99	465	463	465	24	19	16	26	30	32	47	46	49	3	4	3
Asian/Pacific Islander	NC	54	1805	NC	0	98	NC	502	507	NC	6	4	NC	18	13	NC	59	65	NC	18	18
American Indian/Alaskan Native	NC	136	4569	NC	0	100	NC	456	457	NC	18	18	NC	34	39	NC	45	41	NC	3	2
White	NC	412	36502	NC	0	99	NC	496	502	NC	6	4	NC	13	14	NC	65	67	NC	17	15
Students with Disabilities	NC	219	10665	NC	0	100	NC	402	423	NC	47	30	NC	31	36	NC	19	31	NC	2	2
Students without Disabilities	105	1200	68312	100	0	98	471	489	493	17	8	7	27	22	21	53	61	62	3	9	10
Limited English Proficient Students	24	256	12556	100	0	100	462	438	436	28	27	24	25	34	40	45	36	35	3	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	89	912	38662	99	0	96	463	469	468	25	18	16	31	29	32	42	48	49	2	4	3
Non-Economically Disadvantaged	25	507	40315	100	0	100	484	487	498	8	7	5	8	13	15	80	65	66	4	15	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	113	1423	78750	99	100	99	492	497	500	9	7	6	34	30	29	54	60	63	3	3	2
All Students (Prior Year)	120	1350	75673	99	99	100	483	528	530	24	12	12	45	28	25	28	56	58	2	4	4
Female	56	722	38586	100	100	99	514	512	515	7	4	4	22	25	22	65	66	71	6	5	3
Male	57	701	40135	98	100	99	470	481	486	11	9	8	45	36	35	44	54	56	0	1	1
African American	22	167	4081	96	100	99	513	503	488	5	7	8	27	26	32	64	64	59	5	3	2
Hispanic	80	655	31841	100	100	99	485	484	483	9	10	8	37	35	36	53	54	55	1	1	1
Asian/Pacific Islander	NC	54	1802	NC	100	98	NC	520	533	NC	6	2	NC	27	16	NC	59	75	NC	8	7
American Indian/Alaskan Native	NC	136	4586	NC	99	100	NC	480	481	NC	5	8	NC	40	37	NC	54	54	NC	1	1
White	NC	411	36440	NC	100	99	NC	515	516	NC	3	3	NC	22	22	NC	69	71	NC	6	4
Students with Disabilities	NC	219	10622	NC	100	100	NC	394	415	NC	28	21	NC	50	50	NC	21	28	NC	2	1
Students without Disabilities	105	1205	68196	100	100	98	501	515	513	4	3	3	36	27	25	57	67	69	3	3	3
Limited English Proficient Students	24	255	12504	100	100	100	469	453	451	15	15	12	40	40	44	43	45	43	3	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	89	912	38558	99	98	96	481	489	485	11	9	8	38	36	37	49	53	54	2	2	1
Non-Economically Disadvantaged	25	512	40260	100	100	100	526	509	514	4	4	3	24	21	21	68	70	72	4	5	4

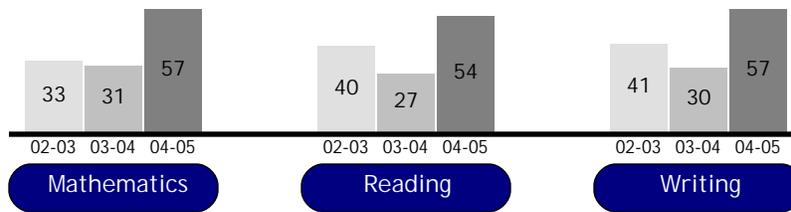
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	91	29	42	50	92	41	NA	58	99	29	41	47
	Language	99	18	33	43	100	33	44	50	99	25	39	47
	Mathematics	99	28	49	57	99	39	57	64	99	28	44	50
3	Reading	97	31	38	47	96	41	NA	55	100	32	41	44
	Language	98	40	45	54	97	48	54	61	100	34	40	44
	Mathematics	98	32	44	54	100	40	54	61	99	37	46	51
4	Reading	98	30	42	52	99	36	NA	56	99	36	43	48
	Language	98	37	40	48	99	37	45	52	99	38	45	49
	Mathematics	98	32	46	57	99	40	51	61	99	40	48	53
5	Reading	98	30	41	50	99	33	NA	55	100	37	46	50
	Language	97	31	38	46	99	33	43	49	100	39	45	50
	Mathematics	97	43	50	57	100	44	59	63	100	41	45	49

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)
- 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 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	42.30
Other Professional Staff	4.20	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	23	3	0	0
4 to 6 years	7	1	0	0
7 to 9 years	6	3	0	0
10 or more years	2	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	36
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Hightly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü Two Computer Labs
- Ü Student Publishing Center
- Ü Child Centered Library
- Ü Media Studio

Extracurricular Activities

- Ü Extended Day and Summer Programs
- Ü Band/Orchestra/Choir/General Music
- Ü Family Curriculum Events
- Ü Student Council
- Ü Athletic Club
- Ü Dance Club
- Ü Readers Theatre Club
- Ü Morning News 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
- Ü Mentorship Club

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Student progress is monitored regularly and instruction adjusted as needed. Teachers use DIBELS and NWEA assessments to guide instruction. We provide intervention for students to meet their academic needs.

- ü We held our school's first spring carnival to celebrate student achievement, and had over 100 parent volunteers!

- ü All staff has been trained in student engagement strategies, and grade level goals have been established.

- ü We use grade level coaches for mentoring and on-going professional development.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	7	12	12	17
Transfers In Rate ⁶	15	28	28	37
Stability Rate ⁷	92	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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 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 for school year 2004-05 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	Jo Etta Gonzales	(602) 431-6640
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Noemi Hurtado	(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 on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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.