

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Performing

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

School Overview

Principal/Administrator : Dr. JoEtta Gonzales
 Schedule : 07:45 AM to 04:00 PM
 Grades : Pre-K-5
 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)

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 We will provide instruction that is challenging, meaningful, and inspiring. Our focus will be student engagement - all the students, all the time. We will also focus on building vocabulary through explicit and robust vocabulary instruction.
- 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, 2005 School Year Student Enrollment : 802
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 139

Instructional Programs

- ü Structured English Immersion Classrooms
- ü Reading Fluency Lab
- ü Adult Learning Center
- ü Before and After School Tutoring Program
- ü Free Full Day Kindergarten
- ü Language Experience Trips
- ü Free 4-Day Preschool
- 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. We believe we are all teachers. 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, computer 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	2006
ü Tempe District Impact Award Winner	2006
ü Rookie of the Year Award Winner	2006

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	137	1503	80010	100	100	99	418	439	447	21	12	10	28	22	18	49	52	53	1	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	735	38935	100	100	99	421	438	447	18	12	9	25	22	19	57	53	55	NA	13	17
Male	60	768	40974	100	100	98	414	440	448	25	12	11	33	22	18	38	51	52	3	15	19
African American	30	190	4201	100	100	99	418	426	430	17	14	17	33	28	23	50	54	51	NA	4	9
Hispanic	99	723	34545	100	100	99	418	430	432	23	14	14	27	26	24	47	52	53	2	8	9
Asian/Pacific Islander	NC	44	2068	NC	100	99	NC	460	474	NC	11	4	NC	9	10	NC	59	50	NC	20	36
American Indian/Alaskan Native	NC	131	3979	NC	99	96	NC	421	424	NC	18	17	NC	31	30	NC	47	47	NC	5	6
White	NC	414	35142	NC	100	99	NC	465	465	NC	5	5	NC	12	11	NC	53	56	NC	31	28
Students with Disabilities	13	256	10161	100	100	93	396	419	419	62	29	28	15	29	28	15	32	36	8	10	8
Students without Disabilities	124	1247	69849	100	100	100	420	443	451	17	8	7	30	21	17	52	56	56	1	14	19
Limited English Proficient Students	24	262	14013	100	100	97	398	409	413	38	24	24	42	38	34	21	35	39	NA	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	117	1056	39029	100	100	98	417	428	432	21	15	14	31	27	25	46	52	52	2	7	9
Non-Economically Disadvantaged	20	447	40981	100	100	100	426	466	462	20	5	6	15	11	13	65	54	54	NA	30	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	137	1494	79438	100	100	98	428	443	451	12	11	9	39	29	24	47	52	56	1	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	731	38775	100	99	99	436	449	457	6	8	7	35	27	22	58	56	58	NA	9	13
Male	60	763	40560	100	100	97	418	439	446	20	14	12	43	30	25	33	49	54	3	7	9
African American	30	188	4178	100	100	98	436	435	439	10	12	13	37	34	29	53	51	52	NA	3	6
Hispanic	99	717	34297	100	99	98	425	434	434	14	14	14	39	33	31	44	50	50	2	4	5
Asian/Pacific Islander	NC	44	2063	NC	100	99	NC	459	475	NC	5	3	NC	18	15	NC	70	63	NC	7	20
American Indian/Alaskan Native	NC	131	3940	NC	99	95	NC	422	429	NC	21	14	NC	33	36	NC	46	47	NC	1	3
White	NC	413	34887	NC	100	98	NC	468	471	NC	5	4	NC	19	15	NC	58	63	NC	18	18
Students with Disabilities	13	250	9588	100	98	88	406	413	416	46	31	30	23	31	32	23	34	34	8	4	5
Students without Disabilities	124	1244	69850	100	100	100	430	449	456	9	7	7	40	28	23	50	56	59	1	8	12
Limited English Proficient Students	24	257	13856	100	98	96	395	404	407	29	28	27	54	46	43	17	26	29	NA	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	117	1048	38685	100	99	97	427	432	435	11	14	14	41	33	32	46	50	50	2	3	5
Non-Economically Disadvantaged	20	446	40753	100	100	99	432	470	467	20	5	5	25	17	16	55	59	62	NA	19	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	137	1502	79971	100	100	99	413	424	423	11	9	8	42	38	41	46	48	49	1	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	735	38974	100	100	99	437	439	437	4	6	5	34	32	33	60	55	57	3	7	4
Male	60	767	40895	100	100	98	381	408	410	20	12	10	52	44	47	28	42	41	NA	2	2
African American	30	190	4203	100	100	99	405	416	411	10	8	11	43	44	45	47	46	43	NA	2	2
Hispanic	99	720	34481	100	99	99	412	418	410	12	10	10	41	40	46	44	47	43	2	3	1
Asian/Pacific Islander	NC	44	2067	NC	100	99	NC	449	449	NC	5	4	NC	25	28	NC	55	60	NC	16	8
American Indian/Alaskan Native	NC	131	3995	NC	99	96	NC	405	409	NC	14	10	NC	40	47	NC	42	42	NC	4	1
White	NC	416	35150	NC	100	99	NC	440	437	NC	5	5	NC	34	35	NC	53	56	NC	8	5
Students with Disabilities	13	258	10258	100	100	94	337	372	377	38	23	23	46	52	51	15	23	25	NA	3	1
Students without Disabilities	124	1244	69713	100	100	100	421	434	429	8	6	5	41	36	39	49	53	52	2	5	3
Limited English Proficient Students	24	261	13985	100	100	97	364	375	382	25	24	18	67	50	54	8	26	27	NA	1	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	117	1054	38994	100	99	98	412	414	409	10	10	10	43	42	47	47	45	41	NA	2	1
Non-Economically Disadvantaged	20	448	40977	100	100	100	417	445	437	15	6	5	35	29	34	40	55	56	10	11	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	152	1609	80147	99	100	99	469	476	482	12	12	11	25	21	17	45	45	49	18	22	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	824	39281	99	100	99	475	476	483	11	12	9	23	21	17	43	44	50	24	22	24
Male	77	785	40780	100	100	98	463	475	482	13	12	12	27	21	17	48	46	48	12	21	24
African American	21	170	4249	100	99	99	459	464	464	29	16	17	10	21	22	52	52	48	10	12	13
Hispanic	119	779	33494	99	100	99	468	468	466	10	13	15	28	25	23	45	46	49	17	16	14
Asian/Pacific Islander	NC	45	2103	NC	100	99	NC	495	515	NC	9	4	NC	13	8	NC	42	44	NC	36	45
American Indian/Alaskan Native	NC	151	4117	NC	100	96	NC	455	456	NC	20	19	NC	26	27	NC	44	46	NC	9	8
White	NC	464	36122	NC	100	99	NC	498	501	NC	8	5	NC	13	10	NC	41	50	NC	37	35
Students with Disabilities	13	243	10295	93	99	92	411	434	443	62	40	33	23	29	26	8	23	33	8	9	8
Students without Disabilities	139	1366	69852	100	100	100	474	483	488	7	8	7	25	19	16	49	49	51	19	24	26
Limited English Proficient Students	47	319	12722	100	100	97	447	438	441	17	27	27	43	36	33	30	32	37	11	5	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	123	1141	38371	99	100	97	464	464	465	13	16	15	26	25	23	46	45	49	15	15	13
Non-Economically Disadvantaged	29	468	41776	100	100	100	490	503	498	7	5	6	21	12	11	41	45	49	31	38	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	152	1601	79686	99	99	98	449	463	470	16	14	11	38	27	24	44	52	57	2	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	819	39163	99	99	99	458	470	475	12	11	9	35	23	22	49	56	60	4	9	10
Male	77	782	40438	100	99	97	440	457	465	21	16	13	40	30	25	39	48	54	NA	6	7
African American	21	168	4228	100	98	98	447	461	458	19	13	15	33	27	28	48	57	53	NA	3	4
Hispanic	119	773	33299	99	99	98	446	454	452	17	16	17	40	32	32	41	47	47	2	5	3
Asian/Pacific Islander	NC	45	2097	NC	100	99	NC	472	490	NC	13	5	NC	22	13	NC	51	68	NC	13	14
American Indian/Alaskan Native	NC	152	4087	NC	100	96	NC	447	446	NC	20	16	NC	32	38	NC	45	44	NC	3	2
White	NC	463	35914	NC	100	98	NC	484	489	NC	8	5	NC	15	15	NC	62	67	NC	14	14
Students with Disabilities	13	239	9808	93	98	87	396	420	432	77	47	35	15	28	32	8	23	30	NA	2	3
Students without Disabilities	139	1362	69878	100	99	100	454	471	475	11	8	8	40	26	23	47	57	61	2	8	9
Limited English Proficient Students	47	314	12594	100	98	96	419	419	422	36	36	34	45	46	45	19	18	21	NA	0	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	123	1134	38095	99	99	97	442	452	452	20	18	17	40	31	32	39	46	48	1	5	3
Non-Economically Disadvantaged	29	467	41591	100	100	99	481	490	486	NA	4	6	28	16	16	66	67	65	7	13	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	152	1606	80372	99	100	99	461	475	475	5	4	4	47	32	30	49	62	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	823	39452	99	100	99	476	489	488	5	3	3	27	22	22	68	72	72	NA	3	3
Male	77	783	40836	100	99	98	445	459	464	4	6	6	66	42	37	30	51	56	NA	1	1
African American	21	168	4264	100	98	99	458	473	465	NA	3	5	62	37	35	38	59	59	NA	1	1
Hispanic	119	779	33608	99	100	99	458	468	462	6	6	6	47	35	36	47	58	57	NA	1	1
Asian/Pacific Islander	NC	45	2098	NC	100	99	NC	493	500	NC	2	2	NC	20	16	NC	76	75	NC	2	7
American Indian/Alaskan Native	NC	152	4128	NC	100	97	NC	467	464	NC	3	4	NC	38	39	NC	59	56	NC	NA	1
White	NC	462	36213	NC	99	99	NC	487	489	NC	4	2	NC	23	22	NC	69	72	NC	4	3
Students with Disabilities	13	242	10526	93	99	94	394	421	427	31	18	15	54	56	53	15	26	31	NA	NA	1
Students without Disabilities	139	1364	69846	100	100	100	467	484	482	2	2	3	46	27	26	52	69	69	NA	2	2
Limited English Proficient Students	47	318	12747	100	99	97	440	439	432	11	11	12	53	51	52	36	38	36	NA	0	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	123	1138	38521	99	99	98	456	466	461	5	5	6	50	37	38	45	56	55	NA	1	1
Non-Economically Disadvantaged	29	468	41851	100	100	100	479	496	489	3	2	3	31	18	22	66	77	72	NA	3	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	112	1433	79306	100	100	99	483	500	504	20	14	13	21	21	20	54	48	49	5	17	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	691	38845	100	100	99	493	499	505	13	14	11	21	21	20	58	50	50	8	15	18
Male	64	742	40383	100	100	98	476	502	504	25	14	14	20	21	19	52	46	47	3	18	19
African American	19	155	4171	100	100	98	475	481	485	26	23	20	16	25	26	58	45	44	NA	7	10
Hispanic	84	661	32673	100	100	99	488	490	487	14	15	18	23	25	25	56	50	46	7	9	10
Asian/Pacific Islander	NC	54	2147	NC	100	99	NC	535	539	NC	7	5	NC	15	10	NC	41	46	NC	37	40
American Indian/Alaskan Native	NC	114	4034	NC	100	97	NC	482	479	NC	18	22	NC	32	29	NC	39	43	NC	11	7
White	NC	449	36234	NC	100	99	NC	522	523	NC	8	6	NC	12	13	NC	49	52	NC	31	28
Students with Disabilities	13	258	10286	100	100	91	428	461	462	69	42	41	23	29	27	8	24	27	NA	6	5
Students without Disabilities	99	1175	69020	100	100	100	491	509	510	13	8	9	20	20	18	61	53	52	6	19	21
Limited English Proficient Students	33	264	10291	100	100	96	461	465	458	24	30	38	45	37	34	30	30	26	NA	3	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	94	985	37437	100	100	97	481	488	486	19	17	19	22	26	26	55	48	46	3	9	9
Non-Economically Disadvantaged	18	448	41869	100	100	100	495	528	521	22	6	7	11	11	14	50	47	51	17	35	27

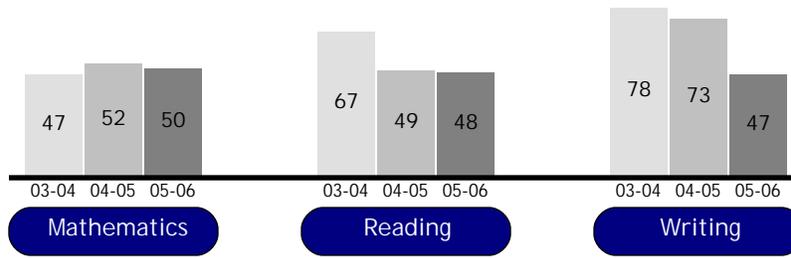
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	1423	79000	100	99	98	467	484	489	14	10	10	36	26	24	48	58	58	2	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	687	38774	100	99	99	479	488	494	6	8	7	31	23	22	58	61	61	4	8	10
Male	64	736	40150	100	100	98	457	481	485	20	12	12	39	28	25	41	55	55	NA	5	8
African American	19	154	4153	100	100	98	457	472	476	16	15	13	47	31	30	37	52	53	NA	3	4
Hispanic	84	653	32508	100	99	98	471	473	472	13	12	15	32	30	33	52	56	49	2	1	3
Asian/Pacific Islander	NC	54	2142	NC	100	99	NC	497	510	NC	11	4	NC	20	14	NC	56	67	NC	13	16
American Indian/Alaskan Native	NC	114	4016	NC	100	96	NC	470	467	NC	11	14	NC	39	37	NC	44	46	NC	5	2
White	NC	448	36135	NC	100	98	NC	507	508	NC	4	4	NC	15	14	NC	66	67	NC	15	15
Students with Disabilities	13	248	9991	100	97	88	419	448	449	54	33	33	46	40	36	NA	25	29	NA	3	2
Students without Disabilities	99	1175	69009	100	100	100	473	492	495	9	5	6	34	23	22	55	65	62	2	7	10
Limited English Proficient Students	33	259	10199	100	98	95	446	445	439	18	27	35	64	47	47	18	25	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	94	977	37234	100	99	97	464	474	472	13	13	15	39	30	33	48	55	50	NA	2	3
Non-Economically Disadvantaged	18	446	41766	100	100	99	479	508	505	22	4	5	17	16	16	50	63	65	11	16	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	112	1430	79611	100	100	99	481	492	496	12	8	7	41	39	37	47	52	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	689	39016	100	100	99	516	507	511	2	4	4	35	32	29	63	62	66	NA	1	1
Male	64	741	40519	100	100	98	454	477	482	19	11	10	45	46	44	36	43	46	NA	1	0
African American	19	155	4188	100	100	98	474	483	486	16	9	9	37	45	40	47	46	50	NA	1	0
Hispanic	84	660	32855	100	100	99	482	484	481	12	9	10	37	41	43	51	49	47	NA	0	0
Asian/Pacific Islander	NC	54	2149	NC	100	100	NC	494	519	NC	13	4	NC	22	24	NC	63	70	NC	2	2
American Indian/Alaskan Native	NC	113	3992	NC	99	96	NC	487	478	NC	4	10	NC	47	46	NC	49	44	NC	NA	0
White	NC	448	36380	NC	100	99	NC	507	511	NC	5	4	NC	35	30	NC	58	65	NC	2	1
Students with Disabilities	13	257	10664	100	100	94	414	438	440	38	23	23	54	58	54	8	19	22	NA	0	1
Students without Disabilities	99	1173	68947	100	100	100	489	503	504	8	4	4	39	35	34	53	60	61	NA	1	1
Limited English Proficient Students	33	265	10362	100	100	97	446	443	438	21	20	22	52	56	57	27	24	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	94	983	37626	100	100	98	477	482	479	13	9	10	41	43	45	46	48	45	NA	0	0
Non-Economically Disadvantaged	18	447	41985	100	100	100	499	512	511	6	4	4	39	31	30	56	62	65	NA	2	1

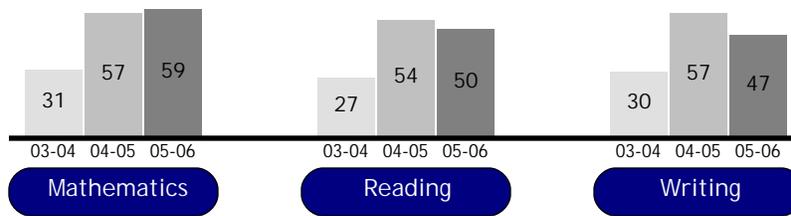
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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	92	41	NA	58	99	29	41	47	99	21	41	46
	Language	100	33	44	50	99	25	39	47	99	16	39	48
	Mathematics	99	39	57	64	99	28	44	50	99	17	41	52
3	Reading	96	41	NA	55	100	32	41	44	100	27	41	46
	Language	97	48	54	61	100	34	40	44	100	25	39	46
	Mathematics	100	40	54	61	99	37	46	51	100	27	46	52
4	Reading	99	36	NA	56	99	36	43	48	99	37	44	52
	Language	99	37	45	52	99	38	45	49	99	39	46	52
	Mathematics	99	40	51	61	99	40	48	53	99	46	52	58
5	Reading	99	33	NA	55	100	37	46	50	100	37	52	56
	Language	99	33	43	49	100	39	45	50	100	34	48	54
	Mathematics	100	44	59	63	100	41	45	49	100	35	48	52

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)
- 0 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	43.30
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	24	1	0	0
4 to 6 years	6	3	0	0
7 to 9 years	6	4	0	0
10 or more years	1	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	41
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	0%

Resources Available at School Site

Special Facilities

- Ü Two Computer Labs
- Ü Adult Learning Center
- Ü Outdoor Learning Gardens
- 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 Club
- Ü Morning News Club

Social Services

- Ü School Counseling Services
- Ü Parent Breakfast Club
- Ü Adult ESOL/Parenting Classes
- Ü Before and After School Day Care
- Ü Family Literacy Program
- Ü Additional Family Assistance
- Ü School Nurse
- Ü Dental Clinics on-site

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- 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 Nevitt is proud to celebrate making AYP each year since NCLB started offering the label. Currently our school is labeled "performing plus" using the AZ Learns system for recognizing school achievement.

- ü All staff has been trained in student engagement strategies, and robust vocabulary instruction. Explicit instruction in vocabulary takes place outside the languag arts block for additional practice and exposure to new language experiences.

- ü Lesson study is used for staff development. Teachers plan lessons together, and all teachers observe the lesson being taught by a colleague. After careful analysis, adjustments are made to the lesson, and the cycle of observation continues.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	96	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 school has a positive climate, where each child is valued and recognized for his/her contributions. We understand that students need to feel a sense of "family" at school, and try hard to make sure our large school feels small. We also know that students need many opportunities to participate meaningfully. This is why we allow students to help out in lots of different ways around the school. They serve as peer tutors, office assistants, news anchors, and tour guides, just to name a few.

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	Jo Etta Gonzales	(602) 431-6640
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Louis Galaz	(602) 431-6640
School Nutrition Programs	Barbara Savastio	(480) 774-2124
Parent Organization	PTSA	(602) 431-6640
Student Health/Nurse	Katherine Schermick	(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 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.