



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4941 w. Union Hills Drive, Glendale, AZ 85308

Pointe Educational Services

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 Highly Performing
2004-05 Performing Plus
2003-04 Not Evaluated

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

School Overview

Principal/Administrator : Ms. Audrey Rogus
Schedule : 07:30 AM to 03:30 PM
Grades : K-6
Web Address : www.northpointeacademy.org
Phone Number : (602) 896-1166
Fax Number : (602) 896-1164
E-mail : arogus@pesaz.org

Mission

North Pointe Academy (NPA) exists to support students and parents by providing a safe and challenging environment for young scholars. Education at NPA is built on a foundation of basic skills, fortified by character education and sustained through parent involvement.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Not 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

- North Pointe Academy provides students with the strong foundation of skills and knowledge necessary to ensure future academic success.
North Pointe Academy ensures a safe, community environment as involved parents, exemplary students, and the professional staff work together.
North Pointe Academy develops students of character through coursework, assemblies and extracurricular activities.
North Pointe Academy is committed to the pursuit of excellence.

Enrollment

October 1, 2005 School Year Student Enrollment : 346
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 308

Instructional Programs

- ü Core Knowledge
- ü Spalding
- ü Saxon Math
- ü Open Court and Junior Great Books
- ü Character Education
- ü Six Traits Writing
- ü After School Clubs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	7/26/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

North Pointe Academy is responsible for providing all students with a solid, balanced education, distributing handbooks, policies and other materials, regular home/school communication, and enforcing school policies consistently.

Parents

Parents are responsible for getting students to school on time, providing proper nourishment, homework support, supporting school policies including dress codes and behavior codes, communicating regularly with the school and the child.

Transportation Policy

The majority of students are transported to and from school by parents. As a service for our families, transportation between our schools is available for a monthly fee.

School Honors

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

Award/Honor	Year
ü Wells Fargo Grant	2005
ü Banner Health Poison Control Poster Contest	2005
ü AZ Skin Cancer Prevention Poster Contest	2005
ü City of Phoenix Arbor Day-Won a Tree	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	36	79	80010	100	100	99	463	466	447	NA	NA	10	11	13	18	72	63	53	17	24	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	39	38935	100	100	99	464	470	447	NA	NA	9	10	8	19	75	67	55	15	26	17
Male	16	40	40974	100	100	98	462	461	448	NA	NA	11	13	18	18	69	60	52	19	23	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	NC	NC	34545	NC	NC	99	NC	NC	432	NC	NC	14	NC	NC	24	NC	NC	53	NC	NC	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	31	66	35142	100	100	99	466	471	465	NA	NA	5	6	9	11	74	64	56	19	27	28
Students with Disabilities	NC	NC	10161	NC	NC	93	NC	NC	419	NC	NC	28	NC	NC	28	NC	NC	36	NC	NC	8
Students without Disabilities	31	70	69849	100	100	100	468	470	451	NA	NA	7	6	10	17	74	63	56	19	27	19
Limited English Proficient Students	--	--	14013	--	--	97	--	--	413	--	--	24	--	--	34	--	--	39	--	--	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	NC	39029	NC	NC	98	NC	NC	432	NC	NC	14	NC	NC	25	NC	NC	52	NC	NC	9
Non-Economically Disadvantaged	32	75	40981	100	100	100	463	466	462	NA	NA	6	13	13	13	72	63	54	16	24	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	36	79	79438	100	100	98	478	479	451	NA	1	9	17	14	24	64	63	56	19	22	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	39	38775	100	100	99	489	490	457	NA	NA	7	15	10	22	55	59	58	30	31	13
Male	16	40	40560	100	100	97	464	468	446	NA	3	12	19	18	25	75	68	54	6	13	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	NC	NC	34297	NC	NC	98	NC	NC	434	NC	NC	14	NC	NC	31	NC	NC	50	NC	NC	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	31	66	34887	100	100	98	481	485	471	NA	NA	4	16	12	15	61	62	63	23	26	18
Students with Disabilities	NC	NC	9588	NC	NC	88	NC	NC	416	NC	NC	30	NC	NC	32	NC	NC	34	NC	NC	5
Students without Disabilities	31	70	69850	100	100	100	481	484	456	NA	NA	7	10	10	23	71	67	59	19	23	12
Limited English Proficient Students	--	--	13856	--	--	96	--	--	407	--	--	27	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	NC	38685	NC	NC	97	NC	NC	435	NC	NC	14	NC	NC	32	NC	NC	50	NC	NC	5
Non-Economically Disadvantaged	32	75	40753	100	100	99	479	480	467	NA	1	5	16	13	16	66	64	62	19	21	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	36	79	79971	100	100	99	463	467	423	NA	NA	8	22	18	41	75	77	49	3	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	39	38974	100	100	99	470	474	437	NA	NA	5	20	15	33	75	74	57	5	10	4
Male	16	40	40895	100	100	98	454	460	410	NA	NA	10	25	20	47	75	80	41	NA	NA	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	NC	NC	34481	NC	NC	99	NC	NC	410	NC	NC	10	NC	NC	46	NC	NC	43	NC	NC	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	31	66	35150	100	100	99	464	471	437	NA	NA	5	19	15	35	77	79	56	3	6	5
Students with Disabilities	NC	NC	10258	NC	NC	94	NC	NC	377	NC	NC	23	NC	NC	51	NC	NC	25	NC	NC	1
Students without Disabilities	31	70	69713	100	100	100	463	470	429	NA	NA	5	23	16	39	74	79	52	3	6	3
Limited English Proficient Students	--	--	13985	--	--	97	--	--	382	--	--	18	--	--	54	--	--	27	--	--	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	NC	38994	NC	NC	98	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	41	NC	NC	1
Non-Economically Disadvantaged	32	75	40977	100	100	100	462	467	437	NA	NA	5	25	19	34	72	76	56	3	5	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	36	60	80147	100	100	99	485	484	482	6	7	11	19	18	17	53	53	49	22	22	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	37	39281	100	100	99	485	479	483	9	11	9	9	14	17	64	59	50	18	16	24
Male	14	23	40780	100	100	98	486	492	482	NA	NA	12	36	26	17	36	43	48	29	30	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	NC	NC	33494	NC	NC	99	NC	NC	466	NC	NC	15	NC	NC	23	NC	NC	49	NC	NC	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	--	--	4117	--	--	96	--	--	456	--	--	19	--	--	27	--	--	46	--	--	8
White	29	49	36122	100	100	99	485	486	501	7	6	5	17	18	10	52	51	50	24	24	35
Students with Disabilities	NC	NC	10295	NC	NC	92	NC	NC	443	NC	NC	33	NC	NC	26	NC	NC	33	NC	NC	8
Students without Disabilities	32	54	69852	100	100	100	483	485	488	6	6	7	22	19	16	53	56	51	19	20	26
Limited English Proficient Students	--	--	12722	--	--	97	--	--	441	--	--	27	--	--	33	--	--	37	--	--	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	--	--	38371	--	--	97	--	--	465	--	--	15	--	--	23	--	--	49	--	--	13
Non-Economically Disadvantaged	36	60	41776	100	100	100	485	484	498	6	7	6	19	18	11	53	53	49	22	22	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	36	60	79686	100	100	98	488	484	470	6	5	11	11	17	24	75	68	57	8	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	37	39163	100	100	99	490	482	475	5	5	9	9	16	22	77	70	60	9	8	10
Male	14	23	40438	100	100	97	485	488	465	7	4	13	14	17	25	71	65	54	7	13	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	NC	NC	33299	NC	NC	98	NC	NC	452	NC	NC	17	NC	NC	32	NC	NC	47	NC	NC	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	--	--	4087	--	--	96	--	--	446	--	--	16	--	--	38	--	--	44	--	--	2
White	29	49	35914	100	100	98	491	489	489	7	4	5	7	14	15	76	69	67	10	12	14
Students with Disabilities	NC	NC	9808	NC	NC	87	NC	NC	432	NC	NC	35	NC	NC	32	NC	NC	30	NC	NC	3
Students without Disabilities	32	54	69878	100	100	100	485	485	475	6	4	8	13	17	23	72	69	61	9	11	9
Limited English Proficient Students	--	--	12594	--	--	96	--	--	422	--	--	34	--	--	45	--	--	21	--	--	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	--	--	38095	--	--	97	--	--	452	--	--	17	--	--	32	--	--	48	--	--	3
Non-Economically Disadvantaged	36	60	41591	100	100	99	488	484	486	6	5	6	11	17	16	75	68	65	8	10	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	36	60	80372	100	100	99	519	510	475	NA	NA	4	11	12	30	78	82	64	11	7	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	37	39452	100	100	99	523	512	488	NA	NA	3	9	8	22	77	84	72	14	8	3
Male	14	23	40836	100	100	98	513	506	464	NA	NA	6	14	17	37	79	78	56	7	4	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	NC	NC	33608	NC	NC	99	NC	NC	462	NC	NC	6	NC	NC	36	NC	NC	57	NC	NC	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	--	4128	--	--	97	--	--	464	--	--	4	--	--	39	--	--	56	--	--	1
White	29	49	36213	100	100	99	521	512	489	NA	NA	2	10	10	22	79	84	72	10	6	3
Students with Disabilities	NC	NC	10526	NC	NC	94	NC	NC	427	NC	NC	15	NC	NC	53	NC	NC	31	NC	NC	1
Students without Disabilities	32	54	69846	100	100	100	517	509	482	NA	NA	3	13	11	26	75	81	69	13	7	2
Limited English Proficient Students	--	--	12747	--	--	97	--	--	432	--	--	12	--	--	52	--	--	36	--	--	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	--	--	38521	--	--	98	--	--	461	--	--	6	--	--	38	--	--	55	--	--	1
Non-Economically Disadvantaged	36	60	41851	100	100	100	519	510	489	NA	NA	3	11	12	22	78	82	72	11	7	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	42	60	79306	100	100	99	528	527	504	NA	NA	13	10	8	20	55	60	49	36	32	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	27	38845	100	100	99	520	520	505	NA	NA	11	16	15	20	53	56	50	32	30	18
Male	23	33	40383	100	100	98	535	533	504	NA	NA	14	4	3	19	57	64	47	39	33	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	NC	NC	32673	NC	NC	99	NC	NC	487	NC	NC	18	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	37	53	36234	100	100	99	532	530	523	NA	NA	6	5	4	13	57	64	52	38	32	28
Students with Disabilities	NC	10	10286	NC	100	91	NC	NA	462	NC	NA	41	NC	NA	27	NC	NA	27	NC	NA	5
Students without Disabilities	33	50	69020	100	100	100	536	532	510	NA	NA	9	9	8	18	48	56	52	42	36	21
Limited English Proficient Students	--	--	10291	--	--	96	--	--	458	--	--	38	--	--	34	--	--	26	--	--	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	--	--	37437	--	--	97	--	--	486	--	--	19	--	--	26	--	--	46	--	--	9
Non-Economically Disadvantaged	42	60	41869	100	100	100	528	527	521	NA	NA	7	10	8	14	55	60	51	36	32	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	42	60	79000	100	100	98	508	506	489	NA	NA	10	7	8	24	88	87	58	5	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	27	38774	100	100	99	501	503	494	NA	NA	7	11	11	22	89	85	61	NA	4	10
Male	23	33	40150	100	100	98	513	509	485	NA	NA	12	4	6	25	87	88	55	9	6	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	NC	NC	32508	NC	NC	98	NC	NC	472	NC	NC	15	NC	NC	33	NC	NC	49	NC	NC	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	37	53	36135	100	100	98	511	509	508	NA	NA	4	5	8	14	89	87	67	5	6	15
Students with Disabilities	NC	10	9991	NC	100	88	NC	NA	449	NC	NA	33	NC	NA	36	NC	NA	29	NC	NA	2
Students without Disabilities	33	50	69009	100	100	100	510	507	495	NA	NA	6	6	8	22	88	86	62	6	6	10
Limited English Proficient Students	--	--	10199	--	--	95	--	--	439	--	--	35	--	--	47	--	--	18	--	--	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	--	--	37234	--	--	97	--	--	472	--	--	15	--	--	33	--	--	50	--	--	3
Non-Economically Disadvantaged	42	60	41766	100	100	99	508	506	505	NA	NA	5	7	8	16	88	87	65	5	5	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	42	60	79611	100	100	99	546	544	496	NA	NA	7	5	8	37	95	90	56	NA	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	27	39016	100	100	99	545	549	511	NA	NA	4	5	7	29	95	89	66	NA	4	1
Male	23	33	40519	100	100	98	546	540	482	NA	NA	10	4	9	44	96	91	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	NC	NC	32855	NC	NC	99	NC	NC	481	NC	NC	10	NC	NC	43	NC	NC	47	NC	NC	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	37	53	36380	100	100	99	546	545	511	NA	NA	4	3	6	30	97	92	65	NA	2	1
Students with Disabilities	NC	10	10664	NC	100	94	NC	NA	440	NC	NA	23	NC	NA	54	NC	NA	22	NC	NA	1
Students without Disabilities	33	50	68947	100	100	100	549	547	504	NA	NA	4	3	6	34	97	92	61	NA	2	1
Limited English Proficient Students	--	--	10362	--	--	97	--	--	438	--	--	22	--	--	57	--	--	21	--	--	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	--	--	37626	--	--	98	--	--	479	--	--	10	--	--	45	--	--	45	--	--	0
Non-Economically Disadvantaged	42	60	41985	100	100	100	546	544	511	NA	NA	4	5	8	30	95	90	65	NA	2	1

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

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	58	79327	100	100	98	543	548	518	4	3	19	10	10	20	65	60	46	20	26	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	26	38961	100	100	98	551	557	520	5	4	16	5	8	20	71	62	48	19	27	16
Male	28	32	40295	100	100	97	537	541	516	4	3	21	14	13	19	61	59	44	21	25	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	NC	NC	32327	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	25	NC	NC	41	NC	NC	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	--	--	4391	--	--	96	--	--	489	--	--	32	--	--	27	--	--	36	--	--	4
White	41	50	36373	100	100	98	549	554	538	2	2	10	10	10	14	63	58	52	24	30	25
Students with Disabilities	10	10	9321	100	100	87	NA	NA	467	NA	NA	54	NA	NA	22	NA	NA	21	NA	NA	3
Students without Disabilities	39	48	70006	100	100	100	553	557	524	NA	NA	14	5	6	19	72	65	49	23	29	18
Limited English Proficient Students	--	--	9431	--	--	95	--	--	466	--	--	53	--	--	27	--	--	18	--	--	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	--	--	37097	--	--	97	--	--	498	--	--	27	--	--	25	--	--	41	--	--	7
Non-Economically Disadvantaged	49	58	42230	100	100	99	543	548	535	4	3	11	10	10	15	65	60	50	20	26	24

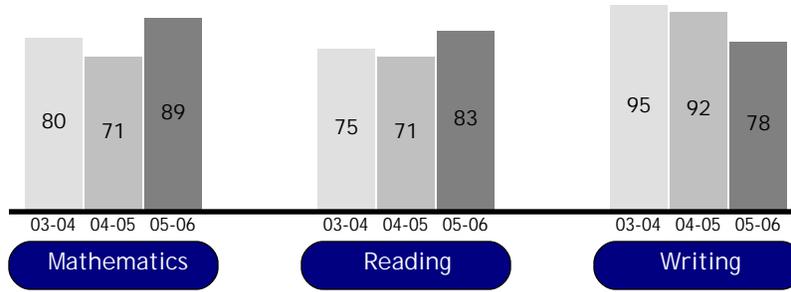
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	58	79501	100	100	98	518	520	497	NA	NA	10	10	9	25	86	86	60	4	5	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	26	39062	100	100	99	519	522	502	NA	NA	8	5	4	23	95	92	64	NA	4	5
Male	28	32	40368	100	100	98	517	519	491	NA	NA	13	14	13	27	79	81	57	7	6	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	NC	NC	32389	NC	NC	98	NC	NC	478	NC	NC	16	NC	NC	34	NC	NC	48	NC	NC	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	--	--	4401	--	--	96	--	--	473	--	--	17	--	--	40	--	--	43	--	--	1
White	41	50	36446	100	100	99	520	523	516	NA	NA	4	10	8	15	85	86	73	5	6	7
Students with Disabilities	10	10	9411	100	100	88	NA	NA	453	NA	NA	36	NA	NA	36	NA	NA	26	NA	NA	1
Students without Disabilities	39	48	70090	100	100	100	523	525	502	NA	NA	7	5	4	24	90	90	65	5	6	5
Limited English Proficient Students	--	--	9401	--	--	94	--	--	443	--	--	40	--	--	46	--	--	14	--	--	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	--	--	37183	--	--	97	--	--	479	--	--	16	--	--	34	--	--	49	--	--	1
Non-Economically Disadvantaged	49	58	42318	100	100	99	518	520	513	NA	NA	5	10	9	17	86	86	70	4	5	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	58	80000	100	100	99	598	603	564	NA	NA	3	2	2	11	73	71	75	24	28	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	26	39288	100	100	99	608	615	579	NA	NA	2	NA	NA	6	71	65	77	29	35	16
Male	28	32	40644	100	100	98	591	594	549	NA	NA	4	4	3	15	75	75	74	21	22	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	NC	NC	32672	NC	NC	99	NC	NC	548	NC	NC	4	NC	NC	14	NC	NC	76	NC	NC	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	--	--	4424	--	--	97	--	--	549	--	--	3	--	--	14	--	--	77	--	--	5
White	41	50	36602	100	100	99	600	605	579	NA	NA	2	2	2	7	71	68	75	27	30	16
Students with Disabilities	10	10	9919	100	100	93	NA	NA	505	NA	NA	9	NA	NA	35	NA	NA	54	NA	NA	2
Students without Disabilities	39	48	70081	100	100	100	608	612	571	NA	NA	2	NA	NA	7	69	67	79	31	33	12
Limited English Proficient Students	--	--	9571	--	--	96	--	--	502	--	--	10	--	--	29	--	--	60	--	--	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	--	--	37534	--	--	98	--	--	547	--	--	4	--	--	15	--	--	76	--	--	5
Non-Economically Disadvantaged	49	58	42466	100	100	100	598	603	578	NA	NA	2	2	2	7	73	71	75	24	28	16

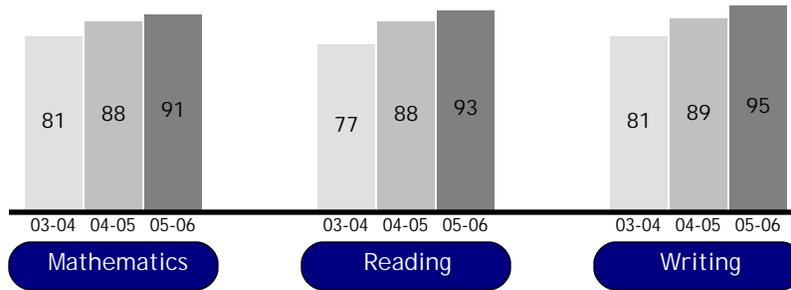
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	100	60	NA	58	90	64	65	47	--	--	63	46
	Language	100	44	57	50	90	73	68	47	--	--	58	48
	Mathematics	100	64	71	64	90	66	66	50	--	--	67	52
3	Reading	96	65	NA	55	97	51	55	44	100	68	73	46
	Language	96	72	65	61	97	49	52	44	100	65	61	46
	Mathematics	96	79	71	61	97	53	55	51	100	72	70	52
4	Reading	100	54	NA	56	97	53	51	48	100	61	59	52
	Language	100	50	54	52	97	52	52	49	100	63	65	52
	Mathematics	100	65	70	61	97	64	59	53	100	73	67	58
5	Reading	88	70	NA	55	96	63	62	50	100	75	72	56
	Language	88	71	74	49	96	69	68	50	100	73	72	54
	Mathematics	88	87	89	63	96	64	61	49	100	68	68	52
6	Reading	94	69	NA	56	95	61	61	51	100	68	72	56
	Language	96	64	64	48	95	62	61	47	100	67	68	50
	Mathematics	96	79	79	66	95	74	71	52	100	75	76	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	14.00
Other Professional Staff	2.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	18
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	5%

Resources Available at School Site

Special Facilities

- Ü Two Separate Playgrounds
- Ü Picnic Area

Extracurricular Activities

- Ü Student Council and Year book
- Ü Young Rembrandts Art Classes
- Ü Reading and Homework Clubs
- Ü Newspaper
- Ü Chess, Mind Games (Mensa approved games)
- Ü Dance
- Ü Athletic Clubs-football, volleyball
- Ü Karate Club

Social Services

- Ü SHAPE Before and After School Care
- Ü Parent/Staff Support Team - The Pride

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü North Pointe Academy's students recite the Preamble to the United States Constitution and the Statement of Rights from the Declaration of Independence daily. A kindergartener was invited to recite the Preamble at a Civil Rights Rally.

- ü Our fifth grade students scored in the 90 percent on their Stanford 9 tests in the math area.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	93	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

North Pointe Academy is a closed campus. Visitors are required to sign in at the office and wear an identification badge. Students are monitored at all times. The small, community atmosphere insures that staff, parents and students are able to recognize each other. Through the Student Conduct Code, weekly Character Education assemblies, Student of the Month Awards, weekly assemblies, and Caught Doing Well Awards students are informed about and rewarded for exemplary behavior.

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		
Transportation Policy	Erinn Holliday	(602) 896-1166
Community Resources	Audrey Rogus	(602) 896-1166
School Nutrition Programs		
Parent Organization	Audrey Rogus	(602) 896-1166
Student Health/Nurse	Erinn Holliday	(602) 896-1166

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.