

ARIZONA SCHOOL REPORT CARD 2002-03

NFL YET Academy

Espiritu Community Development Corp.
4848 South 2nd Street, Phoenix, AZ 85040

Achievement Profile¹:

EL	HS	
<input type="checkbox"/>	<input type="checkbox"/>	Excelling
<input type="checkbox"/>	<input type="checkbox"/>	Improving
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Maintaining Performance
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Underperforming
<input type="checkbox"/>	<input type="checkbox"/>	Extremely Small School

Administrator: Mr. Fernando Ruiz
Schedule: 7:30 AM to 5:00 PM
Web Address: www.nflyet.com
E-mail: fruiz@nflyet.com

Grades: Pre-K-12
2002 Enrollment: 600
Phone: (602) 243-7788 x 241
Fax: (602) 243-7799

∨ School Overview ∨

Mission

MISSION We produce principle-based leaders who are prepared to attend University/College
VISION We have a college prep environment with achievement in reading, math, and language. We communicate with all: What level should my child be to the Arizona State Standards
What level is my child to the Arizona State Standards. How do we challenge students to perform. The school community receives clear information of the organization. They are valued and appreciated for their points of view.

Organization and Philosophy

- w Hands on Learning
- w Educationally Prepared Environment
- w Individual Learning Plans
- w Cooperative Learning

Instructional Programs

- w Reading Tutoring Program
- w Student Court
- w SRA Reading Program
- w Music Symphony
- w Advanced Technology
- w Phoenix Theater Drama and Dance
- w PLATO Enrichment
- w Multi Media Learning Tools

School/Academic Goals

- w Stanford 9 composite score is at 50 %; Reading scores will increase by 10%; Math scores will increase by 10%; Language scores will increase by 10%; 80% mastery of developmental vocabulary words
Homework is assigned, based on school requirements
- w The school will educate and communicate with parents on a quarterly basis, what academic skills their child should have mastered up to this point.
- w The school will educate and communicate with parents on a quarterly basis how their child compares academically to other students in the same grade level.
- w The school will educate and communicate with parents on a quarterly basis what is the plan for closing the gap between the above two?

Enrollment

October 1, 2001 School Year Student Enrollment:	505
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	600

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>. EL-Elementary; HS-High School.

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.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

w Fun and Fundraising
 w Leadership Development
 w Programming and Curriculum
 w Facility Risk Review
 w Volunteer Development
 w Long Term Planning

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	26.50
Other Professional Staff	2.00	Teacher Aide	6.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

Conduct quarterly family and student activities. Develop traditions; Picnics, Luau, etc. Seasonal programs; Parent recognition; Conduct Quarterly student programs, which inform parents, and evaluate the progress in the 4 circles for the previous report card period, and inform parents of the goals of the upcoming report card period; Student Evaluation surveys; Parent Evaluation surveys and Staff Evaluation

Parents

Your child should have 95% attendance; your child will do 1 Hour of homework nightly; Parent will volunteer 1 hour a month; Parents will attend all Parent Conferences and if the student is 1 or more grade levels behind, he/she must participate in a mandatory tutoring program at NFL.

∨ **Transportation Policy** ∨

THE DRIVER HAS ABSOLUTE AUTHORITY WHILE STUDENTS ARE ON THE BUS OR ARE WAITING TO BOARD. REMAIN SEATED UNTIL YOUR STOP; KEEP EVERYTHING INSIDE THE BUS; DON'T YELL OR USE VULGAR LANGUAGE
 KEEP YOUR HANDS TO YOURSELF; DON'T THROW ANYTHING
 NO ALCOHOL, DRUGS, OR WEAPONS; MAINTIAN ORDERLY CONDUCT AT BUS STOPS; STUDENTS MUST HAVE WRITTEN PERMISSION TO RIDE A BUS OTHER THAN THEIR OWN, OR TO GET OFF AT ANOTHER STOP. THE PERMISSION SLIP SHOULD BE PRESENTED TO THE BUS DRIVER FOR AUTHORIZATION.

∨ Calendar Information ∨

Number of Instruction Days:	176	First Day of School:	8/12/02
Average Daily Instruction Time:	6 hrs. 30 min.	Last Day of School:	6/6/03

Operates on Extended Schedule

Report Card Release Dates

10/18/02	12/20/02	3/31/03	6/6/03
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Additional Calendar/Report Card Information

Parents receive monthly reports via progress reports, and parent presentations

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Three full computer labs	W Media Studio
W Music Room	W Full Size Football Field

Extracurricular Activities

W Music Symphony	W Advanced Technology and Intern Program
W Various Clubs, (Chess, Hip Hop, etc.)	W The Arts and Drama Program
W Successful Sports Program (variety)	W Tutoring Programs
W Soccer Club	W NFL Sports Camps

School/Community Resources

W Basic Computer Adult Education	W ESL Adult Education
W Extensive Parent Volunteer Programs	W Video Programming
W Community Business Center	W Computer Access
W Community College Classes	

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|--|--|
| <p>w \$800,000.00 award of Teacher Open Gateways Mentoring Program which includes; 50 Sun MicroSystems Computers with Teacher Training on Integrating Technology into the Curriculum</p> | <p>w High increase of Stanford 9 Scores, particularly in the 5th to 8th grades.</p> |
| <p>w Early College Project collaboration with ASU and South Mountain Community College.</p> | <p>w An award winning music symphony, recently recognized in Disneyland with an award.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	96.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	14.9 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	23.6 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	100.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.0 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	3.8 %			9.5 %
Status Unknown ⁹	2.8 %			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.
⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.
⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.
⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.
⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.
⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Recipient of Legacy Grant from NFL Charities	
Recipient of Forever Young Zone Technology Room	2001
Recipient of National Open Gateways Program Technology	2002
Recipient of Award from Disneyland for Music Achievement	2002

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	**	**	**	**	**	**
	School State	58840	524	9%	17%	45%	29%
Writing	School	**	**	**	**	**	**
	State	57282	541	10%	12%	63%	16%
Mathematics	School	**	**	**	**	**	**
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	21	503	19%	43%	33%	5%
	State	61305	505	21%	20%	43%	15%
Writing	School	20	486	20%	45%	30%	5%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	21	453	29%	57%	5%	10%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	16	486	31%	12%	56%	0%
	State	57484	504	24%	20%	40%	16%
Writing	School	16	465	25%	62%	12%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	14	429	64%	21%	7%	7%
	State	57734	459	39%	40%	14%	7%

Grade 10 (Class of 2003)²

Reading	School	22	451	41%	45%	14%	0%
	State	49803	512	15%	23%	48%	14%
Writing	School	21	425	38%	57%	5%	0%
	State	50471	477	17%	23%	59%	1%
Mathematics	School	21	441	95%	0%	5%	0%
	State	50429	480	48%	19%	22%	10%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	84	19	60	--	--	--
2	Reading	--	--	--	--	--	50	97	20	52	66	20	53	31	32	57
	Language	--	--	--	--	--	40	100	9	43	72	7	44	31	19	48
	Mathematics	--	--	--	--	--	51	100	18	55	70	9	57	31	24	61
3	Reading	71	9	47	--	--	47	89	30	48	69	38	50	26	24	50
	Language	79	14	49	--	--	51	89	46	54	69	55	56	26	33	57
	Mathematics	79	8	46	--	--	49	87	33	52	69	23	54	26	22	56
4	Reading	88	14	53	100	27	54	85	16	54	82	36	55	28	30	55
	Language	85	13	47	100	29	49	89	16	48	82	34	50	28	31	50
	Mathematics	88	8	51	100	22	54	87	13	55	82	41	57	26	23	58
5	Reading	61	18	51	100	33	51	84	36	51	78	19	51	42	44	53
	Language	68	10	42	100	27	44	84	27	45	78	21	45	42	32	47
	Mathematics	72	16	51	100	41	54	84	19	55	83	17	57	42	28	59
6	Reading	100	19	53	100	32	54	100	18	53	73	32	54	24	40	56
	Language	100	11	41	100	23	44	100	16	44	78	21	45	24	29	47
	Mathematics	100	17	57	100	28	59	100	20	60	78	24	63	24	29	65
7	Reading	79	19	52	100	26	53	91	30	52	73	30	53	28	48	55
	Language	79	20	52	100	30	54	91	26	54	73	37	55	28	52	58
	Mathematics	79	22	53	100	21	55	91	26	56	73	37	58	28	32	60
8	Reading	79	26	54	100	30	54	88	29	53	69	35	55	27	49	56
	Language	80	18	46	100	24	49	88	22	49	69	26	50	27	35	52
	Mathematics	79	23	52	100	27	54	90	33	56	67	30	58	27	45	59
9	Reading	65	16	44	100	21	43	83	18	43	54	16	43	10	**	43
	Language	67	15	39	100	19	39	86	16	40	54	15	41	10	**	42
	Mathematics	65	25	57	100	26	57	83	28	59	54	31	61	10	**	62
10	Reading	59	11	42	95	18	42	61	14	42	--	--	--	--	--	--
	Language	59	14	43	93	25	44	61	17	44	--	--	--	--	--	--
	Mathematics	59	13	47	93	25	49	61	27	50	--	--	--	--	--	--
11	Reading	30	**	46	100	16	44	81	21	45	--	--	--	--	--	--
	Language	50	17	43	100	22	42	77	27	44	--	--	--	--	--	--
	Mathematics	50	**	51	100	17	52	77	33	55	--	--	--	--	--	--

∨ Measure of Academic Progress ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	33	53
Grades 3-4	44	63
Grades 4-5	39	44
Grades 5-6	89	76
Grades 6-7	68	56
Grades 7-8	75	62

*Less than 10 students matched

**No information available

***Not applicable

∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

We believe that by promoting values, fostering service, and integrating spirit; students will have a foundation to live strong, safe, successful lives. The faculty and staff strive to be examples of love and service to leave impressions of honesty, service, and integrity. Each student must be able to make informed decisions to live according to moral principles. We encourage self-discipline, self-respect, respect for others, and growth, so that students will be able to deal with issues.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

1

School uniforms are required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$1,435	\$897,213
Classroom Supplies	NDS	NDS
Administration	\$1,212	\$757,564
Support Services-Students	NDS	NDS
Other Support Services and Operations	\$999	\$624,570
Total Expenditures- All Categories 2000-2001	NDS	NDS

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Victor Vidales	(602) 243-7788	242
Transportation Policy	Estela Ruiz	(602) 243-7788	245
Community Resources	Nehosia Watson	(602) 243-7788	224
School Nutrition Programs	Maria Loera	(602) 243-7788	236
Parent Organization	Estela Ruiz	(602) 243-7788	245
Student Health/Nurse	NDS		

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.

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