

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4848 South 2nd Street, Phoenix, AZ 85040

Espiritu Community Development Corp.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

#### High School Achievement Profile (a)

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

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Met
2003-04	Not Met
2002-03	Met

#### School Improvement Status (b)

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

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

### School Overview

Principal/Administrator : Mrs. Rebecca Ruiz-Clayton  
 Schedule : 07:00 AM to 04:30 PM  
 Grades : Pre-K-12  
 2005 Enrollment : 963  
 Web Address : www.espiritu.org  
 Phone Number : (602) 243-7788  
 Fax Number : (602) 243-7799  
 E-mail : rruiz@espiritu.org

### Mission

**MISSION** We produce principle-based leaders who attain a foundation of knowledge, analyze that knowledge, and create new knowledge.

**VISION** We provide a college prep environment with an emphasis in high achievement in reading, math, and language.

### School / Academic Goals

- ü Stanford 9 composite score is at 50%; Increase of Reading scores by 10%; Increase of Math scores by 10%; Increase of Language scores by 10%; 80% mastery of vocabulary. Homework is required for all students based on standards-based skill cards.
- ü We communicate monthly with students and their families: Based on state standards at what level should my child perform? Based on state standards, what level is my child? What strategies are used to challenge my child to perform?
- ü The ESPIRITU MAPS system defines and aligns our curriculum to the AZ State Standards and identifies the measure of student success and growth to reward and recognize student achievement, which promotes student retention.
- ü Teachers and students maintain a Portfolio system which is clearly defined to meet high academic achievement and is aligned to the AZ State Standards.

### Enrollment

October 1, 2004 School Year Student Enrollment : N/A  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 650

Instructional Programs

- ü Mandatory Tutoring Programs
- ü State Standards Clustered Skill Cards
- ü SRA Reading Program
- ü CGI Math Instruction
- ü Plato Educational Computer Programs
- ü Rosetta Stone Language Computer Programs
- ü H2O Peer Tutoring Programs
- ü 4 Blocks Reading Program

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/1/2005
Last Day of School :	5/27/2006

Shared Responsibilities

School

THE SCHOOL PROVIDES TO PARENTS: Individual Learning Plans to advance students quickly in their course work. An Adult Education Program. Quarterly student presentations to inform parents and to evaluate progress. Parent receive Evaluation surveys.

Parents

Parents must ensure that: Children have 95% attendance. Children complete 1 hour of daily homework. They volunteer 1 hour a month. They attend Parent Conferences. If the student is 1 or more grade levels behind, he/she must attend tutoring.

Transportation Policy

TRANSPORTATION IS PROVIDED TO STUDENTS LIVING WITHIN A 2-5 MILE RADIUS OF THE SCHOOL. BUS DRIVERS HAVE ABSOLUTE AUTHORITY WHILE ANY STUDENTS ARE ON THE BUS OR ARE WAITING TO BOARD. STUDENTS MUST HAVE WRITTEN PERMISSION TO RIDE A BUS.

School Honors

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

Award/Honor	Year
ü Recipient of Legacy Grant from NFL Charities	1998
ü Recipient of Forever Young Zone Technology Room	2001
ü Recipient of National Open Gateways Program Technology	2002
ü Recipient of Award from Disneyland for Music Achievement	2004

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	--	51	79306	--	98	99	--	413	445	--	31	10	--	27	18	--	38	51	--	4	20
All Students (Prior Year)	46	46	75509	100	100	100	465	465	521	53	53	13	20	20	23	20	20	33	7	7	31
Female	--	24	38691	--	100	99	--	411	446	--	35	10	--	22	18	--	39	52	--	4	20
Male	--	27	40583	--	96	99	--	415	445	--	28	11	--	32	18	--	36	50	--	4	21
African American	--	NC	4041	--	NC	99	--	NC	426	--	NC	17	--	NC	23	--	NC	50	--	NC	10
Hispanic	--	47	32869	--	96	99	--	414	429	--	30	15	--	27	25	--	39	51	--	5	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	--	NC	36197	--	NC	99	--	NC	463	--	NC	5	--	NC	11	--	NC	53	--	NC	31
Students with Disabilities	--	NC	10321	--	NC	100	--	NC	389	--	NC	30	--	NC	27	--	NC	34	--	NC	9
Students without Disabilities	--	49	69060	--	98	98	--	413	454	--	30	7	--	28	17	--	37	54	--	4	22
Limited English Proficient Students	--	42	15509	--	100	100	--	402	406	--	38	20	--	31	30	--	28	45	--	3	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	--	46	39415	--	98	96	--	412	431	--	30	15	--	30	25	--	35	50	--	5	10
Non-Economically Disadvantaged	--	NC	39966	--	NC	100	--	NC	459	--	NC	6	--	NC	12	--	NC	52	--	NC	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	51	79395	--	0	99	--	406	446	--	33	9	--	35	25	--	31	55	--	0	11
All Students (Prior Year)	45	45	75492	98	98	100	493	493	519	29	29	12	29	29	16	36	36	47	7	7	24
Female	--	24	38743	--	0	100	--	411	451	--	30	7	--	30	24	--	39	57	--	0	12
Male	--	27	40618	--	0	99	--	401	440	--	36	11	--	40	27	--	24	53	--	0	9
African American	--	NC	4052	--	NC	100	--	NC	434	--	NC	11	--	NC	29	--	NC	54	--	NC	6
Hispanic	--	47	32915	--	0	99	--	407	426	--	30	15	--	39	35	--	32	47	--	0	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	--	NC	36221	--	NC	99	--	NC	465	--	NC	4	--	NC	15	--	NC	63	--	NC	17
Students with Disabilities	--	NC	10331	--	NC	100	--	NC	388	--	NC	25	--	NC	37	--	NC	34	--	NC	4
Students without Disabilities	--	49	69139	--	0	99	--	405	454	--	35	7	--	35	24	--	30	58	--	0	11
Limited English Proficient Students	--	42	15545	--	0	100	--	394	399	--	38	21	--	41	42	--	21	35	--	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	--	46	39484	--	0	96	--	404	429	--	35	14	--	35	35	--	30	47	--	0	4
Non-Economically Disadvantaged	--	NC	39986	--	NC	100	--	NC	461	--	NC	4	--	NC	16	--	NC	63	--	NC	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	--	51	78869	--	98	99	--	378	442	--	19	6	--	40	21	--	38	63	--	4	10
All Students (Prior Year)	46	46	75053	100	100	99	505	505	597	20	20	7	13	13	12	67	67	72	0	0	9
Female	--	24	38536	--	100	99	--	393	458	--	17	4	--	30	15	--	43	67	--	9	14
Male	--	27	40302	--	96	99	--	364	428	--	20	8	--	48	26	--	32	60	--	0	7
African American	--	NC	4015	--	NC	99	--	NC	430	--	NC	8	--	NC	24	--	NC	61	--	NC	7
Hispanic	--	47	32606	--	96	98	--	379	426	--	18	8	--	39	27	--	41	60	--	2	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	--	NC	36078	--	NC	99	--	NC	459	--	NC	4	--	NC	16	--	NC	66	--	NC	14
Students with Disabilities	--	NC	10246	--	NC	100	--	NC	367	--	NC	18	--	NC	39	--	NC	40	--	NC	4
Students without Disabilities	--	49	68697	--	98	98	--	376	454	--	20	4	--	39	18	--	37	67	--	4	11
Limited English Proficient Students	--	42	15339	--	100	100	--	372	399	--	18	11	--	46	31	--	33	54	--	3	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	--	46	39106	--	98	95	--	383	427	--	16	8	--	42	28	--	37	59	--	5	5
Non-Economically Disadvantaged	--	NC	39837	--	NC	100	--	NC	457	--	NC	4	--	NC	14	--	NC	67	--	NC	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	65	78906	--	97	99	--	465	498	--	27	13	--	32	19	--	37	48	--	3	20
All Students (Prior Year)	66	66	76019	100	100	100	475	475	499	28	28	14	39	39	39	17	17	14	17	17	33
Female	--	29	38644	--	97	99	--	462	500	--	22	12	--	44	19	--	33	49	--	0	19
Male	--	36	40236	--	97	99	--	467	497	--	31	15	--	23	19	--	40	46	--	6	20
African American	--	NC	4087	--	NC	99	--	NC	481	--	NC	20	--	NC	24	--	NC	45	--	NC	11
Hispanic	--	54	31938	--	96	99	--	468	481	--	24	19	--	31	25	--	43	46	--	2	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	--	NC	36483	--	NC	99	--	NC	517	--	NC	7	--	NC	13	--	NC	51	--	NC	30
Students with Disabilities	--	NC	10664	--	NC	100	--	NC	430	--	NC	42	--	NC	27	--	NC	26	--	NC	5
Students without Disabilities	--	63	68310	--	97	98	--	465	509	--	27	9	--	33	18	--	37	51	--	3	22
Limited English Proficient Students	--	21	12573	--	95	100	--	476	454	--	14	27	--	43	30	--	38	38	--	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	50	38679	--	94	96	--	471	483	--	21	20	--	33	25	--	42	45	--	4	10
Non-Economically Disadvantaged	--	15	40295	--	100	100	--	443	513	--	50	7	--	29	13	--	21	50	--	0	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	65	78908	--	0	99	--	454	484	--	29	10	--	34	23	--	37	58	--	0	9
All Students (Prior Year)	66	66	76020	100	100	100	492	492	503	33	33	25	22	22	23	39	39	40	6	6	12
Female	--	29	38648	--	0	99	--	446	489	--	33	8	--	33	22	--	33	61	--	0	10
Male	--	36	40233	--	0	99	--	461	479	--	26	12	--	34	25	--	40	55	--	0	8
African American	--	NC	4092	--	NC	99	--	NC	473	--	NC	12	--	NC	28	--	NC	54	--	NC	5
Hispanic	--	54	31940	--	0	99	--	456	465	--	29	16	--	29	32	--	41	49	--	0	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	--	NC	36502	--	NC	99	--	NC	502	--	NC	4	--	NC	14	--	NC	67	--	NC	15
Students with Disabilities	--	NC	10665	--	NC	100	--	NC	423	--	NC	30	--	NC	36	--	NC	31	--	NC	2
Students without Disabilities	--	63	68312	--	0	98	--	454	493	--	30	7	--	33	21	--	37	62	--	0	10
Limited English Proficient Students	--	21	12556	--	0	100	--	458	436	--	14	24	--	43	40	--	43	35	--	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	50	38662	--	0	96	--	457	468	--	25	16	--	35	32	--	40	49	--	0	3
Non-Economically Disadvantaged	--	15	40315	--	0	100	--	444	498	--	43	5	--	29	15	--	29	66	--	0	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	--	64	78750	--	96	99	--	474	500	--	11	6	--	39	29	--	49	63	--	0	2
All Students (Prior Year)	66	66	75673	100	100	100	484	484	530	33	33	12	22	22	25	44	44	58	0	0	4
Female	--	28	38586	--	93	99	--	495	515	--	0	4	--	42	22	--	58	71	--	0	3
Male	--	36	40135	--	97	99	--	458	486	--	20	8	--	37	35	--	43	56	--	0	1
African American	--	NC	4081	--	NC	99	--	NC	488	--	NC	8	--	NC	32	--	NC	59	--	NC	2
Hispanic	--	53	31841	--	95	99	--	473	483	--	12	8	--	36	36	--	52	55	--	0	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	--	NC	36440	--	NC	99	--	NC	516	--	NC	3	--	NC	22	--	NC	71	--	NC	4
Students with Disabilities	--	NC	10622	--	NC	100	--	NC	415	--	NC	21	--	NC	50	--	NC	28	--	NC	1
Students without Disabilities	--	62	68196	--	95	98	--	474	513	--	10	3	--	41	25	--	49	69	--	0	3
Limited English Proficient Students	--	21	12504	--	95	100	--	487	451	--	5	12	--	48	44	--	48	43	--	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	49	38558	--	92	96	--	483	485	--	6	8	--	38	37	--	55	54	--	0	1
Non-Economically Disadvantaged	--	15	40260	--	100	100	--	443	514	--	29	3	--	43	21	--	29	72	--	0	4

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

8th 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	65	65	78250	100	100	99	537	537	548	24	24	21	24	24	18	47	47	48	5	5	13
All Students (Prior Year)	47	47	75001	100	100	99	501	501	468	7	7	37	53	53	36	27	27	16	13	13	10
Female	19	19	38071	100	100	99	536	536	549	26	26	20	16	16	19	53	53	49	5	5	12
Male	46	46	40126	100	100	99	538	538	547	23	23	23	28	28	17	44	44	46	5	5	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	54	54	29129	100	100	99	536	536	527	27	27	32	25	25	23	42	42	40	6	6	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	NC	NC	38320	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	14	NC	NC	55	NC	NC	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	64	64	68996	100	100	99	538	538	561	23	23	16	25	25	18	48	48	52	5	5	14
Limited English Proficient Students	12	12	10133	100	100	100	523	523	488	25	25	45	42	42	25	33	33	28	0	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	41	41	33388	100	100	94	537	537	530	21	21	32	31	31	22	44	44	40	5	5	5
Non-Economically Disadvantaged	24	24	44937	100	100	100	539	539	561	30	30	13	13	13	15	52	52	54	4	4	18

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	65	65	78302	100	0	99	511	511	512	11	11	11	34	34	25	52	52	57	3	3	7
All Students (Prior Year)	47	47	74918	100	100	99	521	521	497	7	7	32	27	27	19	40	40	35	27	27	15
Female	19	19	38082	100	0	99	517	517	518	5	5	8	37	37	24	58	58	61	0	0	7
Male	46	46	40166	100	0	99	508	508	507	14	14	14	33	33	26	49	49	54	5	5	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	54	54	29152	100	0	99	508	508	492	12	12	17	38	38	34	46	46	46	4	4	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	NC	NC	38347	NC	NC	99	NC	NC	531	NC	NC	5	NC	NC	17	NC	NC	68	NC	NC	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	64	64	69024	100	0	99	511	511	524	11	11	7	33	33	23	52	52	62	3	3	7
Limited English Proficient Students	12	12	10140	100	0	100	485	485	451	25	25	28	42	42	43	33	33	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	41	41	33398	100	0	94	509	509	495	13	13	18	36	36	35	46	46	46	5	5	2
Non-Economically Disadvantaged	24	24	44979	100	0	100	514	514	525	9	9	6	30	30	18	61	61	66	0	0	10

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	64	64	78094	98	98	99	538	538	545	5	5	3	21	21	18	74	74	77	0	0	2
All Students (Prior Year)	47	47	74503	100	100	99	515	515	491	0	0	9	27	27	32	73	73	51	0	0	8
Female	19	19	38025	100	100	99	560	560	558	0	0	2	16	16	13	84	84	82	0	0	2
Male	45	45	40013	98	98	99	529	529	534	7	7	5	24	24	23	69	69	71	0	0	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	53	53	29068	100	100	99	536	536	523	4	4	5	24	24	27	73	73	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	NC	NC	38265	NC	NC	99	NC	NC	564	NC	NC	2	NC	NC	11	NC	NC	84	NC	NC	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	63	63	68892	98	98	98	539	539	559	5	5	2	22	22	14	73	73	82	0	0	2
Limited English Proficient Students	12	12	10084	100	100	100	502	502	474	8	8	10	25	25	39	67	67	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	41	41	33296	100	100	94	537	537	527	5	5	5	23	23	27	72	72	67	0	0	0
Non-Economically Disadvantaged	23	23	44871	96	96	100	542	542	559	5	5	2	18	18	12	77	77	84	0	0	3

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

10th 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	35	35	69846	100	100	100	709	709	699	12	12	21	9	9	11	67	67	49	12	12	18
All Students (Prior Year)	40	40	65934	100	100	100	536	536	492	18	18	43	10	10	18	33	33	24	40	40	15
Female	19	19	34328	100	100	99	709	709	702	0	0	19	12	12	12	88	88	51	0	0	18
Male	16	16	35509	100	100	100	709	709	696	25	25	23	6	6	11	44	44	48	25	25	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	33	33	23363	100	100	100	708	708	680	13	13	32	10	10	16	68	68	45	10	10	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	--	--	4785	--	--	100	--	--	671	--	--	39	--	--	17	--	--	39	--	--	5
White	NC	NC	36421	NC	NC	99	NC	NC	714	NC	NC	12	NC	NC	8	NC	NC	54	NC	NC	26
Students with Disabilities	--	--	7690	--	--	100	--	--	593	--	--	64	--	--	14	--	--	21	--	--	2
Students without Disabilities	35	35	62220	100	100	99	709	709	712	12	12	16	9	9	11	67	67	53	12	12	20
Limited English Proficient Students	NC	NC	5834	NC	NC	100	NC	NC	612	NC	NC	46	NC	NC	20	NC	NC	31	NC	NC	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	26	26	21421	100	100	92	705	705	686	17	17	35	13	13	15	58	58	43	13	13	7
Non-Economically Disadvantaged	NC	NC	48489	NC	NC	100	NC	NC	704	NC	NC	15	NC	NC	10	NC	NC	52	NC	NC	23

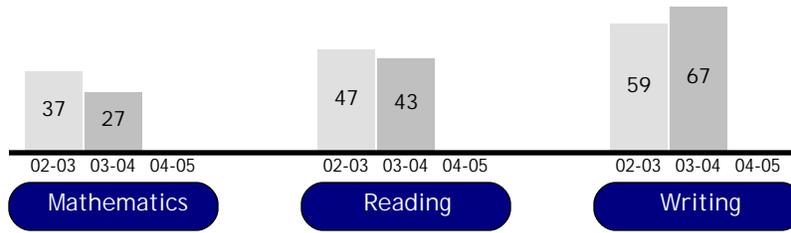
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	38	71311	100	100	100	694	694	694	9	9	7	20	20	21	63	63	63	9	9	9
All Students (Prior Year)	42	42	68162	100	100	100	500	500	509	21	21	18	29	29	24	45	45	51	5	5	8
Female	20	20	34899	100	100	100	692	692	700	11	11	5	17	17	19	67	67	66	6	6	10
Male	18	18	36430	100	100	100	696	696	688	6	6	9	24	24	22	59	59	61	12	12	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	36	36	24056	100	100	100	690	690	672	9	9	13	21	21	31	61	61	53	9	9	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	--	--	5110	--	--	100	--	--	661	--	--	14	--	--	38	--	--	46	--	--	2
White	NC	NC	36841	NC	NC	99	NC	NC	713	NC	NC	3	NC	NC	12	NC	NC	72	NC	NC	13
Students with Disabilities	--	--	8021	--	--	100	--	--	590	--	--	27	--	--	42	--	--	29	--	--	1
Students without Disabilities	38	38	63379	100	100	100	694	694	707	9	9	5	20	20	18	63	63	68	9	9	10
Limited English Proficient Students	NC	NC	6402	NC	NC	100	NC	NC	596	NC	NC	25	NC	NC	44	NC	NC	30	NC	NC	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	28	28	22243	100	100	93	682	682	677	8	8	14	28	28	32	64	64	51	0	0	3
Non-Economically Disadvantaged	10	10	49157	100	100	100	724	724	702	10	10	4	0	0	16	60	60	69	30	30	11

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	38	38	70868	100	100	100	687	687	688	11	11	5	14	14	23	71	71	63	3	3	9
All Students (Prior Year)	42	42	67629	100	100	100	526	526	524	21	21	22	19	19	16	55	55	59	5	5	3
Female	20	20	34710	100	100	99	690	690	697	17	17	3	6	6	19	78	78	66	0	0	12
Male	18	18	36176	100	100	100	685	685	678	6	6	7	24	24	27	65	65	59	6	6	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	36	36	23868	100	100	100	683	683	670	12	12	9	15	15	33	73	73	55	0	0	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	5001	--	--	100	--	--	661	--	--	9	--	--	41	--	--	48	--	--	2
White	NC	NC	36710	NC	NC	99	NC	NC	702	NC	NC	2	NC	NC	15	NC	NC	69	NC	NC	13
Students with Disabilities	--	--	7900	--	--	100	--	--	580	--	--	22	--	--	49	--	--	28	--	--	1
Students without Disabilities	38	38	63054	100	100	99	687	687	701	11	11	3	14	14	20	71	71	67	3	3	10
Limited English Proficient Students	NC	NC	6308	NC	NC	100	NC	NC	591	NC	NC	19	NC	NC	47	NC	NC	33	NC	NC	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	28	28	21994	100	100	92	681	681	673	12	12	10	20	20	36	64	64	52	4	4	3
Non-Economically Disadvantaged	10	10	48960	100	100	100	704	704	694	10	10	3	0	0	18	90	90	67	0	0	12

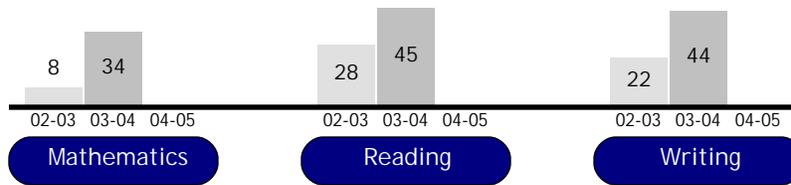
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

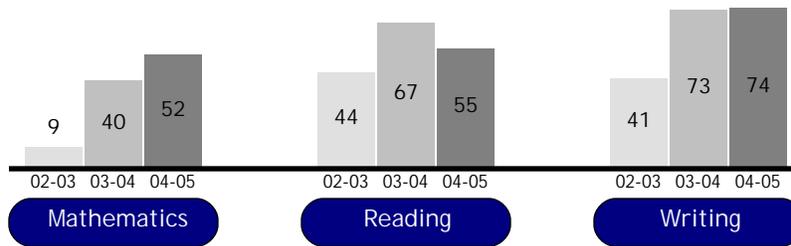
3rd Grade Proficiency



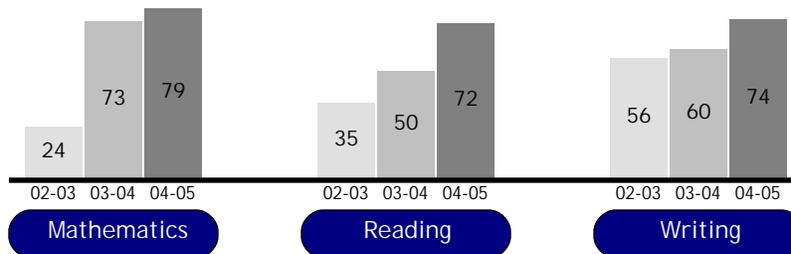
5th Grade Proficiency



8th Grade Proficiency



10th 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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress**

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

**Met Percent Tested:**

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

**Met Test Objectives:**

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

**Met Attendance Rate:**

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**Met Graduation Rate:**

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	14	15	50	80	29	NA	58	--	--	24	47
	Language	98	9	9	43	91	18	18	50	--	--	20	47
	Mathematics	98	12	13	57	91	19	19	64	--	--	24	50
3	Reading	95	20	20	47	100	25	NA	55	--	--	23	44
	Language	100	26	26	54	100	32	32	61	--	--	24	44
	Mathematics	97	19	19	54	100	18	18	61	--	--	30	51
4	Reading	95	19	19	52	94	18	NA	56	--	--	26	48
	Language	100	22	22	48	100	18	18	52	--	--	28	49
	Mathematics	100	24	24	57	98	15	15	61	--	--	30	53
5	Reading	100	22	22	50	94	32	NA	55	--	--	32	50
	Language	100	25	25	46	96	27	27	49	--	--	35	50
	Mathematics	100	23	23	57	96	44	44	63	--	--	34	49
6	Reading	100	27	27	53	98	27	NA	56	--	--	35	51
	Language	100	23	23	45	100	24	24	48	--	--	33	47
	Mathematics	100	31	31	62	98	34	34	66	--	--	38	52
7	Reading	100	28	28	51	98	38	NA	54	100	41	41	50
	Language	100	32	32	54	98	34	34	58	100	41	41	52
	Mathematics	100	30	30	58	98	52	52	62	100	37	37	50
8	Reading	98	35	35	53	98	69	NA	55	100	48	48	51
	Language	100	32	32	49	98	75	75	52	100	48	48	50
	Mathematics	100	37	37	58	98	86	86	61	100	46	46	53
9	Reading	98	26	26	41	96	27	NA	42	98	47	47	51
	Language	100	31	31	42	96	30	30	42	98	47	47	50
	Mathematics	100	67	67	60	96	90	90	63	100	48	48	50

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/](http://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

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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	33.00
Other Professional Staff	.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	136
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	23%

Resources Available at School Site

Special Facilities

- Ü Computer Integrated Classrooms
- Ü Media Studio
- Ü Animal Husbandry Area
- Ü Prepared Outdoor Environment

Extracurricular Activities

- Ü Music Symphony
- Ü Advanced Technology and Intern Program
- Ü Sports Program
- Ü After School Tutoring Program
- Ü Tackle Football
- Ü Intramural Programs
- Ü Triple AAA Beautification Programs
- Ü Student Court

Social Services

- Ü Basic Computer Adult Education
- Ü ESL Adult Education
- Ü Extensive Parent Volunteer Programs
- Ü Video Programming
- Ü Mexican Consulate Degree Programs

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü \$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.
- ü High Achievement in students Measurement of Academic Progress. An increase of the school label from 'Under Performing' to 'Performing.'
- ü Partnership developed with South Mountain Community College to provide additional community computer programs to students and their families.
- ü NFL Partnership developed as 1 one of 13 NFL YET's in the nation. Grantee of the Steve Young, Forever Young Foundation to create a Forever Young Zone on campus to provide students with advanced technology.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	99	95	94	95
Transfers Out Rates <sup>5</sup>	14	12	12	17
Transfers In Rate <sup>6</sup>	20	28	28	37
Stability Rate <sup>7</sup>	85	87	87	82
Promotion Rate <sup>8</sup>	93	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	4	0	1	6
Status Unknown <sup>11</sup>	3	0	1	4
Graduation Rate <sup>12</sup>	41	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

We believe that promoting values, service, and safe living produces successful, ethical adults. It enables them to make informed decisions and to live according to moral principles. We encourage self-discipline, self-respect, and respect for others. We implement activities that motivate students and staff to grow in the Four Circles; Physical, Intellectual, Spiritual, and Leadership. We promote the use of acquired leadership and four circle concepts into their daily tasks.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

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

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Becky Ruiz-Clayton	(602) 243-7788
Transportation Policy	Estela Ruiz	(602) 243-7788
Community Resources	Liliana Hutcheson	(602) 243-7788
School Nutrition Programs	Maria Loera	(602) 243-7788
Parent Organization	Raul Ruiz or Liliana Hutcheson	(602) 243-7788
Student Health/Nurse		

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

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](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

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

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

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

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

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

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 16 Pages X .0318 Per page X 963 Copies = \$490.00

\*\* 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.