

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS¹

Elementary Achievement Profile (a)

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

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

High School Achievement Profile (a)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Not Met

School Improvement Status (b)

2005-06	Warning Year
2004-05	N/A
2003-04	N/A

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

School Overview

Principal/Administrator : Ms. Rebecca Ruiz-Clayton
 Schedule : 07:30 AM to 04:30 PM
 Grades : 7-12
 Web Address : www.espiritu.org
 Phone Number : (602) 243-7788
 Fax Number : (602) 243-7799
 E-mail : bruiz@espiritu.org

Mission

Espiritu Community Development Corporation provides a college prep environment for 7th - 12th grade students who attain, analyze and create knowledge. We produce principle-based leaders who are prepared to succeed in college or university.

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, 2005 School Year Student Enrollment : 296
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 265

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 SRA Corrective Reading Supplemental
- ü H2O Peer Tutoring Programs
- ü Student-Driven Conferences

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/14/2005
Last Day of School :	6/8/2006

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

7th 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	76	76	78546	100	100	97	506	506	543	39	39	15	21	21	18	37	37	52	3	3	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	28	38645	100	100	98	497	497	545	46	46	13	18	18	18	36	36	54	NA	NA	15
Male	48	48	39792	100	100	97	511	511	542	35	35	17	23	23	17	38	38	50	4	4	15
African American	NC	NC	4205	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	22	NC	NC	49	NC	NC	7
Hispanic	72	72	31177	100	100	97	506	506	524	39	39	22	22	22	23	36	36	48	3	3	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	--	--	4689	--	--	95	--	--	515	--	--	28	--	--	25	--	--	43	--	--	4
White	NC	NC	36450	NC	NC	97	NC	NC	563	NC	NC	7	NC	NC	12	NC	NC	57	NC	NC	23
Students with Disabilities	NC	NC	8093	NC	NC	82	NC	NC	489	NC	NC	50	NC	NC	24	NC	NC	23	NC	NC	2
Students without Disabilities	73	73	70453	100	100	100	507	507	549	38	38	11	21	21	17	38	38	56	3	3	16
Limited English Proficient Students	26	26	9323	93	93	94	498	498	491	38	38	47	35	35	28	27	27	24	NA	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	42	42	34694	95	95	96	507	507	524	38	38	23	24	24	23	36	36	48	2	2	7
Non-Economically Disadvantaged	34	34	43852	100	100	99	504	504	559	41	41	10	18	18	13	38	38	56	3	3	22

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	77	77	79045	100	100	98	474	474	512	32	32	10	35	35	25	32	32	58	NA	NA	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	29	38860	100	100	98	471	471	519	34	34	7	34	34	22	31	31	62	NA	NA	8
Male	48	48	40075	100	100	97	476	476	505	31	31	12	35	35	28	33	33	54	NA	NA	6
African American	NC	NC	4250	NC	NC	98	NC	NC	500	NC	NC	12	NC	NC	31	NC	NC	54	NC	NC	3
Hispanic	73	73	31314	100	100	98	473	473	493	33	33	16	36	36	34	32	32	48	NA	NA	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	--	--	4719	--	--	96	--	--	489	--	--	15	--	--	39	--	--	45	--	--	2
White	NC	NC	36730	NC	NC	98	NC	NC	532	NC	NC	4	NC	NC	16	NC	NC	68	NC	NC	12
Students with Disabilities	NC	NC	8552	NC	NC	87	NC	NC	463	NC	NC	35	NC	NC	40	NC	NC	23	NC	NC	1
Students without Disabilities	74	74	70493	100	100	100	475	475	517	32	32	7	34	34	24	34	34	62	NA	NA	8
Limited English Proficient Students	27	27	9355	96	96	95	467	467	456	37	37	37	41	41	48	22	22	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	42	42	34922	95	95	96	474	474	493	29	29	15	40	40	34	31	31	48	NA	NA	3
Non-Economically Disadvantaged	35	35	44123	100	100	99	474	474	527	37	37	6	29	29	18	34	34	66	NA	NA	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	76	76	79657	100	100	99	553	553	566	5	5	3	7	7	8	86	86	87	3	3	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	28	39120	100	100	99	559	559	580	4	4	2	NA	NA	4	96	96	92	NA	NA	2
Male	48	48	40423	100	100	98	550	550	553	6	6	5	10	10	12	79	79	83	4	4	1
African American	NC	NC	4290	NC	NC	99	NC	NC	560	NC	NC	4	NC	NC	9	NC	NC	86	NC	NC	1
Hispanic	72	72	31642	100	100	99	554	554	552	6	6	5	6	6	11	86	86	84	3	3	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	--	--	4760	--	--	97	--	--	547	--	--	5	--	--	14	--	--	81	--	--	0
White	NC	NC	36929	NC	NC	99	NC	NC	579	NC	NC	2	NC	NC	5	NC	NC	91	NC	NC	2
Students with Disabilities	NC	NC	9069	NC	NC	92	NC	NC	508	NC	NC	11	NC	NC	30	NC	NC	58	NC	NC	1
Students without Disabilities	73	73	70588	100	100	100	558	558	573	4	4	2	5	5	5	88	88	91	3	3	1
Limited English Proficient Students	26	26	9521	93	93	96	532	532	507	8	8	13	12	12	24	81	81	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	42	42	35341	95	95	97	552	552	551	5	5	5	10	10	12	83	83	83	2	2	0
Non-Economically Disadvantaged	34	34	44316	100	100	100	555	555	578	6	6	2	3	3	5	88	88	90	3	3	2

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	66	66	78400	100	100	97	521	521	554	38	38	21	27	27	19	33	33	47	2	2	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	33	38686	100	100	98	516	516	554	39	39	20	36	36	20	21	21	49	3	3	12
Male	33	33	39636	100	100	96	527	527	554	36	36	23	18	18	18	45	45	46	NA	NA	13
African American	NC	NC	4193	NC	NC	97	NC	NC	533	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	5
Hispanic	60	60	30732	100	100	97	521	521	534	37	37	31	30	30	24	32	32	40	2	2	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	--	--	4536	--	--	95	--	--	528	--	--	35	--	--	25	--	--	37	--	--	4
White	NC	NC	37038	NC	NC	97	NC	NC	575	NC	NC	11	NC	NC	14	NC	NC	56	NC	NC	19
Students with Disabilities	--	--	7840	--	--	81	--	--	498	--	--	60	--	--	18	--	--	20	--	--	2
Students without Disabilities	66	66	70560	100	100	99	521	521	560	38	38	17	27	27	19	33	33	50	2	2	14
Limited English Proficient Students	20	20	8956	95	95	95	522	522	502	40	40	56	20	20	25	40	40	18	NA	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	33	33	33014	92	92	95	531	531	534	24	24	31	33	33	24	42	42	40	NA	NA	5
Non-Economically Disadvantaged	33	33	45386	100	100	99	512	512	569	52	52	15	21	21	15	24	24	52	3	3	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	66	66	79179	100	100	98	495	495	519	15	15	11	42	42	27	42	42	58	NA	NA	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	33	38974	100	100	99	498	498	524	15	15	8	36	36	25	48	48	61	NA	NA	5
Male	33	33	40124	100	100	97	492	492	513	15	15	13	48	48	28	36	36	54	NA	NA	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	60	60	30987	100	100	98	494	494	498	13	13	17	45	45	36	42	42	45	NA	NA	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	--	--	4573	--	--	96	--	--	494	--	--	16	--	--	41	--	--	42	--	--	1
White	NC	NC	37467	NC	NC	98	NC	NC	539	NC	NC	5	NC	NC	17	NC	NC	70	NC	NC	8
Students with Disabilities	--	--	8567	--	--	88	--	--	467	--	--	39	--	--	38	--	--	22	--	--	1
Students without Disabilities	66	66	70612	100	100	99	495	495	524	15	15	7	42	42	25	42	42	62	NA	NA	5
Limited English Proficient Students	20	20	9013	95	95	95	497	497	461	10	10	40	45	45	48	45	45	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	33	33	33345	92	92	96	500	500	499	9	9	17	45	45	36	45	45	46	NA	NA	1
Non-Economically Disadvantaged	33	33	45834	100	100	99	490	490	533	21	21	7	39	39	19	39	39	67	NA	NA	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	66	66	79734	100	100	99	550	550	554	5	5	3	12	12	19	83	83	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	33	39243	100	100	99	551	551	568	6	6	2	6	6	12	88	88	85	NA	NA	1
Male	33	33	40413	100	100	98	549	549	541	3	3	4	18	18	26	79	79	70	NA	NA	0
African American	NC	NC	4285	NC	NC	99	NC	NC	548	NC	NC	3	NC	NC	22	NC	NC	74	NC	NC	0
Hispanic	60	60	31254	100	100	99	549	549	539	5	5	5	12	12	25	83	83	70	NA	NA	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	--	--	4613	--	--	97	--	--	535	--	--	4	--	--	29	--	--	67	--	--	0
White	NC	NC	37668	NC	NC	99	NC	NC	569	NC	NC	1	NC	NC	13	NC	NC	85	NC	NC	1
Students with Disabilities	--	--	8943	--	--	92	--	--	495	--	--	11	--	--	51	--	--	38	--	--	1
Students without Disabilities	66	66	70791	100	100	100	550	550	561	5	5	2	12	12	15	83	83	83	NA	NA	0
Limited English Proficient Students	20	20	9138	95	95	97	543	543	492	10	10	13	NA	NA	46	90	90	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	33	33	33718	92	92	97	562	562	538	NA	NA	5	9	9	26	91	91	69	NA	NA	0
Non-Economically Disadvantaged	33	33	46016	100	100	100	538	538	567	9	9	2	15	15	14	76	76	84	NA	NA	1

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	50	50	71130	98	98	95	699	699	701	26	26	23	10	10	13	50	50	51	14	14	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	22	35465	100	100	96	703	703	702	18	18	21	14	14	13	50	50	53	18	18	13
Male	28	28	35648	97	97	94	696	696	701	32	32	24	7	7	12	50	50	50	11	11	14
African American	NC	NC	3868	NC	NC	95	NC	NC	686	NC	NC	33	NC	NC	17	NC	NC	45	NC	NC	6
Hispanic	48	48	25103	96	96	95	698	698	685	27	27	34	10	10	16	50	50	45	13	13	5
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	731	--	--	9	--	--	7	--	--	50	--	--	34
American Indian/Alaskan Native	--	--	4241	--	--	90	--	--	679	--	--	39	--	--	19	--	--	39	--	--	3
White	--	--	36075	--	--	95	--	--	715	--	--	12	--	--	9	--	--	58	--	--	21
Students with Disabilities	NC	NC	5862	NC	NC	71	NC	NC	658	NC	NC	63	NC	NC	15	NC	NC	20	NC	NC	2
Students without Disabilities	49	49	65268	98	98	98	700	700	705	24	24	19	10	10	12	51	51	54	14	14	15
Limited English Proficient Students	26	26	4859	96	96	93	698	698	662	31	31	64	4	4	15	50	50	20	15	15	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	28	28	22957	97	97	93	702	702	685	29	29	34	7	7	17	46	46	44	18	18	5
Non-Economically Disadvantaged	22	22	48173	100	100	96	696	696	709	23	23	17	14	14	11	55	55	55	9	9	18

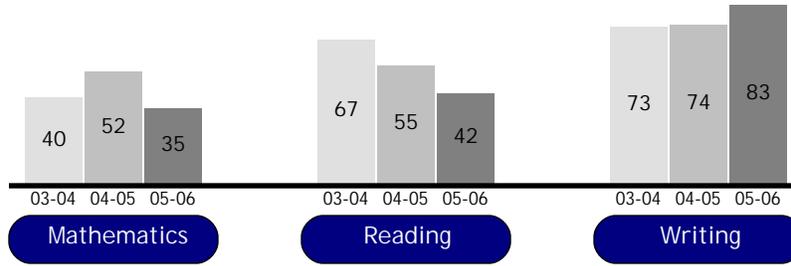
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	51	51	73018	98	98	97	701	701	703	2	2	6	22	22	23	75	75	64	2	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	22	36181	100	100	97	709	709	708	5	5	4	9	9	21	82	82	65	5	5	9
Male	29	29	36816	97	97	96	696	696	699	NA	NA	7	31	31	24	69	69	62	NA	NA	7
African American	NC	NC	3976	NC	NC	96	NC	NC	689	NC	NC	8	NC	NC	29	NC	NC	59	NC	NC	3
Hispanic	50	50	25801	98	98	96	701	701	683	2	2	10	22	22	34	74	74	53	2	2	3
Asian/Pacific Islander	--	--	1812	--	--	98	--	--	722	--	--	3	--	--	15	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4389	--	--	93	--	--	675	--	--	9	--	--	42	--	--	47	--	--	1
White	--	--	37024	--	--	97	--	--	721	--	--	2	--	--	12	--	--	73	--	--	13
Students with Disabilities	NC	NC	7170	NC	NC	85	NC	NC	654	NC	NC	23	NC	NC	47	NC	NC	29	NC	NC	1
Students without Disabilities	50	50	65848	98	98	98	703	703	708	2	2	4	20	20	20	76	76	67	2	2	9
Limited English Proficient Students	26	26	5099	96	96	95	699	699	641	4	4	29	23	23	59	73	73	12	NA	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	29	29	23912	97	97	94	700	700	681	3	3	10	17	17	36	79	79	52	NA	NA	2
Non-Economically Disadvantaged	22	22	49106	100	100	98	704	704	714	NA	NA	4	27	27	16	68	68	69	5	5	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	50	50	72810	96	96	96	689	689	685	2	2	6	22	22	30	72	72	58	4	4	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	22	36111	100	100	97	700	700	695	5	5	4	5	5	23	82	82	65	9	9	8
Male	28	28	36678	93	93	95	680	680	674	NA	NA	9	36	36	36	64	64	52	NA	NA	3
African American	NC	NC	3962	NC	NC	96	NC	NC	675	NC	NC	8	NC	NC	33	NC	NC	55	NC	NC	3
Hispanic	49	49	25735	96	96	96	688	688	669	2	2	10	22	22	41	71	71	48	4	4	2
Asian/Pacific Islander	--	--	1809	--	--	97	--	--	704	--	--	4	--	--	19	--	--	65	--	--	13
American Indian/Alaskan Native	--	--	4370	--	--	92	--	--	670	--	--	9	--	--	39	--	--	50	--	--	2
White	--	--	36915	--	--	97	--	--	697	--	--	3	--	--	21	--	--	67	--	--	8
Students with Disabilities	--	--	7071	--	--	84	--	--	634	--	--	24	--	--	53	--	--	21	--	--	1
Students without Disabilities	50	50	65739	98	98	98	689	689	689	2	2	4	22	22	27	72	72	62	4	4	6
Limited English Proficient Students	25	25	5046	93	93	94	686	686	621	4	4	31	28	28	56	64	64	12	4	4	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	28	28	23814	93	93	94	688	688	667	4	4	10	18	18	41	79	79	47	NA	NA	2
Non-Economically Disadvantaged	22	22	48996	100	100	97	689	689	693	NA	NA	4	27	27	24	64	64	64	9	9	7

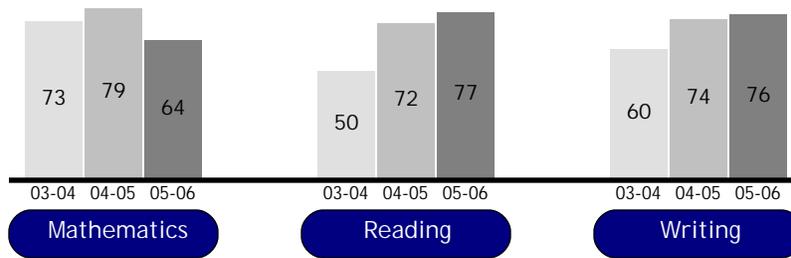
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

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.

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?	N
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	No

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
7	Reading	98	38	NA	54	100	41	41	50	100	28	28	54
	Language	98	34	34	58	100	41	41	52	100	25	25	58
	Mathematics	98	52	52	62	100	37	37	50	100	28	28	54
8	Reading	98	69	NA	55	100	48	48	51	100	43	43	58
	Language	98	75	75	52	100	48	48	50	100	39	39	56
	Mathematics	98	86	86	61	100	46	46	53	100	39	39	58
9	Reading	96	27	NA	42	98	47	47	51	100	41	41	52
	Language	96	30	30	42	98	47	47	50	100	41	41	50
	Mathematics	96	90	90	63	100	48	48	50	100	35	35	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/

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

1 School Administrator(s)	Ü Fun and Fundraising
1 Non-certified Employee(s)	Ü Leadership Development
1 Teacher(s)	Ü Programming and Curriculum
5 Parent(s)	Ü Facility Risk Review
0 Community Member(s)	Ü Volunteer Development
1 Student(s)	Ü Long Term Planning

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	11.00
Other Professional Staff	.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	40
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	30%

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 2005-06

School Achievements/Accomplishments 2005-06

- 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 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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	85	89	88	73
Graduation Rate ⁶	87	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

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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

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		
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 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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 200 Copies = \$78.00

** 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.