

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2200 N. Arizona Ave. Suite #17, Chandler, AZ 85224

### El Dorado Public Charter High School

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>

#### High School Achievement Profile (a)

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

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

#### School Overview

Principal/Administrator : Ms. Ramona Gonzales  
 Schedule : 07:00 AM to 05:30 PM  
 Grades : 9-12  
 Web Address : www.leonagroup.com  
 Phone Number : (480) 726-9536  
 Fax Number : (480) 726-9543  
 E-mail : ramona.gonzales@leonagroup.com

#### Mission

The mission of El Dorado High School is to create a quality educational environment in which partnerships among community, parents, staff, and students promote life-long learning in every student for success in the 21st Century. El Dorado students are active participants in their own education. To achieve this mission, El Dorado High School's faculty and staff will model and maintain a safe, disciplined environment and encourage students to plan and be responsible for their future.

#### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

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

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

#### School / Academic Goals

- ü Improve students' reading ability to comprehend materials in all subject areas as measured by Arizona Instrument of Measurement and Standards (AIMS) as well as teacher created pre and post assessments.
- ü Improve students' math computational and reasoning skills as measured by Arizona Instrument of Measurement and Standards (AIMS) and teacher created pre and post assessments.
- ü Improve students' writing ability in all subject areas as measured by Arizona Instrument of Measurement Standards and teacher created pre and post assessments.
- ü Improve students' attendance by rewarding good or improved attendance and providing consequences for absenteeism and tardiness.

#### Enrollment

October 1, 2005 School Year Student Enrollment : 167  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 204

Instructional Programs

- ü Block Schedule
- ü Technology-based Learning
- ü School-to-Work Programs
- ü Sheltered English Immersion
- ü Job Internships

Calendar Information

Number of Instruction Days :	148
Average Daily Instruction Time :	5 hours 25 minutes
First Day of School :	7/26/2005
Last Day of School :	6/1/2006

Shared Responsibilities

School

El Dorado High School provides a safe, secure and supportive environment for its students. A highly qualified staff upholds high expectations for the academic success of all students by providing a curriculum that meets and exceeds state standards. Students are encouraged to plan and be responsible for their futures. All students will be provided with information concerning school and community resources such as scholarships, counseling, and health resources.

Parents

Parents support the rules and standards of the school, assure their student's regular attendance, and keep contact information for close communication with school staff. Parents will attend open house, parent conferences, and recognition assemblies.

Transportation Policy

Students are responsible for transportation to and from school. El Dorado High School is accessible by public transportation routes. Students who demonstrate financial need are provided with bus passes.

School Honors

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

Award/Honor	Year
ü Chandler Hispanic Coalition Scholarship Recipient	2005
ü City of Chandler Students of the Year	2005
ü El Dorado High School Student Scholarship	2005
ü Wal-mart Student Scholarship	2005

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	59	59	71130	100	100	95	671	671	701	53	53	23	14	14	13	34	34	51	NA	NA	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	32	35465	100	100	96	669	669	702	50	50	21	16	16	13	34	34	53	NA	NA	13
Male	27	27	35648	100	100	94	673	673	701	56	56	24	11	11	12	33	33	50	NA	NA	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	42	42	25103	100	100	95	670	670	685	50	50	34	17	17	16	33	33	45	NA	NA	5
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	731	NC	NC	9	NC	NC	7	NC	NC	50	NC	NC	34
American Indian/Alaskan Native	NC	NC	4241	NC	NC	90	NC	NC	679	NC	NC	39	NC	NC	19	NC	NC	39	NC	NC	3
White	NC	NC	36075	NC	NC	95	NC	NC	715	NC	NC	12	NC	NC	9	NC	NC	58	NC	NC	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	53	53	65268	100	100	98	671	671	705	49	49	19	15	15	12	36	36	54	NA	NA	15
Limited English Proficient Students	NC	NC	4859	NC	NC	93	NC	NC	662	NC	NC	64	NC	NC	15	NC	NC	20	NC	NC	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	31	31	22957	100	100	93	668	668	685	58	58	34	10	10	17	32	32	44	NA	NA	5
Non-Economically Disadvantaged	28	28	48173	100	100	96	674	674	709	46	46	17	18	18	11	36	36	55	NA	NA	18

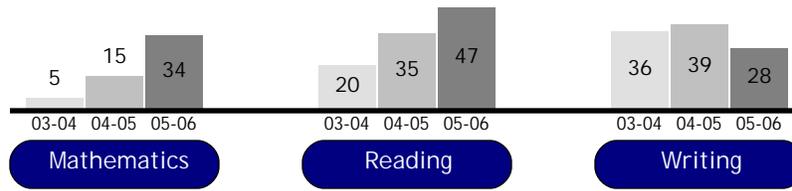
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	51	51	73018	100	100	97	672	672	703	12	12	6	41	41	23	47	47	64	NA	NA	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	26	36181	100	100	97	676	676	708	4	4	4	38	38	21	58	58	65	NA	NA	9
Male	25	25	36816	100	100	96	669	669	699	20	20	7	44	44	24	36	36	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	34	34	25801	100	100	96	672	672	683	9	9	10	47	47	34	44	44	53	NA	NA	3
Asian/Pacific Islander	NC	NC	1812	NC	NC	98	NC	NC	722	NC	NC	3	NC	NC	15	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4389	NC	NC	93	NC	NC	675	NC	NC	9	NC	NC	42	NC	NC	47	NC	NC	1
White	NC	NC	37024	NC	NC	97	NC	NC	721	NC	NC	2	NC	NC	12	NC	NC	73	NC	NC	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	45	45	65848	100	100	98	675	675	708	11	11	4	38	38	20	51	51	67	NA	NA	9
Limited English Proficient Students	NC	NC	5099	NC	NC	95	NC	NC	641	NC	NC	29	NC	NC	59	NC	NC	12	NC	NC	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	28	28	23912	100	100	94	667	667	681	14	14	10	46	46	36	39	39	52	NA	NA	2
Non-Economically Disadvantaged	23	23	49106	100	100	98	678	678	714	9	9	4	35	35	16	57	57	69	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	50	50	72810	100	100	96	663	663	685	6	6	6	66	66	30	28	28	58	NA	NA	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	26	36111	100	100	97	670	670	695	4	4	4	62	62	23	35	35	65	NA	NA	8
Male	24	24	36678	96	96	95	656	656	674	8	8	9	71	71	36	21	21	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	34	34	25735	100	100	96	669	669	669	6	6	10	68	68	41	26	26	48	NA	NA	2
Asian/Pacific Islander	NC	NC	1809	NC	NC	97	NC	NC	704	NC	NC	4	NC	NC	19	NC	NC	65	NC	NC	13
American Indian/Alaskan Native	NC	NC	4370	NC	NC	92	NC	NC	670	NC	NC	9	NC	NC	39	NC	NC	50	NC	NC	2
White	NC	NC	36915	NC	NC	97	NC	NC	697	NC	NC	3	NC	NC	21	NC	NC	67	NC	NC	8
Students with Disabilities	NC	NC	7071	NC	NC	84	NC	NC	634	NC	NC	24	NC	NC	53	NC	NC	21	NC	NC	1
Students without Disabilities	45	45	65739	100	100	98	664	664	689	7	7	4	62	62	27	31	31	62	NA	NA	6
Limited English Proficient Students	NC	NC	5046	NC	NC	94	NC	NC	621	NC	NC	31	NC	NC	56	NC	NC	12	NC	NC	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	28	28	23814	100	100	94	661	661	667	7	7	10	61	61	41	32	32	47	NA	NA	2
Non-Economically Disadvantaged	22	22	48996	100	100	97	665	665	693	5	5	4	73	73	24	23	23	64	NA	NA	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)

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?	Y
	Met Attendance Rate?	NA
	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	27	NA	42	98	29	29	51	100	20	20	52
	Language	96	17	17	42	98	29	29	50	100	22	22	50
	Mathematics	96	37	37	63	98	27	27	50	100	14	14	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

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

Council Duties

- Ü School Improvement
- Ü School Safety Issues
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	10.50
Other Professional Staff	1.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	98
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab

Extracurricular Activities

- Ü Intramural Sports
- Ü Teen Court
- Ü Peer Mediation
- Ü Student Council
- Ü Close Up

Social Services

- Ü Counseling Services
- Ü GED/Literacy Classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Our partnerships with community businesses provide student outreach and internships programs.
  
- ü Fifteen El Dorado students qualified for the Maricopa County Community College President's Academic Scholarship.
  
- ü Eighty students received a field trip and rewards for perfect attendance throughout the school year.
  
- ü Ten students received top honors in the core area classes during our annual awards banquet.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	89	95	94	95
Promotion Rate <sup>5</sup>	43	89	88	73
Graduation Rate <sup>6</sup>	53	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

El Dorado High School has a safe and caring environment for learning to take place on a closed campus. We provide counseling and peer mediation services for developing appropriate problem-solving skills. The school has full-time security during the school day. We uphold zero tolerance policies regarding drugs and violence.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

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

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

Contacts

	Name	Phone Number
School Site Council	Ramona Castillo Gonzales	(480) 726-9536
Transportation Policy	Ramona Castillo Gonzales	(480) 726-9536
Community Resources	Emma Schindel	(480) 726-9536
School Nutrition Programs	Lynn Darling	(480) 726-9536
Parent Organization	Celia Trujillo	(480) 726-9536
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 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](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.