

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

3515 West Union Hills Dr. 119, Glendale, AZ 85308

E-Institute Charter Schools, Inc.

AZ LEARNS¹

High School Achievement Profile ^(a)

2003-04	Underperforming
2002-03	Small School
2001-02	N/A

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

No Child Left Behind

Adequate Yearly Progress ^(b)

2003-04	Not Met
2002-03	Not Met
2001-02	N/A

School Improvement Status ^(b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

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.

School Overview

Principal/Administrator : Mr. John Cortez
 Schedule : 7:30 AM to 8:30 PM
 Grades : 9-12
 2004 Enrollment : 212
 Web Address : www.learningmatters.org
 Phone Number : (602) 843-3077
 Fax Number : (602) 843-4375
 E-mail : johncortez@learningmatters.org

Mission

The mission of E-Institute School is to encourage young people to strive for academic excellence and success. We desire young people to embrace new technologies, to increase basic skills, and develop critical thinking and employability skills.

School / Academic Goals

- ü We strive for students to master foundational skills in reading, writing, math and science.
- ü We strive for students to develop employability skills along with a strong work ethic and proactive citizenship.

Enrollment

October 1, 2003 School Year Student Enrollment : 128
 Accepting New Students in 2004-05 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 6

Instructional Programs

- Ü Language Arts
- Ü Math and Science
- Ü Social Studies
- Ü Electives

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	4 hours 0 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

As a public charter school, we feel that we are held accountable to parents to give their children the best educational experience possible. Therefore, we hold all students to high academic standards.

Parents

We believe that for us to do the best job we can, we must work in partnership with parents. We encourage parents to do their best to ensure that students have a home where education is valued and where parents support the efforts of our teachers.

Transportation Policy

We do not provide transportation.

School Honors

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

Award/Honor	Year
Ü Who's Who of Teachers	2001
Ü School Chosen for Corporate Computer Lab Donations	2002
Ü Record Number of Graduates	2003
Ü Record Number of Graduates	2004

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	38	65934	64	63	100	452	453	492	91	89	43	9	11	18	0	0	24	0	0	15
All Students (Prior Year)	15	15	57534	36	36	91	459	459	491	87	87	46	13	13	16	0	0	23	0	0	15
Female	16	18	32586	62	60	100	450	451	491	94	94	44	6	6	19	0	0	24	0	0	14
Male	19	20	33226	66	67	99	454	456	493	89	85	42	11	15	18	0	0	24	0	0	16
African American	--	--	3042	--	--	98	--	--	478	--	--	58	--	--	19	--	--	17	--	--	6
Hispanic	NC	NC	21740	NC	NC	100	NC	NC	475	NC	NC	63	NC	NC	17	NC	NC	15	NC	NC	5
Asian/Pacific Islander	NC	NC	1643	NC	NC	99	NC	NC	519	NC	NC	23	NC	NC	13	NC	NC	30	NC	NC	34
American Indian/Alaskan Native	--	--	4351	--	--	99	--	--	472	--	--	68	--	--	16	--	--	13	--	--	4
White	27	29	34819	60	60	99	456	457	505	89	86	27	11	14	20	0	0	31	0	0	22
Students with Disabilities	NC	NC	6507	NC	NC	100	NC	NC	456	NC	NC	83	NC	NC	9	NC	NC	6	NC	NC	2
Students without Disabilities	31	34	59427	62	62	100	453	454	494	90	88	41	10	12	19	0	0	25	0	0	16
Limited English Proficient Students	--	--	6793	--	--	100	--	--	464	--	--	79	--	--	11	--	--	8	--	--	2
Migrant Students	--	--	708	--	--		--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	NC	NC	18745				NC	NC	475	NC	NC	64	NC	NC	16	NC	NC	15	NC	NC	5
Non-Economically Disadvantaged	29	31	47182				453	454	499	90	87	35	10	13	19	0	0	27	0	0	19

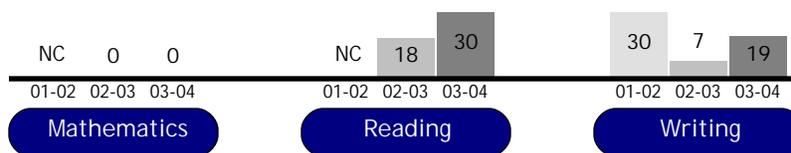
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	68	68162	100	100	100	473	473	509	47	47	18	23	24	24	30	29	51	0	0	8
All Students (Prior Year)	18	18	56700	43	43	89	476	476	512	35	35	15	47	47	23	18	18	52	0	0	10
Female	29	32	33509	100	100	100	486	485	513	31	31	15	31	31	23	38	38	52	0	0	9
Male	35	36	34521	100	100	100	462	462	505	60	61	20	17	17	24	23	22	49	0	0	7
African American	NC	NC	3163	NC	NC	99	NC	NC	497	NC	NC	22	NC	NC	30	NC	NC	46	NC	NC	3
Hispanic	NC	NC	22624	NC	NC	100	NC	NC	487	NC	NC	32	NC	NC	31	NC	NC	35	NC	NC	2
Asian/Pacific Islander	NC	NC	1666	NC	NC	100	NC	NC	523	NC	NC	11	NC	NC	17	NC	NC	60	NC	NC	12
American Indian/Alaskan Native	NC	NC	4592	NC	NC	100	NC	NC	484	NC	NC	32	NC	NC	37	NC	NC	30	NC	NC	1
White	53	56	35727	100	100	100	473	473	526	47	48	7	21	21	17	32	30	64	0	0	12
Students with Disabilities	NC	NC	6845	NC	NC	100	NC	NC	468	NC	NC	53	NC	NC	29	NC	NC	18	NC	NC	1
Students without Disabilities	58	62	61317	100	100	100	473	472	512	48	48	15	24	24	23	28	27	53	0	0	8
Limited English Proficient Students	NC	NC	7152	NC	NC	100	NC	NC	464	NC	NC	57	NC	NC	31	NC	NC	12	NC	NC	0
Migrant Students	--	--	745	--	--		--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	NC	10	19528				NC	493	487	NC	10	31	NC	50	32	NC	40	34	NC	0	2
Non-Economically Disadvantaged	55	58	48595				469	469	518	53	53	13	20	19	20	27	28	57	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	68	67629	100	100	100	432	433	524	64	63	22	17	19	16	19	18	59	0	0	3
All Students (Prior Year)	14	14	55090	33	33	87	421	421	479	50	50	16	43	43	13	7	7	70	0	0	0
Female	29	32	33347	100	100	100	468	467	537	55	53	17	21	25	15	24	22	64	0	0	4
Male	35	36	34151	100	100	99	402	402	512	71	72	27	14	14	18	14	14	54	0	0	2
African American	NC	NC	3150	NC	NC	99	NC	NC	515	NC	NC	24	NC	NC	19	NC	NC	56	NC	NC	2
Hispanic	NC	NC	22313	NC	NC	100	NC	NC	493	NC	NC	34	NC	NC	19	NC	NC	46	NC	NC	1
Asian/Pacific Islander	NC	NC	1659	NC	NC	100	NC	NC	564	NC	NC	11	NC	NC	12	NC	NC	68	NC	NC	9
American Indian/Alaskan Native	NC	NC	4528	NC	NC	99	NC	NC	492	NC	NC	35	NC	NC	21	NC	NC	42	NC	NC	1
White	53	56	35593	100	100	99	429	429	547	70	70	13	11	13	14	19	18	69	0	0	4
Students with Disabilities	NC	NC	6712	NC	NC	100	NC	NC	445	NC	NC	61	NC	NC	18	NC	NC	21	NC	NC	0
Students without Disabilities	58	62	60917	100	100	100	436	437	530	62	61	19	17	19	16	21	19	61	0	0	3
Limited English Proficient Students	NC	NC	6994	NC	NC	100	NC	NC	442	NC	NC	58	NC	NC	18	NC	NC	23	NC	NC	0
Migrant Students	--	--	732	--	--		--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	NC	10	19310				NC	483	489	NC	30	35	NC	40	20	NC	30	44	NC	0	1
Non-Economically Disadvantaged	55	58	48278				423	424	538	69	69	17	15	16	15	16	16	65	0	0	4

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	NC	NC	NC	37	100	32	32	41	83	25	NA	42
	Language	NC	NC	NC	38	86	15	15	42	83	15	16	42
	Mathematics	NC	NC	NC	56	100	33	33	60	83	28	28	63

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

School Site Council

Council Composition

Council Duties

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

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.50	Teacher	6.00
Other Professional Staff	2.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

- Core academic teachers meeting the definition of Highly Qualified (NCLB): 3
- Core academic classes taught by Highly Qualified (NCLB) teachers. 3
- Teachers with Emergency Certificaton. 2

Resources Available at School Site

Special Facilities

- ü Desktop Computer Labs
- ü Fine Arts Room
- ü 4 Classrooms

Extracurricular Activities

- ü Athletics
- ü Community Service Program
- ü Fitness Program
- ü School-to-Work Program
- ü Internships

Social Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Developed curriculum in the areas of math, language arts, history, and humanities.

- ü Established additional computer labs, providing a variety of technology applications for student use.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	80	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	82			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

No MAP data found for this school.

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

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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

School Safety

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

E-Institute Charter School conducts frequent safety training and drills for students and staff members. Evacuation, shelter-in-place, lock-down and other safety drills are conducted on a regular basis. E-Institute is a closed campus.

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

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.

Contacts

	Name	Phone Number
School Site Council		
Transportation Policy		
Community Resources	John Cortez	(602) 843-3891
School Nutrition Programs		
Parent Organization		
Student Health/Nurse	Linda Lindenman	(602) 843-3891

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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Total cost of printing: 12 Pages X .0318 Per page X 212 Copies = \$81.00

** 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.