

# ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

417 N. 16th Street, Phoenix, AZ 85006

E-cademie, A Charter 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 <sup>(a)</sup>

2005-06	Performing
2004-05	Performing
2003-04	N/A

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

## No Child Left Behind

### Adequate Yearly Progress <sup>(b)</sup>

2005-06	Not Met
2004-05	Not Met
2003-04	N/A

### School Improvement Status <sup>(b)</sup>

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 : Mr. Arturo Ortiz Jr.  
 Schedule : 07:30 AM to 10:00 PM  
 Grades : 9-12  
 Web Address : www.goodwillaz.org  
 Phone Number : (602) 416-6400  
 Fax Number : (602) 416-6393  
 E-mail : arturo.ortiz@goodwillaz.org

## Mission

e-cademie will empower youth to become educated productive members of society through high academic standards, career training, and social development programs. The youth will develop a life long learning philosophy, a strong commitment to their education and community and the self-confidence to become job-ready and employable in today's competitive labor market.

## School / Academic Goals

- ü AIMS test results will show 90% of students tested met or exceeded the standards.
- ü Dropout rate will not exceed 6% and will continue to decrease yearly.
- ü Graduation rate will not drop below 90%.
- ü School will apply for NCA Accreditation.

## Enrollment

October 1, 2005 School Year Student Enrollment : 144  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 110

Instructional Programs

- Ü Technology based learning
- Ü ESL/Bilingual Programs
- Ü Teacher classroom instruction
- Ü School To Work
- Ü AP/Honors
- Ü Alternative Education
- Ü Tutoring

Calendar Information

Number of Instruction Days :	144
Average Daily Instruction Time :	5 hours 0 minutes
First Day of School :	8/22/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Provide quality basic academic skills to youth, opening their future in education and career choices.  
Provide students with an environment where personal, interpersonal and collaborative abilities can develop; where barriers are addressed and eliminated and a place where success is encouraged and rewarded.  
Provide students for higher education, high caliber training and/or the modern workforce through education and service.  
Provide regular and constant communication to families of students.

Parents

Ensure that students will attend school regularly.  
Assist in enforcing policies in student handbook.  
Keep open communication between home and school.  
Assist in providing a safe school environment.  
Support school in enforcing 'Acceptable use of School computers' policy.  
Ensure student is wearing proper clothing as outlined in the school dress code.  
Support school through parent involvement in activities and or volunteering.

Transportation Policy

e-cademie will provide bus passes/tickets on the public transit system for students to attend school.

School Honors

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

Award/Honor

Year

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	34	34	71130	76	76	95	651	651	701	79	79	23	15	15	13	6	6	51	NA	NA	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	18	35465	82	82	96	660	660	702	67	67	21	22	22	13	11	11	53	NA	NA	13
Male	16	16	35648	70	70	94	640	640	701	94	94	24	6	6	12	NA	NA	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	24	24	25103	75	75	95	648	648	685	88	88	34	8	8	16	4	4	45	NA	NA	5
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	731	--	--	9	--	--	7	--	--	50	--	--	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	32	32	65268	78	78	98	653	653	705	78	78	19	16	16	12	6	6	54	NA	NA	15
Limited English Proficient Students	--	--	4859	--	--	93	--	--	662	--	--	64	--	--	15	--	--	20	--	--	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	22	22	22957	76	76	93	651	651	685	73	73	34	18	18	17	9	9	44	NA	NA	5
Non-Economically Disadvantaged	12	12	48173	75	75	96	649	649	709	92	92	17	8	8	11	NA	NA	55	NA	NA	18

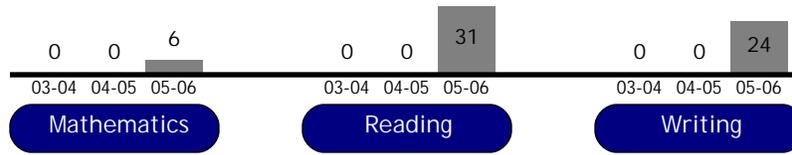
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	35	35	73018	81	81	97	655	655	703	20	20	6	49	49	23	31	31	64	NA	NA	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	18	36181	90	90	97	658	658	708	22	22	4	50	50	21	28	28	65	NA	NA	9
Male	17	17	36816	74	74	96	652	652	699	18	18	7	47	47	24	35	35	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	23	23	25801	72	72	96	655	655	683	22	22	10	43	43	34	35	35	53	NA	NA	3
Asian/Pacific Islander	--	--	1812	--	--	98	--	--	722	--	--	3	--	--	15	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4389	--	--	93	--	--	675	--	--	9	--	--	42	--	--	47	--	--	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	33	33	65848	83	83	98	656	656	708	21	21	4	45	45	20	33	33	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	19	19	23912	76	76	94	649	649	681	26	26	10	53	53	36	21	21	52	NA	NA	2
Non-Economically Disadvantaged	16	16	49106	89	89	98	662	662	714	13	13	4	44	44	16	44	44	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	38	38	72810	88	88	96	639	639	685	21	21	6	55	55	30	24	24	58	NA	NA	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	16	36111	80	80	97	652	652	695	6	6	4	56	56	23	38	38	65	NA	NA	8
Male	22	22	36678	96	96	95	629	629	674	32	32	9	55	55	36	14	14	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	27	27	25735	84	84	96	641	641	669	15	15	10	67	67	41	19	19	48	NA	NA	2
Asian/Pacific Islander	--	--	1809	--	--	97	--	--	704	--	--	4	--	--	19	--	--	65	--	--	13
American Indian/Alaskan Native	--	--	4370	--	--	92	--	--	670	--	--	9	--	--	39	--	--	50	--	--	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	36	36	65739	90	90	98	644	644	689	17	17	4	58	58	27	25	25	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	22	22	23814	88	88	94	636	636	667	23	23	10	55	55	41	23	23	47	NA	NA	2
Non-Economically Disadvantaged	16	16	48996	89	89	97	642	642	693	19	19	4	56	56	24	25	25	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?	N
	Met Test Objectives?	Not Evaluated
	Met Attendance Rate?	NA
	Met Graduation Rate?	N
	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
9	Reading	--	--	--	42	61	25	25	51	69	18	18	52
	Language	--	--	--	42	61	22	22	50	69	13	13	50
	Mathematics	--	--	--	63	53	19	19	50	69	7	7	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)
- 0 Non-certified Employee(s)
- 1 Teacher(s)
- 1 Parent(s)
- 8 Community Member(s)
- 1 Student(s)

Council Duties

- Ü adopt policies and procedure for school
- Ü adopt budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	4.00
Other Professional Staff	2.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	42
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	50%
Percent of core classes not taught by Highly Qualified Teachers	100%

Resources Available at School Site

Special Facilities

- Ü Computer Labs

Extracurricular Activities

- Ü Limited Sports Program
- Ü Student Government
- Ü Dance team
- Ü Cheer team
- Ü Drama Club

Social Services

- Ü Counseling/Intervention Services
- Ü Youth Services Program
- Ü Career Development

Ü e-cademie is first charter school for Goodwill of Central Arizona.

## Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	80	95	94	95
Promotion Rate <sup>5</sup>	46	89	88	73
Graduation Rate <sup>6</sup>	56	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

The school has installed a security camera system that is monitored by Goodwill of Central Arizona Security Department. e-cademie is supported by the Goodwill security office.

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) :

2

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	Arturo Ortiz, Jr.	(602) 416-6400
Transportation Policy	Arturo Ortiz, Jr.	(602) 416-6400
Community Resources	Katrina Thurman	(602) 254-2222
School Nutrition Programs	Paul Brown	(602) 254-2222
Parent Organization	Arturo Ortiz, Jr.	(602) 416-6400
Student Health/Nurse	Arturo Ortiz, Jr.	(602) 416-6400

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.