

## 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06	Underperforming
2004-05	Underperforming
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 (b)

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

#### 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 Overview

Principal/Administrator : Mrs. Rebecca Ruiz-Clayton  
 Schedule : 07:00 AM to 04:30 PM  
 Grades : 4-6  
 Web Address : www.espiritu.org  
 Phone Number : (602) 243-7788  
 Fax Number : (602) 243-7799  
 E-mail : rruiz@espiritu.org

### Mission

We provide an integrated curriculum for students to achieve mastery of the Arizona State Standards. We produce principle-based leaders who will be successful in a college prep environment.

### School / Academic Goals

- ü Terra Nova stanine composite score is at 4; increase Reading scores to 44%; increase Math scores to 34%; increase language scores by 50%; 15% of students who are excelling. 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 Stat Standards and identified 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 : 206  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 225

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/1/2005
Last Day of School :	5/27/2006

Shared Responsibilities

School

The school provides to parents: Individual Learning Plans to advance students quickly in their course work. An Adult Education Program. Quarterly student presentations to inform parents and to evaluate progress. Parent receive evaluation surveys.

Parents

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

Transportation Policy

Transportation is provided to students living within a 2-5 mile radius of the school. Bus drivers have absolute authority while any students are on the bus or are waiting to board. Students must have written permission to ride a bus.

School Honors

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

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

4th 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	55	55	80147	98	98	99	445	445	482	29	29	11	35	35	17	29	29	49	7	7	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	25	39281	96	96	99	439	439	483	40	40	9	28	28	17	20	20	50	12	12	24
Male	30	30	40780	100	100	98	451	451	482	20	20	12	40	40	17	37	37	48	3	3	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	53	53	33494	98	98	99	446	446	466	28	28	15	36	36	23	28	28	49	8	8	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	--	--	4117	--	--	96	--	--	456	--	--	19	--	--	27	--	--	46	--	--	8
White	--	--	36122	--	--	99	--	--	501	--	--	5	--	--	10	--	--	50	--	--	35
Students with Disabilities	NC	NC	10295	NC	NC	92	NC	NC	443	NC	NC	33	NC	NC	26	NC	NC	33	NC	NC	8
Students without Disabilities	54	54	69852	98	98	100	446	446	488	28	28	7	35	35	16	30	30	51	7	7	26
Limited English Proficient Students	10	10	12722	100	100	97	NA	NA	441	NA	NA	27	NA	NA	33	NA	NA	37	NA	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	43	43	38371	98	98	97	442	442	465	30	30	15	35	35	23	30	30	49	5	5	13
Non-Economically Disadvantaged	12	12	41776	100	100	100	456	456	498	25	25	6	33	33	11	25	25	49	17	17	33

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	55	55	79686	98	98	98	440	440	470	22	22	11	42	42	24	33	33	57	4	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	25	39163	96	96	99	439	439	475	24	24	9	40	40	22	32	32	60	4	4	10
Male	30	30	40438	100	100	97	441	441	465	20	20	13	43	43	25	33	33	54	3	3	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	53	53	33299	98	98	98	441	441	452	23	23	17	40	40	32	34	34	47	4	4	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	--	--	4087	--	--	96	--	--	446	--	--	16	--	--	38	--	--	44	--	--	2
White	--	--	35914	--	--	98	--	--	489	--	--	5	--	--	15	--	--	67	--	--	14
Students with Disabilities	NC	NC	9808	NC	NC	87	NC	NC	432	NC	NC	35	NC	NC	32	NC	NC	30	NC	NC	3
Students without Disabilities	54	54	69878	98	98	100	440	440	475	22	22	8	41	41	23	33	33	61	4	4	9
Limited English Proficient Students	10	10	12594	100	100	96	NA	NA	422	NA	NA	34	NA	NA	45	NA	NA	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	43	43	38095	98	98	97	437	437	452	23	23	17	44	44	32	30	30	48	2	2	3
Non-Economically Disadvantaged	12	12	41591	100	100	99	453	453	486	17	17	6	33	33	16	42	42	65	8	8	13

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	55	55	80372	98	98	99	445	445	475	9	9	4	42	42	30	49	49	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	25	39452	96	96	99	453	453	488	8	8	3	36	36	22	56	56	72	NA	NA	3
Male	30	30	40836	100	100	98	438	438	464	10	10	6	47	47	37	43	43	56	NA	NA	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	53	53	33608	98	98	99	445	445	462	9	9	6	40	40	36	51	51	57	NA	NA	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4128	--	--	97	--	--	464	--	--	4	--	--	39	--	--	56	--	--	1
White	--	--	36213	--	--	99	--	--	489	--	--	2	--	--	22	--	--	72	--	--	3
Students with Disabilities	NC	NC	10526	NC	NC	94	NC	NC	427	NC	NC	15	NC	NC	53	NC	NC	31	NC	NC	1
Students without Disabilities	54	54	69846	98	98	100	446	446	482	9	9	3	41	41	26	50	50	69	NA	NA	2
Limited English Proficient Students	10	10	12747	100	100	97	NA	NA	432	NA	NA	12	NA	NA	52	NA	NA	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	43	43	38521	98	98	98	450	450	461	7	7	6	42	42	38	51	51	55	NA	NA	1
Non-Economically Disadvantaged	12	12	41851	100	100	100	427	427	489	17	17	3	42	42	22	42	42	72	NA	NA	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	67	79306	97	97	99	468	468	504	27	27	13	37	37	20	31	31	49	4	4	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	38	38845	97	97	99	465	465	505	29	29	11	37	37	20	29	29	50	5	5	18
Male	28	28	40383	93	93	98	471	471	504	25	25	14	36	36	19	36	36	47	4	4	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	60	60	32673	95	95	99	467	467	487	28	28	18	37	37	25	30	30	46	5	5	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	NC	NC	36234	NC	NC	99	NC	NC	523	NC	NC	6	NC	NC	13	NC	NC	52	NC	NC	28
Students with Disabilities	NC	NC	10286	NC	NC	91	NC	NC	462	NC	NC	41	NC	NC	27	NC	NC	27	NC	NC	5
Students without Disabilities	64	64	69020	97	97	100	468	468	510	25	25	9	39	39	18	33	33	52	3	3	21
Limited English Proficient Students	24	24	10291	100	100	96	459	459	458	38	38	38	38	38	34	21	21	26	4	4	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	51	51	37437	96	96	97	464	464	486	27	27	19	41	41	26	29	29	46	2	2	9
Non-Economically Disadvantaged	16	16	41869	100	100	100	480	480	521	25	25	7	25	25	14	38	38	51	13	13	27

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	67	67	79000	97	97	98	459	459	489	13	13	10	49	49	24	36	36	58	1	1	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	38	38774	97	97	99	461	461	494	16	16	7	42	42	22	39	39	61	3	3	10
Male	28	28	40150	93	93	98	455	455	485	11	11	12	61	61	25	29	29	55	NA	NA	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	60	60	32508	95	95	98	458	458	472	13	13	15	52	52	33	33	33	49	2	2	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	NC	NC	36135	NC	NC	98	NC	NC	508	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	NC	NC	9991	NC	NC	88	NC	NC	449	NC	NC	33	NC	NC	36	NC	NC	29	NC	NC	2
Students without Disabilities	64	64	69009	97	97	100	459	459	495	11	11	6	52	52	22	36	36	62	2	2	10
Limited English Proficient Students	24	24	10199	100	100	95	446	446	439	25	25	35	54	54	47	21	21	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	51	51	37234	96	96	97	453	453	472	14	14	15	53	53	33	33	33	50	NA	NA	3
Non-Economically Disadvantaged	16	16	41766	100	100	99	478	478	505	13	13	5	38	38	16	44	44	65	6	6	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	67	79611	97	97	99	484	484	496	7	7	7	46	46	37	46	46	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	38	39016	97	97	99	473	473	511	13	13	4	39	39	29	47	47	66	NA	NA	1
Male	28	28	40519	93	93	98	499	499	482	NA	NA	10	54	54	44	46	46	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	60	60	32855	95	95	99	486	486	481	7	7	10	45	45	43	48	48	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	NC	NC	36380	NC	NC	99	NC	NC	511	NC	NC	4	NC	NC	30	NC	NC	65	NC	NC	1
Students with Disabilities	NC	NC	10664	NC	NC	94	NC	NC	440	NC	NC	23	NC	NC	54	NC	NC	22	NC	NC	1
Students without Disabilities	64	64	68947	97	97	100	484	484	504	8	8	4	45	45	34	47	47	61	NA	NA	1
Limited English Proficient Students	24	24	10362	100	100	97	482	482	438	4	4	22	54	54	57	42	42	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	51	51	37626	96	96	98	484	484	479	8	8	10	45	45	45	47	47	45	NA	NA	0
Non-Economically Disadvantaged	16	16	41985	100	100	100	482	482	511	6	6	4	50	50	30	44	44	65	NA	NA	1

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

6th 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	77	77	79327	99	99	98	484	484	518	35	35	19	29	29	20	36	36	46	NA	NA	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	30	38961	97	97	98	478	478	520	33	33	16	40	40	20	27	27	48	NA	NA	16
Male	47	47	40295	100	100	97	488	488	516	36	36	21	21	21	19	43	43	44	NA	NA	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	64	64	32327	100	100	98	486	486	499	33	33	27	27	27	25	41	41	41	NA	NA	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	NC	NC	36373	NC	NC	98	NC	NC	538	NC	NC	10	NC	NC	14	NC	NC	52	NC	NC	25
Students with Disabilities	NC	NC	9321	NC	NC	87	NC	NC	467	NC	NC	54	NC	NC	22	NC	NC	21	NC	NC	3
Students without Disabilities	75	75	70006	100	100	100	485	485	524	33	33	14	29	29	19	37	37	49	NA	NA	18
Limited English Proficient Students	23	23	9431	96	96	95	483	483	466	30	30	53	26	26	27	43	43	18	NA	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	52	52	37097	96	96	97	485	485	498	33	33	27	29	29	25	38	38	41	NA	NA	7
Non-Economically Disadvantaged	25	25	42230	100	100	99	481	481	535	40	40	11	28	28	15	32	32	50	NA	NA	24

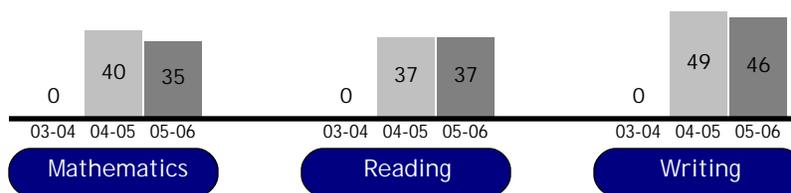
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	77	79501	99	99	98	469	469	497	18	18	10	43	43	25	39	39	60	NA	NA	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	30	39062	97	97	99	467	467	502	13	13	8	53	53	23	33	33	64	NA	NA	5
Male	47	47	40368	100	100	98	470	470	491	21	21	13	36	36	27	43	43	57	NA	NA	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	64	64	32389	100	100	98	471	471	478	17	17	16	42	42	34	41	41	48	NA	NA	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	NC	NC	36446	NC	NC	99	NC	NC	516	NC	NC	4	NC	NC	15	NC	NC	73	NC	NC	7
Students with Disabilities	NC	NC	9411	NC	NC	88	NC	NC	453	NC	NC	36	NC	NC	36	NC	NC	26	NC	NC	1
Students without Disabilities	75	75	70090	100	100	100	471	471	502	16	16	7	44	44	24	40	40	65	NA	NA	5
Limited English Proficient Students	23	23	9401	96	96	94	471	471	443	17	17	40	43	43	46	39	39	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	52	52	37183	96	96	97	472	472	479	15	15	16	46	46	34	38	38	49	NA	NA	1
Non-Economically Disadvantaged	25	25	42318	100	100	99	463	463	513	24	24	5	36	36	17	40	40	70	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	75	75	80000	96	96	99	562	562	564	1	1	3	8	8	11	87	87	75	4	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	28	39288	90	90	99	575	575	579	NA	NA	2	7	7	6	89	89	77	4	4	16
Male	47	47	40644	100	100	98	555	555	549	2	2	4	9	9	15	85	85	74	4	4	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	62	62	32672	97	97	99	563	563	548	2	2	4	6	6	14	89	89	76	3	3	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	NC	NC	36602	NC	NC	99	NC	NC	579	NC	NC	2	NC	NC	7	NC	NC	75	NC	NC	16
Students with Disabilities	NC	NC	9919	NC	NC	93	NC	NC	505	NC	NC	9	NC	NC	35	NC	NC	54	NC	NC	2
Students without Disabilities	73	73	70081	97	97	100	565	565	571	1	1	2	7	7	7	88	88	79	4	4	12
Limited English Proficient Students	22	22	9571	92	92	96	560	560	502	5	5	10	9	9	29	77	77	60	9	9	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	51	51	37534	94	94	98	566	566	547	NA	NA	4	8	8	15	90	90	76	2	2	5
Non-Economically Disadvantaged	24	24	42466	100	100	100	555	555	578	4	4	2	8	8	7	79	79	75	8	8	16

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)

5th 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?	Y
	Met Graduation Rate?	Not Evaluated
	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
4	Reading	--	--	NA	56	92	26	26	48	98	28	28	52
	Language	--	--	18	52	92	28	28	49	98	27	27	52
	Mathematics	--	--	15	61	94	30	30	53	98	34	34	58
5	Reading	--	--	NA	55	93	32	32	50	97	28	28	56
	Language	--	--	27	49	93	35	35	50	97	27	27	54
	Mathematics	--	--	44	63	93	34	34	49	97	28	28	52
6	Reading	--	--	NA	56	100	35	35	51	99	39	39	56
	Language	--	--	24	48	100	33	33	47	99	25	25	50
	Mathematics	--	--	34	66	99	38	38	52	99	32	32	58

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)
- 3 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 1 Student(s)

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	7.00
Other Professional Staff	.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	1	1	0	0
7 to 9 years	0	0	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.	36
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	25%

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 award of Teacher Open Gateways Mentoring Program which includes: 50 Sun Micro-Systems 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 one of the 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

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	92	89	88	73
Graduation Rate <sup>6</sup>	NA	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) :

2
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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	Fernando Ruiz	(602) 243-7788
Transportation Policy		
Community Resources	Reyes Ruiz	(602) 243-7788
School Nutrition Programs	Ron Cardenas	(602) 243-7788
Parent Organization	Mercy Lopez	(602) 243-7788
Student Health/Nurse		

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

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

### DEFINITIONS:

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

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

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

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

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

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

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

5 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.