Arizona Department of Education

Tom Horne, Superintendent of Public Instruction

ARIZONA DISTRICT REPORT CARD 2004-05

Creighton Elementary District

2702 E Flower St, Phoenix, AZ 85016-7498

No Child Left Behind

Adequate Yearly Progress [1]

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

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.

Current Administrator [2]

Title: Ed.D., Superintendent

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District At A Glance

Enrollment [3]

	State	District
2003-2004 Student Enrollment	1,012,068	8,382

Expenditures [4]

2004 Administration Expense	$4,042,941.00
2004 Classroom Supplies Expense	$1,383,676.00
2004 Classroom Instruction Expense	$29,174,067.00
2004 Other Support Services Expense	$14,218,004.00
2004 Student Support Services Expense	$3,924,302.00
2004 Total Current Expenditures	$52,742,990.00

Highly Qualified

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	125	21	2	0
4 to 6 years	68	32	0	0
7 to 9 years	46	28	0	0
10 or more years	45	125	3	0

Teachers with Emergency Certificaton.	9
Classes not Taught by Highly Qualified Teachers.	*
District Poverty Level.	*

* Due to the unavailablity of these data, we are presently unable to supply information on percentage of classes not taught by highly qualified teachers and district poverty level.

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

3rd Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	974	75509	100	100	507	521	19	13	29	23	28	33	24	31
All Students (02-03)	987	75372	99	100	500	523	18	9	35	25	28	36	18	30
Female (03-04)	491	37013	99	100	509	522	14	12	32	24	32	33	22	31
Female (02-03)	538	36901	99	100	500	524	18	8	35	25	28	36	19	31
Male (03-04)	482	38430	100	99	505	521	26	14	25	22	24	33	26	31
Male (02-03)	448	38385	99	100	500	523	19	9	35	24	29	36	17	30
African American (03-04)	46	3660	100	99	498	496	32	24	24	31	22	28	22	18
African American (02-03)	57	3589	100	96	494	501	27	18	25	33	31	33	16	16
Hispanic (03-04)	801	30486	99	99	503	505	18	18	32	29	31	32	20	21
Hispanic (02-03)	798	29103	99	99	494	510	17	12	42	31	29	36	12	20
Asian/Pacific Islander (03-04)	NC	1780	NC	98	NC	549	NC	5	NC	13	NC	33	NC	50
Asian/Pacific Islander (02-03)	NC	1574	NC	96	NC	549	NC	3	NC	14	NC	34	NC	48
American Indian/Alaskan Native (03-04)	29	4075	97	100	475	486	38	28	27	34	27	26	8	12
American Indian/Alaskan Native (02-03)	27	5086	93	100	502	491	8	22	42	38	29	28	21	12
White (03-04)	91	35192	100	99	532	534	11	8	25	19	25	35	39	39
White (02-03)	94	34597	97	98	511	535	16	4	31	20	26	38	27	38
Students with Disabilities (03-04)	104	9708	100	100	462	489	54	32	21	27	21	24	5	17
Students with Disabilities (02-03)	93	8057	100	99	467	496	37	23	50	31	0	28	13	17
Students without Disabilities (03-04)	870	65801	98	98	513	525	15	11	30	23	29	34	26	33
Students without Disabilities (02-03)	894	67315	98	100	504	525	16	8	34	24	32	37	19	31
Limited English Proficient Students (03-04)	626	16928	100	100	470	485	25	29	55	33	20	26	0	12
Limited English Proficient Students (02-03)	679	16925	99	100	538	482	0	27	0	40	100	26	0	7
Migrant Students (03-04)	--	750	--	NA	--	499	--	21	--	29	--	30	--	20
Migrant Students (02-03)	--	869	--	NA	--	501	--	17	--	30	--	39	--	14
Economically Disadvantaged (03-04)	898	36411	NA	NA	503	503	20	19	30	29	28	32	22	20
Economically Disadvantaged (02-03)	306	26325	NA	NA	506	504	18	15	26	34	31	33	25	18
Non-Economically Disadvantaged (03-04)	76	39040	NA	NA	525	534	15	8	23	19	28	34	33	39
Non-Economically Disadvantaged (02-03)	681	49047	NA	NA	497	530	18	6	40	21	27	37	15	35

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

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

3rd Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	966	75492	99	100	512	519	16	12	17	16	49	47	19	24
All Students (02-03)	989	75221	99	100	513	523	16	8	21	16	47	56	16	21
Female (03-04)	490	37013	99	100	517	523	12	10	17	15	51	48	21	27
Female (02-03)	539	36833	99	100	514	526	16	6	19	15	49	56	15	23
Male (03-04)	476	38400	99	99	506	516	22	14	16	17	46	47	16	21
Male (02-03)	450	38319	100	100	513	520	15	9	23	17	45	56	17	18
African American (03-04)	46	3665	100	99	509	505	23	20	13	22	45	43	20	14
African American (02-03)	57	3597	100	97	508	510	14	14	26	22	52	53	8	11
Hispanic (03-04)	797	30438	99	99	509	508	14	17	21	21	50	47	15	15
Hispanic (02-03)	801	29019	100	99	509	513	18	12	23	21	46	55	13	13
Asian/Pacific Islander (03-04)	NC	1773	NC	98	NC	534	NC	4	NC	10	NC	50	NC	36
Asian/Pacific Islander (02-03)	NC	1572	NC	95	NC	536	NC	2	NC	9	NC	57	NC	31
American Indian/Alaskan Native (03-04)	29	4081	97	100	496	498	32	25	12	26	52	40	4	8
American Indian/Alaskan Native (02-03)	26	5071	90	100	518	502	14	20	18	27	50	46	18	8
White (03-04)	89	35177	98	99	524	528	13	8	11	13	46	49	29	31
White (02-03)	93	34543	96	97	522	531	13	4	17	12	44	58	26	26
Students with Disabilities (03-04)	104	9707	100	100	477	495	54	33	14	21	26	33	6	13
Students with Disabilities (02-03)	90	8006	100	99	490	505	47	22	24	23	18	42	12	13
Students without Disabilities (03-04)	862	65785	97	98	516	522	12	10	17	16	51	49	20	26
Students without Disabilities (02-03)	899	67215	98	100	515	524	14	7	21	16	49	56	16	21
Limited English Proficient Students (03-04)	621	16905	99	100	481	489	35	34	40	28	25	32	0	6
Limited English Proficient Students (02-03)	682	16853	100	100	525	489	0	29	0	36	100	32	0	3
Migrant Students (03-04)	--	763	--	NA	--	499	--	21	--	30	--	40	--	8
Migrant Students (02-03)	--	866	--	NA	--	503	--	19	--	23	--	49	--	8
Economically Disadvantaged (03-04)	892	36302	NA	NA	510	507	17	18	17	21	50	46	16	14
Economically Disadvantaged (02-03)	311	26256	NA	NA	520	509	13	14	15	24	53	51	19	11
Non-Economically Disadvantaged (03-04)	74	39164	NA	NA	522	528	10	8	16	13	45	48	29	31
Non-Economically Disadvantaged (02-03)	678	48965	NA	NA	510	528	17	5	24	13	44	58	14	24

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Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

3rd Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	966	75053	99	99	591	597	7	7	14	12	73	72	6	9
All Students (02-03)	972	73654	98	99	521	530	18	9	17	13	59	70	7	7
Female (03-04)	488	36872	98	99	616	621	4	5	11	9	77	74	8	12
Female (02-03)	526	36239	97	99	527	537	14	7	16	11	60	72	10	10
Male (03-04)	478	38109	99	99	559	573	10	10	18	14	68	69	3	6
Male (02-03)	446	37301	99	98	514	523	22	12	17	15	57	68	4	5
African American (03-04)	46	3636	100	99	575	568	13	12	16	16	63	67	8	6
African American (02-03)	54	3488	95	94	514	515	29	16	12	18	53	62	6	4
Hispanic (03-04)	800	30235	99	98	592	575	5	9	16	14	73	70	7	6
Hispanic (02-03)	791	28348	98	96	517	520	18	13	19	17	56	65	7	5
Asian/Pacific Islander (03-04)	NC	1768	NC	98	NC	651	NC	3	NC	5	NC	72	NC	19
Asian/Pacific Islander (02-03)	NC	1558	NC	95	NC	547	NC	3	NC	8	NC	76	NC	13
American Indian/Alaskan Native (03-04)	27	4044	90	99	574	550	17	13	9	17	70	66	4	4
American Indian/Alaskan Native (02-03)	27	4947	93	100	539	507	14	22	5	22	73	53	9	3
White (03-04)	88	35028	97	99	600	613	4	6	11	10	80	73	5	11
White (02-03)	89	33924	92	96	526	537	12	5	21	10	60	75	8	9
Students with Disabilities (03-04)	104	9625	100	100	525	530	13	21	27	21	57	55	3	4
Students with Disabilities (02-03)	90	7306	100	90	493	506	47	24	18	20	29	52	6	4
Students without Disabilities (03-04)	862	65428	97	98	598	604	6	6	13	11	75	73	7	10
Students without Disabilities (02-03)	882	66348	96	100	523	531	16	8	17	13	60	71	7	8
Limited English Proficient Students (03-04)	624	16765	99	100	530	525	26	17	11	20	63	60	0	2
Limited English Proficient Students (02-03)	668	16422	98	100	578	495	0	30	0	27	50	43	50	0
Migrant Students (03-04)	--	752	--	NA	--	562	--	9	--	18	--	68	--	5
Migrant Students (02-03)	--	849	--	NA	--	511	--	19	--	22	--	56	--	4
Economically Disadvantaged (03-04)	892	36077	NA	NA	589	566	7	10	15	16	72	69	6	5
Economically Disadvantaged (02-03)	311	25711	NA	NA	533	514	10	16	16	19	63	61	12	3
Non-Economically Disadvantaged (03-04)	74	38950	NA	NA	604	618	3	5	10	9	78	73	9	12
Non-Economically Disadvantaged (02-03)	661	47943	NA	NA	515	535	22	7	17	11	56	74	5	9

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Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

5th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	877	76019	100	100	473	499	23	14	50	39	10	14	17	33
All Students (02-03)	912	76230	100	100	474	498	26	12	43	38	11	12	20	37
Female (03-04)	443	37207	100	100	472	499	23	12	53	41	10	14	15	33
Female (02-03)	449	37247	100	100	477	500	22	11	47	40	11	13	21	37
Male (03-04)	434	38677	100	100	473	498	24	15	48	38	11	13	18	34
Male (02-03)	461	38725	99	100	472	497	31	14	38	37	11	12	20	37
African American (03-04)	32	3817	97	100	475	475	17	23	59	47	7	11	17	18
African American (02-03)	37	3594	100	96	476	476	24	22	42	46	9	11	24	21
Hispanic (03-04)	728	29458	100	100	468	480	25	20	52	48	9	12	14	20
Hispanic (02-03)	725	28100	98	98	471	482	29	18	42	47	10	11	19	24
Asian/Pacific Islander (03-04)	--	1673	--	99	--	531	--	4	--	29	--	14	--	53
Asian/Pacific Islander (02-03)	NC	1447	NC	95	NC	527	NC	5	NC	26	NC	11	NC	58
American Indian/Alaskan Native (03-04)	34	4735	100	100	473	466	24	28	42	49	15	10	18	13
American Indian/Alaskan Native (02-03)	34	5292	97	100	470	463	25	31	44	47	16	8	16	14
White (03-04)	81	35880	100	100	504	515	11	7	36	32	19	16	34	45
White (02-03)	101	35389	100	96	495	514	15	6	41	32	13	14	30	48
Students with Disabilities (03-04)	99	9786	100	100	433	457	60	39	35	40	2	7	4	13
Students with Disabilities (02-03)	107	9022	100	100	457	465	47	31	35	43	6	8	12	17
Students without Disabilities (03-04)	778	66233	99	99	477	503	20	11	52	39	11	14	18	35
Students without Disabilities (02-03)	805	67208	98	100	476	500	24	12	43	38	11	12	21	38
Limited English Proficient Students (03-04)	552	15206	100	100	455	459	33	31	54	53	8	7	5	9
Limited English Proficient Students (02-03)	540	14826	99	100	460	460	33	31	45	51	9	8	13	10
Migrant Students (03-04)	--	745	--	NA	--	473	--	22	--	53	--	11	--	15
Migrant Students (02-03)	--	837	--	NA	--	478	--	19	--	51	--	8	--	21
Economically Disadvantaged (03-04)	801	35714	NA	NA	470	480	24	20	52	47	10	12	14	20
Economically Disadvantaged (02-03)	307	25037	NA	NA	488	477	20	21	38	47	13	11	28	21
Non-Economically Disadvantaged (03-04)	76	40266	NA	NA	498	513	17	9	33	33	10	15	40	43
Non-Economically Disadvantaged (02-03)	605	51193	NA	NA	468	507	29	9	45	35	10	13	17	43

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Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

5th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	877	76020	100	100	492	503	44	25	25	23	25	40	7	12
All Students (02-03)	911	76202	99	100	493	505	39	19	26	24	31	46	4	11
Female (03-04)	443	37207	100	100	493	504	42	22	26	23	23	42	9	13
Female (02-03)	452	37231	100	100	495	507	34	16	27	24	33	48	6	13
Male (03-04)	434	38666	100	100	491	501	47	29	23	22	26	38	4	12
Male (02-03)	457	38718	98	100	490	503	45	22	25	24	28	44	2	10
African American (03-04)	32	3819	97	100	500	494	20	37	23	26	43	31	13	6
African American (02-03)	37	3600	100	97	499	497	21	28	36	29	33	39	9	5
Hispanic (03-04)	729	29442	100	99	489	494	49	37	26	26	21	31	4	6
Hispanic (02-03)	725	28090	98	98	490	497	44	28	25	30	27	37	3	5
Asian/Pacific Islander (03-04)	--	1672	--	99	--	513	--	12	--	19	--	49	--	20
Asian/Pacific Islander (02-03)	NC	1443	NC	95	NC	515	NC	9	NC	19	NC	53	NC	19
American Indian/Alaskan Native (03-04)	34	4735	100	100	500	489	34	48	19	25	44	24	3	3
American Indian/Alaskan Native (02-03)	33	5311	94	100	495	491	21	38	41	31	38	28	0	3
White (03-04)	80	35890	100	100	506	511	26	15	21	20	32	48	21	18
White (02-03)	102	35371	100	96	501	512	24	10	25	20	45	54	7	16
Students with Disabilities (03-04)	100	9784	100	100	478	485	74	58	22	19	2	19	2	4
Students with Disabilities (02-03)	107	9097	100	100	488	493	38	39	38	27	25	29	0	5
Students without Disabilities (03-04)	777	66236	98	99	493	504	41	23	25	23	27	42	7	13
Students without Disabilities (02-03)	804	67105	98	100	493	506	39	18	26	24	31	47	4	12
Limited English Proficient Students (03-04)	553	15198	100	100	482	483	61	59	26	25	12	14	1	1
Limited English Proficient Students (02-03)	542	14780	99	100	484	486	55	50	28	32	17	18	1	1
Migrant Students (03-04)	--	743	--	NA	--	488	--	50	--	28	--	19	--	3
Migrant Students (02-03)	--	832	--	NA	--	492	--	36	--	31	--	31	--	3
Economically Disadvantaged (03-04)	800	35703	NA	NA	490	494	46	37	26	26	23	31	5	6
Economically Disadvantaged (02-03)	307	24961	NA	NA	497	495	31	32	27	30	37	34	6	4
Non-Economically Disadvantaged (03-04)	77	40274	NA	NA	507	509	29	17	14	20	38	47	19	17
Non-Economically Disadvantaged (02-03)	604	51241	NA	NA	491	509	43	14	26	22	28	51	3	14

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5th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	870	75673	100	100	494	530	19	12	35	25	45	58	1	4
All Students (02-03)	893	74692	97	99	477	502	35	18	30	27	30	47	4	8
Female (03-04)	441	37099	100	100	507	548	17	8	32	22	49	64	2	6
Female (02-03)	441	36710	98	99	484	509	31	14	30	26	34	50	5	10
Male (03-04)	429	38441	100	99	482	513	22	16	37	29	40	52	1	3
Male (02-03)	450	37742	96	98	469	495	40	22	31	28	25	44	3	6
African American (03-04)	32	3791	97	99	496	506	13	18	40	29	43	50	3	3
African American (02-03)	36	3516	100	94	492	487	21	26	30	31	45	39	3	4
Hispanic (03-04)	724	29305	100	99	488	507	21	16	36	31	42	51	1	2
Hispanic (02-03)	712	27492	96	96	470	486	40	27	30	32	26	38	3	4
Asian/Pacific Islander (03-04)	--	1665	--	99	--	573	--	6	--	16	--	67	--	10
Asian/Pacific Islander (02-03)	NC	1428	NC	94	NC	528	NC	8	NC	20	NC	54	NC	18
American Indian/Alaskan Native (03-04)	33	4707	97	100	505	492	13	19	35	33	48	46	3	1
American Indian/Alaskan Native (02-03)	32	5166	91	100	497	470	7	39	46	32	43	27	4	2
White (03-04)	79	35760	99	99	532	550	10	9	25	21	63	64	3	6
White (02-03)	99	34785	98	94	504	517	22	10	25	23	42	56	11	11
Students with Disabilities (03-04)	95	9706	100	100	454	462	38	36	30	32	32	31	0	1
Students with Disabilities (02-03)	103	8428	100	98	468	472	41	38	32	30	26	29	0	3
Students without Disabilities (03-04)	775	65967	98	99	498	536	18	10	35	25	46	60	1	5
Students without Disabilities (02-03)	790	66264	96	99	477	503	35	17	30	27	30	48	5	8
Limited English Proficient Students (03-04)	550	15115	100	100	469	471	28	26	38	38	34	35	0	1
Limited English Proficient Students (02-03)	528	14363	96	100	455	459	51	47	31	34	18	19	0	1
Migrant Students (03-04)	--	738	--	NA	--	488	--	23	--	33	--	43	--	1
Migrant Students (02-03)	--	814	--	NA	--	475	--	33	--	37	--	27	--	2
Economically Disadvantaged (03-04)	797	35541	NA	NA	490	504	20	17	36	31	42	50	1	2
Economically Disadvantaged (02-03)	304	24507	NA	NA	489	480	25	31	32	33	34	33	9	3
Non-Economically Disadvantaged (03-04)	73	40091	NA	NA	543	550	7	9	21	21	68	64	4	6
Non-Economically Disadvantaged (02-03)	589	50185	NA	NA	471	511	40	13	30	24	28	53	2	10

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Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

8th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	783	75001	100	99	445	468	56	37	32	36	8	16	4	10
All Students (02-03)	725	71167	100	99	444	463	54	38	37	41	6	14	3	7
Female (03-04)	377	36846	100	99	445	468	53	36	35	38	9	16	3	10
Female (02-03)	365	34825	100	99	444	462	54	38	36	42	7	14	2	6
Male (03-04)	406	37974	100	99	444	467	58	39	29	34	8	16	5	11
Male (02-03)	352	36047	100	99	443	464	54	38	37	39	6	15	3	8
African American (03-04)	36	3720	100	98	437	446	70	53	20	33	3	9	7	4
African American (02-03)	31	3225	100	95	436	441	59	57	31	34	10	6	0	2
Hispanic (03-04)	628	26675	100	98	440	448	59	52	31	34	8	10	2	4
Hispanic (02-03)	553	23643	100	97	438	445	60	53	35	37	3	8	1	2
Asian/Pacific Islander (03-04)	NC	1575	NC	99	NC	504	NC	18	NC	33	NC	20	NC	29
Asian/Pacific Islander (02-03)	NC	1503	NC	100	NC	493	NC	18	NC	40	NC	23	NC	19
American Indian/Alaskan Native (03-04)	30	4731	100	98	450	438	42	61	50	30	8	7	0	2
American Indian/Alaskan Native (02-03)	30	5161	97	100	434	435	63	63	30	30	4	5	4	2
White (03-04)	77	37785	100	99	470	482	34	25	37	39	18	21	10	15
White (02-03)	97	35245	99	95	475	476	23	26	50	45	19	19	8	10
Students with Disabilities (03-04)	89	8802	100	100	412	418	87	79	13	16	0	3	0	1
Students with Disabilities (02-03)	64	8095	100	100	407	426	95	69	5	25	0	5	0	1
Students without Disabilities (03-04)	694	66199	100	99	447	472	53	34	34	38	9	17	4	11
Students without Disabilities (02-03)	661	63072	100	99	445	464	53	37	38	41	7	15	3	7
Limited English Proficient Students (03-04)	442	11710	100	100	427	429	72	70	25	25	3	4	0	1
Limited English Proficient Students (02-03)	362	10317	100	100	429	426	70	72	29	25	1	2	1	1
Migrant Students (03-04)	--	709	--	NA	--	442	--	57	--	34	--	7	--	2
Migrant Students (02-03)	--	614	--	NA	--	440	--	57	--	34	--	6	--	3
Economically Disadvantaged (03-04)	685	29814	NA	NA	442	448	58	53	32	33	8	10	2	4
Economically Disadvantaged (02-03)	162	17057	NA	NA	450	440	50	58	32	34	14	6	4	2
Non-Economically Disadvantaged (03-04)	98	45170	NA	NA	461	479	43	28	32	38	12	20	13	14
Non-Economically Disadvantaged (02-03)	563	54110	NA	NA	442	468	55	33	38	43	4	16	2	8

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

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

8th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	780	74918	100	99	477	497	47	32	22	19	26	35	5	15
All Students (02-03)	718	71100	100	99	486	502	37	25	26	21	31	40	6	15
Female (03-04)	374	36846	100	99	481	501	43	28	24	19	29	37	5	16
Female (02-03)	366	34801	100	99	490	505	32	21	26	22	35	42	7	15
Male (03-04)	406	37936	100	99	473	493	51	35	20	18	24	33	6	14
Male (02-03)	345	36010	99	99	481	499	43	28	27	20	25	38	5	14
African American (03-04)	36	3719	100	98	465	481	55	43	21	21	24	29	0	7
African American (02-03)	30	3219	100	95	486	486	37	38	19	24	41	31	4	7
Hispanic (03-04)	625	26645	100	98	473	478	51	46	22	20	23	27	4	6
Hispanic (02-03)	549	23630	100	96	479	485	43	37	28	25	26	32	4	6
Asian/Pacific Islander (03-04)	NC	1571	NC	99	NC	521	NC	18	NC	15	NC	38	NC	30
Asian/Pacific Islander (02-03)	NC	1509	NC	100	NC	522	NC	12	NC	14	NC	46	NC	28
American Indian/Alaskan Native (03-04)	30	4729	100	98	486	468	32	57	24	19	36	19	8	4
American Indian/Alaskan Native (02-03)	29	5144	94	100	490	478	42	46	31	24	19	25	8	5
White (03-04)	77	37773	100	99	505	511	20	20	23	18	43	41	14	21
White (02-03)	97	35198	99	95	513	515	11	15	23	18	52	47	14	21
Students with Disabilities (03-04)	89	8801	100	100	447	448	68	75	21	13	11	10	0	2
Students with Disabilities (02-03)	62	8121	100	100	449	470	78	55	11	20	11	21	0	4
Students without Disabilities (03-04)	691	66117	100	99	479	501	46	28	22	19	27	37	6	16
Students without Disabilities (02-03)	656	62979	100	99	487	503	36	23	27	21	31	41	6	15
Limited English Proficient Students (03-04)	439	11706	100	100	458	454	68	71	20	16	10	12	1	1
Limited English Proficient Students (02-03)	360	10304	100	100	464	462	59	63	29	23	12	13	0	1
Migrant Students (03-04)	--	706	--	NA	--	467	--	55	--	22	--	20	--	4
Migrant Students (02-03)	--	623	--	NA	--	475	--	45	--	27	--	25	--	3
Economically Disadvantaged (03-04)	682	29785	NA	NA	475	477	48	47	22	20	25	26	4	6
Economically Disadvantaged (02-03)	160	17040	NA	NA	499	483	28	40	27	25	29	29	16	6
Non-Economically Disadvantaged (03-04)	98	45115	NA	NA	491	508	36	23	19	18	33	39	12	20
Non-Economically Disadvantaged (02-03)	558	54060	NA	NA	482	507	40	20	26	20	31	43	3	17

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Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [5]

8th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	777	74503	100	99	459	491	13	9	42	32	43	51	2	8
All Students (02-03)	693	69001	97	96	473	490	32	17	41	37	27	45	0	1
Female (03-04)	377	36686	100	99	471	506	8	5	40	29	50	57	2	9
Female (02-03)	358	34086	98	97	478	496	28	13	38	36	34	51	0	1
Male (03-04)	400	37644	100	98	446	476	18	13	45	36	35	45	2	6
Male (02-03)	328	34644	94	95	467	484	37	22	44	39	19	38	0	0
African American (03-04)	36	3677	100	97	463	475	17	12	41	36	38	46	3	5
African American (02-03)	29	3115	97	92	472	478	26	25	48	44	26	31	0	0
Hispanic (03-04)	625	26500	100	97	450	467	15	13	45	39	39	44	1	4
Hispanic (02-03)	527	22656	97	92	467	476	38	27	42	43	20	30	0	0
Asian/Pacific Islander (03-04)	NC	1566	NC	99	NC	537	NC	5	NC	23	NC	55	NC	18
Asian/Pacific Islander (02-03)	NC	1472	NC	98	NC	507	NC	8	NC	30	NC	60	NC	2
American Indian/Alaskan Native (03-04)	29	4695	97	97	498	464	0	14	32	39	68	44	0	3
American Indian/Alaskan Native (02-03)	29	4940	94	98	471	469	28	34	48	43	24	23	0	0
White (03-04)	76	37606	100	99	495	508	3	6	31	28	62	56	5	10
White (02-03)	95	34501	97	93	498	500	10	10	34	34	54	55	1	1
Students with Disabilities (03-04)	85	8662	100	100	399	409	32	37	57	42	11	20	0	1
Students with Disabilities (02-03)	53	7386	91	95	445	459	71	46	21	37	7	17	0	0
Students without Disabilities (03-04)	692	65841	100	98	463	499	12	7	42	32	45	53	2	8
Students without Disabilities (02-03)	640	61615	98	97	474	491	31	16	41	37	28	45	0	1
Limited English Proficient Students (03-04)	440	11608	100	100	425	430	22	23	53	47	25	28	0	1
Limited English Proficient Students (02-03)	342	9662	96	100	453	454	56	51	37	40	7	9	0	0
Migrant Students (03-04)	--	701	--	NA	--	449	--	17	--	43	--	38	--	1
Migrant Students (02-03)	--	590	--	NA	--	466	--	35	--	43	--	22	--	0
Economically Disadvantaged (03-04)	681	29587	NA	NA	455	465	13	14	44	40	41	43	1	4
Economically Disadvantaged (02-03)	157	16383	NA	NA	481	472	26	30	36	43	38	26	0	0
Non-Economically Disadvantaged (03-04)	96	44898	NA	NA	484	507	12	7	29	28	52	55	7	10
Non-Economically Disadvantaged (02-03)	536	52618	NA	NA	471	494	34	14	42	36	24	49	0	1

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

Creighton Elementary District

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

The table below shows if your district met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

District AYP Determination		
	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	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

Creighton Elementary District

SCHOOL IMPROVEMENT STATUS

Below is a list of the Title 1 funded schools in the district that are in School Improvement Status as defined by the Federal No Child Left Behind Act of 2001

	District		State	
	SCHOOLS	PERCENTAGE	SCHOOLS	PERCENTAGE
Identified for School Improvement	2	22.22	121	6.14
Identified for Corrective Action	1	11.110	45	2.28

School Name	Years in School Improvement
Creighton Elementary School	Year 1
Excelencia School	Year 1
Gateway School	Corrective Action
Monte Vista Elementary School	Out of Improvement
Squaw Peak Elementary School	Out of Improvement

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 school improvement status, visit our website at www.ade.az.gov/asd/nclb

Creighton Elementary District

	AZ LEARNS		NCLB
School Name	LABEL ES	LABEL HS	AYP
Creighton Elementary School	Underperforming	N/A	Not Met
Excelencia School	Performing	N/A	Not Met
Gateway School	Performing	N/A	Not Met
Larry C Kennedy School	Performing	N/A	Not Met
Loma Linda Elementary School	Performing	N/A	Met
Monte Vista Elementary School	Performing	N/A	Met
Papago School	Performing	N/A	Met
Squaw Peak Elementary School	Performing	N/A	Met
William T Machan Elementary School	Performing	N/A	Met

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Footnotes

1 Adequate Yearly Progress, please visit our westsite at http://www.ade.az.gov/profile/publicview/aypdistrictlist.asp.

2 Current Administrator: This includes the most current information ADE has available, please contact the district directly if you feel this information is in error.

3 Enrollment: These enrollment counts represent a head count of all active enrollments on October 1st of each school year. Please note these counts are not unduplicated counts; concurrently enrolled students are counted as having an active membership in each school they are enrolled. Joint technology schools where students are concurrently enrolled are not included, which may additionally overstate aggregated enrollment figures.

4 Expenditures: These data may not be exact due to rounding. Please note these data are self-reported by the distrct and not audited by the ADE. If all values are set to $0.00, no expenditure data exist under this entity.

5 AIMS data if applicable: These data reflects grades 3,5,8,10 and does not include re-testers. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standards, and Exceeds (E). 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 of data by subgroups and by 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. These data also provides a two year trend analysis of student performance as required by NCLB.

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