

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2802 E. McDowell Road, Phoenix, AZ 85008

Creighton Elementary District

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 LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Underperforming
2002-03	Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Not Met
2003-04	Not Met
2002-03	Not Met

School Improvement Status (b)

2004-05	SI Year 2
2003-04	Year 1
2002-03	N/A

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

School Overview

Principal/Administrator : Ms. Rosemary Agneessens
 Schedule : 07:00 AM to 04:00 PM
 Grades : K-8
 2005 Enrollment : 1055
 Web Address : www.creightonschools.org
 Phone Number : (602) 381-6060
 Fax Number : (602) 381-6047
 E-mail : ragneessens@creightonschools.org

Mission

Creighton School inspires and challenges all students to be life-long learners who are responsible and productive citizens valuing diversity.

School / Academic Goals

- ü Implement instructional program that provides 'real-life' application of basic skills, which prepares students to become life-long learners who are responsible and productive citizens.
- ü Develop language skills for all students enabling them to become life-long learners who value literacy and bi-literacy.
- ü Continue increasing math achievement through Math+. Teachers focus on specific content objectives and assess students in 3-week blocks. Students participate in either enrichment or re-teach classes depending on individual assessment results.
- ü Continue increasing reading achievement through coaching and additional support. Reading and Language Acquisition Specialists target students below grade level, work collaboratively with teachers, and analyze data to increase student achievement.

Enrollment

October 1, 2004 School Year Student Enrollment : 1143
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 79

Instructional Programs

- ü All Day Kindergarten
- ü Structured English Immersion Classrooms
- ü Dual Language / Support Strands
- ü Reading and Language Specialist
- ü Math Plus
- ü CAAP- gifted and talented program
- ü Accelerated Reader
- ü Head Start

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	7/20/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

These include fostering high standards of academic achievement and personal development; providing an environment that encourages positive communication, respect and trust among parents, staff; giving parents a voice in decisions regarding their children's education. Creighton School provides opportunities for teachers, parents, and students to collaborate about student achievement, school goals, and community issues, through parent academies, parent conferences, and an open door policy.

Parents

Parent responsibilities include getting the child to school everyday and on time; having child properly nourished, in good health and ready to learn; supporting school procedures and district policy by keeping open lines of communication between parents and school; ensuring child makes academic progress by becoming an active participant in parents academies, conferences and school meetings. Parents are to make reading a priority for their child by reading with him or her everyday.

Transportation Policy

The Governing Board's intent is to transport all children K-2 whose legal residence is north of the canal and south of McDowell Road. All students K-8 south of McDowell will be provided transportation.

School Honors

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

Award/Honor	Year
ü Governor's Kickoff of Books for First Grade	2002
ü Exemplary School - Creighton Advancement Team	2004
ü Exemplary School Program - Math Plus	2005
ü ICarecorps Partnership - AZ Republic and CISA	2005

3rd 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	111	941	79306	100	100	99	427	428	445	12	14	10	30	27	18	55	51	51	3	9	20
All Students (Prior Year)	132	974	75509	99	100	100	487	507	521	31	19	13	25	29	23	25	28	33	19	24	31
Female	57	478	38691	100	100	99	431	428	446	13	14	10	24	25	18	59	52	52	4	8	20
Male	53	463	40583	100	100	99	422	428	445	10	13	11	38	29	18	50	49	50	3	9	21
African American	--	39	4041	--	100	99	--	414	426	--	23	17	--	23	23	--	46	50	--	8	10
Hispanic	105	793	32869	100	100	99	426	426	429	11	14	15	31	27	25	55	50	51	2	8	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	NC	28	4264	NC	100	100	NC	423	419	NC	13	19	NC	43	30	NC	39	45	NC	4	6
White	NC	77	36197	NC	100	99	NC	454	463	NC	3	5	NC	19	11	NC	58	53	NC	20	31
Students with Disabilities	16	118	10321	100	100	100	403	382	389	33	39	30	25	28	27	42	31	34	0	2	9
Students without Disabilities	95	824	69060	99	100	98	431	435	454	8	10	7	31	27	17	57	54	54	4	10	22
Limited English Proficient Students	88	601	15509	100	100	100	425	420	406	12	16	20	32	30	30	54	49	45	3	5	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	107	861	39415	100	99	96	426	429	431	12	14	15	31	28	25	55	51	50	2	8	10
Non-Economically Disadvantaged	NC	81	39966	NC	100	100	NC	412	459	NC	12	6	NC	17	12	NC	52	52	NC	20	30

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	110	941	79395	100	0	99	403	419	446	35	18	9	36	39	25	29	40	55	0	2	11
All Students (Prior Year)	126	966	75492	95	99	100	506	512	519	24	16	12	24	17	16	29	49	47	24	19	24
Female	57	477	38743	100	0	100	407	423	451	24	17	7	48	37	24	28	43	57	0	2	12
Male	53	465	40618	100	0	99	398	415	440	48	19	11	23	42	27	30	37	53	0	2	9
African American	--	39	4052	--	0	100	--	414	434	--	12	11	--	38	29	--	50	54	--	0	6
Hispanic	104	793	32915	100	0	99	401	415	426	35	20	15	37	42	35	28	37	47	0	2	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	NC	28	4271	NC	0	100	NC	418	420	NC	17	15	NC	39	42	NC	43	41	NC	0	2
White	NC	77	36221	NC	0	99	NC	458	465	NC	5	4	NC	17	15	NC	66	63	NC	13	17
Students with Disabilities	15	118	10331	100	0	100	365	371	388	75	44	25	25	34	37	0	22	34	0	0	4
Students without Disabilities	95	824	69139	99	0	99	409	427	454	28	14	7	38	40	24	34	43	58	0	3	11
Limited English Proficient Students	88	603	15545	100	0	100	398	408	399	37	22	21	38	45	42	24	32	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	107	861	39484	100	0	96	402	420	429	35	18	14	36	41	35	28	39	47	0	2	4
Non-Economically Disadvantaged	NC	81	39986	NC	0	100	NC	414	461	NC	13	4	NC	17	16	NC	57	63	NC	13	17

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	109	935	78869	100	100	99	391	431	442	15	6	6	38	27	21	45	64	63	1	3	10
All Students (Prior Year)	128	966	75053	96	99	99	600	591	597	7	7	7	27	14	12	60	73	72	7	6	9
Female	56	473	38536	98	100	99	401	441	458	16	5	4	29	22	15	53	69	67	2	4	14
Male	52	462	40302	100	100	99	380	420	428	15	7	8	49	31	26	36	59	60	0	2	7
African American	--	38	4015	--	100	99	--	427	430	--	4	8	--	31	24	--	62	61	--	4	7
Hispanic	103	788	32606	99	100	98	392	428	426	15	6	8	40	29	27	44	63	60	1	3	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	NC	28	4245	NC	100	100	NC	416	423	NC	17	9	NC	9	26	NC	70	61	NC	4	4
White	NC	77	36078	NC	100	99	NC	463	459	NC	2	4	NC	16	16	NC	77	66	NC	6	14
Students with Disabilities	15	118	10246	100	100	100	317	356	367	45	22	18	45	47	39	9	31	40	0	0	4
Students without Disabilities	94	818	68697	98	99	98	403	442	454	11	4	4	37	24	18	51	69	67	1	3	11
Limited English Proficient Students	86	598	15339	99	100	100	390	421	399	14	7	11	42	33	31	42	59	54	1	2	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	105	854	39106	98	98	95	390	431	427	16	6	8	39	29	28	45	63	59	1	2	5
Non-Economically Disadvantaged	NC	82	39837	NC	100	100	NC	425	457	NC	12	4	NC	5	14	NC	75	67	NC	8	15

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	120	910	78906	100	100	99	492	473	498	15	21	13	22	29	19	48	43	48	15	8	20
All Students (Prior Year)	115	877	76019	100	100	100	456	473	499	33	23	14	55	50	39	3	10	14	9	17	33
Female	64	476	38644	100	100	99	493	474	500	15	18	12	25	31	19	45	43	49	15	8	19
Male	56	434	40236	100	100	99	492	473	497	16	23	15	18	26	19	51	43	46	16	7	20
African American	--	41	4087	--	100	99	--	481	481	--	11	20	--	29	24	--	57	45	--	4	11
Hispanic	113	746	31938	100	100	99	492	471	481	16	22	19	21	29	25	46	42	46	16	7	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	NC	33	4593	NC	97	100	NC	481	467	NC	8	26	NC	48	29	NC	36	39	NC	8	6
White	NC	83	36483	NC	100	99	NC	483	517	NC	15	7	NC	19	13	NC	55	51	NC	10	30
Students with Disabilities	NC	106	10664	NC	100	100	NC	400	430	NC	61	42	NC	20	27	NC	13	26	NC	6	5
Students without Disabilities	112	807	68310	100	100	98	493	483	509	15	16	9	21	29	18	47	47	51	16	8	22
Limited English Proficient Students	96	538	12573	100	100	100	491	468	454	16	22	27	21	30	30	48	41	38	15	7	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	118	831	38679	100	100	96	493	477	483	15	21	20	22	30	25	48	42	45	16	7	10
Non-Economically Disadvantaged	NC	82	40295	NC	100	100	NC	439	513	NC	16	7	NC	13	13	NC	54	50	NC	16	30

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	120	910	78908	100	0	99	458	457	484	20	18	10	44	36	23	35	44	58	1	2	9
All Students (Prior Year)	115	877	76020	100	100	100	484	492	503	51	44	25	26	25	23	21	25	40	3	7	12
Female	64	476	38648	100	0	99	463	460	489	15	14	8	47	36	22	37	48	61	2	2	10
Male	56	434	40233	100	0	99	451	454	479	27	22	12	40	37	25	33	39	55	0	3	8
African American	--	41	4092	--	0	99	--	475	473	--	14	12	--	25	28	--	57	54	--	4	5
Hispanic	113	746	31940	100	0	99	456	454	465	21	19	16	43	38	32	34	41	49	1	2	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	NC	33	4569	NC	0	100	NC	475	457	NC	8	18	NC	40	39	NC	48	41	NC	4	2
White	NC	83	36502	NC	0	99	NC	478	502	NC	6	4	NC	27	14	NC	58	67	NC	9	15
Students with Disabilities	NC	106	10665	NC	0	100	NC	388	423	NC	52	30	NC	28	36	NC	17	31	NC	3	2
Students without Disabilities	112	807	68312	100	0	98	460	466	493	16	13	7	45	37	21	37	47	62	1	2	10
Limited English Proficient Students	96	538	12556	100	0	100	458	449	436	21	21	24	43	39	40	35	39	35	1	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	118	831	38662	100	0	96	458	460	468	20	18	16	44	38	32	35	42	49	1	2	3
Non-Economically Disadvantaged	NC	82	40315	NC	0	100	NC	428	498	NC	9	5	NC	19	15	NC	61	66	NC	10	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	120	908	78750	100	100	99	468	477	500	12	10	6	44	37	29	44	53	63	0	1	2
All Students (Prior Year)	114	870	75673	100	100	100	496	494	530	16	19	12	36	35	25	48	45	58	0	1	4
Female	64	475	38586	100	100	99	485	486	515	5	7	4	43	34	22	52	59	71	0	0	3
Male	56	433	40135	100	100	99	444	467	486	22	13	8	44	42	35	33	45	56	0	1	1
African American	--	40	4081	--	100	99	--	511	488	--	4	8	--	29	32	--	64	59	--	4	2
Hispanic	113	745	31841	100	100	99	466	472	483	13	10	8	43	39	36	43	50	55	0	0	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	33	4586	NC	97	100	NC	520	481	NC	4	8	NC	28	37	NC	64	54	NC	4	1
White	NC	83	36440	NC	100	99	NC	495	516	NC	6	3	NC	28	22	NC	66	71	NC	0	4
Students with Disabilities	NC	105	10622	NC	100	100	NC	371	415	NC	35	21	NC	46	50	NC	16	28	NC	3	1
Students without Disabilities	112	806	68196	100	100	98	474	491	513	9	6	3	44	36	25	46	57	69	0	0	3
Limited English Proficient Students	96	537	12504	100	100	100	465	468	451	13	10	12	44	40	44	44	49	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	118	829	38558	100	99	96	467	481	485	13	10	8	44	39	37	44	51	54	0	0	1
Non-Economically Disadvantaged	NC	82	40260	NC	100	100	NC	439	514	NC	10	3	NC	25	21	NC	61	72	NC	3	4

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

8th 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	118	798	78250	100	100	99	536	533	548	25	29	21	25	24	18	45	42	48	6	5	13
All Students (Prior Year)	96	783	75001	100	100	99	431	445	468	68	56	37	26	32	36	4	8	16	1	4	10
Female	56	402	38071	100	100	99	536	530	549	27	31	20	20	23	19	47	42	49	6	3	12
Male	62	396	40126	100	100	99	536	536	547	23	27	23	29	24	17	43	41	46	5	8	14
African American	--	37	4058	--	100	99	--	520	523	--	46	32	--	11	22	--	43	41	--	0	5
Hispanic	110	649	29129	100	100	99	535	529	527	24	31	32	26	25	23	43	39	40	6	4	6
Asian/Pacific Islander	--	NC	1747	--	NC	100	--	NC	589	--	NC	9	--	NC	9	--	NC	50	--	NC	32
American Indian/Alaskan Native	NC	33	4996	NC	94	100	NC	533	518	NC	30	36	NC	15	25	NC	52	36	NC	4	4
White	NC	74	38320	NC	100	99	NC	568	568	NC	11	12	NC	15	14	NC	56	55	NC	18	19
Students with Disabilities	15	65	9329	100	100	100	488	479	454	73	81	64	7	7	18	20	11	16	0	2	2
Students without Disabilities	103	734	68996	99	100	99	544	538	561	17	25	16	28	25	18	49	44	52	7	6	14
Limited English Proficient Students	89	387	10133	100	100	100	527	521	488	27	34	45	31	30	25	40	33	28	2	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	115	693	33388	100	98	94	535	529	530	25	31	32	25	24	22	44	41	40	6	4	5
Non-Economically Disadvantaged	NC	106	44937	NC	100	100	NC	561	561	NC	18	13	NC	18	15	NC	47	54	NC	17	18

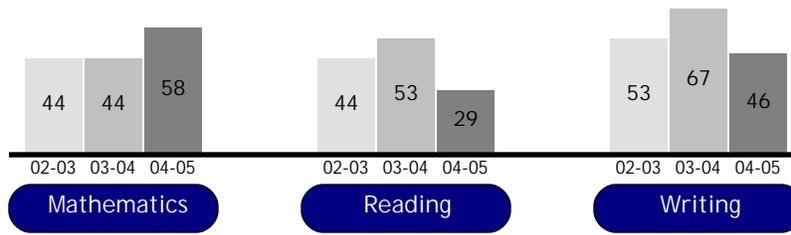
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	796	78302	100	0	99	486	496	512	20	16	11	40	35	25	40	48	57	0	1	7
All Students (Prior Year)	94	780	74918	99	100	99	468	477	497	52	47	32	22	22	19	23	26	35	3	5	15
Female	56	400	38082	100	0	99	490	498	518	16	12	8	39	36	24	45	51	61	0	1	7
Male	62	396	40166	100	0	99	483	493	507	23	19	14	41	34	26	36	44	54	0	2	6
African American	--	37	4064	--	0	100	--	489	498	--	14	14	--	39	29	--	43	54	--	4	3
Hispanic	110	647	29152	100	0	99	485	491	492	21	18	17	41	37	34	37	44	46	0	1	2
Asian/Pacific Islander	--	NC	1746	--	NC	100	--	NC	542	--	NC	5	--	NC	13	--	NC	66	--	NC	16
American Indian/Alaskan Native	NC	33	4993	NC	0	100	NC	508	484	NC	7	19	NC	30	38	NC	63	42	NC	0	1
White	NC	74	38347	NC	0	99	NC	530	531	NC	2	5	NC	23	17	NC	68	68	NC	8	10
Students with Disabilities	15	65	9353	100	0	100	449	449	429	67	61	40	20	25	38	13	14	22	0	0	1
Students without Disabilities	103	732	69024	99	0	99	493	500	524	12	12	7	43	36	23	44	50	62	0	2	7
Limited English Proficient Students	89	386	10140	100	0	100	476	482	451	23	21	28	48	44	43	28	36	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	115	691	33398	100	0	94	485	491	495	21	17	18	40	37	35	39	45	46	0	1	2
Non-Economically Disadvantaged	NC	106	44979	NC	0	100	NC	525	525	NC	9	6	NC	21	18	NC	63	66	NC	7	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	118	796	78094	100	100	99	492	520	545	11	6	3	43	29	18	46	65	77	0	0	2
All Students (Prior Year)	95	777	74503	100	100	99	442	459	491	17	13	9	49	42	32	33	43	51	0	2	8
Female	56	400	38025	100	100	99	502	529	558	8	4	2	39	24	13	53	72	82	0	1	2
Male	62	396	40013	100	100	99	483	510	534	14	8	5	46	35	23	39	57	71	0	0	1
African American	--	37	4037	--	100	99	--	523	532	--	7	4	--	25	22	--	68	73	--	0	1
Hispanic	110	647	29068	100	100	99	489	514	523	12	7	5	44	32	27	43	61	67	0	0	1
Asian/Pacific Islander	--	NC	1743	--	NC	100	--	NC	577	--	NC	2	--	NC	9	--	NC	82	--	NC	8
American Indian/Alaskan Native	NC	33	4981	NC	94	100	NC	540	526	NC	0	4	NC	22	25	NC	78	70	NC	0	0
White	NC	74	38265	NC	100	99	NC	559	564	NC	0	2	NC	12	11	NC	86	84	NC	2	3
Students with Disabilities	15	65	9275	100	100	100	440	441	444	47	32	14	33	49	46	20	19	39	0	0	1
Students without Disabilities	103	731	68892	99	100	98	500	527	559	6	3	2	44	27	14	50	69	82	0	0	2
Limited English Proficient Students	89	386	10084	100	100	100	477	502	474	14	8	10	51	39	39	36	53	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	115	691	33296	100	98	94	491	515	527	12	6	5	43	31	27	45	62	67	0	0	0
Non-Economically Disadvantaged	NC	105	44871	NC	100	100	NC	552	559	NC	3	2	NC	15	12	NC	80	84	NC	2	3

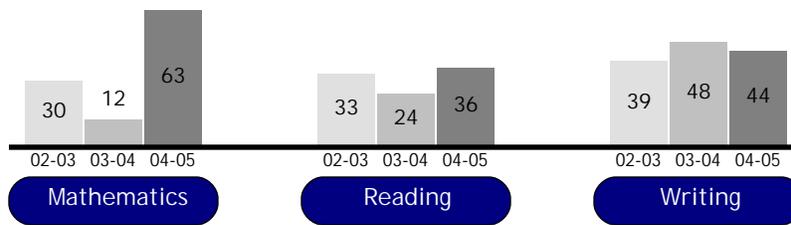
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

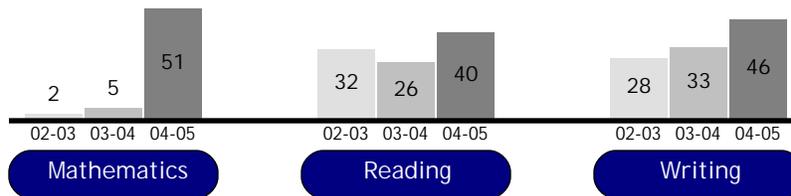
3rd Grade Proficiency



5th Grade Proficiency



8th 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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	92	21	28	50	90	48	NA	58	100	22	30	47
	Language	97	13	21	43	96	37	33	50	100	21	31	47
	Mathematics	97	39	37	57	96	62	46	64	100	41	36	50
3	Reading	98	19	24	47	94	29	NA	55	100	22	28	44
	Language	98	29	36	54	94	35	48	61	100	21	31	44
	Mathematics	99	30	32	54	96	30	43	61	100	37	39	51
4	Reading	95	19	29	52	98	32	NA	56	99	27	33	48
	Language	97	22	30	48	100	32	35	52	99	27	35	49
	Mathematics	96	28	34	57	100	38	37	61	100	42	42	53
5	Reading	95	27	28	50	98	23	NA	55	100	31	35	50
	Language	98	24	27	46	100	25	32	49	100	30	34	50
	Mathematics	95	35	35	57	100	31	41	63	100	39	35	49
6	Reading	94	21	31	53	96	33	NA	56	100	32	36	51
	Language	100	15	23	45	97	23	28	48	100	29	32	47
	Mathematics	97	29	38	62	97	36	43	66	100	33	36	52
7	Reading	99	24	30	51	100	28	NA	54	100	36	37	50
	Language	100	29	35	54	98	35	39	58	100	39	38	52
	Mathematics	100	33	36	58	100	29	38	62	100	37	36	50
8	Reading	96	23	34	53	100	29	NA	55	100	32	38	51
	Language	96	19	30	49	99	24	34	52	100	38	42	50
	Mathematics	95	34	39	58	96	33	40	61	100	37	40	53

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/

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

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 10 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- ü Student Achievement/Success
- ü Long/Short Range Goals
- ü School Improvement Plan
- ü Safe Orderly Environment
- ü Budget
- ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	59.50
Other Professional Staff	9.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	4	0	0
4 to 6 years	8	3	0	0
7 to 9 years	6	7	0	0
10 or more years	6	17	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	63
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Hightly Qualified Teachers	9%

Resources Available at School Site

Special Facilities

- ü Industrial Arts(Wood Shop/Drafting Room)
- ü 8300 sqft Gym with 1680 sqft stage
- ü Mobile Laptop Station and 30 eMac Lab
- ü Main Library and AR library

Extracurricular Activities

- ü National Junior Honor Society
- ü Intramural Sports Programs
- ü Tutoring/Homework Help
- ü Student Council
- ü International Club
- ü Battle of the Books
- ü P.A.S.S. Tennis Program - Tony Keyes
- ü Diversity through the Dance-Art Grant

Social Services

- ü Welcome Center
- ü 2 Social Workers on site
- ü Communities in Schools of Arizona
- ü Adult ESL / GED Classes On site
- ü P.R.I.D.E. intervention program
- ü Crisis Managment Team
- ü Parent Academies
- ü Parks and Rec. Afterschool Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Creighton School was honored to have Governor Janet Napolitano visit on November 5, 2003. During the visit, Governor Napolitano read "This House Made of Mud" to our first grade students and staff members.

- ü In 2005, Creighton School was recognized by the City of Phoenix and Food for the Hungry for their compassion and generosity in raising money for families who were affected by the tsunami in Meulaboh, Indonesia. Students collected over \$1800.00

- ü In 2005, Creighton School and the Arizona Republic were honored for their partnership in working with First Grade students and teachers during the 2004-2005 school year. AZ Republic Volunteers tutored over 500 hours in Creighton classrooms.

- ü In 2005, Creighton School was recognized for their Math PLus program. Teachers aligned their math instruction to the standards and assessed students every 3 weeks on specific skills taught. Students were regrouped according to their test results.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	16	12	12	17
Transfers In Rate ⁶	41	28	28	37
Stability Rate ⁷	83	87	87	82
Promotion Rate ⁸	93	96	95	81
Retention Rate ⁹	2	1	1	3
Dropout Rate ¹⁰	3	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

Creighton School has a school resource officer, probation officer, and 2 social workers. They spend time in classrooms teaching students about safety, stranger danger and the affects of drugs, alcohol and gangs. During the 2005-2006 school year, our school will be incorporating a LRE explorative class for 7th grade students. Each semester, students participate in learning about non-violent problem solving, the judicial system, crime investigation, and tolerance.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

6

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	Melissa Sedillo	(602) 381-6060
Transportation Policy	Rudy Rivera	(602) 381-6055
Community Resources	Wendy James	(602) 381-6060
School Nutrition Programs	Linda Daughtery	(602) 381-6048
Parent Organization	Martha Sullivan	(602) 381-6060
Student Health/Nurse	Melanie Collins	(602) 381-6060

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.

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.

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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.

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