

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

EL	HS	
<input type="checkbox"/>	<input type="checkbox"/>	Excelling
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Improving
<input type="checkbox"/>	<input type="checkbox"/>	Maintaining Performance
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Underperforming
<input type="checkbox"/>	<input type="checkbox"/>	Extremely Small School

Excel Education Center - Flagstaff

Excel Education Centers, Inc.
2229 E. Spruce Avenue, Flagstaff, AZ 86004

Director: Ms. Dorianne Pollack

Schedule: 8:00 AM to 9:00 PM

Web Address: www.exceleducationcenters.org

E-mail: dpollack@exceleducationcenters.org

Grades: 6-12

2002 Enrollment: 147

Phone: (928) 214-7442

Fax: (928) 214-7256

∨ School Overview ∨

Mission

The mission of Excel Education Centers is to prepare students to become productive members of a global society. We hope to achieve this by providing an educational environment that challenges and guides them to acquire the necessary tools to succeed in our dynamic and diverse society. To this end, Excel offers small classes, individual educational success plans and computer-assisted instruction.

Organization and Philosophy

- w Charter School
- w Multiage Classrooms
- w Individualized Instruction
- w Project-Based Learning Modules

Instructional Programs

- w Career and Computer Technology Emphasis
- w Service Learning
- w On-site Special Education
- w Title I Services
- w Computer-based Mathematics and Science
- w Project-Based English

School/Academic Goals

- w To continue to improve academic success and graduation rates.
- w To implement additional applied and experiential courses to facilitate each student's transition to college or the work force.
- w To expand and upgrade technologies within our schools.
- w To strengthen student community involvement and citizenship through community outreach and volunteer programs.

Enrollment

October 1, 2001 School Year Student Enrollment:	158
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	158

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>. EL-Elementary; HS-High School.

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.

NDS = No Data Submitted NR = No Response NA = Not Applicable ISD = Insufficient Data to Calculate Rate

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w School Planning and Goal Setting
- w Extracurricular Activities
- w Parent/Educator Relations
- w School Improvement Strategies
- w School Safety Issues

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	5.50
Other Professional Staff	1.00	Teacher Aide	2.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

Excel is dedicated to providing a safe and positive learning environment. To achieve this, we provide our students with clear behavioral expectations and focus on mutual respect between staff and students. Excel provides project-based and computer-assisted learning. Our curriculum is based upon the Arizona Academic Standards. Students' learning is assessed through standardized achievement tests, course competency tests and student portfolio products.

Parents

Excel expects our parents to encourage and nurture their students' educational, physical and emotional growth. We expect parent support in promoting student attendance. This support includes providing transportation, encouraging promptness and informing the school of student absences. Parents are a vital part of Excel. They participate in Site Councils, extracurricular activities, fund raising and volunteer projects.

∨ **Transportation Policy** ∨

Transportation to and from school is the responsibility of the student and/or parent.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/20/02
Average Daily Instruction Time:	4 hrs. 0 min.	Last Day of School:	7/10/03

Operates on Year-round Schedule

Report Card Release Dates

10/11/02	2/14/03	6/6/03	7/10/03
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Additional Calendar/Report Card Information

Progress reports are provided every eight weeks. Report release dates are 10/11/02, 12/6/02, 2/14/03, 4/11/03, 6/6/03 and 7/10/03. Parent conferences are held on alternate progress report dates.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - No Lunch - No Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Classroom Multimedia Computer Center	W Internet Access
W Library/Resource Center	

Extracurricular Activities

W Student Government	W Life Skills Class
W Yearbook Committee	

School/Community Resources

W Counseling Services	W Crisis Intervention
W Recreational Activities	W Campus Awareness Project for Excel
W Renaissance Program	W Service Learning
W Community Fund Raisers	

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>W Excel students piloted project-based English courses, that will be fully implemented during the 02/03 school year, to better prepare students in meeting the Arizona Academic Standards.</p> | <p>W Excel staff, students and parents completed a school planning process, which led to the development of school achievement goals, improved curriculum and instruction and enhanced professional development.</p> |
| <p>W Excel received an Educational Technology grant to assist us in providing professional development and technology resources within our school.</p> | <p>W Excel students completed electronic presentations of their senior portfolios to graduation review committees. Committees were comprised of school staff and community members.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	86.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	41.2 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	24.2 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	0.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	100.0 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	37.1 %			9.5 %
Status Unknown ⁹	34.0 %			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
North Central Association Accreditation	2002
A Celebration of Young Poets Award	2001
University Scholarship Awards	2002
Presidential Achievement Awards	2002

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	**	**	**	**	**	**
	State	57484	504	24%	20%	40%	16%
Writing	School	**	**	**	**	**	**
	State	55420	493	15%	42%	41%	2%
Mathematics	School	**	**	**	**	**	**
	State	57734	459	39%	40%	14%	7%

Legend

MS	- The Mean Scale 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.
FFB	- Percent of students who Fell Far Below the standard
A	- Percent of students who Approached the standard
M	- Percent of students who Met the standard
E	- Percent of students who Exceeded the standard

Grade 10 (Class of 2003)²

Reading	School	19	516	5%	37%	53%	5%
	State	49803	512	15%	23%	48%	14%
Writing	School	22	460	27%	18%	55%	0%
	State	50471	477	17%	23%	59%	1%
Mathematics	School	18	455	83%	6%	11%	0%
	State	50429	480	48%	19%	22%	10%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
6	Reading	--	--	53	--	--	54	28	**	53	66	--	54	--	**	56
	Language	--	--	41	--	--	44	28	**	44	66	--	45	--	**	47
	Mathematics	--	--	57	--	--	59	28	**	60	66	--	63	--	**	65
7	Reading	--	--	52	100	39	53	100	18	52	75	30	53	100	36	55
	Language	--	--	52	100	20	54	100	11	54	87	45	55	100	25	58
	Mathematics	--	--	53	86	25	55	100	21	56	62	19	58	100	25	60
8	Reading	--	25	54	88	17	54	100	59	53	100	25	55	83	33	56
	Language	--	10	46	100	7	49	100	43	49	100	13	50	83	30	52
	Mathematics	--	21	52	88	17	54	100	53	56	100	22	58	75	25	59
9	Reading	--	37	44	100	35	43	100	37	43	93	27	43	23	19	43
	Language	--	12	39	100	20	39	100	23	40	97	19	41	26	15	42
	Mathematics	--	34	57	100	34	57	100	36	59	86	31	61	26	29	62
10	Reading	--	19	42	100	32	42	75	29	42	--	--	--	--	--	--
	Language	--	20	43	100	27	44	75	24	44	--	--	--	--	--	--
	Mathematics	--	33	47	100	35	49	75	35	50	--	--	--	--	--	--
11	Reading	--	41	46	75	34	44	42	19	45	--	--	--	--	--	--
	Language	--	29	43	78	23	42	42	18	44	--	--	--	--	--	--
	Mathematics	--	42	51	78	26	52	42	30	55	--	--	--	--	--	--

∨ Measure of Academic Progress ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

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

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

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 5-6	*	*
Grades 6-7	*	*
Grades 7-8	**	**

*Less than 10 students matched
**No information available
***Not applicable

∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

As part of Excel Education Centers Safe School Policy, we have been working to enhance security. School administrators have been working cooperatively with the local police and fire departments. In addition, we have developed and reviewed Crisis Response Procedures. Evacuation and emergency procedures are conducted on a regular basis.

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

3

School uniforms are not required at this school.

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.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$1,150	\$202,701
Classroom Supplies	NDS	NDS
Administration	\$1,182	\$208,358
Support Services-Students	NDS	NDS
Other Support Services and Operations	\$1,027	\$181,031
Total Expenditures- All Categories 2000-2001	NDS	NDS

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

Total Expenditures may not be exact because of rounding.
 Information is self-reported by the district and is unaudited.
 * Based upon 2000-2001 Average Daily Membership (ADM).
 (School Expenditures divided by ADM)
 **Due to technical difficulties, data for multiple charter school sites is not available.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Dorianne Pollack	(928) 214-7442	
Transportation Policy	Dorianne Pollack	(928) 214-7442	
Community Resources	Dorianne Pollack	(928) 214-7442	
School Nutrition Programs	Dorianne Pollack	(928) 214-7442	
Parent Organization	Dorianne Pollack	(928) 214-7442	
Student Health/Nurse	Dorianne Pollack	(928) 214-7442	

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.

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