

ARIZONA SCHOOL REPORT CARD 2002-03

Does Not Receive Profile ¹:

- Alternative School
- Pre-K - 2
- New School

Excelencia Elementary School

Creighton Elementary District
2181 E. McDowell Road, Phoenix, AZ 85006

Principal: Mr. Reynaldo Cruz
Schedule: 7:30 AM to 4:30 PM
Web Address: Unpublished or Unavailable
E-mail: rey_cruz@creighton.k12.az.us

Grades: K-8
2002 Enrollment: 954
Phone: (602) 808-1350
Fax: (602) 808-1361

∨ School Overview ∨

Mission

Vision: Excelencia: A commitment to excellence and lifelong learning. Mission: Excelencia School is committed to providing excellence and lifelong learning. It is comprised of a community of parents, staff and students dedicated to providing a quality education, focused on literacy instruction and multicultural experiences. Excelencia operates through site-based decision making involving parents, community members and staff in the decision making process.

Organization and Philosophy

- w Site-based Decision Making
- w Brain-compatible Education
- w Focused on Literacy-based Instruction
- w Standards-driven Instruction

Instructional Programs

- w Reading Renaissance
- w Accelerated Reader Program
- w Middle School Implementation
- w Literacy Nights
- w Homework Clubs
- w K-8 Electives: Based on State Standards
- w Dual Language
- w Parent Literacy Classes

School/Academic Goals

- w Increase student achievement through focus on literacy, high expectations, collaborative teaching teams, homework packets and curriculum based on the Arizona Academic Standards.
- w Promote and increase parent involvement, organizationally and individually. Our Site Council will have strong parent representation reflective of our student population. Our PTO will have active, parent-driven membership and support from teachers.
- w Provide appropriate staff development. Our staff development activities will focus on providing training in second language acquisition, increasing literacy skills for students and the refinement of instruction through Brain Compatible Education.
- w Promote and increase school safety through the implementation of behavioral management programs. These programs will be based on the Life Long Guidelines and Life Skills found in our district's Brain Compatible Education Program.

Enrollment

October 1, 2001 School Year Student Enrollment:	800
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	24

¹ For an explanation of the Achievement Profiles, please visit <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.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

w Budget
 w Instructional Programs
 w School Safety
 w School Improvement
 w School/Business Community Relations
 w Schoolwide Programs

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	3.00	Teacher	47.00
Other Professional Staff	3.00	Teacher Aide	16.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	25	0	0	0
4 to 6 years	0	6	0	0
7 to 9 years	0	6	0	0
10 or more years	0	10	0	0

∨ **Shared Responsibilities** ∨

School

Excelencia's responsibility to parents is to ensure that students are safe and to communicate academic and behavioral progress on a routine basis. It is also our responsibility to find and hire the most qualified teachers possible. We also provide regularly scheduled opportunities for parents to meet with teachers and administrators to discuss how Excelencia can best serve their children. This discussion also includes how parents can contribute positively to the educational process.

Parents

Parents are responsible for ensuring that their children attend school on a regular basis and adhere to school rules and procedures. This includes wearing the appropriate mandatory school uniform. Parents are also responsible for supervising their students' daily homework and ensuring that it is returned on a daily basis. If students are absent we ask that parents send a written note or call our attendance line to report the absence.

∨ **Transportation Policy** ∨

Our district has a policy that we will provide bus transportation to students who live 1.0 miles or further from a school or who must cross areas considered hazardous. Because of Excelencia's attendance boundaries the vast majority of our students ride buses to school. Those students who live in the immediate, adjacent school neighborhood are permitted to walk to/from school. Students wishing to walk home and crossing hazardous areas must provide a notarized parent letter of permission.

∨ **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

- W Awarded a Title VII (Federal) grant to achieve effective staff development focused on dual language literacy and brain-compatible education.
- W Established a PTO with 100 active members.

- W Established Dual Language classrooms, Kindergarten-5th grades.

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	22.1 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	3.5 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	13.3 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	95.6 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	4.4 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			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
NDS	

∨ 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

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	66	489	29%	29%	36%	6%
	School State	58840	524	9%	17%	45%	29%
Writing	School	65	493	31%	20%	48%	2%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	68	449	49%	40%	9%	3%
	State	59030	517	11%	27%	35%	27%

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 5

Reading	School	65	483	63%	14%	23%	0%
	State	61305	505	21%	20%	43%	15%
Writing	School	61	455	48%	34%	18%	0%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	64	440	42%	50%	6%	2%
	State	61760	494	14%	40%	12%	34%

Grade 8

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%

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												
1	Reading	--	--	--	--	--	--	--	--	--	26	44	60	--	--	--
2	Reading	--	--	--	--	--	50	--	--	52	22	31	53	21	25	57
	Language	--	--	--	--	--	40	--	--	43	32	12	44	21	20	48
	Mathematics	--	--	--	--	--	51	--	--	55	35	13	57	18	20	61
3	Reading	--	--	47	--	--	47	--	--	48	53	21	50	57	24	50
	Language	--	--	49	--	--	51	--	--	54	58	21	56	56	34	57
	Mathematics	--	--	46	--	--	49	--	--	52	54	16	54	59	19	56
4	Reading	--	--	53	--	--	54	--	--	54	28	37	55	57	20	55
	Language	--	--	47	--	--	49	--	--	48	28	35	50	62	23	50
	Mathematics	--	--	51	--	--	54	--	--	55	22	46	57	59	27	58
5	Reading	--	--	51	--	--	51	--	--	51	68	24	51	67	23	53
	Language	--	--	42	--	--	44	--	--	45	76	17	45	68	24	47
	Mathematics	--	--	51	--	--	54	--	--	55	72	29	57	64	29	59
6	Reading	--	--	53	--	--	54	--	--	53	65	20	54	55	30	56
	Language	--	--	41	--	--	44	--	--	44	71	15	45	59	23	47
	Mathematics	--	--	57	--	--	59	--	--	60	69	28	63	64	27	65
7	Reading	--	--	52	--	--	53	--	--	52	--	--	53	61	22	55
	Language	--	--	52	--	--	54	--	--	54	--	--	55	65	26	58
	Mathematics	--	--	53	--	--	55	--	--	56	--	--	58	65	35	60
8	Reading	--	--	54	--	--	54	--	--	53	--	--	55	--	--	56
	Language	--	--	46	--	--	49	--	--	49	--	--	50	--	--	52
	Mathematics	--	--	52	--	--	54	--	--	56	--	--	58	--	--	59

∨ **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 2-3	61	62
Grades 3-4	81	85
Grades 4-5	68	61
Grades 5-6	78	56
Grades 6-7	78	80
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

Excelencia is promoting district-approved life skills as a standard of conduct on our campus: Perseverance, patience, caring, curiosity, integrity, initiative, flexibility, organization, sense of human effort, common sense, problem solving, responsibility, friendship, pride, cooperation, resourcefulness.

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).

2

School uniforms are 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	\$2,569	\$1,282,580
Classroom Supplies	\$46	\$22,782
Administration	\$527	\$262,924
Support Services-Students	\$143	\$71,200
Other Support Services and Operations	\$640	\$319,382
Total Expenditures- All Categories 2000-2001	\$3,924	\$1,958,868

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.

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.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Participatory Management Team	(602) 808-1350	
Transportation Policy	Rudy Rivera	(602) 381-6055	
Community Resources	Tim Ham	(602) 381-6000	
School Nutrition Programs	Linda Dougherty	(602) 381-6000	
Parent Organization	Nidia Morales	(602) 808-1350	
Student Health/Nurse	Brinda Friday	(602) 808-1350	

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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