



**ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06**

2181 East McDowell Road, Phoenix, AZ 85006

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 LEARNS<sup>1</sup>**

**Elementary Achievement Profile (a)**

2004-05 Performing Plus  
2003-04 Performing  
2002-03 Small School

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

**School Overview**

Principal/Administrator : Mr. Damon Twist  
Schedule : 08:00 AM to 04:30 PM  
Grades : K-8  
2005 Enrollment : 975  
Web Address : www.creightonschools.org/excelencia/  
Phone Number : (602) 381-4670  
Fax Number : (602) 381-4668  
E-mail : dtwist@creighton.k12.az.us

**Mission**

Excelencia's diverse community provides all learners with the skills and experiences to succeed academically, and to contribute positively to society.

**No Child Left Behind**

**Adequate Yearly Progress (b)**

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

**School Improvement Status (b)**

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

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

**School / Academic Goals**

- ü Increase student achievement in all grade levels specifically in the areas of decoding strategies, literary elements and persuasive text.
- ü Increase student achievement in all grade levels specifically in the areas of geometry, math structure/logic and measurement and discrete math.
- ü Increase student achievement in writing in all grade levels specifically in the areas of narrative writing, personal communication, research skills and report writing.

**Enrollment**

October 1, 2004 School Year Student Enrollment : 983  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2004-05 : 120

Instructional Programs

- Ü Integrated Curriculum/Instruction
- Ü Tutoring
- Ü Structured English Immersion
- Ü Gifted Classes
- Ü Full Day Kindergarten
- Ü At-Risk Programs
- Ü On-Site, Inclusive Special Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/20/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

To ensure students are safe and to communicate academic and behavioral progress on a routine basis. To find and hire qualified teachers. We provide regular opportunities for parents to meet with staff to discuss how we can best serve their children.

Parents

Ensuring that their children attend school daily, adhere to school rules/procedures. Parents supervise their students' daily homework and ensure that it is returned daily. Parents must report their student's absences, by phone or in writing.

Transportation Policy

Excelencia's attendance boundaries encompass major intersections; most of our students ride buses to school. Those students who live in the immediate, adjacent school neighborhood are permitted to walk to and from school. Students who attend Excelencia through open enrollment require the parents to transport children to and from school.

School Honors

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

Award/Honor	Year
Ü "Performing School" label every year, including last	2004
Ü Adequate Yearly Progress achieved	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	113	941	79306	100	100	99	401	428	445	22	14	10	33	27	18	43	51	51	2	9	20
All Students (Prior Year)	87	974	75509	99	100	100	465	507	521	44	19	13	25	29	23	25	28	33	6	24	31
Female	60	478	38691	100	100	99	402	428	446	27	14	10	27	25	18	44	52	52	2	8	20
Male	53	463	40583	100	100	99	400	428	445	17	13	11	40	29	18	42	49	50	2	9	21
African American	NC	39	4041	NC	100	99	NC	414	426	NC	23	17	NC	23	23	NC	46	50	NC	8	10
Hispanic	108	793	32869	100	100	99	401	426	429	21	14	15	34	27	25	43	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	18	118	10321	100	100	100	323	382	389	59	39	30	12	28	27	29	31	34	0	2	9
Students without Disabilities	95	824	69060	96	100	98	418	435	454	14	10	7	38	27	17	46	54	54	3	10	22
Limited English Proficient Students	92	601	15509	100	100	100	400	420	406	20	16	20	34	30	30	43	49	45	2	5	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	106	861	39415	97	99	96	415	429	431	18	14	15	36	28	25	44	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	113	941	79395	100	0	99	392	419	446	27	18	9	48	39	25	25	40	55	0	2	11
All Students (Prior Year)	87	966	75492	99	99	100	490	512	519	32	16	12	26	17	16	42	49	47	0	19	24
Female	60	477	38743	100	0	100	398	423	451	29	17	7	38	37	24	33	43	57	0	2	12
Male	53	465	40618	100	0	99	386	415	440	25	19	11	58	42	27	17	37	53	0	2	9
African American	NC	39	4052	NC	0	100	NC	414	434	NC	12	11	NC	38	29	NC	50	54	NC	0	6
Hispanic	108	793	32915	100	0	99	391	415	426	26	20	15	49	42	35	25	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	18	118	10331	100	0	100	307	371	388	59	44	25	29	34	37	12	22	34	0	0	4
Students without Disabilities	95	824	69139	96	0	99	411	427	454	20	14	7	52	40	24	28	43	58	0	3	11
Limited English Proficient Students	92	603	15545	100	0	100	389	408	399	28	22	21	47	45	42	25	32	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	106	861	39484	97	0	96	406	420	429	24	18	14	50	41	35	26	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	112	935	78869	100	100	99	405	431	442	12	6	6	28	27	21	60	64	63	0	3	10
All Students (Prior Year)	87	966	75053	99	99	99	495	591	597	23	7	7	16	14	12	61	73	72	0	6	9
Female	59	473	38536	100	100	99	423	441	458	2	5	4	34	22	15	64	69	67	0	4	14
Male	53	462	40302	100	100	99	388	420	428	21	7	8	23	31	26	56	59	60	0	2	7
African American	NC	38	4015	NC	100	99	NC	427	430	NC	4	8	NC	31	24	NC	62	61	NC	4	7
Hispanic	107	788	32606	100	100	98	408	428	426	10	6	8	29	29	27	62	63	60	0	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	18	118	10246	100	100	100	310	356	367	24	22	18	29	47	39	47	31	40	0	0	4
Students without Disabilities	94	818	68697	95	99	98	426	442	454	9	4	4	28	24	18	63	69	67	0	3	11
Limited English Proficient Students	92	598	15339	100	100	100	410	421	399	8	7	11	30	33	31	61	59	54	0	2	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	105	854	39106	96	98	95	424	431	427	7	6	8	30	29	28	63	63	59	0	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	117	910	78906	100	100	99	478	473	498	12	21	13	38	29	19	46	43	48	5	8	20
All Students (Prior Year)	98	877	76019	100	100	100	451	473	499	36	23	14	54	50	39	3	10	14	7	17	33
Female	70	476	38644	100	100	99	475	474	500	17	18	12	35	31	19	45	43	49	3	8	19
Male	47	434	40236	100	100	99	482	473	497	5	23	15	42	26	19	47	43	46	7	7	20
African American	NC	41	4087	NC	100	99	NC	481	481	NC	11	20	NC	29	24	NC	57	45	NC	4	11
Hispanic	107	746	31938	100	100	99	478	471	481	12	22	19	36	29	25	47	42	46	4	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	479	483	509	11	16	9	36	29	18	47	47	51	5	8	22
Limited English Proficient Students	78	538	12573	100	100	100	475	468	454	14	22	27	38	30	30	44	41	38	4	7	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	113	831	38679	100	100	96	477	477	483	12	21	20	39	30	25	45	42	45	5	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	117	910	78908	100	0	99	466	457	484	10	18	10	39	36	23	50	44	58	1	2	9
All Students (Prior Year)	98	877	76020	100	100	100	488	492	503	55	44	25	24	25	23	18	25	40	3	7	12
Female	70	476	38648	100	0	99	469	460	489	8	14	8	33	36	22	57	48	61	2	2	10
Male	47	434	40233	100	0	99	463	454	479	12	22	12	47	37	25	42	39	55	0	3	8
African American	NC	41	4092	NC	0	99	NC	475	473	NC	14	12	NC	25	28	NC	57	54	NC	4	5
Hispanic	107	746	31940	100	0	99	466	454	465	9	19	16	40	38	32	49	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	468	466	493	8	13	7	39	37	21	52	47	62	1	2	10
Limited English Proficient Students	78	538	12556	100	0	100	462	449	436	10	21	24	44	39	40	44	39	35	1	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	113	831	38662	100	0	96	466	460	468	10	18	16	39	38	32	50	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	116	908	78750	100	100	99	505	477	500	2	10	6	29	37	29	69	53	63	0	1	2
All Students (Prior Year)	98	870	75673	100	100	100	497	494	530	15	19	12	45	35	25	41	45	58	0	1	4
Female	69	475	38586	100	100	99	507	486	515	2	7	4	28	34	22	70	59	71	0	0	3
Male	47	433	40135	100	100	99	502	467	486	2	13	8	30	42	35	67	45	56	0	1	1
African American	NC	40	4081	NC	100	99	NC	511	488	NC	4	8	NC	29	32	NC	64	59	NC	4	2
Hispanic	107	745	31841	100	100	99	505	472	483	2	10	8	28	39	36	70	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	509	491	513	1	6	3	28	36	25	71	57	69	0	0	3
Limited English Proficient Students	78	537	12504	100	100	100	500	468	451	2	10	12	32	40	44	65	49	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	112	829	38558	100	99	96	505	481	485	2	10	8	29	39	37	69	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	86	798	78250	100	100	99	513	533	548	44	29	21	25	24	18	29	42	48	1	5	13
All Students (Prior Year)	93	783	75001	99	100	99	438	445	468	60	56	37	38	32	36	2	8	16	0	4	10
Female	45	402	38071	100	100	99	512	530	549	43	31	20	28	23	19	30	42	49	0	3	12
Male	41	396	40126	100	100	99	515	536	547	46	27	23	23	24	17	29	41	46	3	8	14
African American	NC	37	4058	NC	100	99	NC	520	523	NC	46	32	NC	11	22	NC	43	41	NC	0	5
Hispanic	79	649	29129	100	100	99	512	529	527	44	31	32	26	25	23	28	39	40	1	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	NC	65	9329	NC	100	100	NC	479	454	NC	81	64	NC	7	18	NC	11	16	NC	2	2
Students without Disabilities	80	734	68996	98	100	99	515	538	561	42	25	16	27	25	18	30	44	52	1	6	14
Limited English Proficient Students	56	387	10133	100	100	100	504	521	488	47	34	45	31	30	25	20	33	28	2	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	81	693	33388	98	98	94	514	529	530	43	31	32	26	24	22	29	41	40	1	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

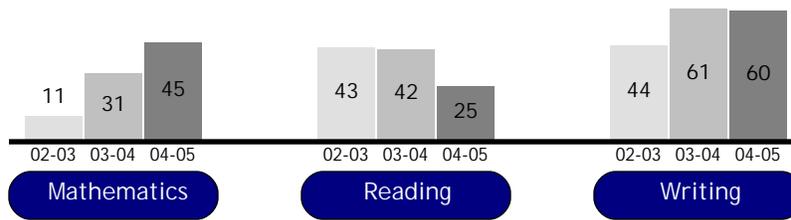
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	796	78302	100	0	99	490	496	512	17	16	11	39	35	25	44	48	57	0	1	7
All Students (Prior Year)	93	780	74918	99	100	99	476	477	497	44	47	32	30	22	19	23	26	35	4	5	15
Female	45	400	38082	100	0	99	490	498	518	13	12	8	48	36	24	40	51	61	0	1	7
Male	41	396	40166	100	0	99	490	493	507	23	19	14	29	34	26	49	44	54	0	2	6
African American	NC	37	4064	NC	0	100	NC	489	498	NC	14	14	NC	39	29	NC	43	54	NC	4	3
Hispanic	79	647	29152	100	0	99	488	491	492	19	18	17	40	37	34	41	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	NC	65	9353	NC	0	100	NC	449	429	NC	61	40	NC	25	38	NC	14	22	NC	0	1
Students without Disabilities	80	732	69024	98	0	99	492	500	524	14	12	7	41	36	23	45	50	62	0	2	7
Limited English Proficient Students	56	386	10140	100	0	100	485	482	451	20	21	28	45	44	43	35	36	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	81	691	33398	98	0	94	489	491	495	18	17	18	38	37	35	44	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	86	796	78094	100	100	99	533	520	545	3	6	3	25	29	18	72	65	77	0	0	2
All Students (Prior Year)	95	777	74503	100	100	99	432	459	491	22	13	9	56	42	32	22	43	51	0	2	8
Female	45	400	38025	100	100	99	545	529	558	0	4	2	18	24	13	83	72	82	0	1	2
Male	41	396	40013	100	100	99	518	510	534	6	8	5	34	35	23	60	57	71	0	0	1
African American	NC	37	4037	NC	100	99	NC	523	532	NC	7	4	NC	25	22	NC	68	73	NC	0	1
Hispanic	79	647	29068	100	100	99	531	514	523	3	7	5	25	32	27	72	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	NC	65	9275	NC	100	100	NC	441	444	NC	32	14	NC	49	46	NC	19	39	NC	0	1
Students without Disabilities	80	731	68892	98	100	98	535	527	559	1	3	2	25	27	14	73	69	82	0	0	2
Limited English Proficient Students	56	386	10084	100	100	100	526	502	474	4	8	10	29	39	39	67	53	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	81	691	33296	98	98	94	531	515	527	3	6	5	26	31	27	71	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

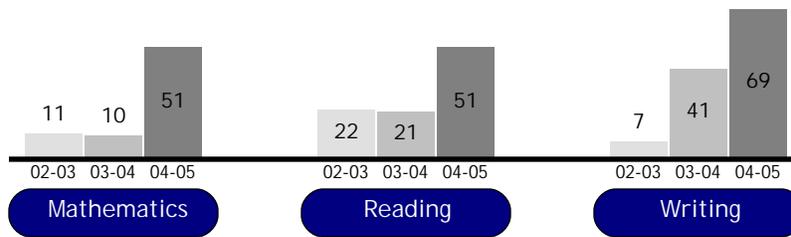
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

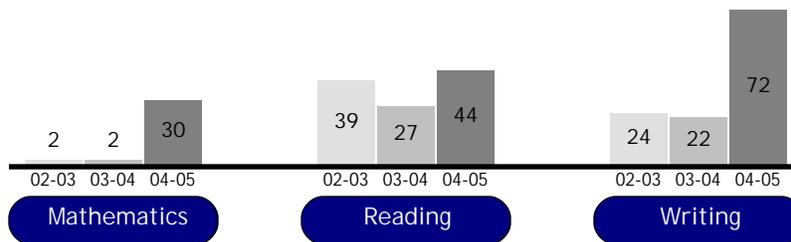
3rd Grade Proficiency



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?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	81	29	28	50	100	33	NA	58	100	36	30	47
	Language	92	25	21	43	100	29	33	50	100	38	31	47
	Mathematics	91	40	37	57	100	33	46	64	100	41	36	50
3	Reading	89	19	24	47	75	33	NA	55	99	19	28	44
	Language	94	30	36	54	92	42	48	61	99	25	31	44
	Mathematics	88	17	32	54	95	28	43	61	99	32	39	51
4	Reading	75	22	29	52	91	27	NA	56	100	36	33	48
	Language	95	22	30	48	98	30	35	52	100	38	35	49
	Mathematics	90	23	34	57	98	30	37	61	100	45	42	53
5	Reading	84	21	28	50	87	24	NA	55	100	38	35	50
	Language	96	23	27	46	93	25	32	49	100	38	34	50
	Mathematics	89	28	35	57	93	32	41	63	100	34	35	49
6	Reading	85	24	31	53	100	31	NA	56	100	35	36	51
	Language	93	18	23	45	100	27	28	48	100	33	32	47
	Mathematics	89	30	38	62	100	44	43	66	100	35	36	52
7	Reading	84	31	30	51	94	30	NA	54	100	34	37	50
	Language	95	32	35	54	96	35	39	58	100	34	38	52
	Mathematics	93	37	36	58	96	31	38	62	100	40	36	50
8	Reading	93	28	34	53	94	39	NA	55	100	34	38	51
	Language	93	25	30	49	99	32	34	52	100	37	42	50
	Mathematics	96	35	39	58	98	34	40	61	100	34	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/](http://www.ade.az.gov/standards/)

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

School Site Council

Council Composition

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

Council Duties

- Ü Budget
- Ü Instructional Programs
- Ü School Safety
- Ü School Improvement
- Ü School/Business Community Relations
- Ü Schoolwide Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	55.00
Other Professional Staff	3.50	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	25	0	0	0
4 to 6 years	7	9	0	0
7 to 9 years	4	1	0	0
10 or more years	4	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	47
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	6%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Literacy Center
- Ü Community Education
- Ü Multi-purpose room

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Battle of the Books
- Ü Academic Clubs
- Ü Junior Ambassador
- Ü Student Council
- Ü Intramural Football and Soccer
- Ü Intramural Basketball
- Ü Intramural Softball

Social Services

- Ü City of Phoenix Parks & Recreation
- Ü Southwest Behavioral Counseling
- Ü School Resource Officer
- Ü School Social Worker
- Ü Community Education
- Ü Literacy Vounteers

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Continuous improvement in student achievement on Stanford 9 and AIMS specifically in the areas of literacy.
  
- ü Labeled a ADE "Performing" School every year since the school has been labeled. Achieved "Adequate Yearly Progress" for the first time last year.
  
- ü K-3 teaching staff trained in Reading Recovery strategies that support students who fall below grade level reading standards.
  
- ü K-8 teaching staff trained and implemented a curriculum that supports English Language Learners.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	15	12	12	17
Transfers In Rate <sup>6</sup>	40	28	28	37
Stability Rate <sup>7</sup>	84	87	87	82
Promotion Rate <sup>8</sup>	96	96	95	81
Retention Rate <sup>9</sup>	1	1	1	3
Dropout Rate <sup>10</sup>	1	0	1	6
Status Unknown <sup>11</sup>	1	0	1	4
Graduation Rate <sup>12</sup>	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

Excelencia is promoting district-approved life long guidelines and life skills as a standard of conduct on our campus. The focus is on establishing behaviors that will result in students becoming good citizens.

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) :

2

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	Participatory Management Team	(602) 381-4670
Transportation Policy	Rudy Rivera	(602) 381-6055
Community Resources	Deb Huffaker	(602) 381-6000
School Nutrition Programs	Linda Dougherty	(602) 381-6000
Parent Organization	Concepcion Bolanos	(602) 381-4670
Student Health/Nurse	Brinda Friday	(602) 381-4670

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

ACHIEVEMENT PROFILES

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

5 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](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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