

# W.F. Killip Elementary School

## ARIZONA SCHOOL REPORT CARD 2003-04

2300 E. 6th Avenue, Flagstaff, AZ 86004

Flagstaff Unified 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 \*

Performing\*

\* The profiles are Excelling, Highly Performing, Performing or Underperforming.

### No Child Left Behind

Adequate Yearly  
Progress\*\*\*

Met

School Improvement  
Status\*\*\*

N/A

\*\*\* For additional information, please refer to the AYP page in this report card.

### School Overview

Principal/Administrator : Mr. Joseph Michael Gutierrez  
Schedule : 7:30 AM to 4:00 PM  
Grades : Pre-K-6  
2003 Enrollment : 544  
Web Address : www.flagstaff.k12.az.us/Killip/  
Phone Number : (928) 773-4080  
Fax Number : (928) 773-4086  
E-mail : jgutierre@flagstaff.apscc.org

### Mission

The mission of W.F. Killip Elementary School is to provide all children an equal opportunity to achieve his or her highest potential. We will offer developmentally appropriate challenges and experiences for social and academic growth.

### School / Academic Goals

- ü Every student who has been enrolled at Killip for two or more consecutive years, who have SAT 9 test score results that can be compared from 2001-02 to 2002-03, will gain a minimum of one year's growth or 5% NPR gain.
- ü To decrease the number of students who are absent and/or tardy. The FUSD ATTEND Policy will be followed: 7 absences - 12% to 10%; 10 absences - 10% to 8%; 12 absences - 10% to 8%; 15 absences - 7% to 5%; 18 absences - 12% to 10%.

### Instructional Programs

- ü School-Within-a-School - Multiage K-6
- ü Full-day Kindergarten
- ü Dual Language Program
- ü Family Literacy

### Enrollment

October 1, 2002 School Year Student Enrollment : 572  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 123

### Calendar Information

Number of Instruction Days : 179  
Average Daily Instruction Time : 6 hours 40 minutes  
First Day of School : 8/25/2003  
Last Day of School : 6/10/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA  
DEPARTMENT OF  
EDUCATION

**School Site Council**

Council Composition		Council Duties	
1 School Administrator(s)		Ü Parent/Educator Relations	
2 Non-certified Employee(s)		Ü School Safety Issues	
4 Teacher(s)		Ü Extracurricular Activities	
4 Parent(s)		Ü Textbook Selection	
3 Community Member(s)		Ü Curriculum Development	
0 Student(s)		Ü Budget	

**Staffing Information for School Year 2003-04**

Position	Number	Position	Number
Administrator	1.00	Teacher	35.00
Other Professional Staff	3.00	Teacher Aide	8.00

**Educational Attainment by Years of Teaching Experience for School Year 2003-04**

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	5	6	0	0
7 to 9 years	1	2	0	0
10 or more years	4	11	0	0

**Shared Responsibilities**

**School**

It is the goal of Killip Elementary School, in partnership with students, parents, staff and community, to provide our students with the optimal educational and social experiences that will allow them to become contributing members of our society.

**Parents**

Parents are their child's first and most important teacher. It is the right and the responsibility of the parents to take an active role in their child's education.

**Resources Available at School Site**

**Special Facilities**

- Ü Computer Lab
- Ü Learning Community Center

**Extracurricular Activities**

- Ü After School Tutoring
- Ü Alternative Center Facilitator
- Ü After School Athletic Program
- Ü FACTS - Before and After School Care

**Social Services**

- Ü Adult Education
- Ü Literacy Classes
- Ü Guidance Center Resiliency Program
- Ü The Alternative Center Referral Agency

**Transportation Policy**

100% of the students who attend Killip walk. Parents of students who attend Killip using the open enrollment policy must provide transportation for their children.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

ü Teacher Advancement Program demonstration site.

ü Governor's Initiative grant recipient with the Northland Family Help Center.

School Honors

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

Award/Honor	Year
ü Weed and Seed - Safe Haven Site	1999
ü Teacher of the Year Candidate	2003
ü National Teacher Certification Candidate	2003
ü Century 21st Program National Recognition	2002

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>2</sup>	95	95	94	96
Transfers Out <sup>3</sup>	31	20	20	20
Transfers In <sup>4</sup> (Within District)	3	2	2	2
Transfers In <sup>5</sup> (Out of District)	4	10	10	9
Promotion Rate <sup>6</sup>	98	99	98	95
Retention Rate <sup>7</sup>	2	1	2	5
Dropout Rate <sup>8</sup>	--			8
Status Unknown <sup>9</sup>	--			6
Graduation Rate <sup>10</sup>	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	61	72
Grades 3-4	88	95
Grades 4-5	80	76
Grades 5-6	74	82

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 2002-03. 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 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

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	93	758	75372	104	101	101	478	530	523	30	6	9	41	23	25	25	35	36	5	35	30
All Students (Prior Year)	79	781	70809	NA	NA	NA	490	526	518	20	6	11	38	23	27	35	39	35	7	32	27
Female	52	378	36901	108	101	101	473	528	524	32	7	8	45	25	25	24	33	36	0	34	31
Male	41	380	38385	100	102	101	486	532	523	27	6	9	35	20	24	27	38	36	12	37	30
African American	NC	22	3589	NC	100	96	NC	500	501	NC	11	18	NC	37	33	NC	42	33	NC	11	16
Hispanic	44	149	29103	102	100	99	467	503	510	40	15	12	40	38	31	20	26	36	0	20	20
Asian/Pacific Islander	NC	NC	1574	NC	NC	96	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	34	NC	NC	48
American Indian/Alaskan Native	33	168	5086	100	102	114	473	508	491	27	11	22	45	33	38	23	38	28	5	18	12
White	10	407	34597	100	100	98	524	545	535	13	2	4	13	15	20	50	36	38	25	46	38
Students with Disabilities	19	139	8057	119	124	99	469	529	496	67	12	23	0	24	31	33	24	28	0	39	17
Students without Disabilities	74	619	67315	101	97	101	479	530	525	28	6	8	43	23	24	25	36	37	5	35	31
Limited English Proficient Students	34	128	16925	106	106	112	435	469	482	75	34	27	17	43	40	8	17	26	0	6	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	NC	166	26325				NC	524	504	NC	7	15	NC	24	34	NC	42	33	NC	27	18
Non-Economically Disadvantaged	89	592	49047				478	531	530	30	6	6	41	23	21	25	34	37	5	37	35

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	94	761	75221	106	102	101	502	526	523	22	7	8	34	17	16	34	53	56	9	23	21
All Students (Prior Year)	81	775	70860	NA	NA	NA	498	531	524	19	6	9	33	15	17	38	45	45	10	35	30
Female	52	379	36833	108	101	100	501	526	526	26	7	6	34	18	15	29	51	56	11	24	23
Male	42	382	38319	102	103	101	505	526	520	15	6	9	35	16	17	42	56	56	8	23	18
African American	NC	22	3597	NC	100	97	NC	518	510	NC	16	14	NC	5	22	NC	58	53	NC	21	11
Hispanic	44	150	29019	102	101	99	502	513	513	30	17	12	30	27	21	30	42	55	10	15	13
Asian/Pacific Islander	NC	NC	1572	NC	NC	95	NC	NC	536	NC	NC	2	NC	NC	9	NC	NC	57	NC	NC	31
American Indian/Alaskan Native	34	169	5071	103	103	114	492	511	502	14	11	20	50	28	27	36	51	46	0	10	8
White	10	407	34543	100	100	97	529	534	531	0	2	4	25	12	12	50	56	58	25	30	26
Students with Disabilities	20	142	8006	125	127	99	484	523	505	33	13	22	33	21	23	33	41	42	0	26	13
Students without Disabilities	74	619	67215	101	97	101	503	526	524	21	6	7	34	17	16	34	54	56	10	23	21
Limited English Proficient Students	34	130	16853	106	107	112	467	478	489	67	43	29	25	37	36	8	20	32	0	0	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	NC	168	26256				NC	529	509	NC	7	14	NC	16	24	NC	53	51	NC	24	11
Non-Economically Disadvantaged	89	593	48965				502	526	528	22	6	5	34	17	13	34	53	58	9	23	24

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	92	754	73654	103	101	99	503	533	530	27	6	9	25	14	13	45	73	70	3	7	7
All Students (Prior Year)	81	763	68592	NA	NA	NA	509	551	542	29	5	9	19	9	12	48	66	63	5	19	16
Female	50	375	36239	104	100	99	505	537	537	32	7	7	16	12	11	50	71	72	3	9	10
Male	42	379	37301	102	102	98	500	530	523	19	5	12	38	16	15	38	74	68	4	5	5
African American	NC	22	3488	NC	100	94	NC	522	515	NC	21	16	NC	11	18	NC	63	62	NC	5	4
Hispanic	41	146	28348	95	98	96	503	519	520	27	13	13	23	19	17	50	66	65	0	3	5
Asian/Pacific Islander	NC	NC	1558	NC	NC	95	NC	NC	547	NC	NC	3	NC	NC	8	NC	NC	76	NC	NC	13
American Indian/Alaskan Native	34	167	4947	103	102	111	494	516	507	27	10	22	32	25	22	36	61	53	5	4	3
White	10	406	33924	100	100	96	527	543	537	13	2	5	25	10	10	50	79	75	13	9	9
Students with Disabilities	19	138	7306	119	123	90	513	528	506	33	11	24	33	16	20	33	68	52	0	5	4
Students without Disabilities	73	616	66348	100	97	100	502	534	531	26	6	8	25	14	13	46	73	71	3	7	8
Limited English Proficient Students	33	128	16422	103	106	109	473	486	495	50	35	30	33	29	27	17	35	43	0	0	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	NC	164	25711				NC	535	514	NC	3	16	NC	17	19	NC	71	61	NC	9	3
Non-Economically Disadvantaged	88	590	47943				503	533	535	27	7	7	25	13	11	45	73	74	3	7	9

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	85	907	76230	100	101	101	489	513	498	10	5	12	47	33	38	14	15	12	29	46	37
All Students (Prior Year)	88	822	72888	NA	NA	NA	478	505	494	28	10	14	36	37	40	13	13	12	23	41	34
Female	31	418	37247	97	98	100	501	514	500	4	5	11	44	34	40	12	14	13	40	47	37
Male	54	486	38725	102	102	101	481	512	497	15	6	14	50	33	37	15	15	12	21	46	37
African American	NC	18	3594	NC	100	96	NC	494	476	NC	18	22	NC	29	46	NC	12	11	NC	41	21
Hispanic	42	161	28100	100	100	98	487	495	482	7	12	18	54	41	47	18	14	11	21	33	24
Asian/Pacific Islander	NC	10	1447	NC	100	95	NC	500	527	NC	0	5	NC	60	26	NC	10	11	NC	30	58
American Indian/Alaskan Native	30	191	5292	97	99	113	488	498	463	21	10	31	37	40	47	11	17	8	32	34	14
White	NC	511	35389	NC	98	96	NC	523	514	NC	2	6	NC	28	32	NC	15	14	NC	54	48
Students with Disabilities	17	173	9022	100	109	105	500	489	465	0	12	31	50	41	43	0	24	8	50	22	17
Students without Disabilities	68	734	67208	100	99	100	489	515	500	11	5	12	47	33	38	14	14	12	28	48	38
Limited English Proficient Students	24	138	14826	120	104	113	463	467	460	11	25	31	78	55	51	11	14	8	0	7	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	16	236	25037				NA	506	477	NA	8	21	NA	36	47	NA	14	11	NA	42	21
Non-Economically Disadvantaged	69	671	51193				489	515	507	10	5	9	47	33	35	14	15	13	29	48	43

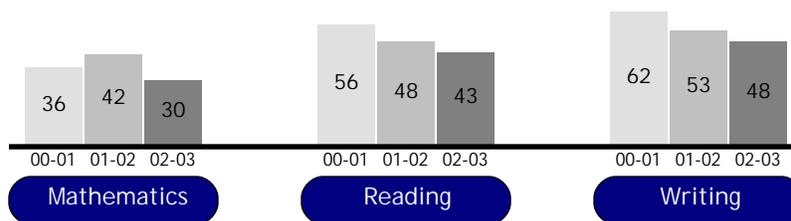
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	905	76202	99	100	101	507	510	505	19	11	19	27	22	24	39	52	46	15	16	11
All Students (Prior Year)	89	824	72779	NA	NA	NA	499	509	505	22	17	21	27	20	20	44	44	43	6	19	15
Female	31	420	37231	97	99	100	521	511	507	4	9	16	28	23	24	44	51	48	24	17	13
Male	53	482	38718	100	101	101	497	509	503	29	13	22	26	20	24	35	52	44	9	14	10
African American	NC	18	3600	NC	100	97	NC	506	497	NC	6	28	NC	31	29	NC	56	39	NC	6	5
Hispanic	42	159	28090	100	99	98	511	504	497	18	20	28	29	28	30	29	37	37	25	15	5
Asian/Pacific Islander	NC	10	1443	NC	100	95	NC	503	515	NC	20	9	NC	20	19	NC	50	53	NC	10	19
American Indian/Alaskan Native	29	191	5311	94	99	113	496	498	491	21	24	38	26	26	31	53	42	28	0	8	3
White	NC	513	35371	NC	99	96	NC	515	512	NC	6	10	NC	18	20	NC	58	54	NC	18	16
Students with Disabilities	16	172	9097	94	109	106	517	502	493	0	16	39	0	21	27	50	58	29	50	5	5
Students without Disabilities	68	733	67105	100	99	100	507	510	506	19	11	18	28	22	24	39	51	47	14	16	12
Limited English Proficient Students	24	137	14780	120	103	113	498	490	486	22	47	50	33	23	32	33	28	18	11	2	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	15	236	24961				NA	502	495	NA	19	32	NA	24	30	NA	47	34	NA	9	4
Non-Economically Disadvantaged	69	669	51241				507	512	509	19	9	14	27	21	22	39	53	51	15	17	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	85	897	74692	100	100	99	494	512	502	20	10	18	36	25	27	42	57	47	2	8	8
All Students (Prior Year)	89	792	70710	NA	NA	NA	494	526	512	27	10	17	30	23	26	34	46	42	9	21	16
Female	32	415	36710	100	98	99	512	518	509	12	7	14	28	25	26	56	59	50	4	9	10
Male	53	479	37742	100	101	98	480	506	495	26	13	22	41	25	28	32	55	44	0	7	6
African American	NC	17	3516	NC	94	94	NC	503	487	NC	27	26	NC	27	31	NC	40	39	NC	7	4
Hispanic	43	158	27492	102	98	96	492	495	486	18	18	27	43	36	32	39	41	38	0	5	4
Asian/Pacific Islander	NC	10	1428	NC	100	94	NC	499	528	NC	20	8	NC	0	20	NC	80	54	NC	0	18
American Indian/Alaskan Native	29	190	5166	94	98	110	496	492	470	21	20	39	37	36	32	37	41	27	5	3	2
White	NC	508	34785	NC	98	94	NC	524	517	NC	5	10	NC	19	23	NC	66	56	NC	10	11
Students with Disabilities	17	169	8428	100	107	98	492	499	472	0	11	38	50	32	30	50	55	29	0	3	3
Students without Disabilities	68	728	66264	100	98	99	494	513	503	21	10	17	35	25	27	42	57	48	2	8	8
Limited English Proficient Students	25	137	14363	125	103	109	472	462	459	33	44	47	33	33	34	33	23	19	0	0	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	15	233	24507				NA	501	480	NA	13	31	NA	31	33	NA	54	33	NA	3	3
Non-Economically Disadvantaged	70	664	50185				494	515	511	20	10	13	36	23	24	42	58	53	2	9	10

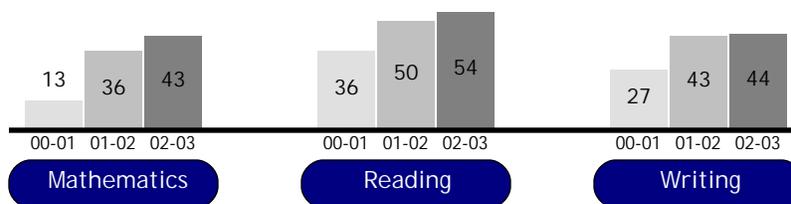
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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?	NA
	Made AYP?	Yes

Glossary:

**Adequate Yearly Progress (AYP):** The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

**Met Percent Tested:** Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

**Met Test Objectives:** The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

**Met Attendance Rate:** Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

**Met Graduation Rate:** School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

**School Improvement - Year 1:** Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

**School Improvement - Year 2:** Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

**Corrective Action:** Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	61	38	61	53	95	29	49	44	95	27	56	50
	Language	68	23	52	45	95	23	45	39	99	20	47	43
	Mathematics	70	44	65	56	95	26	58	52	100	37	64	57
3	Reading	70	41	61	50	93	23	51	43	99	26	53	47
	Language	70	40	61	55	93	29	56	50	100	35	59	54
	Mathematics	70	36	62	53	93	23	58	50	100	30	60	54
4	Reading	70	52	66	55	91	34	56	47	100	32	60	52
	Language	71	46	58	50	91	36	50	45	100	32	53	48
	Mathematics	71	46	65	56	91	40	60	52	100	42	64	57
5	Reading	89	30	57	51	94	36	54	46	99	40	59	50
	Language	95	23	51	46	94	31	48	43	99	33	53	46
	Mathematics	95	37	60	56	94	36	62	54	100	46	67	57
6	Reading	85	40	61	54	100	39	60	49	91	37	63	53
	Language	85	36	54	46	100	31	53	42	91	27	56	45
	Mathematics	85	51	70	61	100	43	69	58	93	41	73	62

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 Safety

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

As an Arizona Behavioral Initiative grant recipient, we will be working to develop and implement a plan that will provide the students who attend Killip the safest and healthiest environment possible.

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) :

10

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.

Contacts

	Name	Phone Number
School Site Council	Joseph M. Gutierrez	(928) 773-4080
Transportation Policy	Joseph M. Gutierrez	(928) 773-4080
Community Resources	Joseph M. Gutierrez	(928) 773-4080
School Nutrition Programs	Don Gala	(928) 527-6091
Parent Organization	Kim Quisido	(928) 773-4080
Student Health/Nurse	D. Wood	(928) 773-4082

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns). If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 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 2002-03 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 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)