

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2300 E 6th Ave, 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 LEARNS¹

Elementary Achievement Profile (a)

2003-04	Performing
2002-03	Performing
2001-02	Maintaining

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

School Overview

Principal/Administrator : Mr. Joseph Gutierrez
 Schedule : 8 AM to 4 PM
 Grades : Pre-K-6
 2004 Enrollment : 515
 Web Address : www.flagstaff.k12.az.us/Killip/
 Phone Number : (928) 773-4080
 Fax Number : (928) 773-4086
 E-mail : jgutier@apsc.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.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

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%.
- ü Each student will participate in at least one exhibition, which will demonstrate achievement of authenticity.
- ü Eighty percent of all Killip students will achieve the meets or exceeds level based on the AIMS assessment.

Enrollment

October 1, 2003 School Year Student Enrollment : 547
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 102

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	7/19/2004
Last Day of School :	6/9/2005

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.

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.

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	2004
Ü Century 21st Program National Recognition	2002

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	78	771	75509	100	98	100	476	526	521	43	11	13	33	19	23	12	35	33	12	35	31
All Students (Prior Year)	93	758	75372	100	100	100	478	530	523	30	6	9	41	23	25	25	35	36	5	35	30
Female	34	366	37013	100	100	100	478	528	522	36	10	12	36	18	24	20	37	33	8	34	31
Male	44	405	38430	100	97	99	474	525	521	50	12	14	31	19	22	4	34	33	15	35	31
African American	NC	23	3660	NC	100	99	NC	483	496	NC	35	24	NC	18	31	NC	35	28	NC	12	18
Hispanic	45	160	30486	100	98	99	479	505	505	46	20	18	27	24	29	19	34	32	8	22	21
Asian/Pacific Islander	--	15	1780	--	100	98	--	555	549	--	0	5	--	7	13	--	43	33	--	50	50
American Indian/Alaskan Native	22	172	4075	100	97	100	477	504	486	38	17	28	38	32	34	6	29	26	19	21	12
White	NC	397	35192	NC	98	99	NC	542	534	NC	6	8	NC	13	19	NC	37	35	NC	44	39
Students with Disabilities	14	145	9708	100	100	100	440	507	489	100	25	32	0	22	27	0	25	24	0	27	17
Students without Disabilities	64	626	65801	100	97	98	478	528	525	41	10	11	35	18	23	12	36	34	12	36	33
Limited English Proficient Students	37	124	16928	100	100	100	451	457	485	59	53	29	35	33	33	0	11	26	6	3	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	70	361	36411				479	507	503	43	18	19	30	28	29	13	33	32	13	21	20
Non-Economically Disadvantaged	NC	410	39040				NC	541	534	NC	6	8	NC	11	19	NC	37	34	NC	46	39

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	78	772	75492	100	99	100	489	526	519	32	9	12	30	14	16	34	48	47	4	29	24
All Students (Prior Year)	94	761	75221	100	100	100	502	526	523	22	7	8	34	17	16	34	53	56	9	23	21
Female	34	366	37014	100	100	100	493	530	523	20	8	10	36	13	15	40	46	48	4	33	27
Male	44	406	38400	100	97	99	484	521	516	44	11	14	24	14	17	28	50	47	4	25	21
African American	NC	23	3665	NC	100	99	NC	504	505	NC	18	20	NC	18	22	NC	53	43	NC	12	14
Hispanic	45	161	30438	100	98	99	488	509	508	27	12	17	38	24	21	31	51	47	4	12	15
Asian/Pacific Islander	--	14	1773	--	93	98	--	549	534	--	0	4	--	0	10	--	23	50	--	77	36
American Indian/Alaskan Native	22	173	4081	100	98	100	490	506	498	38	21	25	25	23	26	31	39	40	6	17	8
White	NC	397	35177	NC	98	99	NC	537	528	NC	5	8	NC	8	13	NC	50	49	NC	38	31
Students with Disabilities	14	144	9707	100	100	100	473	505	495	50	25	33	50	23	21	0	33	33	0	19	13
Students without Disabilities	64	628	65785	100	97	98	489	528	522	31	8	10	29	13	16	35	49	49	4	30	26
Limited English Proficient Students	37	126	16905	100	100	100	473	479	489	47	39	34	41	39	28	12	19	32	0	3	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	70	362	36302				490	508	507	33	17	18	27	20	21	36	48	46	4	15	14
Non-Economically Disadvantaged	NC	410	39164				NC	539	528	NC	4	8	NC	9	13	NC	47	48	NC	40	31

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	78	770	75053	100	98	99	517	607	597	14	6	7	26	11	12	60	75	72	0	9	9
All Students (Prior Year)	92	754	73654	100	100	99	503	533	530	27	6	9	25	14	13	45	73	70	3	7	7
Female	34	363	36872	100	99	99	521	635	621	12	2	5	24	9	9	64	77	74	0	12	12
Male	44	407	38109	100	98	99	512	578	573	16	9	10	28	12	14	56	72	69	0	7	6
African American	NC	22	3636	NC	96	99	NC	541	568	NC	6	12	NC	29	16	NC	65	67	NC	0	6
Hispanic	45	161	30235	100	98	98	518	590	575	8	9	9	38	14	14	54	71	70	0	6	6
Asian/Pacific Islander	--	15	1768	--	100	98	--	640	651	--	0	3	--	0	5	--	79	72	--	21	19
American Indian/Alaskan Native	22	172	4044	100	97	99	497	575	550	31	11	13	13	9	17	56	74	66	0	5	4
White	NC	396	35028	NC	98	99	NC	624	613	NC	3	6	NC	9	10	NC	77	73	NC	11	11
Students with Disabilities	14	143	9625	100	100	100	466	552	530	50	17	21	0	8	21	50	70	55	0	5	4
Students without Disabilities	64	627	65428	100	97	98	519	613	604	13	4	6	27	11	11	60	75	73	0	10	10
Limited English Proficient Students	37	125	16765	100	100	100	490	505	525	18	14	17	41	31	20	41	54	60	0	0	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	70	362	36077				523	572	566	13	9	10	24	15	16	62	72	69	0	4	5
Non-Economically Disadvantaged	NC	408	38950				NC	633	618	NC	3	5	NC	7	9	NC	76	73	NC	13	12

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	84	822	76019	100	100	100	486	508	499	11	7	14	53	40	39	11	16	14	24	36	33
All Students (Prior Year)	85	907	76230	100	100	100	489	513	498	10	5	12	47	33	38	14	15	12	29	46	37
Female	41	402	37207	100	99	100	494	507	499	6	6	12	56	42	41	9	18	14	28	34	33
Male	43	420	38677	100	100	100	478	509	498	17	8	15	50	39	38	13	14	13	20	39	34
African American	NC	25	3817	NC	96	100	NC	483	475	NC	29	23	NC	43	47	NC	0	11	NC	29	18
Hispanic	47	174	29458	100	98	100	485	487	480	10	13	20	53	55	48	17	12	12	20	20	20
Asian/Pacific Islander	--	NC	1673	--	NC	99	--	NC	531	--	NC	4	--	NC	29	--	NC	14	--	NC	53
American Indian/Alaskan Native	24	196	4735	100	100	100	478	490	466	20	10	28	50	49	49	5	21	10	25	20	13
White	12	418	35880	100	100	100	503	522	515	0	2	7	55	32	32	9	17	16	36	48	45
Students with Disabilities	18	154	9786	100	100	100	473	483	457	25	22	39	50	44	40	25	9	7	0	24	13
Students without Disabilities	66	668	66233	99	98	99	487	510	503	10	5	11	53	40	39	10	17	14	26	38	35
Limited English Proficient Students	28	123	15206	100	100	100	458	472	459	25	25	31	67	52	53	0	10	7	8	13	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	70	350	35714				480	488	480	14	11	20	56	53	47	12	16	12	18	21	20
Non-Economically Disadvantaged	14	472	40266				511	520	513	0	4	9	42	33	33	8	17	15	50	46	43

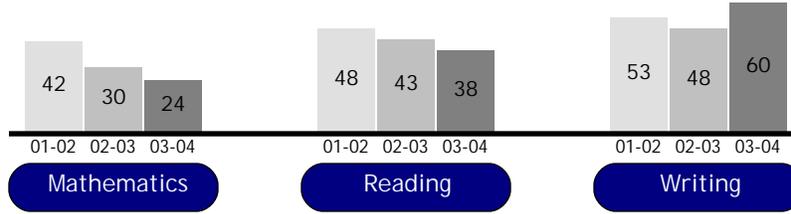
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	821	76020	100	100	100	495	506	503	34	16	25	23	21	23	40	50	40	3	13	12
All Students (Prior Year)	84	905	76202	99	100	100	507	510	505	19	11	19	27	22	24	39	52	46	15	16	11
Female	41	402	37213	100	99	100	499	507	504	28	15	22	25	20	23	41	53	42	6	12	13
Male	43	419	38666	100	100	100	490	505	501	40	17	29	20	22	22	40	47	38	0	14	12
African American	NC	25	3819	NC	96	100	NC	496	494	NC	32	37	NC	26	26	NC	32	31	NC	11	6
Hispanic	47	173	29442	100	97	99	494	499	494	40	28	37	17	27	26	40	35	31	3	10	6
Asian/Pacific Islander	--	NC	1672	--	NC	99	--	NC	513	--	NC	12	--	NC	19	--	NC	49	--	NC	20
American Indian/Alaskan Native	24	196	4735	100	100	100	492	496	489	35	26	48	25	29	25	40	42	24	0	3	3
White	12	419	35890	100	100	100	502	513	511	18	7	15	27	15	20	45	59	48	9	18	18
Students with Disabilities	18	153	9784	100	100	100	494	499	485	25	16	58	50	23	19	25	58	19	0	2	4
Students without Disabilities	66	668	66236	99	98	99	495	507	504	34	16	23	21	21	23	41	50	42	3	14	13
Limited English Proficient Students	28	123	15198	100	100	100	482	487	483	75	56	59	8	17	25	17	23	14	0	4	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	70	348	35703				493	497	494	36	28	37	24	25	26	38	40	31	2	7	6
Non-Economically Disadvantaged	14	473	40274				503	512	509	25	8	17	17	18	20	50	57	47	8	17	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	84	817	75673	100	99	100	510	545	530	15	7	12	37	22	25	48	67	58	0	4	4
All Students (Prior Year)	85	897	74692	100	100	99	494	512	502	20	10	18	36	25	27	42	57	47	2	8	8
Female	41	399	37099	100	98	100	519	556	548	6	4	8	44	17	22	50	74	64	0	5	6
Male	43	418	38441	100	100	99	501	534	513	23	9	16	30	28	29	47	60	52	0	4	3
African American	NC	25	3791	NC	96	99	NC	546	506	NC	5	18	NC	25	29	NC	65	50	NC	5	3
Hispanic	47	171	29305	100	96	99	524	526	507	13	11	16	33	25	31	53	64	51	0	1	2
Asian/Pacific Islander	--	NC	1665	--	NC	99	--	NC	573	--	NC	6	--	NC	16	--	NC	67	--	NC	10
American Indian/Alaskan Native	24	196	4707	100	100	100	482	515	492	25	10	19	40	33	33	35	55	46	0	2	1
White	12	417	35760	100	99	99	517	563	550	0	4	9	45	17	21	55	73	64	0	6	6
Students with Disabilities	18	153	9706	100	100	100	485	497	462	25	16	36	50	42	32	25	42	31	0	0	1
Students without Disabilities	66	664	65967	99	97	99	512	549	536	14	6	10	36	21	25	50	69	60	0	5	5
Limited English Proficient Students	28	121	15115	100	99	100	470	489	471	33	19	26	50	38	38	17	43	35	0	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	70	347	35541				509	525	504	16	10	17	38	32	31	46	55	50	0	3	2
Non-Economically Disadvantaged	14	470	40091				515	558	550	8	4	9	33	16	21	58	75	64	0	5	6

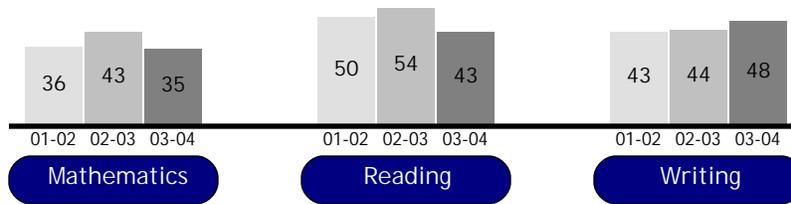
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

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 and go to NCLB link

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	29	49	44	95	27	56	50	90	23	NA	58
	Language	95	23	45	39	99	20	47	43	94	23	52	50
	Mathematics	95	26	58	52	100	37	64	57	96	52	68	64
3	Reading	93	23	51	43	99	26	53	47	89	26	NA	55
	Language	93	29	56	50	100	35	59	54	92	27	63	61
	Mathematics	93	23	58	50	100	30	60	54	99	30	65	61
4	Reading	91	34	56	47	100	32	60	52	95	40	NA	56
	Language	91	36	50	45	100	32	53	48	96	40	56	52
	Mathematics	91	40	60	52	100	42	64	57	99	42	63	61
5	Reading	94	36	54	46	99	40	59	50	100	44	NA	55
	Language	94	31	48	43	99	33	53	46	100	39	55	49
	Mathematics	94	36	62	54	100	46	67	57	100	57	69	63
6	Reading	100	39	60	49	91	37	63	53	96	54	NA	56
	Language	100	31	53	42	91	27	56	45	98	35	58	48
	Mathematics	100	43	69	58	93	41	73	62	98	55	76	66

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

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

Council Duties

- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Textbook Selection
- Ü Curriculum Development
- Ü Budget

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	40.00
Other Professional Staff	1.50	Teacher Aide	2.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 26
 Core academic classes taught by Highly Qualified (NCLB) teachers. 72
 Teachers with Emergency Certificaton. 0

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
- Ü K-CATS Community Service Club

Social Services

- Ü Adult Education
- Ü Literacy Classes
- Ü Guidance Center Resiliency Program
- Ü The Alternative Center Referral Agency
- Ü Parents Anonymous
- Ü Operation School Bell
- Ü Big Brothers/Big Sisters Mentoring
- Ü YMCA

ü Teacher Advancement Program demonstration site.

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

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	91	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	4	2	2	2
Transfers In ⁷ (Out of District)	4	10	9	9
Promotion Rate ⁸	98	98	98	94
Retention Rate ⁹	1	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	59	58
Grades 3-4	78	80
Grades 4-5	79	74
Grades 5-6	74	80

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 2003-04. 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 2004. 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. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. 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).

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 on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. 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

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 515 Copies = \$197.00

** 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.