



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1445 East Hilton Ave, Mesa, AZ 85204

Mesa 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)

2005-06	Highly Performing
2004-05	Performing Plus
2003-04	Performing

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

School Overview

Principal/Administrator : Mr. Mario Ventura
 Schedule : 07:00 AM to 04:00 PM
 Grades : Pre-K-6
 Web Address : www.mpsaz.org/keller/
 Phone Number : (480) 472-6200
 Fax Number : (480) 472-6150
 E-mail : mpventur@mpsaz.org

Mission

Keller provides a diverse school setting with a supportive educational environment and friendly atmosphere. We strive for high academic achievement, social development, and emotional development in a multicultural learning environment.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	Warning Year
2004-05	N/A
2003-04	N/A

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

School / Academic Goals

- ü Students will learn reading skills and strategies using phonics, comprehension strategies and literacy skills using a variety of instructional materials.
- ü Students will learn mathematics skills and concepts using computation, real-world problem solving, measurement, geometry and algebraic thinking.

Enrollment

October 1, 2005 School Year Student Enrollment : 779
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 72

Instructional Programs

- ü Gifted
- ü SEI
- ü Title I
- ü Special Education
- ü Spanish Dual Language

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Keller seeks to provide a physically and emotionally safe environment that promotes high levels of student achievement. We also provide communication between home and school through newsletters, PTO, Site Council, phone calls and parent conferences.

Parents

Parents are expected to attend parent teacher conferences and school activities, read newsletters and other important materials brought home by their child, review homework daily, encourage good attendance and ensure that their child arrives on time.

Transportation Policy

Busing is provided for students living more than one mile from their assigned school. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in their Individualized Education Plan.

School Honors

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

Award/Honor	Year
ü MPS Educator of the Month	1998
ü National Accreditation in Early Childhood	1998
ü Mesa School Dist. Student Services Outstanding Teachers	2001

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	95	5547	80010	97	98	99	445	453	447	9	8	10	20	16	18	61	56	53	9	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	2719	38935	98	98	99	437	452	447	12	8	9	19	17	19	63	56	55	7	19	17
Male	52	2828	40974	96	98	98	453	453	448	8	8	11	21	15	18	60	55	52	12	22	19
African American	NC	236	4201	NC	98	99	NC	437	430	NC	15	17	NC	19	23	NC	56	51	NC	11	9
Hispanic	51	2182	34545	98	98	99	437	434	432	14	12	14	24	23	24	61	56	53	2	8	9
Asian/Pacific Islander	NC	119	2068	NC	98	99	NC	478	474	NC	4	4	NC	9	10	NC	50	50	NC	37	36
American Indian/Alaskan Native	--	226	3979	--	97	96	--	436	424	--	14	17	--	23	30	--	51	47	--	11	6
White	39	2783	35142	95	98	99	453	469	465	5	4	5	18	9	11	59	55	56	18	31	28
Students with Disabilities	17	645	10161	81	90	93	423	419	419	29	27	28	41	30	28	29	36	36	NA	7	8
Students without Disabilities	78	4902	69849	100	99	100	447	457	451	5	5	7	15	14	17	68	58	56	12	22	19
Limited English Proficient Students	10	877	14013	91	97	97	NA	415	413	NA	20	24	NA	33	34	NA	44	39	NA	2	3
Migrant Students	--	37	603	--	93	96	--	418	417	--	19	22	--	43	32	--	27	42	--	11	4
Economically Disadvantaged	60	3005	39029	94	97	98	440	437	432	8	11	14	25	22	25	60	57	52	7	10	9
Non-Economically Disadvantaged	35	2542	40981	100	99	100	454	472	462	11	4	6	11	9	13	63	54	54	14	33	27

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	95	5457	79438	97	97	98	442	457	451	4	7	9	37	21	24	56	60	56	3	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	2686	38775	98	97	99	439	463	457	2	5	7	42	19	22	53	62	58	2	14	13
Male	52	2770	40560	96	96	97	444	452	446	6	8	12	33	23	25	58	58	54	4	10	9
African American	NC	235	4178	NC	98	98	NC	445	439	NC	9	13	NC	28	29	NC	55	52	NC	9	6
Hispanic	51	2140	34297	98	96	98	437	437	434	6	11	14	37	31	31	57	54	50	NA	4	5
Asian/Pacific Islander	NC	119	2063	NC	98	99	NC	479	475	NC	2	3	NC	13	15	NC	64	63	NC	22	20
American Indian/Alaskan Native	--	218	3940	--	94	95	--	443	429	--	10	14	--	27	36	--	57	47	--	6	3
White	39	2744	34887	95	97	98	445	475	471	3	3	4	36	13	15	56	65	63	5	19	18
Students with Disabilities	17	557	9588	81	77	88	435	420	416	6	24	30	53	32	32	41	38	34	NA	5	5
Students without Disabilities	78	4900	69850	100	99	100	442	461	456	4	5	7	33	20	23	59	62	59	4	13	12
Limited English Proficient Students	10	846	13856	91	93	96	NA	411	407	NA	22	27	NA	44	43	NA	34	29	NA	0	1
Migrant Students	--	35	600	--	88	96	--	422	418	--	17	22	--	43	38	--	40	39	--	NA	2
Economically Disadvantaged	60	2946	38685	94	95	97	436	441	435	3	10	14	42	29	32	53	55	50	2	5	5
Non-Economically Disadvantaged	35	2511	40753	100	98	99	451	477	467	6	3	5	29	12	16	60	65	62	6	20	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	94	5524	79971	96	98	99	430	415	423	3	8	8	41	46	41	53	44	49	2	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2715	38974	95	98	99	430	429	437	5	5	5	40	40	33	55	53	57	NA	2	4
Male	52	2808	40895	96	97	98	430	402	410	2	11	10	42	53	47	52	35	41	4	1	2
African American	NC	235	4203	NC	98	99	NC	408	411	NC	8	11	NC	55	45	NC	34	43	NC	3	2
Hispanic	50	2166	34481	96	97	99	433	399	410	NA	12	10	44	53	46	54	35	43	2	1	1
Asian/Pacific Islander	NC	119	2067	NC	98	99	NC	440	449	NC	2	4	NC	36	28	NC	60	60	NC	3	8
American Indian/Alaskan Native	--	224	3995	--	97	96	--	403	409	--	11	10	--	50	47	--	38	42	--	0	1
White	39	2779	35150	95	98	99	425	429	437	8	5	5	41	41	35	49	52	56	3	2	5
Students with Disabilities	17	645	10258	81	90	94	431	373	377	6	20	23	41	54	51	53	24	25	NA	1	1
Students without Disabilities	77	4879	69713	100	99	100	430	420	429	3	6	5	42	45	39	53	46	52	3	2	3
Limited English Proficient Students	NC	865	13985	NC	95	97	NC	371	382	NC	22	18	NC	56	54	NC	22	27	NC	0	0
Migrant Students	--	37	608	--	93	97	--	397	389	--	8	16	--	62	50	--	30	33	--	NA	0
Economically Disadvantaged	60	2986	38994	94	97	98	426	401	409	2	11	10	42	52	47	55	36	41	2	1	1
Non-Economically Disadvantaged	34	2538	40977	100	99	100	437	432	437	6	4	5	41	40	34	50	53	56	3	3	5

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

4th 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	94	5739	80147	93	98	99	499	498	482	4	6	11	17	13	17	50	48	49	29	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	2849	39281	96	99	99	501	498	483	4	5	9	21	13	17	45	49	50	30	33	24
Male	47	2889	40780	90	98	98	498	497	482	4	7	12	13	12	17	55	48	48	28	32	24
African American	NC	252	4249	NC	98	99	NC	478	464	NC	11	17	NC	19	22	NC	51	48	NC	19	13
Hispanic	46	2106	33494	96	98	99	487	479	466	4	9	15	15	18	23	59	55	49	22	18	14
Asian/Pacific Islander	NC	144	2103	NC	100	99	NC	513	515	NC	2	4	NC	12	8	NC	42	44	NC	44	45
American Indian/Alaskan Native	NC	239	4117	NC	98	96	NC	472	456	NC	10	19	NC	25	27	NC	50	46	NC	15	8
White	39	2998	36122	93	98	99	518	514	501	5	4	5	18	8	10	36	44	50	41	44	35
Students with Disabilities	NC	657	10295	NC	90	92	NC	451	443	NC	25	33	NC	27	26	NC	38	33	NC	10	8
Students without Disabilities	86	5082	69852	100	99	100	501	503	488	2	4	7	16	11	16	50	50	51	31	35	26
Limited English Proficient Students	11	640	12722	92	96	97	453	449	441	9	19	27	45	31	33	45	45	37	NA	5	3
Migrant Students	--	37	622	--	100	97	--	465	454	--	19	19	--	27	30	--	38	43	--	16	8
Economically Disadvantaged	68	2944	38371	92	97	97	489	480	465	4	9	15	21	18	23	53	52	49	22	20	13
Non-Economically Disadvantaged	26	2795	41776	96	99	100	530	516	498	4	3	6	8	7	11	42	45	49	46	45	33

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	5655	79686	93	97	98	479	478	470	4	7	11	24	21	24	63	61	57	9	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	2823	39163	96	98	99	479	482	475	4	6	9	30	19	22	57	63	60	9	12	10
Male	47	2831	40438	90	96	97	479	474	465	4	9	13	19	22	25	68	60	54	9	10	7
African American	NC	248	4228	NC	96	98	NC	465	458	NC	11	15	NC	23	28	NC	61	53	NC	4	4
Hispanic	46	2071	33299	96	96	98	467	458	452	2	12	17	33	30	32	61	54	47	4	4	3
Asian/Pacific Islander	NC	141	2097	NC	98	99	NC	490	490	NC	3	5	NC	18	13	NC	65	68	NC	14	14
American Indian/Alaskan Native	NC	236	4087	NC	97	96	NC	454	446	NC	10	16	NC	40	38	NC	49	44	NC	1	2
White	39	2959	35914	93	97	98	496	495	489	5	3	5	15	13	15	67	67	67	13	17	14
Students with Disabilities	NC	571	9808	NC	78	87	NC	440	432	NC	25	35	NC	35	32	NC	35	30	NC	5	3
Students without Disabilities	86	5084	69878	100	99	100	481	482	475	1	5	8	24	19	23	65	64	61	9	12	9
Limited English Proficient Students	11	617	12594	92	93	96	432	425	422	9	31	34	73	46	45	18	23	21	NA	0	0
Migrant Students	--	34	611	--	92	95	--	448	439	--	18	22	--	44	39	--	35	37	--	3	2
Economically Disadvantaged	68	2879	38095	92	95	97	470	462	452	3	11	17	31	29	32	60	55	48	6	5	3
Non-Economically Disadvantaged	26	2776	41591	96	98	99	504	495	486	8	3	6	8	13	16	69	67	65	15	17	13

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	93	5728	80372	92	98	99	483	476	475	4	3	4	28	31	30	67	64	64	1	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	2841	39452	94	99	99	497	487	488	2	2	3	17	22	22	78	73	72	2	3	3
Male	47	2887	40836	90	98	98	469	464	464	6	4	6	38	39	37	55	56	56	NA	1	1
African American	NC	249	4264	NC	97	99	NC	470	465	NC	4	5	NC	38	35	NC	57	59	NC	2	1
Hispanic	45	2102	33608	94	98	99	476	460	462	2	6	6	33	38	36	62	55	57	2	1	1
Asian/Pacific Islander	NC	143	2098	NC	99	99	NC	492	500	NC	1	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	NC	239	4128	NC	98	97	NC	462	464	NC	3	4	NC	48	39	NC	49	56	NC	NA	1
White	39	2995	36213	93	98	99	495	487	489	8	2	2	21	24	22	72	72	72	NA	3	3
Students with Disabilities	NC	651	10526	NC	89	94	NC	428	427	NC	13	15	NC	53	53	NC	32	31	NC	2	1
Students without Disabilities	85	5077	69846	100	99	100	485	481	482	2	2	3	27	28	26	69	68	69	1	2	2
Limited English Proficient Students	10	637	12747	83	96	97	NA	421	432	NA	16	12	NA	52	52	NA	32	36	NA	NA	0
Migrant Students	--	37	621	--	100	97	--	450	452	--	14	9	--	38	40	--	49	51	--	NA	0
Economically Disadvantaged	68	2941	38521	92	97	98	476	462	461	4	5	6	34	38	38	60	56	55	1	1	1
Non-Economically Disadvantaged	25	2787	41851	93	99	100	504	491	489	4	1	3	12	23	22	84	73	72	NA	3	4

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	81	5603	79306	91	98	99	531	518	504	4	9	13	14	15	20	54	50	49	28	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	2724	38845	94	98	99	529	518	505	4	8	11	20	16	20	49	51	50	27	26	18
Male	36	2879	40383	88	97	98	533	517	504	3	10	14	6	14	19	61	50	47	31	26	19
African American	NC	240	4171	NC	98	98	NC	494	485	NC	15	20	NC	23	26	NC	50	44	NC	12	10
Hispanic	43	2000	32673	91	98	99	518	496	487	2	14	18	19	22	25	63	52	46	16	12	10
Asian/Pacific Islander	NC	157	2147	NC	99	99	NC	535	539	NC	6	5	NC	6	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	NC	232	4034	NC	98	97	NC	493	479	NC	15	22	NC	27	29	NC	48	43	NC	10	7
White	33	2974	36234	89	98	99	548	535	523	6	4	6	9	9	13	36	49	52	48	37	28
Students with Disabilities	NC	622	10286	NC	87	91	NC	469	462	NC	32	41	NC	27	27	NC	34	27	NC	7	5
Students without Disabilities	73	4981	69020	99	99	100	532	523	510	3	6	9	12	14	18	53	52	52	32	28	21
Limited English Proficient Students	NC	601	10291	NC	95	96	NC	462	458	NC	34	38	NC	33	34	NC	31	26	NC	3	2
Migrant Students	--	33	630	--	100	95	--	486	478	--	27	24	--	18	27	--	48	43	--	6	6
Economically Disadvantaged	56	2874	37437	89	97	97	521	499	486	5	13	19	11	21	26	61	51	46	23	14	9
Non-Economically Disadvantaged	25	2729	41869	96	98	100	551	538	521	NA	4	7	20	9	14	40	49	51	40	39	27

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	81	5547	79000	91	97	98	502	496	489	5	7	10	22	20	24	60	62	58	12	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	2710	38774	94	98	99	499	501	494	7	5	7	24	19	22	53	63	61	16	12	10
Male	36	2837	40150	88	96	98	506	492	485	3	9	12	19	21	25	69	61	55	8	9	8
African American	NC	238	4153	NC	97	98	NC	481	476	NC	11	13	NC	24	30	NC	61	53	NC	4	4
Hispanic	43	1963	32508	91	96	98	491	476	472	5	12	15	35	31	33	56	53	49	5	4	3
Asian/Pacific Islander	NC	156	2142	NC	99	99	NC	510	510	NC	2	4	NC	17	14	NC	66	67	NC	15	16
American Indian/Alaskan Native	NC	228	4016	NC	97	96	NC	474	467	NC	11	14	NC	32	37	NC	54	46	NC	4	2
White	33	2962	36135	89	97	98	515	513	508	6	3	4	9	12	14	64	69	67	21	16	15
Students with Disabilities	NC	569	9991	NC	79	88	NC	456	449	NC	22	33	NC	36	36	NC	39	29	NC	3	2
Students without Disabilities	73	4978	69009	99	99	100	503	500	495	4	5	6	22	19	22	62	65	62	12	12	10
Limited English Proficient Students	NC	573	10199	NC	91	95	NC	441	439	NC	33	35	NC	46	47	NC	20	18	NC	1	0
Migrant Students	--	33	629	--	100	95	--	456	457	--	24	22	--	42	41	--	33	37	--	NA	1
Economically Disadvantaged	56	2829	37234	89	96	97	493	478	472	7	11	15	25	29	33	61	55	50	7	4	3
Non-Economically Disadvantaged	25	2718	41766	96	98	99	521	515	505	NA	2	5	16	11	16	60	69	65	24	18	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	80	5609	79611	90	98	99	510	490	496	4	7	7	33	43	37	61	50	56	3	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	2732	39016	94	98	99	524	505	511	2	4	4	24	34	29	71	61	66	2	1	1
Male	35	2877	40519	85	97	98	490	476	482	6	9	10	43	51	44	49	40	46	3	1	0
African American	NC	236	4188	NC	96	98	NC	480	486	NC	9	9	NC	45	40	NC	44	50	NC	2	0
Hispanic	42	2001	32855	89	98	99	514	470	481	2	11	10	33	51	43	64	37	47	NA	0	0
Asian/Pacific Islander	NC	157	2149	NC	99	100	NC	508	519	NC	3	4	NC	31	24	NC	66	70	NC	1	2
American Indian/Alaskan Native	NC	231	3992	NC	98	96	NC	477	478	NC	8	10	NC	52	46	NC	40	44	NC	NA	0
White	33	2984	36380	89	98	99	507	504	511	6	4	4	27	36	30	64	59	65	3	1	1
Students with Disabilities	NC	639	10664	NC	89	94	NC	437	440	NC	21	23	NC	56	54	NC	20	22	NC	4	1
Students without Disabilities	72	4970	68947	97	99	100	510	496	504	3	5	4	36	41	34	61	54	61	NA	0	1
Limited English Proficient Students	NC	599	10362	NC	95	97	NC	415	438	NC	30	22	NC	56	57	NC	14	21	NC	0	NA
Migrant Students	--	32	636	--	97	96	--	439	467	--	25	14	--	56	47	--	19	38	--	NA	0
Economically Disadvantaged	55	2874	37626	87	97	98	505	472	479	5	10	10	36	51	45	55	38	45	4	1	0
Non-Economically Disadvantaged	25	2735	41985	96	99	100	519	508	511	NA	3	4	24	34	30	76	63	65	NA	1	1

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

6th 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	101	5505	79327	94	98	98	521	531	518	18	12	19	16	16	20	53	50	46	13	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	2626	38961	90	98	98	518	532	520	13	11	16	20	17	20	59	51	48	9	21	16
Male	55	2875	40295	98	98	97	524	531	516	22	13	21	13	16	19	49	48	44	16	23	16
African American	NC	215	4247	NC	97	98	NC	504	499	NC	24	27	NC	25	24	NC	41	41	NC	10	8
Hispanic	52	1926	32327	96	98	98	511	510	499	19	18	27	27	23	25	44	49	41	10	10	8
Asian/Pacific Islander	NC	138	1939	NC	98	99	NC	542	556	NC	9	6	NC	15	10	NC	51	47	NC	25	36
American Indian/Alaskan Native	NC	240	4391	NC	95	96	NC	502	489	NC	25	32	NC	23	27	NC	44	36	NC	8	4
White	38	2984	36373	93	99	98	538	549	538	16	7	10	5	11	14	63	51	52	16	31	25
Students with Disabilities	12	587	9321	71	89	87	NA	473	467	33	44	54	NA	23	22	58	27	21	8	5	3
Students without Disabilities	89	4918	70006	99	99	100	521	537	524	16	8	14	18	15	19	53	53	49	13	24	18
Limited English Proficient Students	13	525	9431	100	95	95	457	475	466	54	40	53	38	30	27	8	29	18	NA	1	1
Migrant Students	--	37	635	--	90	94	--	490	488	--	30	31	--	24	29	--	43	36	--	3	4
Economically Disadvantaged	56	2687	37097	95	97	97	507	511	498	20	18	27	23	21	25	54	49	41	4	11	7
Non-Economically Disadvantaged	45	2818	42230	94	99	99	539	550	535	16	6	11	7	11	15	53	50	50	24	32	24

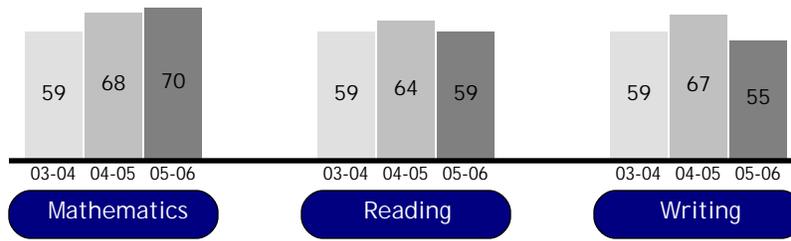
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	5447	79501	94	97	98	500	506	497	11	6	10	20	20	25	65	68	60	4	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	2606	39062	90	98	99	494	510	502	11	5	8	24	19	23	61	70	64	4	6	5
Male	55	2837	40368	98	97	98	505	503	491	11	8	13	16	22	27	69	66	57	4	5	3
African American	NC	214	4279	NC	97	99	NC	492	485	NC	11	14	NC	30	30	NC	56	54	NC	3	2
Hispanic	52	1887	32389	96	96	98	490	488	478	15	10	16	25	31	34	56	58	48	4	2	1
Asian/Pacific Islander	NC	137	1936	NC	97	99	NC	506	519	NC	4	3	NC	24	14	NC	69	73	NC	4	9
American Indian/Alaskan Native	NC	234	4401	NC	93	96	NC	482	473	NC	11	17	NC	36	40	NC	50	43	NC	2	1
White	38	2973	36446	93	98	99	518	521	516	8	4	4	13	12	15	79	76	73	NA	8	7
Students with Disabilities	12	532	9411	71	80	88	NA	461	453	33	28	36	8	34	36	42	34	26	17	4	1
Students without Disabilities	89	4915	70090	99	99	100	500	510	502	8	4	7	21	19	24	69	72	65	2	6	5
Limited English Proficient Students	13	496	9401	100	90	94	440	450	443	46	28	40	46	51	46	8	20	14	NA	1	0
Migrant Students	--	35	642	--	85	95	--	475	465	--	11	24	--	43	41	--	43	35	--	3	0
Economically Disadvantaged	56	2646	37183	95	96	97	489	489	479	14	10	16	23	29	34	59	59	49	4	2	1
Non-Economically Disadvantaged	45	2801	42318	94	98	99	514	522	513	7	3	5	16	12	17	73	76	70	4	9	7

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	102	5492	80000	95	98	99	574	565	564	6	3	3	7	10	11	75	77	75	12	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	2626	39288	92	98	99	587	580	579	2	2	2	4	5	6	81	78	77	13	15	16
Male	55	2862	40644	98	97	98	564	552	549	9	4	4	9	14	15	71	76	74	11	6	7
African American	NC	218	4307	NC	99	99	NC	550	551	NC	6	4	NC	11	13	NC	75	75	NC	8	7
Hispanic	53	1917	32672	98	97	99	575	548	548	4	4	4	8	13	14	79	77	76	9	6	6
Asian/Pacific Islander	NC	138	1945	NC	98	99	NC	577	592	NC	1	1	NC	10	4	NC	77	69	NC	12	25
American Indian/Alaskan Native	NC	240	4424	NC	95	97	NC	546	549	NC	4	3	NC	15	14	NC	77	77	NC	5	5
White	38	2977	36602	93	98	99	574	578	579	11	2	2	5	8	7	71	77	75	13	14	16
Students with Disabilities	12	585	9919	71	88	93	NA	497	505	25	11	9	8	34	35	50	51	54	17	5	2
Students without Disabilities	90	4907	70081	100	99	100	574	572	571	3	2	2	7	7	7	79	80	79	11	11	12
Limited English Proficient Students	13	517	9571	100	93	96	509	490	502	8	14	10	31	29	29	62	56	60	NA	2	1
Migrant Students	--	37	654	--	90	97	--	529	534	--	8	7	--	14	16	--	78	74	--	NA	3
Economically Disadvantaged	57	2675	37534	97	97	98	562	547	547	9	4	4	9	14	15	72	77	76	11	5	5
Non-Economically Disadvantaged	45	2817	42466	94	99	100	591	582	578	2	1	2	4	7	7	80	77	75	13	15	16

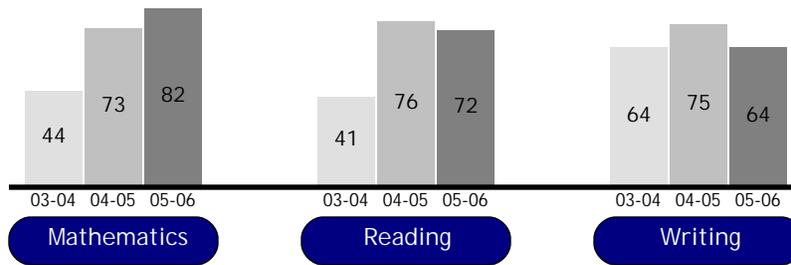
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	N
	Met Test Objectives?	Y
	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 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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	81	57	NA	58	91	43	50	47	86	41	50	46
	Language	85	40	53	50	91	36	49	47	86	28	50	48
	Mathematics	87	62	71	64	92	48	54	50	86	35	56	52
3	Reading	92	45	NA	55	92	42	50	44	86	43	52	46
	Language	94	42	63	61	92	39	49	44	86	35	48	46
	Mathematics	96	49	66	61	92	50	55	51	86	50	56	52
4	Reading	88	58	NA	56	95	45	52	48	87	59	58	52
	Language	93	51	55	52	95	51	52	49	87	58	58	52
	Mathematics	94	65	68	61	95	58	59	53	87	65	67	58
5	Reading	91	55	NA	55	86	55	55	50	83	63	61	56
	Language	93	54	55	49	86	55	55	50	83	61	59	54
	Mathematics	93	63	71	63	87	54	54	49	83	59	59	52
6	Reading	95	52	NA	56	95	56	58	51	84	63	63	56
	Language	98	44	55	48	95	50	54	47	84	58	58	50
	Mathematics	94	61	76	66	93	61	62	52	84	63	68	58

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/

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)
- 3 Non-certified Employee(s)
- 5 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü School Wide Discipline
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Student Achievement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	45.00
Other Professional Staff	26.00	Teacher Aide	34.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	1	2	0	0
7 to 9 years	4	3	0	0
10 or more years	7	24	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	38
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü PC 32-station Lab
- Ü Media Center Productivity Center

Extracurricular Activities

- Ü Band
- Ü Orchestra
- Ü Chorus
- Ü Math Facts Club
- Ü Afterschool Sports
- Ü Student Council
- Ü Spanish
- Ü Drama

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Crisis/Teacher Assistance Team
- Ü Counseling Services
- Ü Head Start

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Keller School has achieved 100 percent of our 'Student Achievement Incentive' goals for the past six years.

ü Keller School continues to maintain our district reading and math averages on our spring Criterion Reference Tests.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

Keller staff, aides and volunteers work together to help make our school as safe as possible. The playground area is supervised from 7:30 until school begins. Students are closely supervised during school hours and during after school release time.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

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	Mario Ventura	(480) 472-6200
Transportation Policy	Mike Yonker	(480) 472-6100
Community Resources	Veronica Dailey	(480) 472-6154
School Nutrition Programs	Anna Whitaker	(480) 472-6151
Parent Organization		(480) 472-6200
Student Health/Nurse	Marilyn Reiling	(480) 472-6175

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.

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.

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 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.

6 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.

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