

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Helen Keeling Elementary School

Amphitheater Unified District
2837 N. Los Altos, Tucson, AZ 85705-4698

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Principal: Mr. Arthur J. DeFilippo

Schedule: 7:30 AM to 4:00 PM

Web Address: www.amphi.com/~keeling/

E-mail: Unpublished or Unavailable

Grades: Pre-K-5

2002 Enrollment: 496

Phone: (520) 696-6940

Fax: (520) 696-6944

∨ School Overview ∨

Mission

The mission of the Keeling School community is to educate individuals to their maximum potential by providing a quality education in an atmosphere of mutual respect and trust.

Organization and Philosophy

- w Success For All Program
- w Saxon Math Program
- w Self-contained Classrooms
- w Traditional

Instructional Programs

- w Success For All Reading
- w Full-day Kindergarten
- w On-site Special Education
- w Gifted
- w Head Start

School/Academic Goals

- w All students will perform at or above the grade-level standard on the Research Paper Project by the end of the school year.
- w All students will be reading at or above grade level by the end of the school year.
- w All students will perform at or above grade level in math at the end of the school year.

Enrollment

October 1, 2001 School Year Student Enrollment:	493
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	No
Number of Students Attending Under Open Enrollment in 2001-02:	53

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

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

∨ **School Site Council** ∨

Council Composition

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

Council Duties

w Parent/Educator Relations
 w Curriculum Development
 w Instructional Strategies
 w School Safety Issues
 w Family Support Team Issues
 w Title I Budget Decisions

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	38.00
Other Professional Staff	1.00	Teacher Aide	7.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	1	0	0
4 to 6 years	7	1	0	0
7 to 9 years	5	1	0	0
10 or more years	5	9	1	0

∨ **Shared Responsibilities** ∨

School

Keeling is a student-centered school. Keeling is committed to meeting all the needs of its students. Parents, students and staff commit to open communication, understanding and a sense of togetherness. Parents, students and classroom teachers enter into, and sign, a contract of understanding of the Keeling rules, policies and district regulations.

Parents

Keeling parents will support our school in educating their children by seeing that their children attend school regularly and on time; by providing time to do schoolwork and checking on its progress; by letting their children know the importance of education; by providing their children with balanced, nutritionally sound breakfasts and ensuring eight hours of unbroken sleep; and by encouraging their children to do their best.

∨ **Transportation Policy** ∨

District vehicles and school buses are provided as a service to district students. Riding in the school vehicle is a privilege. Only those students residing in the attendance area of their school of attendance shall be eligible for transportation. Bus stops will be located one-half mile for grades K-3; one mile for grades 4-5.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/8/02
Average Daily Instruction Time:	5 hrs. 0 min.	Last Day of School:	5/21/03

Operates on Traditional Schedule

Report Card Release Dates

10/25/02	1/10/03	3/28/03	5/21/03
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Additional Calendar/Report Card Information

Success For All Program: Every eight weeks, students are tested in reading and the results are reported to the School Council members.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Computer Lab	W Library
W Art Room	W Music Room

Extracurricular Activities

W PAL (Play and Learn)	W KIDCO (Parks & Recreation)
W Girl Scouts of America	W Boy Scouts of America
W Miler's Club	W Achieve Tutoring Program

School/Community Resources

W Breakfast Program	W Lunch Program
W Afterschool Program	W Day Care
W Clothing/Food Banks	W Adult Education
W Literacy Classes	

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

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|--|--|
| <p>w Keeling families needing assistance and/or referrals were many. Issues were numerous: Academics, counseling, behavior, medical, dental, vision, hearing needs and general health. Ongoing referrals for clothing and/or food seemed to be a common need.</p> <p>w School Resource Officer visits the classrooms, talking about his role as a police officer, the relationship between the Tucson Police Department and our school, and provided the students with information about safety.</p> | <p>w Preschool transition to Kindergarten was set-up for preschool kids to spend the day in all four Kindergarten classes. Head Start preschool children came to elementary assemblies. Teachers from Head Start met with our Kindergarten teachers.</p> <p>w Keeling's community efforts to eliminate violence in the home, school and neighborhood. Graffiti continues to be at an all-time minimum, thanks to our parents and neighborhood association.</p> |
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Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	91.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	17.6 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.9 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	6.5 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.6 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.4 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Honor Awards (Grades 4-5) 1994-2002	2002

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	School 65	519	6%	20%	52%	22%
	State	58840	524	9%	17%	45%	29%
Writing	School	64	548	5%	11%	66%	19%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	64	537	3%	22%	39%	36%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	55	495	33%	27%	36%	4%
	State	61305	505	21%	20%	43%	15%
Writing	School	55	487	27%	40%	25%	7%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	54	489	7%	54%	9%	30%
	State	61760	494	14%	40%	12%	34%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	78	59	60	--	--	--
2	Reading	--	--	--	100	44	50	76	56	52	67	44	53	79	51	57
	Language	--	--	--	100	31	40	77	42	43	71	36	44	79	33	48
	Mathematics	--	--	--	100	57	51	70	64	55	70	53	57	78	65	61
3	Reading	47	52	47	100	50	47	73	48	48	66	53	50	76	45	50
	Language	61	41	49	100	45	51	73	51	54	64	56	56	82	50	57
	Mathematics	61	58	46	100	67	49	79	59	52	66	65	54	80	59	56
4	Reading	79	45	53	100	46	54	74	53	54	64	45	55	61	43	55
	Language	79	44	47	100	46	49	73	43	48	64	46	50	63	50	50
	Mathematics	80	66	51	100	69	54	80	61	55	64	58	57	64	63	58
5	Reading	100	45	51	100	37	51	85	44	51	82	44	51	70	34	53
	Language	100	31	42	100	32	44	87	37	45	78	40	45	66	33	47
	Mathematics	100	41	51	100	60	54	92	70	55	82	67	57	70	50	59

∨ **Measure of Academic Progress** ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	67	73
Grades 3-4	55	69
Grades 4-5	63	75
Grades 5-6	***	***

*Less than 10 students matched

**No information available

***Not applicable

∨ **School Safety** ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

We have a School Resource Officer (SRO) that visits the classrooms discussing safety issues. We have extra personnel on the grounds, all with walkie talkies. We have a full-time physical education teacher who talks about and teaches safety habits. We have a full-time Behavior Intervention Monitor.

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).

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School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,959	\$1,521,551
Classroom Supplies	\$34	\$17,445
Administration	\$425	\$218,737
Support Services-Students	\$180	\$92,638
Other Support Services and Operations	\$696	\$358,097
Total Expenditures- All Categories 2000-2001	\$4,294	\$2,208,468

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Arthur DeFilippo	(520) 696-6944	
Transportation Policy	Transportation Department	(520) 696-3783	
Community Resources	Carlos (Sonny) Valencia	(520) 696-6974	
School Nutrition Programs	Karen Martin	(520) 696-5134	
Parent Organization	Susan Conner	(520) 229-1806	
Student Health/Nurse	Helen Sunstedt	(520) 696-6359	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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