

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

8990 W. Orangewood, Glendale, AZ 85305

Peoria Unified School 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

**High School
Achievement Profile (a)**

2005-06	Performing Plus
2004-05	N/A
2003-04	N/A

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

School Overview

Principal/Administrator : Mrs. Shona Miranda
 Schedule : 06:45 AM to 03:15 PM
 Grades : 9-11
 Web Address : rskhigh.peoriaud.k12.az.us
 Phone Number : (623) 412-5425
 Fax Number : (623) 412-5447
 E-mail : smiranda@peoriaud.k12.az.us

Mission

The Mission of Raymond S. Kellis High School is to foster personal and academic excellence, to promote responsible citizenship, and to celebrate diversity.

No Child Left Behind

**Adequate Yearly
Progress (b)**

2005-06	Not Met
2004-05	N/A
2003-04	N/A

**School Improvement
Status (b)**

2005-06	N/A
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 Raymond S. Kellis High School will increase academic achievement for all students by developing a coherent curriculum that integrates state standards and technology and incorporates innovative instruction.
- ü Raymond S. Kellis High School will use a variety of data to improve instructional practice and positively affect student achievement.
- ü Raymond S. Kellis High School will expand organizational effectiveness and promote comprehensive professional development.
- ü Raymond S. Kellis High School will provide a safe and orderly campus that builds strong relationships with parents, community members and business partners and incorporates community-based learning opportunities.

Enrollment

October 1, 2005 School Year Student Enrollment : 963
 Accepting New Students in 2005-06 Under Open Enrollment Law :² No
 Number of Students Attending Under Open Enrollment in 2005-06 : 137

Instructional Programs

- ü Culinary Arts & Hospitality Management
- ü Building Trades & Woodworking
- ü Sports Medicine
- ü Smaller Learning Communities
- ü Extended Learning Opportunities
- ü Integration of CTE and Core curriculum
- ü SEI Instruction
- ü On-site Special Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

It is the responsibility of all Peoria Unified School District employees to provide all students with the best learning environment and the best opportunities to learn. Each school invites and maintains high parent involvement and encourages participation. There are many opportunities for parents to be involved throughout the year.

Parents

Parents have the responsibility to act in partnership with the school and work with staff to educate students. This includes supporting attendance, monitoring students' work, modeling positive attitudes, attending activities and fostering respect. Parents are invited and encouraged to visit Raymond S. Kellis High School.

Transportation Policy

Transportation is provided for eligible students who reside within the attendance boundary but beyond two miles of Raymond S. Kellis High School. Transportation services are provided for eligible special education students to Raymond S. Kellis High School or other facilities as noted in the IEP.

School Honors

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

Award/Honor	Year
ü West Valley Region Athletic Director of the Year	2005
ü FCCLA Advisory Board Member	2005
ü Patron Tour hosted by Raymond S. Kellis High School	2006
ü Excellent Ratings and Captions - Marching Corps	2005

10th 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	395	2945	71130	93	95	95	711	717	701	12	8	23	8	8	13	64	66	51	15	18	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	195	1481	35465	96	97	96	711	716	702	9	8	21	10	8	13	68	70	53	13	15	13
Male	200	1464	35648	90	93	94	712	718	701	15	9	24	7	8	12	61	62	50	18	21	14
African American	30	166	3868	100	97	95	687	700	686	20	16	33	17	13	17	53	62	45	10	8	6
Hispanic	117	621	25103	88	93	95	712	706	685	11	15	34	8	10	16	66	64	45	15	12	5
Asian/Pacific Islander	10	119	1805	100	100	98	NA	733	731	NA	3	9	NA	9	7	NA	56	50	NA	31	34
American Indian/Alaskan Native	NC	32	4241	NC	86	90	NC	703	679	NC	13	39	NC	9	19	NC	69	39	NC	9	3
White	233	2007	36075	94	95	95	714	721	715	12	6	12	8	7	9	65	67	58	16	20	21
Students with Disabilities	45	209	5862	61	62	71	673	672	658	24	42	63	9	20	15	53	35	20	13	4	2
Students without Disabilities	350	2736	65268	100	99	98	713	720	705	10	6	19	8	7	12	66	68	54	16	19	15
Limited English Proficient Students	NC	59	4859	NC	88	93	NC	681	662	NC	36	64	NC	15	15	NC	46	20	NC	3	1
Migrant Students	NC	NC	786	NC	NC	95	NC	NC	681	NC	NC	38	NC	NC	18	NC	NC	41	NC	NC	4
Economically Disadvantaged	106	333	22957	87	92	93	709	703	685	12	16	34	6	10	17	66	63	44	16	11	5
Non-Economically Disadvantaged	289	2612	48173	95	95	96	712	719	709	12	8	17	9	8	11	64	66	55	15	19	18

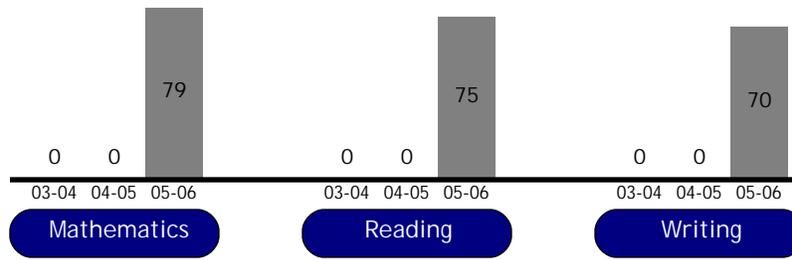
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	427	3045	73018	99	97	97	703	716	703	6	3	6	19	13	23	69	76	64	6	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	204	1503	36181	98	98	97	709	720	708	3	2	4	16	11	21	75	78	65	6	9	9
Male	223	1542	36816	99	97	96	697	712	699	8	4	7	22	16	24	64	74	62	6	7	7
African American	32	170	3976	100	99	96	689	700	689	6	6	8	25	15	29	59	73	59	9	6	3
Hispanic	131	643	25801	97	96	96	700	705	683	5	3	10	27	21	34	63	69	53	5	7	3
Asian/Pacific Islander	10	119	1812	100	98	98	NA	724	722	NA	2	3	NA	15	15	NA	72	66	NA	11	16
American Indian/Alaskan Native	NC	35	4389	NC	100	93	NC	698	675	NC	6	9	NC	23	42	NC	69	47	NC	3	1
White	247	2078	37024	98	98	97	706	720	721	6	2	2	15	10	12	73	78	73	6	9	13
Students with Disabilities	72	264	7170	96	78	85	655	661	654	19	19	23	32	45	47	39	34	29	10	3	1
Students without Disabilities	355	2781	65848	99	100	98	709	720	708	3	1	4	17	10	20	75	80	67	5	9	9
Limited English Proficient Students	NC	66	5099	NC	96	95	NC	650	641	NC	24	29	NC	53	59	NC	23	12	NC	NA	0
Migrant Students	NC	NC	817	NC	NC	96	NC	NC	667	NC	NC	15	NC	NC	44	NC	NC	39	NC	NC	1
Economically Disadvantaged	115	346	23912	93	94	94	694	698	681	4	5	10	25	23	36	65	67	52	5	5	2
Non-Economically Disadvantaged	312	2699	49106	100	98	98	706	718	714	6	2	4	17	12	16	71	77	69	6	9	11

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	425	3048	72810	98	98	96	687	698	685	4	3	6	26	17	30	66	73	58	4	7	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	203	1505	36111	98	98	97	699	708	695	1	2	4	17	10	23	76	78	65	6	10	8
Male	222	1543	36678	99	97	95	677	690	674	7	4	9	34	24	36	57	67	52	2	4	3
African American	32	173	3962	100	100	96	681	687	675	6	5	8	28	26	33	56	65	55	9	5	3
Hispanic	131	643	25735	97	96	96	684	692	669	6	4	10	28	21	41	61	69	48	5	6	2
Asian/Pacific Islander	10	119	1809	100	98	97	NA	715	704	NA	2	4	NA	11	19	NA	72	65	NA	15	13
American Indian/Alaskan Native	NC	36	4370	NC	100	92	NC	682	670	NC	6	9	NC	31	39	NC	58	50	NC	6	2
White	245	2077	36915	97	98	97	690	701	697	3	3	3	24	15	21	71	75	67	2	7	8
Students with Disabilities	71	271	7071	95	80	84	641	646	634	15	17	24	35	48	53	38	31	21	11	4	1
Students without Disabilities	354	2777	65739	99	100	98	693	703	689	2	2	4	24	14	27	72	77	62	2	7	6
Limited English Proficient Students	NC	67	5046	NC	97	94	NC	642	621	NC	19	31	NC	52	56	NC	28	12	NC	NA	0
Migrant Students	NC	NC	812	NC	NC	96	NC	NC	654	NC	NC	15	NC	NC	51	NC	NC	34	NC	NC	0
Economically Disadvantaged	114	343	23814	92	93	94	678	686	667	6	6	10	30	26	41	58	64	47	6	5	2
Non-Economically Disadvantaged	311	2705	48996	100	98	97	691	700	693	4	3	4	24	16	24	69	74	64	3	7	7

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)

10th 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
9	Reading	--	--	NA	42	--	--	59	51	88	54	58	52
	Language	--	--	48	42	--	--	57	50	88	54	56	50
	Mathematics	--	--	68	63	--	--	57	50	86	50	58	50

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

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

Council Duties

- Ü School safety issues
- Ü Building community
- Ü Reviewing school goals and progress
- Ü Parent/Educator relations
- Ü Business/Community Partnerships

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	49.00
Other Professional Staff	6.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	3	0	0
4 to 6 years	7	4	0	0
7 to 9 years	2	4	0	0
10 or more years	5	19	1	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	160
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 Business and Multimedia Computer Labs
- Ü Culinary Arts Facility
- Ü Performing Arts Facilities
- Ü Media Center Internet Access

Extracurricular Activities

- Ü National Honor Society
- Ü Student Government
- Ü Athletics
- Ü Performing Arts
- Ü School Newspaper
- Ü Yearbook and Media Productions
- Ü Cougartown
- Ü Cougar Connections

Social Services

- Ü Volunteer & Community Service
- Ü Counseling Services
- Ü Recreational Activities
- Ü Adult Education

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü NetSpeak National Winner - attained national recognition for technology integration and for encouraging students to set technological priorities school-wide.

- ü Parent Connect formed - parent volunteers work through the guidance department to talk to students about post secondary options. Seven parents pioneered this program, each has a student case load of 10 sophomores.

- ü All students that attempted the ASSET test passed and qualified for dual enrollment.

- ü Extended learning opportunities were provided for all students and increased academic achievement.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	92	95	94	95
Promotion Rate ⁵	93	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

Raymond S. Kellis High School is committed to providing a safe and orderly campus. The number of security staff on our campus doubled from last year. Administration, faculty and staff are highly visible thought the day, especially during passing periods and lunch. We will be applying for a School Resource Officer Grant.

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) :

5

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	Shona Miranda	(623) 412-4525
Transportation Policy	Val Barrett	(623) 486-6260
Community Resources	Jim Cummings	(623) 486-6040
School Nutrition Programs	Willie Gentry	(623) 487-5183
Parent Organization	Office	(623) 412-5425
Student Health/Nurse	Cindy Staggs	(602) 412-5425

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."

ACHIEVEMENT PROFILES

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

Footnotes

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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Total cost of printing: 12 Pages X .0243 Per page X 1394 Copies = \$406.00

** 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.