ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile[1]:

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

Kerr Elementary School

Mesa Unified District
125 E. McLellan, Mesa, AZ 85201-2311

Principal: Mr. Hector Benitez
Schedule: 7:30 AM to 4:00 PM
Web Address: Unpublished or Unavailable
E-mail: aswineha@mpsaz.org

Grades: Pre-K-6
2002 Enrollment: 680
Phone: (480) 472-5100
Fax: (480) 472-5166

School Overview

Mission

Parents, staff and students share a common set of beliefs about children and the school environment. All children have value and are important. All students can learn and experience success in school. Cultural diversity is enriching and vital to individuals, and social skills contribute to success in life. We believe our mission is to help our students acquire the knowledge, life skills and attitudes needed to ensure their continued success in school.

Organization and Philosophy

- Traditional
- Self-contained Classrooms
- Skill Grouping in 6th Grade
- Waterford Readiness for At-risk Kinder.

Instructional Programs

- Title I
- On-site Special Education
- ELL
- Gifted (Grades 3, 4, 5, 6)
- Autistic & MOMD Site-District
- Afterschool & Summer Activities
- 3rd and 5th Grade Certified Rdg Asst.

School/Academic Goals

- To provide high quality reading and math supplemental instruction to Title I eligible students.
- To increase the number of students in third and fifth grade in the areas of reading, writing and math to fall in the meets or exceeds standards on Arizona's Instrument to Measure Standards (AIMS).
- To emphasize a more phonetic-based direct instruction method for all children in Kindergarten, one, and two while learning to read and to improve reading skills.
- To become familiar with the Arizona Academic Standards for all grades and have instruction more aligned with the standards with respect to each individual grade level.

Enrollment

October 1, 2001 School Year Student Enrollment:	722
Accepting New Students in 2002-03 Under Open Enrollment Law[2]:	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	50

[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.

NDS = No Data Submitted NR = No Response NA = Not Applicable ISD = Insufficient Data to Calculate Rate

v School Site Council v

Council Composition

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

Council Duties

w School Safety Issues
w Make Your Day Program
w Homework/Attendance
w Effective Schools Research
w Alternative Funding
w Extracurricular Activities

v Staffing Information v

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

Position	Number	Position	Number
Administrator	2.00	**Teacher**	38.00
Other Professional Staff	6.00	**Teacher Aide**	10.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

	Degree			
Experience	**Bachelor's**	**Master's**	**Doctorate**	**Other**
3 or fewer years	0	2	0	0
4 to 6 years	8	1	0	0
7 to 9 years	3	1	0	0
10 or more years	3	15	0	0

v Shared Responsibilities v

School

All students have the right to be in an environment that is conducive to their safety, well-being and learning. High academic goals are set for students and teachers in conjunction with the Arizona Academic Standards. Communication at Kerr Elementary is a two-way forum for parents and teachers to interact for the students' academic and social improvement.

Parents

Parents contribute to successful education by ensuring that their children attend regularly and on time, complete homework, communicate with the school regularly by phone or note, and participate in school activities. We expect our families to support the educational environment and learning of all students.

v Transportation Policy v

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 the IEP.

V Calendar Information V

Number of Instruction Days:	180	**First Day of School:**	8/15/02
Average Daily Instruction Time:	6 hrs. 0 min.	**Last Day of School:**	5/29/03

Operates on Traditional Schedule

Report Card Release Dates

10/25/02 1/24/03 3/7/03 5/28/03

Additional Calendar/Report Card Information

V Resources Available at School Site V

Nutrition Programs

Federal food programs available to eligible[3] 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 K-6
- W Media Center
- W Outdoor Amphi. - Flag Raising/Assembly
- W Indoor Gymnasium

Extracurricular Activities

- W Afterschool Basketball Co-ed
- W Band/Orchestra - Grades 4-6
- W Enrichment - Homework/Tutorial
- W KRTV News Station
- W Computer Club/Lab
- W Student Council
- W Shuttle Mission - Grades 5-6

School/Community Resources

- W Breakfast/Lunch Program (Free & Reduced)
- W Afterschool--Kids Corner Child Care
- W Health--Free Immunizations/Kindergarten
- W Counseling Services
- W Parent University Classes
- W Summer Recreational Activities
- W Mesa Parks & Recreation Kids Craft Club
- W Summer Breakfast--Available to Community

v Indicators of Success v

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

2001-02 School Achievements/Accomplishments

w NDS

Student Information: 2001-02 Student Activity Rates

	School	Arizona K-6	Arizona 7-8	Arizona 9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out [4]	32.3 %	19.6 %	19.5 %	20.5 %
Transfers In [5]**: Within District**	6.9 %	2.7 %	2.2 %	2.0 %
Transfers In [5]**: Out-of-District**	2.8 %	9.7 %	9.6 %	9.5 %
Promotion Rate [6]	99.7 %	98.4 %	97.8 %	94.8 %
Retention Rate [7]	0.3 %	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.

v School Honors v

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

Award/Honor	Year
NDS	

V Academic Achievement Indicators V

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

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 3

		Number Tested	MS	FFB	A	M	E
Reading	**School**	**83**	**545**	**1%**	**5%**	**49%**	**45%**
	State	58840	524	9%	17%	45%	29%
Writing	**School**	**83**	**546**	**5%**	**10%**	**71%**	**14%**
	State	57282	541	10%	12%	63%	16%
Mathematics	**School**	**84**	**538**	**4%**	**15%**	**43%**	**38%**
	State	59030	517	11%	27%	35%	27%

Grade 5

Reading	**School**	**73**	**493**	**27%**	**33%**	**29%**	**11%**
	State	61305	505	21%	20%	43%	15%
Writing	**School**	**69**	**497**	**14%**	**36%**	**43%**	**6%**
	State	59599	512	17%	26%	42%	16%
Mathematics	**School**	**71**	**462**	**27%**	**54%**	**10%**	**10%**
	State	61760	494	14%	40%	12%	34%

[1]Results reflect student performance on the English form of AIMS.
[2]Class 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."

V Mathematics Education and AIMS V

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**.

V Academic Achievement Indicators V

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

		1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
Grade	**Content Area**	**%**	**Score**	**AZ**	**%**	**Score**	**AZ**	**%**	**Score**	**AZ**	**%**	**Score**	**AZ**	**%**	**Score**	**AZ**
1	Reading	--	--	--	--	--	--	--	--	--	72	46	60	--	--	--
2	Reading	--	--	--	100	50	50	78	46	52	84	49	53	62	44	57
	Language	--	--	--	100	30	40	79	25	43	92	31	44	70	26	48
	Mathematics	--	--	--	100	47	51	88	30	55	89	44	57	71	44	61
3	Reading	80	32	47	100	47	47	87	40	48	86	47	50	80	54	50
	Language	84	31	49	100	46	51	100	34	54	94	48	56	83	48	57
	Mathematics	82	31	46	100	49	49	81	42	52	84	59	54	79	57	56
4	Reading	82	44	53	100	42	54	76	49	54	95	41	55	71	48	55
	Language	87	40	47	100	28	49	89	41	48	98	39	50	80	41	50
	Mathematics	93	45	51	100	45	54	78	62	55	94	53	57	75	57	58
5	Reading	96	50	51	100	53	51	79	33	51	88	44	51	74	41	53
	Language	93	38	42	100	44	44	86	24	45	93	38	45	76	30	47
	Mathematics	92	49	51	100	53	54	91	31	55	92	49	57	76	37	59
6	Reading	80	47	53	100	50	54	86	54	53	75	43	54	85	50	56
	Language	81	33	41	100	41	44	83	47	44	77	35	45	88	38	47
	Mathematics	89	48	57	100	61	59	90	64	60	76	56	63	82	65	65

V Measure of Academic Progress V

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 Stanine[9] 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 Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 2-3	**85**	**77**
Grades 3-4	**55**	**74**
Grades 4-5	**75**	**46**
Grades 5-6	**81**	**91**
Grades 6-7	*******	*******

*Less than 10 students matched **No information available ***Not applicable

V School Safety V

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

The Mesa Unified School District and Kerr Elementary are committed to ensuring a safe and secure environment for instruction and learning. To achieve this, we have an active program of prevention and enforcement through the collaboration of school, police and probation officials. Clear and concise student behavior rules and expectations are set and aggressively, fairly and consistently enforced.

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). **0**

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	$2,938	$2,108,956
Classroom Supplies	$28	$20,072
Administration	$422	$303,130
Support Services-Students	$210	$150,394
Other Support Services and Operations	$620	$444,882
Total Expenditures- All Categories 2000-2001	$4,218	$3,027,434

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	Alice Swinehart	(480) 472-5100	
Transportation Policy	Community Relations	(480) 472-0223	
Community Resources	Alice Swinehart	(480) 472-5100	
School Nutrition Programs	Food & Nutrition	(480) 472-0908	
Parent Organization	Parent-Teacher Organization	(480) 472-5173	
Student Health/Nurse	Vassie Speer	(480) 472-5100	

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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