



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

125 E McLellan, Mesa, AZ 85201

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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Thea Hansen
Schedule : 7:30 AM to 4:00 PM
Grades : Pre-K-6
2004 Enrollment : 750
Web Address :
Phone Number : (480) 472-5100
Fax Number : (480) 472-5166
E-mail : tahansen@mpsaz.org

Mission

Our core vision: Children have value and are important. Our belief: All children learn and succeed. Our mission: Teach students to acquire knowledge and respect, to celebrate diversity, and develop life and social skills to ensure future success.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- To provide high quality reading and math supplemental instruction to Title I eligible students. To increase the number of 3rd and 5th grade students that meet or exceed standards on Arizona's Instrument to Measure Success (AIMS).
To emphasize a more phonetic-based, direct instruction method for all children in Kindergarten, first and second grades while learning to read and improve reading skills.
Students will show at least one-year's growth as measured on state-required assessments.

Enrollment

October 1, 2003 School Year Student Enrollment : 806
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 32

Instructional Programs

- ü Title I, ELL
- ü On-site Special Educ., Autistic & MOMD
- ü Gifted Program (Grades 3, 4, 5, 6)
- ü After School Tutoring
- ü Boeing Math Academy
- ü P.E., Music, Art
- ü Orchestra (gr 4-6), Band (5-6)

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

To create an environment that is safe, nurturing and enhances learning; set high goals for students and teachers aligned with Standards; facilitate two-way communication between home and school to promote academic and social success.

Parents

Family support is key to student success. Parents contribute to student success when they: get their students to school regularly and on time; encourage students to work hard; communicate with school regularly; and participate in school activities.

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 the IEP.

School Honors

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

Award/Honor	Year
ü Three Additional Master Teachers	2003
ü Received Boeing Math Tutoring Grant	2003

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	99	5651	75509	98	98	100	503	532	521	23	9	13	30	19	23	23	33	33	23	39	31
All Students (Prior Year)	101	5599	75372	100	98	100	507	536	523	12	5	9	36	18	25	29	38	36	23	39	30
Female	43	2784	37013	93	98	100	491	534	522	30	9	12	27	19	24	30	34	33	14	39	31
Male	56	2859	38430	100	98	99	512	531	521	18	10	14	33	19	22	18	32	33	31	38	31
African American	NC	218	3660	NC	98	99	NC	509	496	NC	17	24	NC	26	31	NC	32	28	NC	25	18
Hispanic	42	1862	30486	100	99	99	498	515	505	31	13	18	27	25	29	19	35	32	23	27	21
Asian/Pacific Islander	NC	132	1780	NC	100	98	NC	534	549	NC	10	5	NC	13	13	NC	39	33	NC	38	50
American Indian/Alaskan Native	11	212	4075	100	98	100	495	504	486	20	19	28	30	28	34	30	31	26	20	23	12
White	38	3216	35192	93	98	99	510	544	534	18	6	8	32	15	19	26	32	35	24	46	39
Students with Disabilities	15	599	9708	94	100	100	457	484	489	46	35	32	38	28	27	15	21	24	0	15	17
Students without Disabilities	84	5052	65801	99	98	98	511	537	525	19	7	11	29	18	23	25	34	34	28	41	33
Limited English Proficient Students	25	1053	16928	100	100	100	458	506	485	56	17	29	22	27	33	22	33	26	0	22	12
Migrant Students	NC	37	750				NC	522	499	NC	3	21	NC	20	29	NC	40	30	NC	37	20
Economically Disadvantaged	73	2909	36411				497	514	503	26	14	19	30	24	29	26	34	32	18	27	20
Non-Economically Disadvantaged	26	2742	39040				516	550	534	16	5	8	32	14	19	16	32	34	36	50	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	5641	75492	96	98	100	512	522	519	15	11	12	24	14	16	41	48	47	20	27	24
All Students (Prior Year)	98	5584	75221	99	98	100	513	528	523	11	5	8	23	12	16	53	59	56	13	23	21
Female	42	2785	37014	91	98	100	512	526	523	11	9	10	24	13	15	51	49	48	14	29	27
Male	55	2850	38400	100	98	99	512	518	516	18	13	14	24	16	17	33	48	47	24	24	21
African American	NC	218	3665	NC	98	99	NC	509	505	NC	14	20	NC	22	22	NC	53	43	NC	11	14
Hispanic	40	1851	30438	98	98	99	503	509	508	27	17	17	19	20	21	38	49	47	15	14	15
Asian/Pacific Islander	NC	134	1773	NC	100	98	NC	528	534	NC	6	4	NC	11	10	NC	55	50	NC	28	36
American Indian/Alaskan Native	11	212	4081	100	98	100	512	505	498	0	20	25	40	22	26	60	45	40	0	13	8
White	38	3215	35177	93	98	99	519	530	528	11	7	8	21	11	13	39	48	49	29	34	31
Students with Disabilities	15	589	9707	94	98	100	472	487	495	54	43	33	31	18	21	8	30	33	8	9	13
Students without Disabilities	82	5052	65785	96	98	98	519	525	522	7	7	10	23	14	16	48	50	49	22	28	26
Limited English Proficient Students	23	1047	16905	100	100	100	473	499	489	44	25	34	44	24	28	11	40	32	0	11	6
Migrant Students	NC	37	763				NC	506	499	NC	17	21	NC	23	30	NC	50	40	NC	10	8
Economically Disadvantaged	71	2904	36302				508	510	507	12	16	18	32	19	21	42	49	46	14	15	14
Non-Economically Disadvantaged	26	2737	39164				520	534	528	20	5	8	8	10	13	40	48	48	32	37	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	5611	75053	96	98	99	531	578	597	15	10	7	24	14	12	60	68	72	1	7	9
All Students (Prior Year)	96	5503	73654	97	97	99	519	530	530	14	7	9	17	12	13	64	77	70	4	5	7
Female	42	2774	36872	91	98	99	563	604	621	8	6	5	14	11	9	75	73	74	3	10	12
Male	55	2831	38109	100	97	99	506	552	573	20	14	10	33	17	14	48	64	69	0	4	6
African American	NC	216	3636	NC	97	99	NC	545	568	NC	15	12	NC	18	16	NC	62	67	NC	4	6
Hispanic	40	1847	30235	98	98	98	506	541	575	19	14	9	27	17	14	54	66	70	0	2	6
Asian/Pacific Islander	NC	134	1768	NC	100	98	NC	605	651	NC	8	3	NC	11	5	NC	69	72	NC	12	19
American Indian/Alaskan Native	11	210	4044	100	97	99	536	548	550	20	15	13	30	16	17	50	65	66	0	3	4
White	38	3193	35028	93	97	99	551	599	613	8	8	6	18	12	10	71	70	73	3	10	11
Students with Disabilities	15	588	9625	94	98	100	435	489	530	43	33	21	43	23	21	14	42	55	0	2	4
Students without Disabilities	82	5023	65428	96	98	98	551	587	604	9	8	6	21	13	11	69	71	73	1	8	10
Limited English Proficient Students	24	1044	16765	100	100	100	493	524	525	11	16	17	44	20	20	44	63	60	0	1	2
Migrant Students	NC	36	752				NC	560	562	NC	7	9	NC	14	18	NC	76	68	NC	3	5
Economically Disadvantaged	72	2890	36077				519	542	566	17	14	10	22	17	16	59	65	69	2	3	5
Non-Economically Disadvantaged	25	2721	38950				561	613	618	8	6	5	29	11	9	63	71	73	0	12	12

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	5809	76019	97	99	100	482	514	499	23	9	14	46	34	39	4	13	14	26	44	33
All Students (Prior Year)	75	5726	76230	99	98	100	495	517	498	5	6	12	47	31	38	20	13	12	28	50	37
Female	36	2821	37207	95	99	100	460	514	499	32	8	12	50	35	41	6	13	14	12	44	33
Male	61	2979	38677	98	99	100	495	515	498	18	11	15	44	32	38	4	13	13	35	45	34
African American	NC	224	3817	NC	98	100	NC	489	475	NC	14	23	NC	49	47	NC	9	11	NC	28	18
Hispanic	40	1790	29458	100	99	100	484	490	480	24	15	20	50	48	48	3	11	12	24	26	20
Asian/Pacific Islander	NC	137	1673	NC	100	99	NC	533	531	NC	5	4	NC	31	29	NC	12	14	NC	52	53
American Indian/Alaskan Native	18	263	4735	95	100	100	461	476	466	33	27	28	44	41	49	0	11	10	22	21	13
White	30	3386	35880	94	98	100	494	529	515	13	5	7	40	26	32	10	14	16	37	55	45
Students with Disabilities	NC	619	9786	NC	100	100	NC	460	457	NC	40	39	NC	39	40	NC	7	7	NC	14	13
Students without Disabilities	91	5190	66233	98	98	99	488	519	503	18	6	11	49	33	39	5	14	14	28	47	35
Limited English Proficient Students	24	972	15206	100	100	100	476	477	459	22	20	31	50	53	53	6	10	7	22	17	9
Migrant Students	--	31	745				--	475	473	--	27	22	--	35	53	--	23	11	--	15	15
Economically Disadvantaged	73	2753	35714				474	493	480	24	15	20	56	44	47	1	12	12	19	29	20
Non-Economically Disadvantaged	24	3056	40266				503	531	513	22	5	9	17	25	33	13	14	15	48	56	43

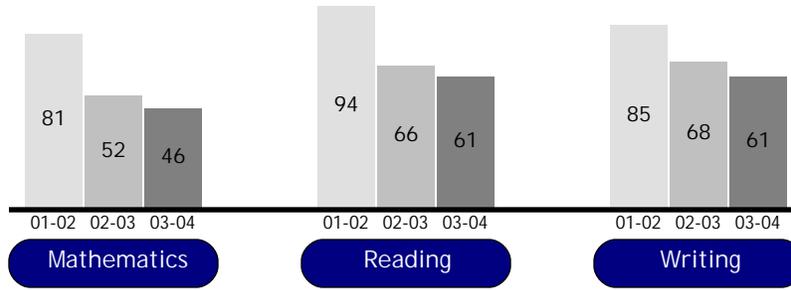
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	5803	76020	98	99	100	493	507	503	32	20	25	32	22	23	35	43	40	2	16	12
All Students (Prior Year)	75	5721	76202	99	98	100	503	510	505	13	11	19	28	21	24	52	53	46	7	14	11
Female	37	2820	37213	97	99	100	490	508	504	37	17	22	29	21	23	31	46	42	3	16	13
Male	61	2973	38666	98	99	100	494	505	501	28	22	29	33	22	22	37	41	38	2	16	12
African American	NC	224	3819	NC	98	100	NC	499	494	NC	28	37	NC	27	26	NC	36	31	NC	10	6
Hispanic	40	1784	29442	100	99	99	496	496	494	24	33	37	38	26	26	35	34	31	3	7	6
Asian/Pacific Islander	NC	137	1672	NC	100	99	NC	518	513	NC	9	12	NC	20	19	NC	50	49	NC	20	20
American Indian/Alaskan Native	18	263	4735	95	100	100	489	491	489	39	46	48	28	25	25	33	25	24	0	4	3
White	31	3386	35890	97	98	100	493	513	511	29	12	15	29	19	20	39	48	48	3	21	18
Students with Disabilities	NC	617	9784	NC	100	100	NC	487	485	NC	57	58	NC	18	19	NC	19	19	NC	6	4
Students without Disabilities	91	5186	66236	98	98	99	495	509	504	26	16	23	34	22	23	38	45	42	2	17	13
Limited English Proficient Students	24	967	15198	100	100	100	493	490	483	33	43	59	39	28	25	28	25	14	0	4	1
Migrant Students	--	31	743				--	501	488	--	54	50	--	15	28	--	23	19	--	8	3
Economically Disadvantaged	74	2745	35703				490	497	494	36	31	37	32	26	26	32	36	31	0	8	6
Non-Economically Disadvantaged	24	3058	40274				500	514	509	17	11	17	30	18	20	43	49	47	9	21	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	97	5771	75673	97	98	100	524	530	530	9	15	12	27	25	25	62	56	58	2	5	4
All Students (Prior Year)	74	5622	74692	97	96	99	504	510	502	10	12	18	35	26	27	52	53	47	3	9	8
Female	36	2805	37099	95	98	100	516	549	548	6	10	8	29	22	22	65	62	64	0	6	6
Male	61	2956	38441	98	98	99	529	511	513	11	19	16	26	27	29	60	50	52	4	3	3
African American	NC	224	3791	NC	98	99	NC	509	506	NC	20	18	NC	24	29	NC	55	50	NC	1	3
Hispanic	40	1776	29305	100	99	99	519	495	507	3	21	16	38	33	31	59	44	51	0	2	2
Asian/Pacific Islander	NC	135	1665	NC	100	99	NC	561	573	NC	7	6	NC	16	16	NC	68	67	NC	9	10
American Indian/Alaskan Native	18	261	4707	95	99	100	505	486	492	6	23	19	28	33	33	67	43	46	0	1	1
White	30	3366	35760	94	98	99	539	549	550	13	11	9	17	20	21	67	62	64	3	7	6
Students with Disabilities	NC	605	9706	NC	100	100	NC	444	462	NC	48	36	NC	24	32	NC	25	31	NC	2	1
Students without Disabilities	91	5166	65967	98	98	99	535	537	536	4	12	10	28	25	25	66	59	60	2	5	5
Limited English Proficient Students	24	961	15115	100	100	100	499	475	471	6	28	26	50	38	38	44	34	35	0	0	1
Migrant Students	--	31	738				--	478	488	--	28	23	--	32	33	--	40	43	--	0	1
Economically Disadvantaged	74	2731	35541				514	500	504	9	20	17	30	31	31	59	47	50	1	2	2
Non-Economically Disadvantaged	23	3040	40091				555	553	550	9	10	9	18	19	21	68	63	64	5	7	6

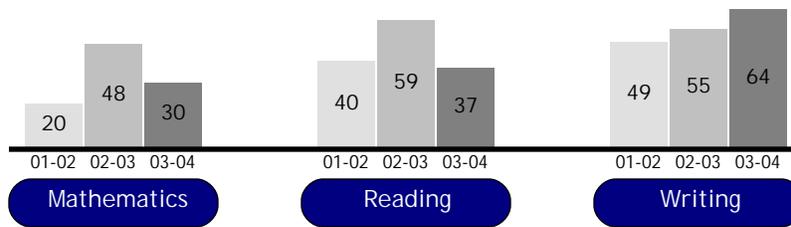
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

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

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**Met Graduation Rate:**

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**School Improvement - Year 1:**

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

**School Improvement - Year 2:**

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

**Corrective Action:**

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	24	51	44	86	47	61	50	83	51	NA	58
	Language	100	18	42	39	99	33	49	43	92	41	53	50
	Mathematics	99	32	57	52	94	53	67	57	93	53	71	64
3	Reading	99	41	50	43	94	41	57	47	82	49	NA	55
	Language	98	42	53	50	95	43	61	54	85	53	63	61
	Mathematics	98	45	55	50	94	42	64	54	93	46	66	61
4	Reading	99	26	51	47	99	52	62	52	89	53	NA	56
	Language	98	32	47	45	100	46	54	48	93	48	55	52
	Mathematics	98	40	59	52	95	62	68	57	92	57	68	61
5	Reading	100	32	51	46	99	43	59	50	93	45	NA	55
	Language	100	25	45	43	96	43	53	46	99	40	55	49
	Mathematics	99	32	63	54	96	42	68	57	99	52	71	63
6	Reading	100	39	56	49	99	41	62	53	99	49	NA	56
	Language	100	32	47	42	99	32	53	45	100	42	55	48
	Mathematics	98	51	71	58	96	48	75	62	100	53	76	66

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

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

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	39.00
Other Professional Staff	6.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	33
Core academic classes taught by Highly Qualified (NCLB) teachers.	62
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Lab K-6
- Ü Outdoor Amphi. - Flag Raising/Assembly
- Ü Media Center
- Ü Gym

Extracurricular Activities

- Ü After School Basketball, Co-ed
- Ü Computer Club/Lab
- Ü Band Grades 5-6/Orchestra Grades 4-6
- Ü Student Council
- Ü KRTV News Station
- Ü Shuttle Mission 5-6

Social Services

- Ü Breakfast/Lunch Program (Free & Reduced)
- Ü Parent University Classes
- Ü After School--Kids Corner Child Care
- Ü Summer Recreational Activities
- Ü Family Liaison
- Ü Native American Liaison

Ü Kerr has been a recipient of the Boeing Math Tutoring Grant for the past three years.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	94	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	8	2	2	2
Transfers In <sup>7</sup> (Out of District)	4	10	9	9
Promotion Rate <sup>8</sup>	100	98	98	94
Retention Rate <sup>9</sup>	0	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	73	59
Grades 3-4	73	74
Grades 4-5	62	49
Grades 5-6	72	78

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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

School Safety

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

Kerr Elementary is committed to ensuring a safe and secure environment for learning and instruction. To achieve this, clear and concise student behavior rules and expectations are set and aggressively, fairly, and consistently enforced. Safety procedures are practiced monthly by all students and staff.

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) :

1

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

Contacts

	Name	Phone Number
School Site Council	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](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

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

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

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

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

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

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

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

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

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

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

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

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

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

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

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

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

Total cost of printing: 12 Pages X .0318 Per page X 100 Copies = \$38.00

\*\* 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.