



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Thea A. Hansen
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-6
 Web Address : www.mpsaz.org/kerr
 Phone Number : (480) 472-5100
 Fax Number : (480) 472-5166
 E-mail : tahansen@mpsaz.org

Mission

The mission at Kerr Elementary is to educate all children, motivating them to reach their highest potential academically, socially and emotionally.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü Increase the number of students achieving mastery of reading and math skills as measured by the AIMS and/or Terra Nova Tests. Students who do not reach this level will show one year's gain in their skills from these previous tests.
- ü To emphasize a more phonetic-based, direct instruction method for all children in kindergarten, first and second grades.
- ü Provide quality service to all students, parents, staff, and members of the learning community.

Enrollment

October 1, 2005 School Year Student Enrollment : 779
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 198

Instructional Programs

- ü Title I, ELL
- ü On-site Special Educ., K-3 Autistic
- 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 :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

It is our goal to create an environment that is safe, nurturing and enhances learning. We will set high goals, aligned with AZ State Standards, for students and teachers. Also, we will 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: have their students attend school regularly and on time; schedule a place and time for homework; encourage students to work hard; communicate with the 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 2003-06	2005

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	109	5547	80010	100	98	99	413	453	447	27	8	10	27	16	18	45	56	53	2	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	2719	38935	98	98	99	417	452	447	21	8	9	31	17	19	46	56	55	2	19	17
Male	57	2828	40974	100	98	98	410	453	448	32	8	11	23	15	18	44	55	52	2	22	19
African American	NC	236	4201	NC	98	99	NC	437	430	NC	15	17	NC	19	23	NC	56	51	NC	11	9
Hispanic	56	2182	34545	100	98	99	409	434	432	29	12	14	23	23	24	48	56	53	NA	8	9
Asian/Pacific Islander	--	119	2068	--	98	99	--	478	474	--	4	4	--	9	10	--	50	50	--	37	36
American Indian/Alaskan Native	17	226	3979	100	97	96	413	436	424	24	14	17	41	23	30	35	51	47	NA	11	6
White	29	2783	35142	100	98	99	423	469	465	21	4	5	28	9	11	45	55	56	7	31	28
Students with Disabilities	21	645	10161	100	90	93	384	419	419	57	27	28	19	30	28	24	36	36	NA	7	8
Students without Disabilities	88	4902	69849	100	99	100	420	457	451	19	5	7	28	14	17	50	58	56	2	22	19
Limited English Proficient Students	27	877	14013	100	97	97	398	415	413	41	20	24	30	33	34	30	44	39	NA	2	3
Migrant Students	NC	37	603	NC	93	96	NC	418	417	NC	19	22	NC	43	32	NC	27	42	NC	11	4
Economically Disadvantaged	81	3005	39029	99	97	98	409	437	432	28	11	14	26	22	25	46	57	52	NA	10	9
Non-Economically Disadvantaged	28	2542	40981	100	99	100	425	472	462	21	4	6	29	9	13	43	54	54	7	33	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	5457	79438	88	97	98	430	457	451	12	7	9	35	21	24	49	60	56	4	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	2686	38775	89	97	99	439	463	457	9	5	7	34	19	22	51	62	58	6	14	13
Male	48	2770	40560	87	96	97	422	452	446	15	8	12	35	23	25	48	58	54	2	10	9
African American	NC	235	4178	NC	98	98	NC	445	439	NC	9	13	NC	28	29	NC	55	52	NC	9	6
Hispanic	49	2140	34297	88	96	98	423	437	434	12	11	14	41	31	31	47	54	50	NA	4	5
Asian/Pacific Islander	--	119	2063	--	98	99	--	479	475	--	2	3	--	13	15	--	64	63	--	22	20
American Indian/Alaskan Native	16	218	3940	94	94	95	435	443	429	13	10	14	25	27	36	56	57	47	6	6	3
White	23	2744	34887	79	97	98	445	475	471	9	3	4	26	13	15	52	65	63	13	19	18
Students with Disabilities	NC	557	9588	NC	77	88	NC	420	416	NC	24	30	NC	32	32	NC	38	34	NC	5	5
Students without Disabilities	87	4900	69850	100	99	100	433	461	456	9	5	7	34	20	23	52	62	59	5	13	12
Limited English Proficient Students	20	846	13856	74	93	96	401	411	407	30	22	27	40	44	43	30	34	29	NA	0	1
Migrant Students	NC	35	600	NC	88	96	NC	422	418	NC	17	22	NC	43	38	NC	40	39	NC	NA	2
Economically Disadvantaged	70	2946	38685	85	95	97	427	441	435	11	10	14	37	29	32	51	55	50	NA	5	5
Non-Economically Disadvantaged	25	2511	40753	96	98	99	440	477	467	12	3	5	28	12	16	44	65	62	16	20	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	5524	79971	99	98	99	387	415	423	17	8	8	60	46	41	22	44	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	2715	38974	96	98	99	407	429	437	6	5	5	65	40	33	27	53	57	2	2	4
Male	56	2808	40895	100	97	98	368	402	410	27	11	10	55	53	47	18	35	41	NA	1	2
African American	NC	235	4203	NC	98	99	NC	408	411	NC	8	11	NC	55	45	NC	34	43	NC	3	2
Hispanic	54	2166	34481	96	97	99	381	399	410	15	12	10	65	53	46	20	35	43	NA	1	1
Asian/Pacific Islander	--	119	2067	--	98	99	--	440	449	--	2	4	--	36	28	--	60	60	--	3	8
American Indian/Alaskan Native	17	224	3995	100	97	96	389	403	409	18	11	10	59	50	47	24	38	42	NA	0	1
White	29	2779	35150	100	98	99	395	429	437	21	5	5	48	41	35	31	52	56	NA	2	5
Students with Disabilities	21	645	10258	100	90	94	342	373	377	38	20	23	52	54	51	10	24	25	NA	1	1
Students without Disabilities	86	4879	69713	99	99	100	397	420	429	12	6	5	62	45	39	26	46	52	1	2	3
Limited English Proficient Students	25	865	13985	93	95	97	356	371	382	24	22	18	68	56	54	8	22	27	NA	0	0
Migrant Students	NC	37	608	NC	93	97	NC	397	389	NC	8	16	NC	62	50	NC	30	33	NC	NA	0
Economically Disadvantaged	79	2986	38994	96	97	98	383	401	409	18	11	10	58	52	47	23	36	41	1	1	1
Non-Economically Disadvantaged	28	2538	40977	100	99	100	397	432	437	14	4	5	64	40	34	21	53	56	NA	3	5

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

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	5739	80147	100	98	99	476	498	482	12	6	11	19	13	17	51	48	49	19	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	2849	39281	100	99	99	477	498	483	16	5	9	18	13	17	46	49	50	21	33	24
Male	40	2889	40780	100	98	98	476	497	482	8	7	12	20	12	17	58	48	48	15	32	24
African American	NC	252	4249	NC	98	99	NC	478	464	NC	11	17	NC	19	22	NC	51	48	NC	19	13
Hispanic	50	2106	33494	100	98	99	478	479	466	12	9	15	18	18	23	50	55	49	20	18	14
Asian/Pacific Islander	--	144	2103	--	100	99	--	513	515	--	2	4	--	12	8	--	42	44	--	44	45
American Indian/Alaskan Native	16	239	4117	94	98	96	446	472	456	31	10	19	25	25	27	38	50	46	6	15	8
White	27	2998	36122	100	98	99	489	514	501	4	4	5	19	8	10	56	44	50	22	44	35
Students with Disabilities	NC	657	10295	NC	90	92	NC	451	443	NC	25	33	NC	27	26	NC	38	33	NC	10	8
Students without Disabilities	92	5082	69852	100	99	100	480	503	488	11	4	7	16	11	16	53	50	51	20	35	26
Limited English Proficient Students	NC	640	12722	NC	96	97	NC	449	441	NC	19	27	NC	31	33	NC	45	37	NC	5	3
Migrant Students	NC	37	622	NC	100	97	NC	465	454	NC	19	19	NC	27	30	NC	38	43	NC	16	8
Economically Disadvantaged	72	2944	38371	100	97	97	469	480	465	15	9	15	21	18	23	51	52	49	13	20	13
Non-Economically Disadvantaged	25	2795	41776	96	99	100	498	516	498	4	3	6	12	7	11	48	45	49	36	45	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	5655	79686	98	97	98	462	478	470	7	7	11	34	21	24	57	61	57	2	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	2823	39163	98	98	99	467	482	475	5	6	9	34	19	22	59	63	60	2	12	10
Male	39	2831	40438	98	96	97	454	474	465	10	9	13	33	22	25	54	60	54	3	10	7
African American	NC	248	4228	NC	96	98	NC	465	458	NC	11	15	NC	23	28	NC	61	53	NC	4	4
Hispanic	49	2071	33299	98	96	98	456	458	452	10	12	17	35	30	32	53	54	47	2	4	3
Asian/Pacific Islander	--	141	2097	--	98	99	--	490	490	--	3	5	--	18	13	--	65	68	--	14	14
American Indian/Alaskan Native	15	236	4087	88	97	96	437	454	446	7	10	16	53	40	38	40	49	44	NA	1	2
White	27	2959	35914	100	97	98	480	495	489	4	3	5	22	13	15	70	67	67	4	17	14
Students with Disabilities	NC	571	9808	NC	78	87	NC	440	432	NC	25	35	NC	35	32	NC	35	30	NC	5	3
Students without Disabilities	92	5084	69878	100	99	100	463	482	475	7	5	8	33	19	23	59	64	61	2	12	9
Limited English Proficient Students	NC	617	12594	NC	93	96	NC	425	422	NC	31	34	NC	46	45	NC	23	21	NC	0	0
Migrant Students	NC	34	611	NC	92	95	NC	448	439	NC	18	22	NC	44	39	NC	35	37	NC	3	2
Economically Disadvantaged	70	2879	38095	99	95	97	453	462	452	10	11	17	39	29	32	51	55	48	NA	5	3
Non-Economically Disadvantaged	25	2776	41591	96	98	99	485	495	486	NA	3	6	20	13	16	72	67	65	8	17	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	5728	80372	100	98	99	455	476	475	2	3	4	51	31	30	47	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	2841	39452	100	99	99	459	487	488	4	2	3	44	22	22	53	73	72	NA	3	3
Male	40	2887	40836	100	98	98	450	464	464	NA	4	6	60	39	37	40	56	56	NA	1	1
African American	NC	249	4264	NC	97	99	NC	470	465	NC	4	5	NC	38	35	NC	57	59	NC	2	1
Hispanic	50	2102	33608	100	98	99	447	460	462	2	6	6	56	38	36	42	55	57	NA	1	1
Asian/Pacific Islander	--	143	2098	--	99	99	--	492	500	--	1	2	--	22	16	--	72	75	--	5	7
American Indian/Alaskan Native	17	239	4128	100	98	97	444	462	464	NA	3	4	76	48	39	24	49	56	NA	NA	1
White	26	2995	36213	100	98	99	474	487	489	4	2	2	27	24	22	69	72	72	NA	3	3
Students with Disabilities	NC	651	10526	NC	89	94	NC	428	427	NC	13	15	NC	53	53	NC	32	31	NC	2	1
Students without Disabilities	92	5077	69846	100	99	100	457	481	482	2	2	3	49	28	26	49	68	69	NA	2	2
Limited English Proficient Students	NC	637	12747	NC	96	97	NC	421	432	NC	16	12	NC	52	52	NC	32	36	NC	NA	0
Migrant Students	NC	37	621	NC	100	97	NC	450	452	NC	14	9	NC	38	40	NC	49	51	NC	NA	0
Economically Disadvantaged	71	2941	38521	100	97	98	447	462	461	3	5	6	58	38	38	39	56	55	NA	1	1
Non-Economically Disadvantaged	26	2787	41851	100	99	100	479	491	489	NA	1	3	31	23	22	69	73	72	NA	3	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	5603	79306	100	98	99	503	518	504	17	9	13	20	15	20	42	50	49	20	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2724	38845	100	98	99	502	518	505	16	8	11	19	16	20	46	51	50	19	26	18
Male	56	2879	40383	100	97	98	504	517	504	18	10	14	21	14	19	39	50	47	21	26	19
African American	NC	240	4171	NC	98	98	NC	494	485	NC	15	20	NC	23	26	NC	50	44	NC	12	10
Hispanic	43	2000	32673	100	98	99	492	496	487	26	14	18	23	22	25	33	52	46	19	12	10
Asian/Pacific Islander	--	157	2147	--	99	99	--	535	539	--	6	5	--	6	10	--	52	46	--	36	40
American Indian/Alaskan Native	14	232	4034	100	98	97	488	493	479	14	15	22	29	27	29	50	48	43	7	10	7
White	29	2974	36234	100	98	99	530	535	523	7	4	6	14	9	13	48	49	52	31	37	28
Students with Disabilities	NC	622	10286	NC	87	91	NC	469	462	NC	32	41	NC	27	27	NC	34	27	NC	7	5
Students without Disabilities	86	4981	69020	100	99	100	508	523	510	13	6	9	21	14	18	44	52	52	22	28	21
Limited English Proficient Students	20	601	10291	100	95	96	466	462	458	45	34	38	25	33	34	20	31	26	10	3	2
Migrant Students	NC	33	630	NC	100	95	NC	486	478	NC	27	24	NC	18	27	NC	48	43	NC	6	6
Economically Disadvantaged	67	2874	37437	100	97	97	493	499	486	22	13	19	24	21	26	36	51	46	18	14	9
Non-Economically Disadvantaged	26	2729	41869	100	98	100	531	538	521	4	4	7	12	9	14	58	49	51	27	39	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	5547	79000	100	97	98	480	496	489	14	7	10	26	20	24	55	62	58	5	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2710	38774	100	98	99	478	501	494	14	5	7	27	19	22	54	63	61	5	12	10
Male	56	2837	40150	100	96	98	481	492	485	14	9	12	25	21	25	55	61	55	5	9	8
African American	NC	238	4153	NC	97	98	NC	481	476	NC	11	13	NC	24	30	NC	61	53	NC	4	4
Hispanic	43	1963	32508	100	96	98	469	476	472	21	12	15	28	31	33	47	53	49	5	4	3
Asian/Pacific Islander	--	156	2142	--	99	99	--	510	510	--	2	4	--	17	14	--	66	67	--	15	16
American Indian/Alaskan Native	14	228	4016	100	97	96	478	474	467	14	11	14	29	32	37	57	54	46	NA	4	2
White	29	2962	36135	100	97	98	500	513	508	3	3	4	24	12	14	62	69	67	10	16	15
Students with Disabilities	NC	569	9991	NC	79	88	NC	456	449	NC	22	33	NC	36	36	NC	39	29	NC	3	2
Students without Disabilities	86	4978	69009	100	99	100	483	500	495	12	5	6	24	19	22	58	65	62	6	12	10
Limited English Proficient Students	20	573	10199	100	91	95	443	441	439	40	33	35	35	46	47	25	20	18	NA	1	0
Migrant Students	NC	33	629	NC	100	95	NC	456	457	NC	24	22	NC	42	41	NC	33	37	NC	NA	1
Economically Disadvantaged	67	2829	37234	100	96	97	471	478	472	18	11	15	25	29	33	54	55	50	3	4	3
Non-Economically Disadvantaged	26	2718	41766	100	98	99	503	515	505	4	2	5	27	11	16	58	69	65	12	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	5609	79611	100	98	99	462	490	496	12	7	7	65	43	37	24	50	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2732	39016	100	98	99	485	505	511	3	4	4	62	34	29	35	61	66	NA	1	1
Male	56	2877	40519	100	97	98	447	476	482	18	9	10	66	51	44	16	40	46	NA	1	0
African American	NC	236	4188	NC	96	98	NC	480	486	NC	9	9	NC	45	40	NC	44	50	NC	2	0
Hispanic	43	2001	32855	100	98	99	448	470	481	16	11	10	67	51	43	16	37	47	NA	0	0
Asian/Pacific Islander	--	157	2149	--	99	100	--	508	519	--	3	4	--	31	24	--	66	70	--	1	2
American Indian/Alaskan Native	14	231	3992	100	98	96	477	477	478	7	8	10	57	52	46	36	40	44	NA	NA	0
White	29	2984	36380	100	98	99	474	504	511	7	4	4	62	36	30	31	59	65	NA	1	1
Students with Disabilities	NC	639	10664	NC	89	94	NC	437	440	NC	21	23	NC	56	54	NC	20	22	NC	4	1
Students without Disabilities	86	4970	68947	100	99	100	466	496	504	12	5	4	63	41	34	26	54	61	NA	0	1
Limited English Proficient Students	20	599	10362	100	95	97	413	415	438	30	30	22	70	56	57	NA	14	21	NA	0	NA
Migrant Students	NC	32	636	NC	97	96	NC	439	467	NC	25	14	NC	56	47	NC	19	38	NC	NA	0
Economically Disadvantaged	67	2874	37626	100	97	98	450	472	479	16	10	10	64	51	45	19	38	45	NA	1	0
Non-Economically Disadvantaged	26	2735	41985	100	99	100	492	508	511	NA	3	4	65	34	30	35	63	65	NA	1	1

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

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	5505	79327	99	98	98	508	531	518	24	12	19	16	16	20	45	50	46	14	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	2626	38961	98	98	98	502	532	520	24	11	16	20	17	20	44	51	48	11	21	16
Male	52	2875	40295	100	98	97	514	531	516	23	13	21	13	16	19	46	48	44	17	23	16
African American	NC	215	4247	NC	97	98	NC	504	499	NC	24	27	NC	25	24	NC	41	41	NC	10	8
Hispanic	36	1926	32327	97	98	98	510	510	499	22	18	27	14	23	25	50	49	41	14	10	8
Asian/Pacific Islander	NC	138	1939	NC	98	99	NC	542	556	NC	9	6	NC	15	10	NC	51	47	NC	25	36
American Indian/Alaskan Native	20	240	4391	100	95	96	484	502	489	40	25	32	20	23	27	30	44	36	10	8	4
White	31	2984	36373	100	99	98	526	549	538	16	7	10	10	11	14	55	51	52	19	31	25
Students with Disabilities	13	587	9321	93	89	87	443	473	467	85	44	54	8	23	22	8	27	21	NA	5	3
Students without Disabilities	84	4918	70006	100	99	100	518	537	524	14	8	14	18	15	19	51	53	49	17	24	18
Limited English Proficient Students	NC	525	9431	NC	95	95	NC	475	466	NC	40	53	NC	30	27	NC	29	18	NC	1	1
Migrant Students	NC	37	635	NC	90	94	NC	490	488	NC	30	31	NC	24	29	NC	43	36	NC	3	4
Economically Disadvantaged	69	2687	37097	99	97	97	500	511	498	29	18	27	17	21	25	42	49	41	12	11	7
Non-Economically Disadvantaged	28	2818	42230	100	99	99	529	550	535	11	6	11	14	11	15	54	50	50	21	32	24

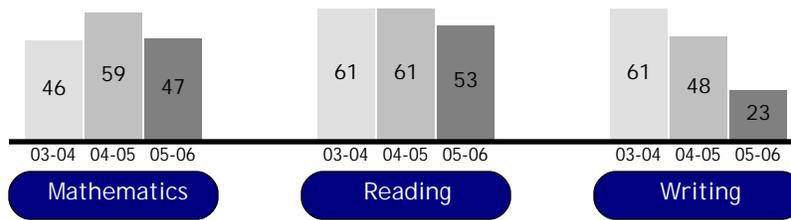
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	5447	79501	98	97	98	488	506	497	10	6	10	32	20	25	52	68	60	5	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	2606	39062	98	98	99	490	510	502	7	5	8	36	19	23	51	70	64	7	6	5
Male	51	2837	40368	98	97	98	487	503	491	14	8	13	29	22	27	53	66	57	4	5	3
African American	NC	214	4279	NC	97	99	NC	492	485	NC	11	14	NC	30	30	NC	56	54	NC	3	2
Hispanic	36	1887	32389	97	96	98	486	488	478	8	10	16	31	31	34	61	58	48	NA	2	1
Asian/Pacific Islander	NC	137	1936	NC	97	99	NC	506	519	NC	4	3	NC	24	14	NC	69	73	NC	4	9
American Indian/Alaskan Native	19	234	4401	95	93	96	467	482	473	21	11	17	47	36	40	32	50	43	NA	2	1
White	31	2973	36446	100	98	99	507	521	516	6	4	4	23	12	15	55	76	73	16	8	7
Students with Disabilities	12	532	9411	86	80	88	428	461	453	67	28	36	33	34	36	NA	34	26	NA	4	1
Students without Disabilities	84	4915	70090	100	99	100	497	510	502	2	4	7	32	19	24	60	72	65	6	6	5
Limited English Proficient Students	NC	496	9401	NC	90	94	NC	450	443	NC	28	40	NC	51	46	NC	20	14	NC	1	0
Migrant Students	NC	35	642	NC	85	95	NC	475	465	NC	11	24	NC	43	41	NC	43	35	NC	3	0
Economically Disadvantaged	69	2646	37183	99	96	97	482	489	479	13	10	16	32	29	34	52	59	49	3	2	1
Non-Economically Disadvantaged	27	2801	42318	96	98	99	503	522	513	4	3	5	33	12	17	52	76	70	11	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	5492	80000	96	98	99	548	565	564	1	3	3	18	10	11	78	77	75	3	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2626	39288	96	98	99	560	580	579	NA	2	2	9	5	6	86	78	77	5	15	16
Male	50	2862	40644	96	97	98	536	552	549	2	4	4	26	14	15	70	76	74	2	6	7
African American	NC	218	4307	NC	99	99	NC	550	551	NC	6	4	NC	11	13	NC	75	75	NC	8	7
Hispanic	35	1917	32672	95	97	99	554	548	548	NA	4	4	17	13	14	80	77	76	3	6	6
Asian/Pacific Islander	NC	138	1945	NC	98	99	NC	577	592	NC	1	1	NC	10	4	NC	77	69	NC	12	25
American Indian/Alaskan Native	18	240	4424	90	95	97	513	546	549	6	4	3	33	15	14	61	77	77	NA	5	5
White	31	2977	36602	100	98	99	555	578	579	NA	2	2	13	8	7	84	77	75	3	14	16
Students with Disabilities	13	585	9919	93	88	93	487	497	505	8	11	9	46	34	35	46	51	54	NA	5	2
Students without Disabilities	81	4907	70081	96	99	100	557	572	571	NA	2	2	14	7	7	83	80	79	4	11	12
Limited English Proficient Students	NC	517	9571	NC	93	96	NC	490	502	NC	14	10	NC	29	29	NC	56	60	NC	2	1
Migrant Students	NC	37	654	NC	90	97	NC	529	534	NC	8	7	NC	14	16	NC	78	74	NC	NA	3
Economically Disadvantaged	66	2675	37534	94	97	98	544	547	547	2	4	4	21	14	15	73	77	76	5	5	5
Non-Economically Disadvantaged	28	2817	42466	100	99	100	557	582	578	NA	1	2	11	7	7	89	77	75	NA	15	16

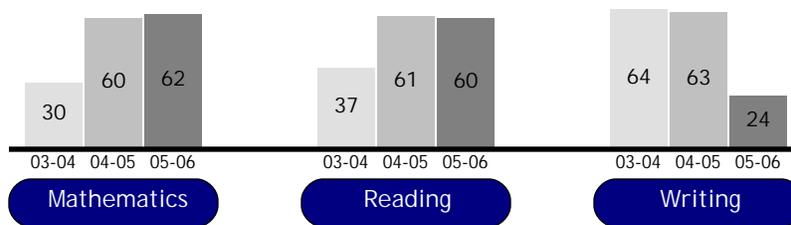
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	83	51	NA	58	94	38	50	47	89	44	50	46
	Language	92	41	53	50	94	34	49	47	89	44	50	48
	Mathematics	93	53	71	64	95	37	54	50	96	48	56	52
3	Reading	82	49	NA	55	96	43	50	44	86	32	52	46
	Language	85	53	63	61	96	39	49	44	99	28	48	46
	Mathematics	93	46	66	61	97	45	55	51	99	30	56	52
4	Reading	89	53	NA	56	100	44	52	48	99	46	58	52
	Language	93	48	55	52	100	41	52	49	100	43	58	52
	Mathematics	92	57	68	61	100	47	59	53	100	52	67	58
5	Reading	93	45	NA	55	100	47	55	50	100	50	61	56
	Language	99	40	55	49	100	45	55	50	100	48	59	54
	Mathematics	99	52	71	63	100	44	54	49	100	50	59	52
6	Reading	99	49	NA	56	96	49	58	51	98	50	63	56
	Language	100	42	55	48	96	49	54	47	99	46	58	50
	Mathematics	100	53	76	66	96	51	62	52	99	50	68	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 5 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 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	40.50
Other Professional Staff	2.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
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 Computer Lab K-6
- Ü Outdoor Amphi. - Flag Raising/Assembly
- Ü Media Center
- Ü Multi-purpose Room

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

ü Local Wal-Mart 'Teacher of the Year'

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	91	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

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 citizenship 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 for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

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

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Thea Hansen	(480) 472-5100
Transportation Policy	Community Relations	(480) 472-0223
Community Resources	Monica Olivos	(480) 472-5156
School Nutrition Programs	Food & Nutrition	(480) 472-0908
Parent Organization	Parent-Teacher Organization	(480) 472-5173
Student Health/Nurse	Vassie Speer	(480) 472-5108

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** 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.