



Joseph Kerr Middle School

8865 Elk Grove Blvd., Elk Grove, CA 95624 **PHONE:** (916) 686-7728

PRINCIPAL: Dr. Joseph Petterle **GRADE LEVELS:** 7-8 **SCHEDULE:** Traditional

PRINCIPAL'S COMMENTS

Joseph Kerr Middle School has a history of successfully offering students a safe campus, high academic standards, and a positive environment in which to learn. In 2001, we were named a California Distinguished School.

Over the last three years, Joseph Kerr has far exceeded its growth target on the SAT-9. In each of these three years the school's Academic Performance Index (API) has qualified the school for additional incentive funds from the state. Kerr stresses the basics and provides a comprehensive education for each child. The school takes pride in the significant advances made by students who have come to Kerr with low skills. Kerr also provides honors classes in English, math, science, and history. All seventh grade students take an intense 12-week science/technology course to provide them with the skills necessary to utilize technology throughout their middle school and high school years.

Joseph Kerr Middle School believes that every child can learn and seeks to provide a challenging curriculum for all students to achieve their fullest potential.

TEACHERS

The teacher shortage has required almost all schools to hire some teachers lacking full credentials.

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers	71	33	32
Students per teacher	22	23	23
Average years in teaching	16	12	12
Elementary credentials	30%	50%	52%
Secondary credentials	87%	73%	62%
Trainee credentials (Interns)	0%	3%	5%
Emergency permits	6%	8%	13%

SOURCE: 2001 CBEDS data, California Dept. of Education. County and state averages represent middle schools only.

STUDENTS

We provide information on the factors below because they may affect how well students perform in school. At our school, of the 140 students whose native language is not English, the largest group speaks Spanish.

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Total number of students	1,517	747	713
English Learners	9%	15%	22%
Students qualifying for free/reduced-price lunch	16%	33%	46%
Students with college-educated parents	83%	75%	58%

SOURCE: 2001 CBEDS data, California Dept. of Education. County and state averages represent middle schools only.

AVERAGE CLASS SIZES

CORE CLASSES	OUR SCHOOL	COUNTY AVG	STATE AVG
English	25	25	26
Social studies/history	33	30	29
Math	28	28	28
Science	32	30	30

SOURCE: 2001 CBEDS data, California Dept. of Education. County and state averages represent middle schools only.

STUDENT ACHIEVEMENT

Academic Performance Index, Spring 2002

The API is a way of comparing schools based on student test scores from the SAT-9 and the California Standards Test. Scores are based on a scale from 200 to 1,000.

YEAR 2002 API	GROWTH ATTAINED	MET TARGET GROWTH	AWARD ISSUED	UNDERPERFORMING SCHOOL
769	+10	Yes	Yes	No

SOURCE: Academic Performance Index based on spring 2002 test cycle. Growth scores alone are displayed.

Kerr's API was 769. This is an increase of ten points compared to last year's API. Approximately 100 percent of students took the test, which did meet the state's required participation rate of 95 percent.

California Standards Test, 2002

One test our students take each spring is based solely on what California students should be learning in reading, writing, and math each year. The tables below show how different groups of our students scored on this test.

English/Language Arts (Reading and Writing)

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBGROUP TESTED	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
SCHOOLWIDE AVERAGE	52%		
AVERAGE MIDDLE SCHOOL IN CALIFORNIA	32%		
Boys	48%		
Girls	56%		
English proficient	55%		
English Learners	27%		
Learning disabled	7%		
Not learning disabled	55%		
Low income	29%		
Not low income	56%		

SOURCE: The scores for the California Standards Tests are from the spring 2002 test cycle. State average represents middle schools only.

Math

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

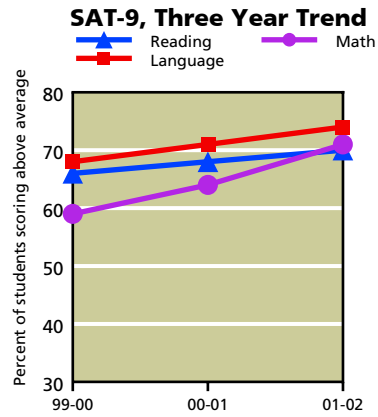
SUBGROUP TESTED	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
SCHOOLWIDE AVERAGE	41%		
AVERAGE MIDDLE SCHOOL IN CALIFORNIA	28%		
Boys	39%		
Girls	44%		
English proficient	43%		
English Learners	32%		
Learning disabled	5%		
Not learning disabled	45%		
Low income	23%		
Not low income	45%		

SOURCE: The scores for the California Standards Tests are from the spring 2002 test cycle. State average represents middle schools only.

STUDENT ACHIEVEMENT, continued

Stanford-9 (SAT-9) Test, Spring 2002

Students at our school take the SAT-9 in grades seven through eight.



The scores at left measure how well our students performed compared to other students in the country. The results below compare the percent of students scoring above average to that of other middle school students in the county and state.

SOURCE: STAR test release, spring 2000, 2001, 2002.

SUBJECT	OUR SCHOOL	COUNTY AVG	STATE AVG
Reading	70%	52%	48%
Language	74%	56%	55%
Math	71%	54%	53%

SOURCE: The scores for the SAT-9 are from the spring 2002 test cycle. County and state averages represent middle schools only.

RESOURCES

LIBRARY: The school library contains a research center that includes computers with Internet access. We have a full-time librarian and a full-time library aide. Students visit the library at least every other week to check out books and conduct research during English, science, social science, and other classes.

COMPUTERS: We have two fully-equipped computer labs. All seventh graders receive 12 weeks of instruction based upon the high school requirement for computer literacy. We are currently working on installing a Web site accessible to students and parents. Our vision is to use computer technology to enable a dynamic interaction among staff, students, teachers, and parents.

RESOURCES	OUR SCHOOL	COUNTY AVG	STATE AVG
Students per computer	11	5	6
Internet-connected classrooms	58	53	27

SOURCE: CBEDS census of October 2001. County and state averages represent middle schools only.

BUILDINGS: Our school was built in 1965 and modernized in 1993 and 2000. The campus has a large multipurpose room with a stage and kitchen, two computer labs, a library, music and arts rooms, a home economics room, a woodshop, a gymnasium, a track, and soccer, softball, baseball, and football fields.

SCHEDULE

We are on a traditional schedule with students attending school for 180 school days. The school day is six periods, from 9:30 a.m. to 3:41 p.m. Students may take a zero period class that begins at 8:30 a.m. The school office is open daily from 7:30 a.m. until 4:30 p.m. Please visit our office to find out more about our afterschool programs.

SPECIALIZED PROGRAMS

Some students are in specialized programs for some part of the day. The percent of students in each program follows.

PROGRAM	OUR SCHOOL	DISTRICT AVG
English Language Learner	9%	18%
Gifted/Talented (GATE)	7%	7%

SOURCE: This data is reported by school district staff. District averages represent middle schools only.

DISCIPLINE AND SAFETY

DISCIPLINE: Suspensions and expulsions reflect both how strict our rules are, and how strictly we enforce them. We do not count in-school suspensions in the table below.

DISCIPLINE FACTOR	OUR SCHOOL	DISTRICT AVG
Suspensions per 100 students	35	39
Expulsions per 100 students	0	0

SOURCE: Information provided by district office staff. District averages represent middle schools only.

SAFETY: A major goal of our school is to provide a safe and positive learning environment for all students. Staff members hold high expectations for student behavior. Our students are well behaved and feel safe, and our campus is orderly. We require every adult visiting campus to check in at the office and wear a visitor's badge. Any safety concern on the grounds or in the buildings is promptly rectified.

MAJOR ACHIEVEMENTS

- The school achieved its highest API ranking (769) since the assessment test was initiated.
- This is the third consecutive year that the school has reached its growth target on the SAT-9.
- For the first time, Kerr's seventh grade SAT-9 scores improved from these students' sixth grade scores.
- The percentage of students scoring below the 25th percentile decreased from 16 percent to 14 percent. The percentage of African-American students scoring below the 25th percentile decreased from 34 percent to 29 percent. The percentage of Hispanic students scoring below the 25th percentile decreased from 29 percent to 20 percent.
- The percentage of Kerr students scoring above the 75th percentile increased from 38 percent to 43 percent. The percentage of African-American students achieving above the 75th percentile increased from 16 percent to 21 percent. The percentage of Hispanic students achieving above the 75th percentile increased from 25 percent to 28 percent.

FOCUS FOR IMPROVEMENT

- The school will continue to stress a standards-based curriculum and seek to improve its statewide test scores. The school will continue to provide an academic environment and a challenging curriculum.

This School Accountability Report Card (SARC) is meant to show you where we are succeeding and where we can improve. While it cannot tell you everything about our results, the report is a good starting point for discussions with teachers and principals. To access the [technical data appendix](#), please visit the district's website or contact the school or district directly using the information below.

Joseph Kerr Middle School
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NOTES ON SOURCES: California Basic Education Data System (October 2001 census); Language Census (April 2002 census); SAT-9 and California Standards Tests (Spring 2002 test cycle); Academic Performance Index (October 2002 growth score release); California Safe School Assessment (school year 2000-2001). All data not available from the Dept. of Education was provided by the district office staff.



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