

# ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile<sup>1</sup> :

## Taft Elementary School

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

Mesa Unified District  
9800 E. Quarterline Road, Mesa, AZ 85207-6228

**Principal:** Dr. Ginny Emmons  
**Schedule:** 7:30 AM to 4:00 PM  
**Web Address:** [www.mpsaz.org/taft/](http://www.mpsaz.org/taft/)  
**E-mail:** [gmemmons@mps.az.org](mailto:gmemmons@mps.az.org)

**Grades:** Pre-K-6  
**2002 Enrollment:** 698  
**Phone:** (480) 472-9100  
**Fax:** (480) 472-9090

### ∨ School Overview ∨

#### Mission

Taft Elementary School is committed to the belief that all people can learn regardless of ethnicity, socio-economic status or disabilities. We acknowledge as a team, teachers, administrators and parents, that we can work together to prepare students to become successful, contributing members of society. Taft will provide an enriched academic environment in which students will achieve excellence as we model dignity and respect throughout the Taft community.

#### Organization and Philosophy

- w Self-contained Classrooms
- w Traditional
- w Team Teaching
- w Multiage Classrooms

#### Instructional Programs

- w On-site Special Education
- w Gifted
- w At-risk Preschool
- w Head Start
- w Behaviorally Disordered Class (1-6)
- w Pre-Kindergarten

#### School/Academic Goals

- w Taft teachers and staff are continually working to improve the math skills of our students by analyzing data and using good teaching practices. Technology is also incorporated into our teaching program.
- w Taft teachers and staff are continually working to improve the reading skills of our students by analyzing data and using good teaching practices. Technology is also incorporated into our teaching program.
- w Taft teachers and staff are continually working to improve the writing skills of our students by analyzing data and using good teaching practices. Technology is also incorporated into our teaching program.
- w Taft teachers and staff are continually working to improve the leadership skills of our students by providing children with opportunities to experience leadership situations. We recognize the need to prepare tomorrow's leaders in today's schools.

#### Enrollment

October 1, 2001 School Year Student Enrollment:	808
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	70

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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.

∨ **School Site Council** ∨

**Council Composition**

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

**Council Duties**

- w Parent/Educator Relations
- w Student Discipline
- w Extracurricular Activities
- w Curriculum Development
- w School Safety Issues
- w Youth Leadership

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	43.00
Other Professional Staff	3.00	Teacher Aide	11.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	1	0
4 to 6 years	5	3	0	0
7 to 9 years	2	4	0	0
10 or more years	4	23	0	1

∨ **Shared Responsibilities** ∨

**School**

Communicate high expectations for all students, staff and personnel in a timely manner. Provide parents with information and opportunities to become involved in their child's education. Maintain appropriate confidentiality in all dealings with parents.

**Parents**

Make sure my child attends school regularly and arrives on time. Have high expectations for my child and set realistic goals for attaining personal and academic success. Schedule a time for homework and discuss what my child has learned each school day. Communicate with the school through phone calls, written correspondence, attendance at parent/teacher conferences, and parent meetings. Read with my child and let younger children see older children actively reading at home.

∨ **Transportation Policy** ∨

Busing is provided for all 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.

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### ∨ Calendar Information ∨

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

**Operates on Traditional Schedule**

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#### Report Card Release Dates

10/16/02	12/19/02	3/7/03	5/29/03
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#### Additional Calendar/Report Card Information

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### ∨ Resources Available at School Site ∨

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#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - Yes

<sup>3</sup> 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.

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#### Special Facilities

W Computer Lab	W Math Lab
W Extended Learning Program	W Head Start

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#### Extracurricular Activities

W Student Council	W Youth Leadership Club
W Sports Program	W Band
W Orchestra	W Afterschool Clubs
W Science Club	W Art/Drama Club

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#### School/Community Resources

W Counseling Services	W Lunch Program
W Breakfast Program	W Adult Education
W Health Services	W Recreational Activities
W Afterschool Program	W Prevention Coordinator

## ∨ Indicators of Success ∨

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

### 2001-02 School Achievements/Accomplishments

- |  |   |
|--|---|
| <p>w Math scores were higher than district tests averages in grades one, two, four and six.</p>  | <p>w Reading scores were equal to the district average in grades one and two. Fourth grade scored two points below the district average and sixth grade students scored three points above.</p> |
| <p>w On the math AIMS 70.8% of our third grade students scored within the meets or exceeds category, and 67.5% of the fifth grade students did the same.</p> | <p>w On the reading AIMS 78.7% of our third grade students scored within the meets or exceeds category, and 69.8% of the fifth grade students did the same.</p>                                 |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	94.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	23.1 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	4.3 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	9.6 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	98.0 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	2.1 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	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.**

<sup>4</sup> 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.

<sup>5</sup> 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.

<sup>6</sup> 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.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> 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.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ∨ School Honors ∨

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

Award/Honor	Year
Perfect Attendance	2002
Citizenship	2002
Academic Honor Roll (School)	2002
Principal's Honor Roll	2002

## ∨ Academic Achievement Indicators ∨

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 <sup>1</sup>, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	86	529	6%	13%	43%	38%
	State	58840	524	9%	17%	45%	29%
Writing	School	84	550	5%	12%	63%	20%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	86	527	6%	23%	30%	41%
	State	59030	517	11%	27%	35%	27%

#### 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 5

Reading	School	115	505	16%	14%	58%	12%
	State	61305	505	21%	20%	43%	15%
Writing	School	113	526	10%	14%	58%	19%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	116	521	6%	26%	13%	55%
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>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."

## ∨ Mathematics Education and AIMS ∨

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.**

## ∨ Academic Achievement Indicators ∨

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

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	85	51	60	--	--	--
2	Reading	--	--	--	100	52	50	78	50	52	84	57	53	90	51	57
	Language	--	--	--	100	33	40	99	32	43	90	48	44	93	40	48
	Mathematics	--	--	--	100	58	51	92	57	55	92	68	57	94	54	61
3	Reading	94	38	47	100	49	47	89	51	48	89	45	50	82	60	50
	Language	96	35	49	100	47	51	100	44	54	87	46	56	89	63	57
	Mathematics	96	43	46	100	62	49	97	50	52	97	49	54	90	61	56
4	Reading	94	48	53	100	53	54	86	51	54	89	52	55	83	59	55
	Language	100	41	47	100	42	49	88	43	48	96	41	50	83	50	50
	Mathematics	100	61	51	100	69	54	95	63	55	98	59	57	88	66	58
5	Reading	95	46	51	100	51	51	83	50	51	91	48	51	89	56	53
	Language	100	34	42	100	44	44	85	41	45	91	38	45	92	46	47
	Mathematics	100	54	51	100	65	54	90	64	55	94	54	57	93	68	59
6	Reading	100	52	53	100	52	54	93	59	53	99	52	54	92	62	56
	Language	100	38	41	100	41	44	93	47	44	100	45	45	89	50	47
	Mathematics	100	66	57	100	64	59	94	78	60	100	69	63	95	73	65

## ∨ Measure of Academic Progress ∨

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<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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
<b>Grades 2-3</b>	<b>67</b>	<b>68</b>
<b>Grades 3-4</b>	<b>85</b>	<b>88</b>
<b>Grades 4-5</b>	<b>78</b>	<b>76</b>
<b>Grades 5-6</b>	<b>91</b>	<b>95</b>
<b>Grades 6-7</b>	<b>***</b>	<b>***</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## ∨ School Safety ∨

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

In the mission statement, teachers described Taft as an emotionally, physically safe and desirable place in which to learn and work. Taft teachers revised their emergency plans in the spring of 2000. Emergency drills are practiced on a monthly basis in connection with fire drills. The Advisory Council at Taft School works with the staff to make our school and community a safe place for everyone. The Taft community plays a vital role in making our school a safe place for every child.

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).

3

**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	\$3,044	\$2,329,708
Classroom Supplies	\$35	\$26,709
Administration	\$405	\$309,974
Support Services-Students	\$159	\$121,943
Other Support Services and Operations	\$597	\$456,707
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,240</b>	<b>\$3,245,041</b>

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
<b>School Site Council</b>	Molly Sherwin	(480) 472-9100	
<b>Transportation Policy</b>	Community Relations	(480) 472-0222	
<b>Community Resources</b>	Pat Yard	(480) 472-9084	
<b>School Nutrition Programs</b>	Brenda Sharp	(480) 472-9078	
<b>Parent Organization</b>	Pat Yard	(480) 472-9084	
<b>Student Health/Nurse</b>	Melissa Loresto	(480) 472-9086	

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.

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