

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

705 S 32nd Street, Mesa, AZ 85204

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)

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

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

School Overview

Principal/Administrator : Mr. Dale Cox
 Schedule : 8:00 AM to 4:00 PM
 Grades : 7-9
 2004 Enrollment : 1250
 Web Address : www.mesa.k12.az.us
 Phone Number : (480) 472-1500
 Fax Number : (480) 472-1616
 E-mail : dscox@mpsaz.org

Mission

The mission of Taylor Junior High is to provide opportunities for students to develop as successful lifelong learners, informed decision makers and responsible citizens.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Not 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

- ü Students will improve written communication skills.
- ü Students will improve their ability to read and understand a variety of materials.
- ü Students will demonstrate competence in math skills.

Enrollment

October 1, 2003 School Year Student Enrollment : 1231
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 245

Instructional Programs

- Ü Advanced Placement
- Ü On-site Special Education
- Ü Gifted
- Ü Title I Reading and Math
- Ü Read 180

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Provide standards-based quality programs and instruction. Safe environment for students. High academic standards. Encourage parent involvement. Develop self-esteem, positive self-image and responsibility in students. Provide guidance service.

Parents

Work closely with teachers for education of each student. Ensure students attend daily and on time. Notify school of medical needs or other conditions which may affect performance. Foster involvement of student at school and encourage participation.

Transportation Policy

Busing is provided for all students living more than two miles 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 AZ Junior High Business Teacher of the Year	2003
Ü AZ Junior High Science Teacher Recognition	2003
Ü Undefeated City Basketball and Baseball Champions	2002
Ü Staff Featured as Master Educators	2003

8th 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	407	5673	75001	100	99	99	497	489	468	18	24	37	32	33	36	27	24	16	23	20	10
All Students (Prior Year)	371	5563	71167	97	98	99	486	480	463	20	24	38	39	41	41	26	23	14	15	13	7
Female	187	2761	36846	100	100	99	502	489	468	14	22	36	34	36	38	27	25	16	25	18	10
Male	220	2908	37974	100	99	99	494	489	467	22	26	39	30	30	34	27	23	16	21	22	11
African American	10	221	3720	100	100	98	466	468	446	30	39	53	60	31	33	10	18	9	0	12	4
Hispanic	89	1551	26675	100	99	98	478	462	448	27	40	52	40	37	34	22	17	10	11	7	4
Asian/Pacific Islander	NC	136	1575	NC	100	99	NC	507	504	NC	17	18	NC	27	33	NC	22	20	NC	34	29
American Indian/Alaskan Native	NC	213	4731	NC	98	98	NC	450	438	NC	51	61	NC	32	30	NC	13	7	NC	4	2
White	292	3539	37785	100	99	99	504	502	482	15	16	25	29	32	39	29	27	21	28	25	15
Students with Disabilities	38	476	8802	100	100	100	428	421	418	68	75	79	26	21	16	6	3	3	0	1	1
Students without Disabilities	369	5197	66199	100	99	99	503	494	472	14	20	34	32	34	38	29	25	17	25	21	11
Limited English Proficient Students	31	799	11710	100	100	100	470	454	429	30	46	70	44	37	25	22	13	4	4	4	1
Migrant Students	NC	23	709				NC	430	442	NC	67	57	NC	28	34	NC	6	7	NC	0	2
Economically Disadvantaged	157	2327	29814				482	464	448	28	39	53	36	35	33	17	16	10	19	10	4
Non-Economically Disadvantaged	250	3346	45170				507	505	479	12	14	28	29	31	38	33	28	20	26	26	14

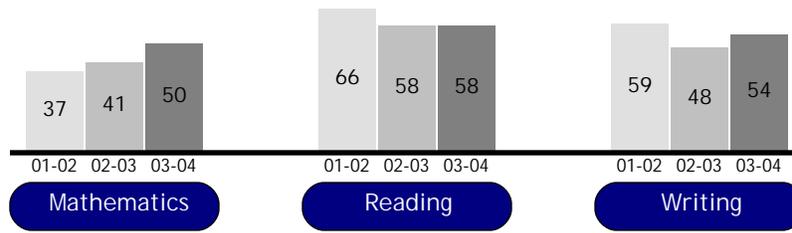
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	408	5674	74918	100	99	99	508	502	497	24	28	32	18	18	19	37	36	35	21	18	15
All Students (Prior Year)	375	5561	71100	98	98	99	505	507	502	18	20	25	23	20	21	44	44	40	14	17	15
Female	187	2760	36805	100	99	99	514	507	501	20	25	28	21	19	19	36	37	37	23	19	16
Male	221	2910	37936	100	99	99	503	498	493	28	32	35	14	16	18	39	35	33	18	17	14
African American	10	222	3719	100	100	98	482	489	481	60	38	43	10	18	21	10	31	29	20	13	7
Hispanic	90	1550	26645	100	99	98	486	477	478	38	47	46	24	19	20	29	27	27	9	6	6
Asian/Pacific Islander	NC	136	1571	NC	100	99	NC	512	521	NC	21	18	NC	16	15	NC	40	38	NC	23	30
American Indian/Alaskan Native	NC	214	4729	NC	99	98	NC	469	468	NC	54	57	NC	19	19	NC	22	19	NC	5	4
White	292	3539	37773	100	99	99	516	514	511	19	19	20	15	17	18	40	40	41	25	24	21
Students with Disabilities	39	477	8801	100	100	100	450	440	448	79	81	75	11	11	13	4	6	10	7	2	2
Students without Disabilities	369	5197	66117	100	99	99	513	507	501	20	24	28	18	18	19	40	38	37	22	20	16
Limited English Proficient Students	31	802	11706	100	100	100	477	467	454	42	57	71	31	18	16	23	21	12	4	4	1
Migrant Students	NC	23	706				NC	449	467	NC	78	55	NC	22	22	NC	0	20	NC	0	4
Economically Disadvantaged	156	2331	29785				494	479	477	35	46	47	20	19	20	31	28	26	14	8	6
Non-Economically Disadvantaged	252	3343	45115				516	516	508	18	18	23	16	17	18	41	41	39	25	25	20

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	408	5635	74503	100	99	99	486	479	491	9	13	9	37	37	32	46	42	51	8	8	8
All Students (Prior Year)	363	5441	69001	95	96	96	494	494	490	10	13	17	42	36	37	48	50	45	0	0	1
Female	187	2744	36686	100	99	99	507	497	506	4	8	5	32	35	29	52	47	57	11	11	9
Male	221	2886	37644	100	98	98	469	461	476	12	18	13	41	40	36	41	37	45	6	6	6
African American	10	219	3677	100	100	97	442	463	475	50	21	12	0	36	36	50	36	46	0	7	5
Hispanic	90	1545	26500	100	99	97	459	444	467	7	21	13	52	45	39	37	31	44	4	3	4
Asian/Pacific Islander	NC	134	1566	NC	100	99	NC	497	537	NC	11	5	NC	32	23	NC	44	55	NC	13	18
American Indian/Alaskan Native	NC	208	4695	NC	96	97	NC	444	464	NC	23	14	NC	43	39	NC	29	44	NC	4	3
White	292	3517	37606	100	98	99	497	495	508	8	9	6	34	35	28	48	47	56	11	10	10
Students with Disabilities	39	472	8662	100	100	100	404	394	409	39	48	37	43	36	42	18	15	20	0	1	1
Students without Disabilities	369	5163	65841	100	99	98	493	486	499	6	10	7	36	38	32	48	44	53	9	9	8
Limited English Proficient Students	31	795	11608	100	100	100	438	422	430	12	30	23	58	45	47	27	23	28	4	2	1
Migrant Students	NC	23	701				NC	412	449	NC	39	17	NC	33	43	NC	28	38	NC	0	1
Economically Disadvantaged	157	2304	29587				467	445	465	12	22	14	39	42	40	44	32	43	5	4	4
Non-Economically Disadvantaged	251	3331	44898				498	500	507	7	7	7	36	34	28	48	48	55	10	11	10

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)

8th 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?	N
	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 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 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
7	Reading	99	50	53	48	90	67	59	51	94	61	NA	54
	Language	99	66	56	51	94	67	62	54	98	67	64	58
	Mathematics	99	75	67	54	96	79	74	58	99	81	75	62
8	Reading	100	54	54	49	89	63	58	53	93	65	NA	55
	Language	100	59	51	46	94	61	56	49	97	62	58	52
	Mathematics	100	70	66	54	95	77	69	58	98	77	73	61
9	Reading	100	47	46	37	90	54	50	41	87	54	NA	42
	Language	100	57	49	38	95	57	54	42	93	58	54	42
	Mathematics	100	84	71	56	98	80	74	60	95	80	76	63

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)
- 3 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Curriculum Development
- Ü Parent/Educator Relations
- Ü Instructional Strategies
- Ü Student Discipline
- Ü School Safety Issues
- Ü Extracurricular Activities

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	62.00
Other Professional Staff	4.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	3	0	0
4 to 6 years	4	0	0	0
7 to 9 years	2	0	0	0
10 or more years	11	35	2	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	57
Core academic classes taught by Highly Qualified (NCLB) teachers.	212
Teachers with Emergency Certificaton.	1

Resources Available at School Site

Special Facilities

- Ü Four Computer Labs
- Ü Full Modern Performing Arts Facilities
- Ü Traditional and On-line Library Resource
- Ü Industrial Technology Labs

Extracurricular Activities

- Ü Unity/Service Club
- Ü National Academic League Team
- Ü Environmental Club
- Ü Full Sports Program
- Ü Leadership/Mentoring Programs

Social Services

- Ü Recreational Activities
- Ü Adult Education
- Ü Afterschool Program
- Ü Voting

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

ü Highly rated performing arts programs; city champion athletic programs; award winning science and business teachers in 2003.

ü A teacher in our science program was a finalist for state 2002 Teacher of the Year and for state Technology Innovator of the Year.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	3	2	2	2
Transfers In ⁷ (Out of District)	4	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			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 6-7	63	82
Grades 7-8	67	72

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

We have instituted both mentoring and peer mediation programs. We have a comprehensive school safety plan in place. We have programs to increase student community service. We have a behavior program with clear standards and strong enforcement. We have a School Resource Officer who is active working with our students.

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) :

15

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	Dale Cox	(480) 472-1501
Transportation Policy	Community Relations	(480) 472-0222
Community Resources	Mary Christensen	(480) 472-1501
School Nutrition Programs	Judy Vernon	(480) 472-1620
Parent Organization	Dale Cox	(480) 472-1501
Student Health/Nurse	Michele Romanoski	(480) 472-1516

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.

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.

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

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.

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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.