



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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)

2004-05	Highly Performing
2003-04	Excelling
2002-03	Excelling

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

School Overview

Principal/Administrator : Mr. Dale Cox
 Schedule : 07:30 AM to 04:30 PM
 Grades : 7-9
 2005 Enrollment : 1340
 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)

2004-05	Met
2003-04	Met
2002-03	Not Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	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, 2004 School Year Student Enrollment : 1276
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 248

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

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 City Champs in tennis, cross country, and basketball	2005
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	408	5700	78250	100	98	99	577	565	548	9	14	21	10	13	18	55	52	48	25	21	13
All Students (Prior Year)	407	5673	75001	100	99	99	497	489	468	18	24	37	32	33	36	27	24	16	23	20	10
Female	191	2750	38071	99	98	99	588	568	549	6	12	20	11	14	19	55	53	49	27	20	12
Male	217	2950	40126	100	98	99	568	563	547	12	15	23	9	13	17	56	51	46	24	21	14
African American	21	230	4058	100	97	99	530	527	523	26	20	32	11	20	22	47	53	41	16	7	5
Hispanic	113	1677	29129	100	99	99	557	538	527	15	26	32	20	18	23	48	47	40	17	9	6
Asian/Pacific Islander	11	136	1747	100	96	100	600	587	589	0	7	9	9	8	9	45	51	50	45	34	32
American Indian/Alaskan Native	NC	233	4996	NC	98	100	NC	524	518	NC	26	36	NC	23	25	NC	43	36	NC	8	4
White	256	3424	38320	98	98	99	591	582	568	6	7	12	6	10	14	60	56	55	29	27	19
Students with Disabilities	36	498	9329	100	100	100	435	423	454	50	55	64	15	19	18	32	24	16	3	3	2
Students without Disabilities	372	5203	68996	99	98	99	591	579	561	5	10	16	10	13	18	58	55	52	27	23	14
Limited English Proficient Students	18	423	10133	100	100	100	452	443	488	28	45	45	17	22	25	41	33	28	14	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	171	2386	33388	97	93	94	565	549	530	13	23	32	17	18	22	56	49	40	14	10	5
Non-Economically Disadvantaged	237	3315	44937	100	100	100	586	577	561	7	7	13	5	10	15	55	55	54	33	28	18

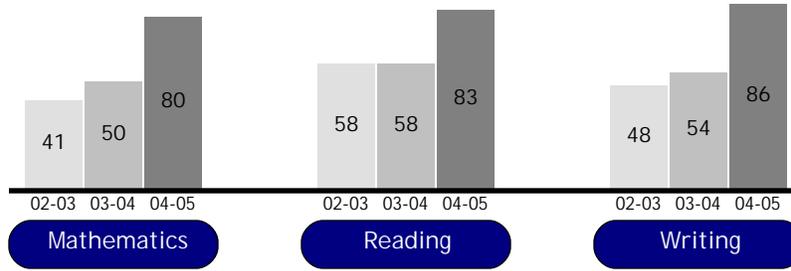
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	408	5699	78302	100	0	99	535	523	512	4	7	11	13	19	25	73	65	57	10	9	7
All Students (Prior Year)	408	5674	74918	100	99	99	508	502	497	24	28	32	18	18	19	37	36	35	21	18	15
Female	191	2752	38082	99	0	99	546	531	518	2	5	8	10	18	24	76	67	61	11	10	7
Male	217	2947	40166	100	0	99	525	516	507	5	9	14	16	20	26	69	62	54	9	8	6
African American	21	230	4064	100	0	100	492	496	498	11	4	14	21	36	29	68	59	54	0	2	3
Hispanic	113	1678	29152	100	0	99	517	497	492	6	15	17	21	30	34	67	52	46	6	3	2
Asian/Pacific Islander	11	136	1746	100	0	100	541	537	542	0	4	5	18	14	13	73	67	66	9	14	16
American Indian/Alaskan Native	NC	233	4993	NC	0	100	NC	486	484	NC	15	19	NC	31	38	NC	52	42	NC	2	1
White	256	3422	38347	98	0	99	548	539	531	2	3	5	9	13	17	76	71	68	13	12	10
Students with Disabilities	36	498	9353	100	0	100	412	400	429	21	33	40	50	39	38	29	27	22	0	1	1
Students without Disabilities	372	5202	69024	99	0	99	547	535	524	2	5	7	10	17	23	77	68	62	11	10	7
Limited English Proficient Students	18	423	10140	100	0	100	415	405	451	21	33	28	21	42	43	55	24	29	3	1	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	171	2384	33398	97	0	94	525	507	495	5	13	18	20	30	35	71	54	46	4	4	2
Non-Economically Disadvantaged	237	3316	44979	100	0	100	541	534	525	3	3	6	8	12	18	74	72	66	15	13	10

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	5652	78094	100	97	99	557	546	545	2	3	3	13	17	18	84	78	77	2	2	2
All Students (Prior Year)	408	5635	74503	100	99	99	486	479	491	9	13	9	37	37	32	46	42	51	8	8	8
Female	191	2739	38025	99	97	99	576	562	558	1	2	2	7	12	13	90	83	82	2	3	2
Male	217	2913	40013	100	97	99	541	531	534	2	5	5	18	21	23	78	72	71	2	1	1
African American	21	227	4037	100	96	99	525	525	532	5	2	4	32	23	22	63	74	73	0	0	1
Hispanic	113	1662	29068	100	98	99	537	515	523	4	7	5	22	29	27	74	63	67	0	0	1
Asian/Pacific Islander	11	135	1743	100	95	100	596	563	577	0	4	2	9	8	9	82	80	82	9	8	8
American Indian/Alaskan Native	NC	226	4981	NC	95	100	NC	510	526	NC	7	4	NC	23	25	NC	69	70	NC	1	0
White	256	3402	38265	98	97	99	569	564	564	0	1	2	7	11	11	90	85	84	2	3	3
Students with Disabilities	36	484	9275	100	100	100	428	397	444	9	17	14	41	48	46	50	34	39	0	1	1
Students without Disabilities	372	5169	68892	99	97	98	570	560	559	1	2	2	10	14	14	87	82	82	2	2	2
Limited English Proficient Students	18	412	10084	100	100	100	416	405	474	17	19	10	31	47	39	52	33	50	0	1	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	171	2356	33296	97	92	94	550	529	527	2	6	5	18	26	27	78	67	67	1	1	0
Non-Economically Disadvantaged	237	3297	44871	100	100	100	562	558	559	1	2	2	9	11	12	87	84	84	2	3	3

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.

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

The school or district had an attendance rate of at least 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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	90	67	59	51	94	61	NA	54	98	57	55	50
	Language	94	67	62	54	98	67	64	58	98	58	58	52
	Mathematics	96	79	74	58	99	81	75	62	98	58	58	50
8	Reading	89	63	58	53	93	65	NA	55	98	61	57	51
	Language	94	61	56	49	97	62	58	52	98	60	55	50
	Mathematics	95	77	69	58	98	77	73	61	98	69	62	53
9	Reading	90	54	50	41	87	54	NA	42	94	64	60	51
	Language	95	57	54	42	93	58	54	42	94	62	59	50
	Mathematics	98	80	74	60	95	80	76	63	96	65	62	50

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)
- 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 2005-06

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 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	26	2	0	0
4 to 6 years	5	0	0	0
7 to 9 years	0	0	0	0
10 or more years	15	32	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	4
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Hightly Qualified Teachers	0%

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 2004-05

School Achievements/Accomplishments 2004-05

- 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.

- ü Chess team ranked 7th in state.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	11	12	12	17
Transfers In Rate ⁶	17	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

21

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	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.

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

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

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.