

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Taylor Hicks School

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

Prescott Unified District
1845 Campbell Avenue, Prescott, AZ 86301

Principal: Mr. Kelton Aker
Schedule: 7:30 AM to 4:00 PM
Web Address: www.prescottschools.com
E-mail: kelton.aker@prescottschools.com

Grades: K-5
2002 Enrollment: 433
Phone: (928) 717-3276
Fax: (928) 717-3275

∨ School Overview ∨

Mission

Taylor Hicks School will provide a positive educational environment that will help each individual develop to his/her maximum capacity and become a well-adjusted, contributing member of an evolving democratic society.

Organization and Philosophy

- w Traditional Values and Expectations
- w Effective Instructional Strategies
- w High Parental Involvement
- w Safe Learning Environment

School/Academic Goals

- w Continue to enhance the academic capabilities of students and the instructional expertise of teachers through the use of technology.
- w Continue to improve the coordination, articulation and integration of the curriculum.
- w Enhance the use of the Accelerated Reader and Math Programs in grades 2-5.

Instructional Programs

- w Curriculum Aligned to AZ Acad. Standards
- w Modern Technology Facilities
- w Full-day Kindergarten
- w Accelerated Reader & Math Programs
- w Corrective Reading Program
- w On-site Special Education
- w Art/Music/PE Specialists
- w Gifted Services

Enrollment

October 1, 2001 School Year Student Enrollment:	464
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	20

¹ For an explanation of the Achievement Profiles, please visit <http://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.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w School/Community Relations
- w Budgeting Priorities
- w Student Safety Concerns
- w School Organization Issues

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	27.00
Other Professional Staff	1.00	Teacher Aide	7.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	0	1	0	0
7 to 9 years	1	1	0	0
10 or more years	4	19	0	0

∨ **Shared Responsibilities** ∨

School

Our school provides a safe and positive learning environment that gives children a solid preparation for success in middle school and beyond. Teaching methods and instructional strategies are designed to help children develop to their maximum capacities. Academic standards are high, as are expectations in the areas of effort and discipline. Communication with parents is ongoing and includes information about events, awards, parenting strategies, expectations of students and community resources.

Parents

Parents are responsible for having their children to school on time each day. Children should be well-fed, rested and emotionally ready to learn. Parents are expected to instill in their children the importance of a good education and that self-discipline, responsibility and good social skills are critical to success. Parents should be active in school affairs and informed about their children's progress. A special place and time should be provided each evening for reading and/or studying.

∨ **Transportation Policy** ∨

Students living more than one mile from school will have busing available. It is the parents' duty to have their children at bus stops 5 minutes prior to loading time for morning pick-up.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/13/02
Average Daily Instruction Time:	5 hrs. 15 min.	Last Day of School:	5/28/03

Operates on Traditional Schedule

Report Card Release Dates

10/30/02	1/8/03	3/26/03	5/28/03
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Additional Calendar/Report Card Information

Grade-level specific report cards are used that give detailed information in all curricular areas.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - No Lunch - Yes Summer Food - No

³ 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.

Special Facilities

W Modern Computer Lab	W Private Restroom in Each Classroom
W Library/Media Center	W Classroom Computers Networked to Lab

Extracurricular Activities

W School Safety Patrol	W Student Council
W Cultural Arts Fair	W Science Fair
W Computer Club	W Homework Club
W Art & Craft Clubs	W School Choir

School/Community Resources

W Boy Scouts	W Girl Scouts
W YMCA Afterschool Care	W Various City-wide Sports Programs
W Clothing/Food Banks	W Big Brothers/Big Sisters
W YMCA Community Programs	W School-based Family Nurse Practitioner

∨ 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 Computer lab operating and wiring systems have been updated, new software added and classroom computers are being networked to the lab.</p> <p>W Taylor Hicks School has air conditioning in all classrooms and voice mail for all staff members. This enhances the comfort of the learning environment and improves communication with staff members.</p> | <p>W The number of parent volunteers has increased and standardized test scores are consistently above county, state and national norms in reading, language and math. The alignment of the curriculum to state standards is complete, with a regular review.</p> <p>W All staff members have new computers with individual printers, and are hooked up to the local area network (LAN) and the Internet.</p> |
|---|---|

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	19.9 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.5 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	13.4 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	97.6 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	2.4 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	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.

⁴ 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.

⁵ 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.

⁶ 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.

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

⁸ 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.

⁹ 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
Yavapai County Special Area Teacher of the Year	2002
Northern Arizona Region Science Fair Winners (5)	2001
DAR SW Region Essay Contest Winner	2000
Silver Apple Award Winner	2000

∨ 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 ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	74	554	0%	5%	41%	54%
	School State	58840	524	9%	17%	45%	29%
Writing	School	75	573	0%	4%	61%	35%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	75	556	1%	17%	27%	55%
	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	80	510	9%	21%	49%	21%
	State	61305	505	21%	20%	43%	15%
Writing	School	79	547	6%	15%	47%	32%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	79	506	11%	28%	11%	49%
	State	61760	494	14%	40%	12%	34%

¹Results reflect student performance on the English form of AIMS.

²Class 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	--	--	--	--	--	--	--	--	--	77	78	60	--	--	--
2	Reading	--	--	--	--	--	50	92	63	52	89	71	53	79	64	57
	Language	--	--	--	--	--	40	94	63	43	92	65	44	80	50	48
	Mathematics	--	--	--	--	--	51	94	73	55	90	78	57	85	59	61
3	Reading	--	--	47	--	--	47	98	56	48	86	70	50	92	69	50
	Language	--	--	49	--	--	51	100	58	54	88	77	56	95	73	57
	Mathematics	--	--	46	--	--	49	100	50	52	87	70	54	94	72	56
4	Reading	--	--	53	--	--	54	93	79	54	94	63	55	93	70	55
	Language	--	--	47	--	--	49	95	72	48	95	55	50	91	63	50
	Mathematics	--	--	51	--	--	54	94	76	55	95	64	57	91	60	58
5	Reading	--	--	51	--	--	51	100	72	51	91	73	51	92	60	53
	Language	--	--	42	--	--	44	100	61	45	88	69	45	89	58	47
	Mathematics	--	--	51	--	--	54	99	71	55	90	75	57	93	65	59

∨ 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 Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ 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	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	77	63
Grades 3-4	75	47
Grades 4-5	56	76
Grades 5-6	***	***

*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

We have a strict discipline code and hold students accountable for misbehaviors. We are firm, fair and consistent in assigning consequences when rules are broken. We employ a full-time Behavior Coach that monitors detention and performs counseling for students who need help with their decisions. Chronic misbehavior is rare. We have now initiated a campus-wide lock-down (gates) 15 minutes after school starts until 15 minutes before school is out, so that all traffic passes by the office.

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).

0

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	\$2,526	\$1,204,564
Classroom Supplies	\$22	\$10,399
Administration	\$427	\$203,443
Support Services-Students	\$175	\$83,287
Other Support Services and Operations	\$494	\$235,684
Total Expenditures- All Categories 2000-2001	\$3,644	\$1,737,377

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
School Site Council	Kelton Aker	(928) 717-3276	
Transportation Policy	Cindy Brown	(928) 717-3229	
Community Resources	Marianne Brooks	(928) 717-3272	
School Nutrition Programs	Jim Wahlstrom	(928) 717-3232	
Parent Organization	Alicia Hillman	(928) 717-3276	
Student Health/Nurse	Alison Stanford	(928) 717-3279	

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.

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