

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Willis Junior High School

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

Chandler Unified District  
401 S. McQueen Road, Chandler, AZ 85225-2002

**Principal:** Mr. Paul Bollard  
**Schedule:** 8:00 AM to 4:30 PM  
**Web Address:** [www.chandler.k12.az.us](http://www.chandler.k12.az.us)  
**E-mail:** [bollardp@chandler.k12.az.us](mailto:bollardp@chandler.k12.az.us)

**Grades:** 7, 8  
**2002 Enrollment:** 1113  
**Phone:** (480) 883-5700 x 5708  
**Fax:** (480) 883-5720

## ∨ School Overview ∨

### Mission

The mission of Chandler Unified School District is to provide students with the knowledge, skills and attitudes necessary to be lifelong learners and responsible citizens.

### Organization and Philosophy

- w Team Teaching
- w Smaller Communities for Learning
- w Subject Integration
- w Vocational Planning

### School/Academic Goals

- w Students will use appropriate problem-solving skills to solve math and science problems.
- w Students will write logical, cohesive paragraphs/ essays based on subject matter.

### Instructional Programs

- w Outstanding Technology Program
- w Honors Language Arts Curriculum
- w On-site Special Education
- w Teaming at Both Grade Levels
- w Inclusion for Special Needs Students
- w Advanced Mathematics Curriculum
- w Exploratory Elective Programs
- w Award Winning Music Programs

- w Students will increase their reading comprehension by one grade level.
- w Students will participate in the Drop Everything And Read (DEAR) program campus wide.

### Enrollment

October 1, 2001 School Year Student Enrollment:	1078
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	15

<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**

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

**Council Duties**

- w Instructional Strategies
- w Curriculum Development
- w Extracurricular Activities
- w Parent/Educator Relations
- w Goal Setting
- w Program Evaluation

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	3.00	Teacher	59.00
Other Professional Staff	11.00	Teacher Aide	9.00

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

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	8	0	0
4 to 6 years	5	7	0	0
7 to 9 years	3	7	0	0
10 or more years	1	11	0	0

∨ **Shared Responsibilities** ∨

**School**

Parents are our partners in planning and evaluating academic and effective goals; assuring a safe environment; and providing vocational and extracurricular activities. Communication with parents concerning the educational progress of their students is of the utmost importance.

**Parents**

As partners in the educational process, parents are expected to assist students with their studies; encourage them to do their best; make sure students are at school every day and provide proper clothing, nourishment and rest. Parents are equal partners in their child's education.

∨ **Transportation Policy** ∨

Transportation is provided for students who live outside a one and a half-mile radius of the school. Transportation is also provided for special education students.



## ∨ 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 We set a schoolwide goal of improving our reading achievement on the standardized test. Implementations put in place to help us reach our goal proved effective as our goal was reached.</p> | <p>W Our goal was to create small communities for learning through the establishment of common 'houses' for our students. This proved to be quite effective in the building of community on campus.</p> |
| <p>W Inclusion campuswide has been implemented and is proving to be beneficial to many of our special needs students.</p>   | <p>W As a campus, we worked to map our curriculum to provide opportunities for common themes across the campus.</p>   |

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	93.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	19.7 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	2.5 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	10.3 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	98.5 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	1.5 %	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
First School in Arizona to be Character Counts School	2002
Recognized Vocal and Band Programs	2001
Honor Student Council	2001
Award Winning Afterschool Programs	2001

## ∨ 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 8		Number Tested	MS	FFB	A	M	E
Reading	School	471	503	28%	19%	37%	15%
	State	57484	504	24%	20%	40%	16%
Writing	School	483	488	17%	42%	39%	2%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	485	460	40%	44%	9%	7%
	State	57734	459	39%	40%	14%	7%

#### 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

<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												
7	Reading	100	52	52	100	54	53	--	56	52	92	58	53	95	54	55
	Language	100	54	52	100	57	54	--	58	54	91	63	55	98	55	58
	Mathematics	100	51	53	100	52	55	--	55	56	92	56	58	98	51	60
8	Reading	100	49	54	100	53	54	87	55	53	88	55	55	93	52	56
	Language	100	45	46	100	52	49	89	56	49	89	53	50	93	52	52
	Mathematics	100	50	52	100	54	54	91	55	56	90	54	58	93	59	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 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.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 6-7</b>	<b>73</b>	<b>61</b>
<b>Grades 7-8</b>	<b>66</b>	<b>83</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

Willis Junior High School, in conjunction with the City of Chandler, provides a school intervention officer through the Chandler Police Department. Our school has established a set of rules that are firm, but fair and students are expected to adhere to those rules. We provide comprehensive counseling services to all of 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).

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**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 ▽

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,918	\$2,961,127
Classroom Supplies	\$73	\$74,558
Administration	\$501	\$507,974
Support Services-Students	\$190	\$193,276
Other Support Services and Operations	\$785	\$796,746
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,468</b>	<b>\$4,533,681</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 ▽

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Paul Bollard	(480) 883-5700	5708
<b>Transportation Policy</b>	Joe Greene	(480) 883-5700	5712
<b>Community Resources</b>	Mike Cady	(480) 883-5700	5726
<b>School Nutrition Programs</b>	Cathy Brown	(480) 812-7000	
<b>Parent Organization</b>	Paul Bollard	(480) 883-5700	5708
<b>Student Health/Nurse</b>	Marianne Moya	(480) 883-5700	5702

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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