

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Wilson Primary School

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

Wilson Elementary District  
415 N. 30th Street, Phoenix, AZ 85008

**Principal:** Dr. Ana Ramos-Pell  
**Schedule:** 7:30 AM to 4:00 PM  
**Web Address:** [www.wsd.k12.az.us](http://www.wsd.k12.az.us)  
**E-mail:** [Ana.ramos-pell@wsd.k12.az.us](mailto:Ana.ramos-pell@wsd.k12.az.us)

**Grades:** Pre-K-3  
**2002 Enrollment:** 614  
**Phone:** (602) 683-2500  
**Fax:** (602) 231-0567

## ∨ School Overview ∨

### Mission

Our mission is to provide the highest quality education for all students to allow them to develop to their maximum potential. We are committed to equal educational opportunities. Working together with parents and community, we strive to develop all social and academic areas so the student may become a useful, responsible member of society. We can achieve our goals through computer technology and business partnerships.

### Organization and Philosophy

- w Technology-integrated Classrooms
- w Self-contained Classrooms
- w ESL Inclusion
- w Direct-instruction Philosophy

### School/Academic Goals

- w Improve basic reading skills and comprehension through a direct instruction program, phonics-based reading program combined with trade books, language arts activities and technology.
- w Integrate technology throughout the curriculum.

### Instructional Programs

- w Head Start
- w Special Education Preschool
- w Full-day Kindergarten
- w ESL Instruction
- w Foreign Language Instruction
- w Fine Arts
- w On-site Special Education
- w Gifted Education

- w Increase Stanford 9 and AIMS scores through curriculum and software aligned with Stanford 9 objectives and the Arizona Academic Standards.
- w Improve student writing skills through the Six Trait Model.

### Enrollment

October 1, 2001 School Year Student Enrollment:	665
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	185

<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)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

**Council Duties**

- w Instructional Strategies Input
- w Curriculum Development Input
- w Textbook Selection
- w School Safety Issues
- w Parent/Educator Relations
- w Student Discipline

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	45.00
Other Professional Staff	3.00	Teacher Aide	30.00

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

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	2	1	3
4 to 6 years	3	7	0	1
7 to 9 years	2	6	0	0
10 or more years	6	10	12	1

∨ **Shared Responsibilities** ∨

**School**

Students are provided a safe, orderly environment, high expectation levels, school supplies and the opportunity to earn points toward college scholarships through Project 2000. Special personnel include a Homeless Liaison, Migrant Liaison and School Resource Officer. Communication is provided through report cards, Parent/Teacher conferences twice a year, a district newsletter, home visits, and special bulletins as needed.

**Parents**

The district encourages parents to take an active role in their child's school. Parents have a responsibility to see that their student has regular attendance, proper hygiene and nourishment, and a place to study at home. As our educational partner, parents are expected to support school policies and staff in their efforts. We require parent participation in conferences and school events, earning their child points for Project 2000--an avenue towards college tuition.

∨ **Transportation Policy** ∨

For those students living farther than one mile from school, bus transportation is provided. Boundaries include areas within University Drive to the south; 32nd Street to the east; 16th Street to Harrison; 20th Street to E. Fillmore to the west and E. Fillmore between 20th and 24th Streets; Roosevelt between 24th and 28th Streets; 759 N. on 28th, 29th, 20th and 30th Streets to the north.

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## ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	180	<b>First Day of School:</b>	8/12/02
<b>Average Daily Instruction Time:</b>	5 hrs. 30 min.	<b>Last Day of School:</b>	5/23/03

**Operates on Traditional Schedule**

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### Report Card Release Dates

10/18/02	1/10/03	3/14/03	5/23/03
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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 Technology-integrated Classrooms	W Community Center
W Yamaha Music Lab	W Library

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### Extracurricular Activities

W Tutoring	W Chorus
W Testbusters	W Cheerleading
W Primary Play Pals	W Key-Board Club
W Peer Mediation	W Gifted and Talented Program

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### School/Community Resources

W Breakfast/Lunch Programs	W School Resource Officer
W Afterschool Programs	W Health Services
W Counseling Services	W Adult Education
W Clothing/Food Banks	W Recreational Activities

## ∨ 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 Using the 2002 Stanford 9 Achievement Test data, third grade language scores were at the 56th percentile.</p>   | <p>W Using the 2002 Stanford 9 Achievement Test data, second grade math scores were at the 68th percentile.</p>  |
| <p>W Using the 2002 AIMS data, 74% of Wilson third graders meet or exceed the standard in Reading, and 77% of third grade students meet or exceed the standard in Writing.</p> | <p>W Students in third grade ranked third in Language, our second and third graders ranked third and fourth in math respectively, and in reading, our second graders were ranked second on the 2002 Stanford 9 tests, compared to the 13 PUHSD feeder schools.</p> |

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	96.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	23.9 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.0 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	16.6 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	97.6 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	2.4 %	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
Pride of SRA National Award	2002
Pride of SRA National Award	2001
Cheerleaders - 1st Place Fiesta Bowl Champs	2002
Direct Instruction Excellent School	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 <sup>1</sup>, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	103	507	14%	26%	47%	14%
	State	58840	524	9%	17%	45%	29%
Writing	School	84	534	11%	19%	57%	13%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	104	496	16%	39%	37%	8%
	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

<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	--	--	--	--	--	--	--	--	--	23	70	60	--	--	--
2	Reading	--	--	--	100	56	50	79	52	52	33	69	53	26	60	57
	Language	--	--	--	100	43	40	79	42	43	34	46	44	26	45	48
	Mathematics	--	--	--	100	45	51	79	56	55	34	63	57	26	68	61
3	Reading	100	17	47	100	50	47	78	49	48	30	46	50	68	34	50
	Language	100	21	49	100	59	51	78	71	54	30	68	56	69	56	57
	Mathematics	100	25	46	100	51	49	79	67	52	30	63	54	69	48	56

## ∨ 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 2-3</b>	<b>45</b>	<b>57</b>
<b>Grades 3-4</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

A Wilson Primary schoolwide discipline plan is in place with rules, consequences and positives. For more serious offenses, seeing the principal is standard. The administrator may send the child to a Time Out Room or suspend the student out of school. Students wear uniforms. A School Resource Officer is on staff. A Crisis Plan is in place and practiced twice a year. Fire drills are conducted monthly.

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 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	\$3,629	\$2,409,870
Classroom Supplies	\$153	\$101,418
Administration	\$801	\$532,203
Support Services-Students	\$91	\$60,172
Other Support Services and Operations	\$1,141	\$757,786
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$5,815</b>	<b>\$3,861,449</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>	Ana Ramos-Pell	(602) 683-2500	3010
<b>Transportation Policy</b>	Karen Tuffs	(602) 681-2200	2005
<b>Community Resources</b>	Olga Fragoso	(602) 681-2200	6000
<b>School Nutrition Programs</b>	Yvette Lowe	(602) 683-2400	4015
<b>Parent Organization</b>	Mary Rodriguez	(602) 681-2200	3004
<b>Student Health/Nurse</b>	Shirley Hawkins	(602) 683-2500	3020

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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