ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile[1]:

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

Wakefield Middle School

Tucson Unified District
101 W. 44th, Tucson, AZ 85713

Principal: Ms. Maria Cuesta-Patterson
Schedule: 7:30 AM to 4:30 PM
Web Address: Unpublished or Unavailable
E-mail: mpatters@tusd.k12.az.us

Grades: 6-8
2002 Enrollment: 636
Phone: (520) 225-3800
Fax: (520) 225-3801

School Overview

Mission

The Wakefield School Community believes that each student has individual needs that can be addressed through a strong, integrated curriculum with emphasis on reading, English as a Second Language (ESL) and mathematics. We commit to developing the potential of the individual utilizing the strengths found in our diverse society.

Organization and Philosophy

- Dual Language Programs
- Reading/Writing/Social Studies Block
- Integrated Team Organization

Instructional Programs

- GATE Math/GATE Science
- Reading Classes
- On-site Special Education CCBS
- Dual Language Program/ESL/SSL Program
- Mainstream Educational Program
- Tutoring in Math/Reading and Writing
- Balance Literacy Intervention Program
- Journalism/Chorus/Band/Orchestra

School/Academic Goals

- Provide curricular programs of instruction to promote a college-bound curriculum with an emphasis on literacy in the following areas: Math, science, reading/writing/social studies, music and fine arts.
- Continue community partnerships focused on mentoring and tutorial opportunities for sixth through eighth grade students.
- Continue to provide opportunities for parents in the area of support and guidance in a college prep program articulated from fifth through twelfth grade.

Enrollment

October 1, 2001 School Year Student Enrollment:	630
Accepting New Students in 2002-03 Under Open Enrollment Law[2]:	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	30

[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.

NDS = No Data Submitted NR = No Response NA = Not Applicable ISD = Insufficient Data to Calculate Rate

School Site Council

Council Composition

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

Council Duties

- School Safety Issues
- Student Behavior
- Instructional Strategies
- Curriculum Development
- Promotion/Retention Issues

Staffing Information

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

Position	Number	Position	Number
Administrator	2.00	**Teacher**	48.00
Other Professional Staff	9.00	**Teacher Aide**	13.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

Shared Responsibilities

School

Communication is frequent and informative. Information is disseminated bilingually in Spanish/English. Parents and community members are encouraged to participate in their children's education as learner, advocate and committee member. The school constantly strives to create a welcoming atmosphere for families and community members.

Parents

Students are expected to attend school regularly and to be on time. Students are expected to attend tutoring after school in order to improve grades. Parent/Teacher conferences and home visits are scheduled throughout the year. The school provides free and reduced breakfast and lunch for students. Parents are expected to follow our Wakefield Uniform and Academic Achievement Policy.

Transportation Policy

Since Wakefield Middle School is a neighborhood school, students are not bused. There are, however, some Special Education students who are transported. Our district policy defines 2.5 miles as the maximum boundary. Students living beyond the 2.5 miles would receive transportation services.

V Calendar Information V

Number of Instruction Days:	177	**First Day of School:**	8/15/02
Average Daily Instruction Time:	6 hrs. 50 min.	**Last Day of School:**	6/24/03

Operates on Year-round Schedule

Report Card Release Dates

11/27/02 4/3/03 6/24/03

Additional Calendar/Report Card Information

V Resources Available at School Site V

Nutrition Programs

Federal food programs available to eligible[3] students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

[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 Family Literacy Program
- W Science Computer Mini-labs
- W Three Computer Labs
- W Media Studio

Extracurricular Activities

- W GEAR-UP
- W Close-Up Foundation
- W Student Council
- W Extended University
- W Project SOAR
- W MESA
- W Interscholastic Sports
- W Jr. Rotary Club

School/Community Resources

- W Alternative School Programs
- W Counseling Services
- W Wellness Center
- W Clothing/Food Banks
- W Crisis Intervention

v Indicators of Success v

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

w GEAR-UP Grant recipient.

w Artist-in-Residence grant.

w EEF Research grant.

w University of Phoenix Teacher Award.

Student Information: 2001-02 Student Activity Rates

	School	Arizona K-6	Arizona 7-8	Arizona 9-12
Attendance Rate	89.0 %	95.0 %	94.0 %	94.0 %
Transfers Out [4]	26.0 %	19.6 %	19.5 %	20.5 %
Transfers In [5]**: Within District**	5.4 %	2.7 %	2.2 %	2.0 %
Transfers In [5]**: Out-of-District**	18.5 %	9.7 %	9.6 %	9.5 %
Promotion Rate [6]	100.0 %	98.4 %	97.8 %	94.8 %
Retention Rate [7]	0.0 %	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.

v School Honors v

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
La Luz Social Hispanic Administrator of the Year	2002
Teacher Recognition Mayor's Award	2002
Torneo de Ortografia--Second Place	2001
Chicanos Por la Causa Scholarship	2001

V Academic Achievement Indicators V

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

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	**School**	**142**	**458**	**53%**	**25%**	**22%**	**1%**
	State	57484	504	24%	20%	40%	16%
Writing	**School**	**130**	**461**	**37%**	**49%**	**14%**	**0%**
	State	55420	493	15%	42%	41%	2%
Mathematics	**School**	**145**	**413**	**69%**	**29%**	**1%**	**1%**
	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

[1]Results reflect student performance on the English form of AIMS.
[2]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."

V Mathematics Education and AIMS V

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**.

V Academic Achievement Indicators V

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

		1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
Grade	**Content Area**	**%**	**Score**	**AZ**	**%**	**Score**	**AZ**	**%**	**Score**	**AZ**	**%**	**Score**	**AZ**	**%**	**Score**	**AZ**
6	Reading	70	16	53	100	18	54	82	21	53	38	26	54	62	22	56
	Language	73	10	41	100	16	44	91	15	44	42	17	45	64	17	47
	Mathematics	72	19	57	100	21	59	87	25	60	42	24	63	62	26	65
7	Reading	66	11	52	100	15	53	66	16	52	66	24	53	61	22	55
	Language	64	11	52	100	18	54	69	17	54	71	23	55	66	26	58
	Mathematics	66	17	53	100	18	55	70	28	56	65	31	58	61	26	60
8	Reading	72	18	54	100	18	54	69	20	53	57	31	55	71	25	56
	Language	76	11	46	100	12	49	81	17	49	58	23	50	71	21	52
	Mathematics	75	17	52	100	21	54	85	25	56	57	34	58	72	33	59

V Measure of Academic Progress V

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[9] 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 Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 5-6	**69**	**57**
Grades 6-7	**74**	**70**
Grades 7-8	**86**	**86**

*Less than 10 students matched **No information available ***Not applicable

V School Safety V

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 closed campus during school hours. We have parent safety patrols and district monitors. Students wear uniforms. We have an School Resource Officer from Tucson Police Department assigned to our school and five other elementaries. Administrators in contact with School Safety and Security on a daily basis.

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). 20

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	$3,230	$1,842,512
Classroom Supplies	$24	$13,890
Administration	$568	$324,057
Support Services-Students	$496	$282,910
Other Support Services and Operations	$801	$457,185
Total Expenditures- All Categories 2000-2001	$5,119	$2,920,554

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	Lucy Kin	(520) 225-3800	3842
Transportation Policy	Bill Ball	(520) 225-4802	
Community Resources	Barbara Benton	(520) 225-7325	
School Nutrition Programs	Kay Pruitt	(520) 225-3800	
Parent Organization	Olivia Olivares	(520) 225-3822	
Student Health/Nurse	Judy Welch	(520) 225-3817	

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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