



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

101 W. 44th St, Tucson, AZ 85713

Tucson 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	Performing
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Mrs. Carmen Kemery
 Schedule : 07:30 AM to 05:00 PM
 Grades : 6-8
 2005 Enrollment : 532
 Web Address :
 Phone Number : (520) 225-3800
 Fax Number : (520) 225-3801
 E-mail : carmen.kemery@tusd.k12.az.us

Mission

The Wakefield Community is committed to preparing generations of dynamic and caring leaders who will make a difference.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2004-05	SI Year 1
2003-04	Year 1
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü 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.
- ü Continue community partnerships focused on mentoring and tutorial opportunities for sixth through eighth grade students.

Enrollment

October 1, 2004 School Year Student Enrollment : 580
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 10

Instructional Programs

- Ü GATE Math/GATE Science
- Ü Reading Classes
- Ü On-site Special Education CCBS
- Ü Dual Language Program/ESL/SSL Program
- Ü Accelerated Math

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 50 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

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.

Parents

Students are expected to attend school regularly and to be on time. Parent/Teacher conferences and home visits are scheduled throughout the year. Parents are expected to follow our Wakefield Uniform and Academic Achievement Policy.

Transportation Policy

Wakefield Middle School is a neighborhood school. Some Special Education students are transported. Our district policy defines 2.5 miles as the maximum boundary. Students living beyond the 2.5 miles would receive transportation services.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Science Fair Regional	2004
Ü Bilingual Teacher of the Year Arizona	2004
Ü Chicano Por La Causa Scholarship Winners	2004
Ü Lapan Foundation	

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	184	4765	78250	100	99	99	499	536	548	46	26	21	30	21	18	24	45	48	0	8	13
All Students (Prior Year)	200	4553	75001	100	98	99	416	455	468	83	46	37	15	35	36	2	12	16	0	7	10
Female	88	2364	38071	99	99	99	490	537	549	49	24	20	31	23	19	20	45	49	0	8	12
Male	95	2400	40126	100	99	99	506	534	547	43	28	23	29	19	17	28	45	46	0	9	14
African American	--	331	4058	--	100	99	--	509	523	--	36	32	--	26	22	--	33	41	--	5	5
Hispanic	170	2423	29129	100	99	99	498	521	527	47	32	32	30	24	23	24	40	40	0	4	6
Asian/Pacific Islander	--	122	1747	--	100	100	--	585	589	--	10	9	--	14	9	--	48	50	--	29	32
American Indian/Alaskan Native	10	197	4996	100	99	100	488	512	518	56	40	36	33	28	25	11	28	36	0	3	4
White	NC	1692	38320	NC	99	99	NC	560	568	NC	14	12	NC	15	14	NC	56	55	NC	15	19
Students with Disabilities	30	659	9329	100	100	100	433	445	454	81	65	64	11	17	18	7	16	16	0	1	2
Students without Disabilities	155	4107	68996	99	99	99	511	550	561	40	20	16	33	22	18	27	49	52	0	9	14
Limited English Proficient Students	71	587	10133	100	100	100	494	485	488	48	43	45	29	28	25	23	28	28	0	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	151	2431	33388	99	96	94	498	525	530	47	35	32	28	24	22	25	37	40	0	4	5
Non-Economically Disadvantaged	34	2335	44937	100	100	100	498	546	561	47	17	13	37	18	15	17	52	54	0	13	18

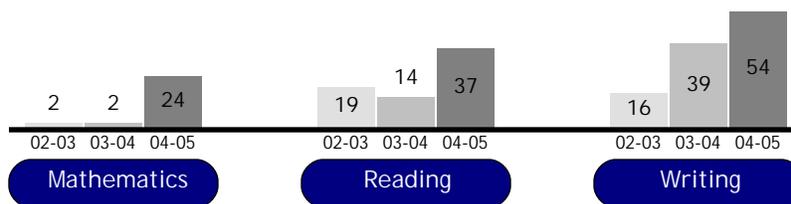
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	181	4767	78302	98	0	99	473	499	512	25	15	11	38	30	25	37	52	57	0	4	7
All Students (Prior Year)	198	4522	74918	100	97	99	454	485	497	64	41	32	22	19	19	13	29	35	1	11	15
Female	86	2366	38082	97	0	99	467	504	518	21	12	8	44	29	24	35	55	61	0	4	7
Male	94	2401	40166	99	0	99	480	494	507	29	17	14	32	31	26	39	49	54	0	3	6
African American	--	331	4064	--	0	100	--	482	498	--	17	14	--	39	29	--	42	54	--	3	3
Hispanic	167	2425	29152	98	0	99	473	486	492	25	19	17	37	36	34	37	44	46	0	2	2
Asian/Pacific Islander	--	122	1746	--	0	100	--	533	542	--	5	5	--	21	13	--	64	66	--	10	16
American Indian/Alaskan Native	10	198	4993	100	0	100	470	486	484	33	17	19	44	41	38	22	40	42	0	2	1
White	NC	1691	38347	NC	0	99	NC	520	531	NC	8	5	NC	19	17	NC	66	68	NC	7	10
Students with Disabilities	30	662	9353	100	0	100	405	416	429	56	46	40	41	36	38	4	18	22	0	0	1
Students without Disabilities	152	4107	69024	97	0	99	487	512	524	20	10	7	37	29	23	43	57	62	0	4	7
Limited English Proficient Students	69	586	10140	99	0	100	469	450	451	29	27	28	35	42	43	36	30	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	149	2434	33398	97	0	94	471	488	495	26	20	18	38	39	35	36	40	46	0	1	2
Non-Economically Disadvantaged	33	2335	44979	100	0	100	484	510	525	24	9	6	34	21	18	41	64	66	0	6	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	184	4758	78094	100	99	99	492	536	545	13	4	3	33	20	18	54	74	77	0	1	2
All Students (Prior Year)	196	4511	74503	99	97	99	441	485	491	22	10	9	39	34	32	36	50	51	3	6	8
Female	88	2364	38025	99	99	99	489	548	558	10	3	2	33	16	13	57	80	82	0	2	2
Male	95	2393	40013	100	99	99	495	524	534	16	6	5	33	25	23	52	69	71	0	1	1
African American	--	325	4037	--	98	99	--	519	532	--	7	4	--	19	22	--	73	73	--	1	1
Hispanic	170	2424	29068	100	99	99	491	521	523	13	6	5	33	26	27	54	68	67	0	0	1
Asian/Pacific Islander	--	122	1743	--	100	100	--	574	577	--	1	2	--	12	9	--	78	82	--	9	8
American Indian/Alaskan Native	10	198	4981	100	99	100	480	527	526	11	4	4	44	23	25	44	72	70	0	1	0
White	NC	1689	38265	NC	99	99	NC	559	564	NC	1	2	NC	13	11	NC	84	84	NC	2	3
Students with Disabilities	30	651	9275	100	100	100	400	433	444	33	17	14	41	44	46	26	39	39	0	1	1
Students without Disabilities	155	4108	68892	99	99	98	509	552	559	9	2	2	32	17	14	59	80	82	0	2	2
Limited English Proficient Students	71	586	10084	100	100	100	476	472	474	17	11	10	37	38	39	46	51	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	151	2424	33296	99	96	94	488	523	527	13	6	5	34	27	27	53	66	67	0	1	0
Non-Economically Disadvantaged	34	2335	44871	100	100	100	509	549	559	13	2	2	30	13	12	57	82	84	0	2	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
6	Reading	98	20	45	53	91	17	NA	56	99	34	44	51
	Language	99	18	38	45	92	14	38	48	99	28	41	47
	Mathematics	100	28	52	62	92	22	52	66	100	29	44	52
7	Reading	100	17	44	51	95	18	NA	54	96	28	44	50
	Language	98	19	48	54	97	20	48	58	96	27	48	52
	Mathematics	98	25	47	58	96	26	49	62	98	27	44	50
8	Reading	98	24	49	53	95	20	NA	55	98	30	46	51
	Language	98	19	46	49	97	16	41	52	98	31	47	50
	Mathematics	99	31	53	58	96	24	50	61	99	35	48	53

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)
- 3 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Academic Achievement
- Ü Student Behavior
- Ü Safety
- Ü Communication/Articulation
- Ü Promotion/Retention Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	48.00
Other Professional Staff	9.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	29
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Family Literacy Program
- Ü Three Computer Labs
- Ü Video Production Studio

Extracurricular Activities

- Ü Interscholastic Sports
- Ü CHESS Club
- Ü Close-Up Foundation
- Ü MESA
- Ü MECHA
- Ü Gear-Up
- Ü 21st Century Grant

Social Services

- Ü Alternative to Suspension
- Ü Clothing/Food Banks
- Ü Counseling Services
- Ü Crisis Intervention

ü State of Arizona Performing Schools 2003-2004

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	92	95	94	95
Transfers Out Rates ⁵	16	12	12	17
Transfers In Rate ⁶	48	28	28	37
Stability Rate ⁷	83	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	2	0	1	6
Status Unknown ¹¹	1	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 a closed campus during school hours. We have parent patrols and district monitors. Students wear uniforms. Administrators and staff involved in promoting positive behavior. In-house suspension program. After school detention program for tardy 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) :

8

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	Alan Voelkel	(520) 225-3800
Transportation Policy	Nick Makres	(520) 225-4802
Community Resources	Pam Fine	(520) 225-7325
School Nutrition Programs	Carolyn Navarrete	(520) 225-3800
Parent Organization	Alan Voelkel	(520) 225-3800
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. "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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** 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.