

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Richard B. Wilson, Jr. School

Amphitheater Unified District
2330 W. Glover Road, Tucson, AZ 85742

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

Principal: Mr. Adrian S. Hannah

Schedule: 7:30 AM to 4:00 PM

Web Address: www.amphi.com/~wilson/

E-mail: dredavid@amphi.com

Grades: K-8

2002 Enrollment: 1479

Phone: (520) 696-5800

Fax: (520) 696-5900

∨ School Overview ∨

Mission

Mission: To empower students to become confident, contributing individuals. The Wilson community will provide a balanced academic foundation in a safe, culturally aware learning environment which enables students to attain their full potential. Beliefs include emphasis on basic skills, fine arts, PE, and technological literacy/school and community cooperation/valuing cultural diversity, safety for students/emphasis on problem solving and thinking skills/the value of community service.

Organization and Philosophy

- w Multiage Classrooms
- w Departmentalized Classrooms
- w Self-contained Classrooms
- w Site-based

Instructional Programs

- w Research Paper Project
- w On-site Special Education
- w Gifted
- w Sheltered English Immersion
- w Art/Music/PE Specialists--Grades K-5
- w Six Traits of Writing Program
- w Developmental Reading Assessment
- w Advanced Math Classes--Grades 6-8

School/Academic Goals

- w Writing: Fall and spring assessments will be conducted to measure student performance on the Six Traits of Writing.
- w Reading: Ongoing assessments on the district Developmental Reading Assessment is conducted to assess student progress. Increase reading instruction in the content areas at the middle school level. Increase time on task at reading in the K-8.
- w Math: The ongoing assessments on the Amphitheater Math Assessment will be conducted to assess student progress in mathematics.
- w Curriculum: We will incorporate the developed district curriculum framework and the Arizona Academic Standards into the instructional program for our school.

Enrollment

October 1, 2001 School Year Student Enrollment:	1497
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	No
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

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

Council Duties

w Develop Strategic Plan
 w Review Budget
 w Public Policy and Awareness Committee
 w Curriculum Development
 w Parent/Educator Relations
 w School Safety Issues

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	3.00	Teacher	80.00
Other Professional Staff	5.00	Teacher Aide	12.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	18	2	0	0
4 to 6 years	12	4	0	0
7 to 9 years	7	1	0	0
10 or more years	25	14	2	0

∨ **Shared Responsibilities** ∨

School

To provide open, positive communication with parents; a positive, fair and consistent discipline program with clear student behavior expectations; clear objectives and purposes for instruction; maximum use of classroom learning time and assignments communicated to students clearly; instructional materials appropriate for each child's level of learning; sensitivity to student needs and feelings; instruction that relates to students' own lives; and an atmosphere of safety and mutual respect.

Parents

Volunteer in the classroom, library or computer room; assist with art, music or PE; attend PTO meetings and support PTO functions; ensure that your child gets enough sleep and has breakfast before school each day; read to your child; talk to your child about school (likes and dislikes) and assist with homework; model educational pursuits; take your child to the library and community events; and stay in touch with school staff all year through phone calls, notes and/or conferences.

∨ **Transportation Policy** ∨

District vehicles and school buses are provided as a service to district students. Students residing in the Wilson attendance area are eligible for transportation. Special education students living outside of the Wilson attendance area are eligible for transportation according to open enrollment guidelines. Bus stops are located within 1/2 mile of the school for students in grades K-3; 1 mile for students in grades 4 and 5; and 1-1/2 miles for students in grades 6-8.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/1/02
Average Daily Instruction Time:	6 hrs. 30 min.	Last Day of School:	5/29/03

Operates on Extended Schedule

Report Card Release Dates

10/4/02	12/19/02	3/7/03	5/29/03
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Additional Calendar/Report Card Information

In addition to report cards, parent/teacher conferences are scheduled in the fall for grade levels 1-5 and as needed for grades 6-8. In January, parent/teacher conferences are held for all Kindergartners.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes 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 Computer Labs	W Media Production Room
W Art Rooms/Music Rooms	W Performing Arts Area

Extracurricular Activities

W Afterschool Sports	W Chorus
W Band	W Orchestra
W Field Trips	W Future Problem Solving
W Entrepreneur's Craft Fair	W Odessey of the Mind

School/Community Resources

W Day Care	W Afterschool Program
W Clothing Bank	W Counseling Services
W Recreational Activities	W Health Services
W Crisis Intervention	W School Resource Officer

∨ 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 Continue to refine the alignment of our math and language arts curricula with the Arizona Academic Standards.</p> | <p>W Refined comprehensive safety procedures including lock-down procedure, school evacuation procedure, registration process for school visitors, adjustments in school bus and parent pick-up and drop-off areas, and additional crosswalk monitors.</p> |
| <p>W Implemented a schoolwide focus on increasing reading time, both inside and outside of school, and improving writing skills, particularly in the area of organization.</p> | <p>W Various grade-level teachers participated in Tobacco-Free Ways training to create a total environment on school property which is not tolerant of tobacco use and possession and teaches students information and skills to be tobacco-free.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	96.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	4.6 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.6 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	2.4 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.5 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.5 %	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
Regional Science Fair Winners	2001
All State Band and Orchestra Participants	2001
110 National Junior Honor Society Inductees 2000-01	2001
Odyssey of the Mind Regional Winners Went to Nationals	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 ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	102	550	0%	6%	41%	53%
	School State	58840	524	9%	17%	45%	29%
Writing	School	101	585	0%	3%	65%	32%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	102	560	0%	13%	25%	62%
	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	132	534	0%	9%	44%	47%
	State	61305	505	21%	20%	43%	15%
Writing	School	131	573	0%	8%	44%	48%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	131	543	1%	16%	12%	71%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	232	540	5%	9%	46%	40%
	State	57484	504	24%	20%	40%	16%
Writing	School	227	524	1%	21%	73%	5%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	235	502	9%	38%	36%	17%
	State	57734	459	39%	40%	14%	7%

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	--	--	--	--	--	--	--	--	--	98	85	60	--	--	--
2	Reading	--	--	--	100	69	50	83	75	52	91	71	53	90	76	57
	Language	--	--	--	100	66	40	100	66	43	92	66	44	94	72	48
	Mathematics	--	--	--	100	79	51	100	81	55	95	80	57	91	84	61
3	Reading	100	78	47	100	76	47	100	72	48	94	79	50	90	74	50
	Language	100	80	49	100	81	51	100	76	54	94	81	56	91	78	57
	Mathematics	100	79	46	100	81	49	100	75	52	94	82	54	90	82	56
4	Reading	98	80	53	100	82	54	100	81	54	89	81	55	90	82	55
	Language	96	74	47	100	71	49	100	74	48	90	76	50	90	76	50
	Mathematics	97	81	51	100	81	54	100	85	55	89	87	57	89	87	58
5	Reading	100	76	51	100	78	51	100	77	51	85	76	51	86	80	53
	Language	100	72	42	100	74	44	100	74	45	87	74	45	89	76	47
	Mathematics	100	85	51	100	89	54	100	87	55	85	88	57	84	87	59
6	Reading	95	77	53	100	79	54	97	81	53	97	79	54	81	78	56
	Language	96	68	41	100	71	44	97	78	44	96	74	45	82	75	47
	Mathematics	98	82	57	100	83	59	100	87	60	96	86	63	81	88	65
7	Reading	97	76	52	100	74	53	97	79	52	90	81	53	89	80	55
	Language	97	78	52	100	81	54	98	81	54	90	85	55	88	84	58
	Mathematics	97	79	53	100	83	55	98	81	56	91	85	58	88	88	60
8	Reading	--	--	54	100	77	54	98	77	53	93	78	55	87	80	56
	Language	--	--	46	100	78	49	98	78	49	93	77	50	85	83	52
	Mathematics	--	--	52	100	78	54	98	85	56	91	83	58	86	85	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	74	76
Grades 3-4	79	85
Grades 4-5	65	69
Grades 5-6	77	83
Grades 6-7	74	82
Grades 7-8	69	84

*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

Wilson School has implemented numerous procedural and physical changes to promote a safe and orderly climate for learning. These include a procedure for the registration and identification of all visitors to the school; an all-school lock-down plan; evacuation plan for the school in case of an emergency; volunteer parent monitors at one of our school crosswalks; and adjusted parent and school bus drop-off and pick-up areas to address safety concerns. New discipline procedure will be instituted.

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)

3

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	\$2,470	\$3,747,531
Classroom Supplies	\$23	\$34,631
Administration	\$416	\$631,561
Support Services-Students	\$201	\$304,536
Other Support Services and Operations	\$754	\$1,144,247
Total Expenditures- All Categories 2000-2001	\$3,864	\$5,862,506

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	Adrian S. Hannah	(520) 696-5800	
Transportation Policy	Marc Lappitt	(520) 696-3780	
Community Resources	Phyllis Nasta	(520) 696-5816	
School Nutrition Programs	Karen Martin	(520) 696-5134	
Parent Organization	Robin Koford	(520) 696-5800	5914
Student Health/Nurse	Penny Valeski	(520) 696-5806	

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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