

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2330 W Glover Rd, Tucson, AZ 85742

Amphitheater 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 Excelling
2003-04 Excelling
2002-03 Excelling

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

School Overview

Principal/Administrator : Mr. Adrian S. Hannah
Schedule : 07:30 AM to 04:00 PM
Grades : K-8
2005 Enrollment : 1431
Web Address : www.amphi.com/~wilson
Phone Number : (520) 696-5800
Fax Number : (520) 696-5900
E-mail : ahannah@amphi.com

Mission

To empower students to become confident, contributing individuals, provide a balanced academic foundation in a safe, culturally aware learning environment which enables students to attain their full potential.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

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

School / Academic Goals

- ü Our focus is literacy, primarily reading in the content areas. We will increase student comprehension and the amount of time they spend reading content material. Staff development will provide CRISS training for enhancing instructional strategies.
- ü We will continue developing our Pyramid of Interventions to provide that no child at Wilson K-8 will be left behind. The interventions listed in this work in progress will continue to be developed at the class level, school level and district level.
- ü Staff meetings will be used to train staff in how to use data to guide instruction. We will use the data from the various reports generated from the AIMS DPA, the Terra Nova, the MAP test and DIBELS assessment to create future instructional goals.
- ü In order to increase student achievement in writing, students will continue to be assessed by using the 6 Traits of Writing Rubric. New and returning staff members will receive ongoing training. AIMS score will be used to monitor our progress.

Enrollment

October 1, 2004 School Year Student Enrollment : 1466
Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
Number of Students Attending Under Open Enrollment in 2004-05 : 10

Instructional Programs

- ü Elective Choices for 7th & 8t Grade
- ü On-site Special Education
- ü Gifted - MS Humanities / Elem Clustering
- ü Sheltered English Immersion
- ü 8th Grade Honors English
- ü Math lab and Writing Lab
- ü HS Spanish 1, Alg. 1 & Geometry
- ü Elem Art, Music, PE, Technology

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/11/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

To provide open communication; consistent discipline; clear objectives for instruction; maximum use of classroom time; materials appropriate for each child; instruction that relates to students; and an atmosphere of safety and mutual respect.

Parents

Volunteer at your child's school; support PTO; ensure that your child has enough sleep; read to your child; discuss school; assist with homework; model educational pursuits; visit the library and community events; and stay in touch with school staff.

Transportation Policy

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.

School Honors

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

Award/Honor	Year
ü Regional Science Fair Winners	2004
ü All State Choir Participants	2003
ü 64 National Junior Honor Society Inductees 2004-05	2004
ü National Geographic Bee and Math Counts State Level	2004

3rd 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	119	1215	79306	100	100	99	481	451	445	3	8	10	5	16	18	36	50	51	56	27	20
All Students (Prior Year)	132	1254	75509	98	99	100	572	532	521	4	10	13	10	21	23	18	30	33	68	40	31
Female	55	572	38691	100	100	99	498	453	446	0	7	10	4	17	18	35	49	52	61	27	20
Male	64	643	40583	100	100	99	467	450	445	5	9	11	7	15	18	36	50	50	52	27	21
African American	--	53	4041	--	98	99	--	428	426	--	14	17	--	26	23	--	43	50	--	17	10
Hispanic	18	429	32869	100	100	99	412	427	429	12	12	15	12	25	25	41	49	51	35	13	10
Asian/Pacific Islander	NC	37	1935	NC	100	99	NC	474	474	NC	7	3	NC	7	9	NC	53	48	NC	33	40
American Indian/Alaskan Native	--	22	4264	--	100	100	--	431	419	--	10	19	--	20	30	--	65	45	--	5	6
White	97	674	36197	100	100	99	494	467	463	1	5	5	4	10	11	34	50	53	60	36	31
Students with Disabilities	25	223	10321	100	100	100	389	390	389	13	26	30	17	25	27	42	36	34	29	12	9
Students without Disabilities	94	993	69060	98	98	98	506	465	454	0	4	7	2	14	17	34	53	54	64	30	22
Limited English Proficient Students	NC	171	15509	NC	100	100	NC	385	406	NC	18	20	NC	31	30	NC	47	45	NC	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	548	39415	NC	96	96	NC	436	431	NC	12	15	NC	25	25	NC	52	50	NC	12	10
Non-Economically Disadvantaged	112	668	39966	100	100	100	480	463	459	3	5	6	5	9	12	36	48	52	57	38	30

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	119	1214	79395	100	0	99	481	451	446	4	8	9	6	22	25	53	56	55	37	14	11
All Students (Prior Year)	132	1255	75492	98	99	100	546	525	519	2	8	12	7	16	16	40	47	47	51	29	24
Female	55	572	38743	100	0	100	495	456	451	2	7	7	6	21	24	51	57	57	41	16	12
Male	64	642	40618	100	0	99	469	446	440	7	9	11	7	24	27	54	55	53	33	13	9
African American	--	54	4052	--	0	100	--	441	434	--	5	11	--	26	29	--	62	54	--	7	6
Hispanic	18	428	32915	100	0	99	412	423	426	18	12	15	6	36	35	59	46	47	18	5	4
Asian/Pacific Islander	NC	37	1936	NC	0	99	NC	465	468	NC	7	3	NC	13	14	NC	63	63	NC	17	19
American Indian/Alaskan Native	--	22	4271	--	0	100	--	432	420	--	15	15	--	40	42	--	35	41	--	10	2
White	97	673	36221	100	0	99	493	469	465	2	5	4	6	13	15	51	61	63	41	20	17
Students with Disabilities	25	221	10331	100	0	100	383	384	388	21	30	25	13	32	37	42	31	34	25	7	4
Students without Disabilities	94	994	69139	98	0	99	508	466	454	0	3	7	5	20	24	56	61	58	40	16	11
Limited English Proficient Students	NC	171	15545	NC	0	100	NC	377	399	NC	19	21	NC	47	42	NC	32	35	NC	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	547	39484	NC	0	96	NC	432	429	NC	13	14	NC	36	35	NC	47	47	NC	4	4
Non-Economically Disadvantaged	112	668	39986	100	0	100	481	466	461	5	4	4	6	12	16	53	62	63	37	22	17

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	118	1213	78869	100	100	99	477	447	442	2	4	6	5	20	21	65	64	63	29	11	10
All Students (Prior Year)	132	1250	75053	98	99	99	698	619	597	2	5	7	5	11	12	64	70	72	29	14	9
Female	55	572	38536	100	100	99	500	464	458	2	3	4	0	14	15	59	67	67	39	16	14
Male	63	641	40302	100	100	99	458	433	428	2	6	8	8	26	26	70	62	60	20	7	7
African American	--	54	4015	--	100	99	--	431	430	--	7	8	--	24	24	--	60	61	--	10	7
Hispanic	17	428	32606	100	100	98	420	421	426	0	7	8	13	30	27	75	58	60	13	5	5
Asian/Pacific Islander	NC	37	1925	NC	100	99	NC	457	471	NC	3	3	NC	23	11	NC	63	64	NC	10	22
American Indian/Alaskan Native	--	22	4245	--	100	100	--	445	423	--	0	9	--	25	26	--	70	61	--	5	4
White	97	672	36078	100	100	99	487	464	459	2	3	4	3	13	16	62	68	66	32	16	14
Students with Disabilities	24	221	10246	100	100	100	387	379	367	4	12	18	17	41	39	61	40	40	17	6	4
Students without Disabilities	94	993	68697	98	98	98	501	463	454	1	3	4	1	15	18	66	70	67	32	12	11
Limited English Proficient Students	NC	171	15339	NC	100	100	NC	371	399	NC	12	11	NC	38	31	NC	49	54	NC	1	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	549	39106	NC	96	95	NC	430	427	NC	6	8	NC	31	28	NC	58	59	NC	4	5
Non-Economically Disadvantaged	111	665	39837	100	100	100	476	461	457	2	3	4	5	12	14	64	69	67	30	17	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th 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	155	1298	78906	99	100	99	538	512	498	1	9	13	8	16	19	46	47	48	45	29	20
All Students (Prior Year)	124	1315	76019	98	99	100	539	519	499	2	8	14	22	29	39	18	16	14	58	47	33
Female	80	653	38644	100	100	99	547	518	500	1	7	12	7	14	19	44	49	49	48	29	19
Male	75	645	40236	99	100	99	529	507	497	0	10	15	9	17	19	49	44	46	43	29	20
African American	--	43	4087	--	96	99	--	498	481	--	11	20	--	25	24	--	44	45	--	19	11
Hispanic	23	448	31938	100	100	99	537	484	481	5	15	19	9	26	25	45	44	46	41	14	10
Asian/Pacific Islander	12	44	1805	100	100	98	582	551	536	0	3	5	0	3	8	33	41	45	67	54	42
American Indian/Alaskan Native	--	26	4593	--	93	100	--	491	467	--	26	26	--	13	29	--	43	39	--	17	6
White	119	737	36483	99	100	99	535	527	517	0	4	7	8	10	13	47	49	51	45	37	30
Students with Disabilities	20	221	10664	100	100	100	479	437	430	0	35	42	21	31	27	58	25	26	21	9	5
Students without Disabilities	136	1078	68310	99	99	98	547	528	509	1	3	9	6	12	18	45	51	51	49	33	22
Limited English Proficient Students	NC	121	12573	NC	100	100	NC	446	454	NC	19	27	NC	33	30	NC	42	38	NC	7	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	13	544	38679	93	95	96	527	491	483	0	14	20	0	25	25	67	47	45	33	14	10
Non-Economically Disadvantaged	143	755	40295	100	100	100	538	527	513	1	5	7	8	9	13	45	46	50	46	40	30

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	155	1299	78908	99	0	99	513	491	484	1	8	10	8	19	23	74	61	58	17	12	9
All Students (Prior Year)	124	1314	76020	98	99	100	516	509	503	10	18	25	18	21	23	52	42	40	20	18	12
Female	80	654	38648	100	0	99	520	501	489	3	6	8	7	16	22	70	64	61	21	14	10
Male	75	645	40233	99	0	99	505	482	479	0	10	12	9	22	25	78	58	55	13	9	8
African American	--	43	4092	--	0	99	--	484	473	--	3	12	--	42	28	--	50	54	--	6	5
Hispanic	23	448	31940	100	0	99	507	463	465	9	18	16	9	31	32	64	47	49	18	4	3
Asian/Pacific Islander	12	44	1805	100	0	98	534	508	507	0	5	4	11	11	13	44	73	65	44	11	18
American Indian/Alaskan Native	--	26	4569	--	0	100	--	474	457	--	13	18	--	39	39	--	39	41	--	9	2
White	119	738	36502	99	0	99	512	507	502	0	2	4	7	11	14	78	70	67	15	17	15
Students with Disabilities	20	221	10665	100	0	100	449	425	423	5	29	30	16	36	36	74	32	31	5	3	2
Students without Disabilities	136	1079	68312	99	0	98	522	505	493	1	3	7	7	16	21	74	67	62	19	14	10
Limited English Proficient Students	NC	121	12556	NC	0	100	NC	421	436	NC	24	24	NC	44	40	NC	31	35	NC	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	13	544	38662	93	0	96	506	471	468	0	14	16	11	32	32	89	53	49	0	2	3
Non-Economically Disadvantaged	143	756	40315	100	0	100	513	505	498	2	4	5	8	11	15	73	67	66	18	18	14

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	155	1297	78750	99	100	99	534	503	500	1	6	6	13	24	29	82	66	63	4	3	2
All Students (Prior Year)	124	1307	75673	98	98	100	609	558	530	2	9	12	10	18	25	75	66	58	13	8	4
Female	80	653	38586	100	100	99	551	524	515	0	3	4	8	20	22	85	74	71	7	4	3
Male	75	644	40135	99	99	99	515	483	486	1	10	8	18	29	35	79	59	56	1	2	1
African American	--	43	4081	--	96	99	--	507	488	--	3	8	--	33	32	--	61	59	--	3	2
Hispanic	23	447	31841	100	100	99	532	470	483	0	11	8	23	37	36	68	50	55	9	1	1
Asian/Pacific Islander	12	43	1802	100	98	98	572	545	533	0	3	2	0	8	16	78	76	75	22	14	7
American Indian/Alaskan Native	--	27	4586	--	96	100	--	485	481	--	21	8	--	25	37	--	50	54	--	4	1
White	119	737	36440	99	100	99	531	520	516	1	3	3	12	18	22	85	75	71	2	3	4
Students with Disabilities	20	221	10622	100	100	100	459	411	415	0	26	21	32	42	50	68	32	28	0	0	1
Students without Disabilities	136	1077	68196	99	99	98	546	522	513	1	2	3	10	21	25	85	73	69	5	4	3
Limited English Proficient Students	NC	120	12504	NC	100	100	NC	425	451	NC	13	12	NC	47	44	NC	40	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	13	541	38558	93	95	96	529	478	485	0	11	8	11	36	37	89	53	54	0	0	1
Non-Economically Disadvantaged	143	757	40260	100	100	100	534	520	514	1	3	3	13	17	21	82	75	72	5	5	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	266	1351	78250	100	98	99	576	557	548	8	15	21	8	16	18	61	54	48	23	15	13
All Students (Prior Year)	269	1384	75001	100	99	99	509	486	468	14	27	37	27	33	36	31	22	16	28	18	10
Female	124	643	38071	100	98	99	585	561	549	4	12	20	7	16	19	61	57	49	28	16	12
Male	142	709	40126	99	99	99	569	554	547	12	19	23	8	16	17	61	52	46	20	14	14
African American	NC	58	4058	NC	94	99	NC	535	523	NC	30	32	NC	14	22	NC	50	41	NC	6	5
Hispanic	36	434	29129	100	100	99	544	531	527	13	25	32	13	26	23	63	42	40	13	7	6
Asian/Pacific Islander	NC	38	1747	NC	100	100	NC	565	589	NC	9	9	NC	0	9	NC	67	50	NC	24	32
American Indian/Alaskan Native	--	24	4996	--	96	100	--	531	518	--	25	36	--	30	25	--	45	36	--	0	4
White	219	797	38320	99	98	99	580	573	568	8	9	12	7	11	14	61	60	55	24	19	19
Students with Disabilities	38	183	9329	100	100	100	452	457	454	51	62	64	16	18	18	27	19	16	5	2	2
Students without Disabilities	228	1169	68996	99	98	99	597	572	561	1	8	16	6	15	18	67	59	52	26	17	14
Limited English Proficient Students	NC	77	10133	NC	100	100	NC	472	488	NC	35	45	NC	30	25	NC	33	28	NC	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	18	488	33388	100	95	94	550	535	530	24	27	32	18	24	22	47	42	40	12	6	5
Non-Economically Disadvantaged	248	864	44937	100	100	100	578	569	561	7	9	13	7	11	15	62	60	54	24	19	18

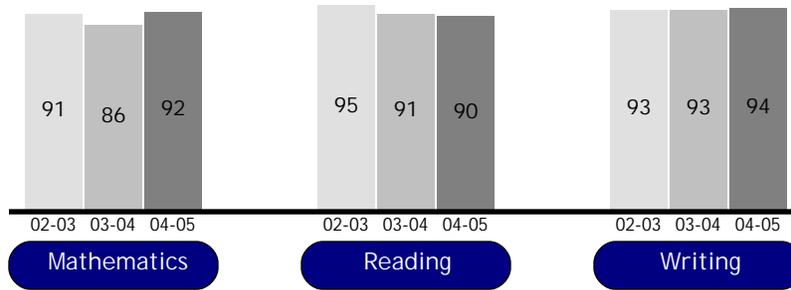
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	266	1349	78302	100	0	99	538	520	512	2	9	11	13	21	25	71	61	57	14	8	7
All Students (Prior Year)	269	1382	74918	100	99	99	529	507	497	10	26	32	14	16	19	41	36	35	35	21	15
Female	124	643	38082	100	0	99	552	529	518	0	4	8	10	21	24	71	66	61	18	10	7
Male	142	707	40166	99	0	99	526	511	507	4	14	14	14	22	26	70	58	54	11	7	6
African American	NC	58	4064	NC	0	100	NC	508	498	NC	16	14	NC	26	29	NC	56	54	NC	2	3
Hispanic	36	434	29152	100	0	99	509	495	492	3	16	17	16	34	34	66	45	46	16	5	2
Asian/Pacific Islander	NC	38	1746	NC	0	100	NC	523	542	NC	6	5	NC	12	13	NC	64	66	NC	18	16
American Indian/Alaskan Native	--	23	4993	--	0	100	--	488	484	--	32	19	--	11	38	--	58	42	--	0	1
White	219	796	38347	99	0	99	542	534	531	2	5	5	12	15	17	72	70	68	14	10	10
Students with Disabilities	38	182	9353	100	0	100	426	433	429	16	35	40	41	39	38	41	24	22	3	1	1
Students without Disabilities	228	1168	69024	99	0	99	557	533	524	0	6	7	8	19	23	76	67	62	16	9	7
Limited English Proficient Students	NC	77	10140	NC	0	100	NC	429	451	NC	28	28	NC	42	43	NC	29	29	NC	1	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	18	487	33398	100	0	94	540	497	495	0	19	18	24	33	35	65	46	46	12	2	2
Non-Economically Disadvantaged	248	863	44979	100	0	100	538	531	525	3	5	6	12	15	18	71	69	66	14	11	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	266	1353	78094	100	99	99	576	556	545	1	3	3	8	14	18	88	80	77	4	3	2
All Students (Prior Year)	269	1368	74503	100	98	99	547	502	491	2	8	9	16	27	32	65	57	51	17	9	8
Female	124	645	38025	100	98	99	599	571	558	0	2	2	3	9	13	90	85	82	8	4	2
Male	142	709	40013	99	99	99	558	541	534	1	4	5	12	19	23	86	75	71	1	2	1
African American	NC	59	4037	NC	95	99	NC	552	532	NC	4	4	NC	12	22	NC	82	73	NC	2	1
Hispanic	36	437	29068	100	100	99	558	527	523	3	6	5	6	24	27	88	69	67	3	1	1
Asian/Pacific Islander	NC	38	1743	NC	100	100	NC	563	577	NC	0	2	NC	12	9	NC	79	82	NC	9	8
American Indian/Alaskan Native	--	23	4981	--	92	100	--	529	526	--	11	4	--	11	25	--	79	70	--	0	0
White	219	796	38265	99	98	99	578	570	564	0	2	2	8	9	11	87	85	84	4	4	3
Students with Disabilities	38	182	9275	100	100	100	457	444	444	3	15	14	35	43	46	62	40	39	0	1	1
Students without Disabilities	228	1172	68892	99	98	98	597	572	559	0	1	2	3	10	14	92	86	82	5	3	2
Limited English Proficient Students	NC	78	10084	NC	100	100	NC	444	474	NC	12	10	NC	40	39	NC	46	50	NC	1	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	18	491	33296	100	95	94	564	527	527	0	6	5	12	25	27	88	68	67	0	1	0
Non-Economically Disadvantaged	248	863	44871	100	100	100	577	570	559	1	2	2	7	8	12	88	86	84	4	4	3

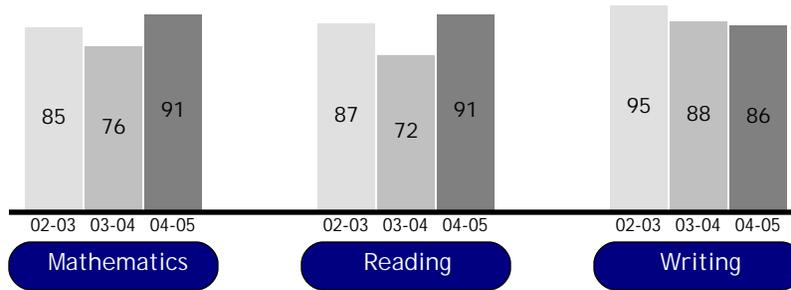
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

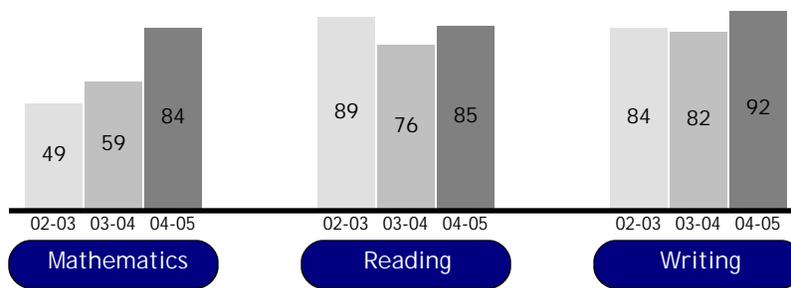
3rd Grade Proficiency



5th Grade Proficiency



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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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
2	Reading	97	75	59	50	97	76	NA	58	97	65	54	47
	Language	100	71	51	43	98	76	59	50	97	66	55	47
	Mathematics	99	79	66	57	98	83	72	64	97	67	58	50
3	Reading	97	79	58	47	98	81	NA	55	99	71	49	44
	Language	98	82	63	54	98	87	68	61	99	66	48	44
	Mathematics	98	85	67	54	97	89	71	61	99	73	57	51
4	Reading	97	82	63	52	99	81	NA	56	99	70	54	48
	Language	96	77	59	48	99	74	59	52	99	71	54	49
	Mathematics	97	88	69	57	99	87	72	61	99	75	59	53
5	Reading	98	82	63	50	100	78	NA	55	99	70	55	50
	Language	97	78	58	46	100	73	60	49	99	70	55	50
	Mathematics	95	89	72	57	99	89	78	63	99	68	56	49
6	Reading	96	79	63	53	98	79	NA	56	99	70	57	51
	Language	96	74	57	45	98	74	61	48	99	67	55	47
	Mathematics	97	84	73	62	98	87	80	66	99	74	61	52
7	Reading	99	81	65	51	97	78	NA	54	99	71	53	50
	Language	98	84	68	54	97	83	70	58	99	75	58	52
	Mathematics	97	85	69	58	97	83	74	62	99	71	57	50
8	Reading	97	79	65	53	100	78	NA	55	98	66	54	51
	Language	98	84	64	49	100	85	67	52	98	67	56	50
	Mathematics	97	84	68	58	100	82	71	61	98	71	59	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

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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	82.00
Other Professional Staff	5.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	7	0	0
4 to 6 years	6	1	0	0
7 to 9 years	12	6	0	0
10 or more years	16	24	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	216
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Hightly Qualified Teachers	99%

Resources Available at School Site

Special Facilities

- Ü 3 Computer Labs
- Ü 3 Multipurpose Rooms
- Ü Library K-8
- Ü Band/Orchestra and Vocal Music Rooms

Extracurricular Activities

- Ü After School Sports / TAAG
- Ü MS & Elem Chorus
- Ü Science Club
- Ü MS & Elem Orchestra/Band
- Ü Student Council
- Ü Math Counts
- Ü Geography Bee
- Ü Odyssey of the Mind

Social Services

- Ü Day Care
- Ü After School Programs
- Ü Clothing Bank
- Ü Counseling Services
- Ü Silent Witness Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü The students met Goal 1 by increasing the amount of time they spent reading content materials. Throughout the year, teachers developed and taught at least four content reading assignments to each of their classes.
- ü The students were also successful on the site selected assessment for goal 2. 80% of our continuously enrolled students maintained or increased their stanine level, according to the Stanford 9 assessment, from the prior year in the area of reading.
- ü We continued to incorporate the newly adopted areas of the Arizona State Academic Standards into the school instructional program. We specifically concentrated on the new Science standards and the proposed Social Studies standards.
- ü Reading and 6-traits writing assessments for all K-8 students were conducted in both the fall and spring. A staff selected assessment was use to provide data. Both assessments were used to determine strengths and weaknesses and to guide instruction.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	4	12	12	17
Transfers In Rate ⁶	10	28	28	37
Stability Rate ⁷	95	87	87	82
Promotion Rate ⁸	99	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	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

Wilson School has a safety committee that meets monthly to deal with safety concerns including the fine tuning of our lockdown, evacuation and fire drill procedures which are practiced with the students and staff. The district provides the school a quarterly discipline report that includes student incidents and consequences. The administration uses this data to assess our strenghts and weaknesses and to determine future direction. We have staff supervise our students throughout the day.

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) :

4

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	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	Lisa Powell	(520) 696-5800
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. "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."

ACHIEVEMENT PROFILES

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.

Footnotes

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.

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