

Wilson High School

ARIZONA SCHOOL REPORT CARD 2003-04

3005 E. Fillmore, Phoenix, AZ 85008

Wilson Charter High School

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

High School
Achievement Profile *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Dr. Jane M. Juliano, Ph.D.
Schedule : 7:15 AM to 4:30 PM
Grades : 9-12
2003 Enrollment : 392
Web Address : www.wsd.k12.az.us
Phone Number : (602) 850-2600
Fax Number : (602) 850-2615
E-mail : jjuliano@wchs.k12.az.us

Mission

Foster in students feelings of respect, community, independence, and achievement. Encourage student, family and community involvement. Form partnerships, provide a safe environment, and a quality education.

School / Academic Goals

- ü Improve basic literacy levels.
- ü Successful completion of academic prerequisites for college.

Instructional Programs

- ü Core Academic Program
- ü Computer Lab
- ü Health Care Experience
- ü Laboratory Science

Enrollment

October 1, 2002 School Year Student Enrollment : 354
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 309

Calendar Information

Number of Instruction Days : 180
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 8/11/2003
Last Day of School : 5/26/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web in early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- Ü Instructional Strategies
- Ü Curriculum Development
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Student Discipline
- Ü Scholarships

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	15.00
Other Professional Staff	2.00	Teacher Aide	4.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	3	2	0	0
7 to 9 years	0	0	0	0
10 or more years	0	2	0	0

Shared Responsibilities

School

Students are provided with a safe and orderly environment, high expectation levels and curriculum aligned to Arizona State Standards.

Parents

Parents are encouraged to take active role in school through participation in conferences and school events. They are responsible for student's regular attendance and are expected to support school policies and staff in their efforts.

Resources Available at School Site

Special Facilities

- Ü Two Science Labs
- Ü Computer Lab

Extracurricular Activities

- Ü Sports Program
- Ü Academic Clubs
- Ü Social Clubs
- Ü Business Clubs

Social Services

- Ü Breakfast Program
- Ü Counseling Services
- Ü English Acquisition Classes
- Ü Adult Education

Transportation Policy

For those students living farther than one mile from school, city bus passes are provided.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Align curriculum to the Arizona Academic Standards.

School Honors

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

Award/Honor	Year
ü Solar Spectacular Competition - 4th Place Overall	2003
ü Soccer Championship	2003
ü Solar Splash Competition - 2nd place Overall	2002
ü Boys Basketball Championship	2002

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	96	95	94	96
Transfers Out ³	17	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	2	10	10	9
Promotion Rate ⁶	99	99	98	95
Retention Rate ⁷	1	1	2	5
Dropout Rate ⁸	12			8
Status Unknown ⁹	9			6
Graduation Rate ¹⁰	75			76

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

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 2002-03. 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 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

10th 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	94	94	57534	96	96	91	482	482	491	57	57	46	22	22	16	13	13	23	9	9	15
All Students (Prior Year)	75	75	51010	NA	NA	NA	479	479	483	55	55	45	10	10	20	30	30	23	5	5	11
Female	46	46	28155	96	96	90	485	485	491	62	62	47	15	15	16	8	8	24	15	15	14
Male	48	48	28932	96	96	89	479	479	491	50	50	46	30	30	15	20	20	23	0	0	16
African American	--	--	2558	--	--	86	--	--	475	--	--	64	--	--	15	--	--	16	--	--	6
Hispanic	87	87	17547	94	94	86	483	483	475	55	55	64	23	23	15	14	14	15	9	9	6
Asian/Pacific Islander	--	--	1395	--	--	96	--	--	519	--	--	22	--	--	16	--	--	28	--	--	35
American Indian/Alaskan Native	--	--	3794	--	--	91	--	--	468	--	--	72	--	--	13	--	--	12	--	--	3
White	NC	NC	29790	NC	NC	86	NC	NC	501	NC	NC	34	NC	NC	17	NC	NC	29	NC	NC	20
Students with Disabilities	10	10	5562	100	100	93	NA	NA	461	NA	NA	79	NA	NA	10	NA	NA	8	NA	NA	3
Students without Disabilities	84	84	51972	95	95	90	482	482	492	57	57	45	22	22	16	13	13	24	9	9	15
Limited English Proficient Students	62	62	5467	86	86	111	NA	NA	458	NA	NA	87	NA	NA	7	NA	NA	5	NA	NA	1
Migrant Students	NC	NC	702				NC	NC	471	NC	NC	74	NC	NC	9	NC	NC	14	NC	NC	3
Economically Disadvantaged	--	--	10446				--	--	472	--	--	70	--	--	13	--	--	13	--	--	4
Non-Economically Disadvantaged	94	94	47088				482	482	495	57	57	42	22	22	16	13	13	26	9	9	17

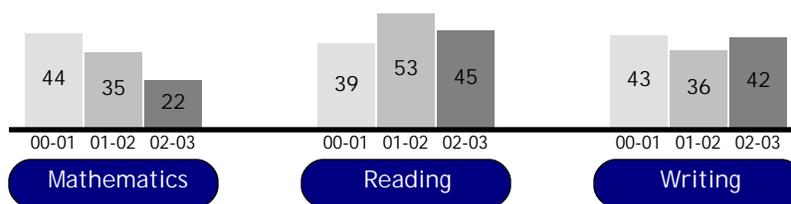
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	93	56700	95	95	89	497	497	512	5	5	15	50	50	23	45	45	52	0	0	10
All Students (Prior Year)	77	77	50525	NA	NA	NA	494	494	517	24	24	12	24	24	22	48	48	51	5	5	15
Female	47	47	27862	98	98	89	495	495	517	0	0	12	67	67	22	33	33	54	0	0	12
Male	46	46	28398	92	92	88	499	499	507	10	10	19	30	30	24	60	60	49	0	0	9
African American	--	--	2529	--	--	85	--	--	495	--	--	24	--	--	31	--	--	41	--	--	4
Hispanic	87	87	17305	94	94	85	497	497	494	5	5	24	48	48	31	48	48	41	0	0	4
Asian/Pacific Islander	--	--	1382	--	--	95	--	--	530	--	--	6	--	--	17	--	--	59	--	--	17
American Indian/Alaskan Native	--	--	3815	--	--	91	--	--	489	--	--	29	--	--	35	--	--	35	--	--	2
White	NC	NC	29209	NC	NC	84	NC	NC	525	NC	NC	9	NC	NC	17	NC	NC	59	NC	NC	15
Students with Disabilities	NC	NC	5215	NC	NC	87	NC	NC	478	NC	NC	43	NC	NC	29	NC	NC	25	NC	NC	2
Students without Disabilities	84	84	51485	95	95	89	497	497	513	5	5	15	50	50	23	45	45	52	0	0	11
Limited English Proficient Students	64	64	5378	89	89	109	NA	NA	471	NA	NA	48	NA	NA	36	NA	NA	15	NA	NA	0
Migrant Students	NC	NC	689				NC	NC	486	NC	NC	31	NC	NC	36	NC	NC	30	NC	NC	2
Economically Disadvantaged	--	--	10358				--	--	492	--	--	26	--	--	33	--	--	37	--	--	4
Non-Economically Disadvantaged	93	93	46342				497	497	516	5	5	13	50	50	21	45	45	54	0	0	12

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	90	90	55090	92	92	87	449	449	479	31	31	16	27	27	13	42	42	70	0	0	0
All Students (Prior Year)	80	80	50572	NA	NA	NA	451	451	481	32	32	14	32	32	23	36	36	63	0	0	1
Female	45	45	27752	94	94	89	453	453	483	23	23	13	31	31	12	46	46	75	0	0	0
Male	44	44	26842	88	88	83	445	445	474	38	38	20	23	23	15	38	38	65	0	0	0
African American	--	--	2336	--	--	78	--	--	464	--	--	25	--	--	14	--	--	62	--	--	0
Hispanic	86	86	16391	92	92	81	451	451	458	28	28	28	28	28	16	44	44	56	0	0	0
Asian/Pacific Islander	--	--	1356	--	--	93	--	--	499	--	--	7	--	--	9	--	--	83	--	--	2
American Indian/Alaskan Native	NC	NC	3731	NC	NC	89	NC	NC	446	NC	NC	37	NC	NC	16	NC	NC	47	NC	NC	0
White	NC	NC	29053	NC	NC	84	NC	NC	492	NC	NC	8	NC	NC	12	NC	NC	79	NC	NC	0
Students with Disabilities	NC	NC	4141	NC	NC	69	NC	NC	436	NC	NC	47	NC	NC	18	NC	NC	35	NC	NC	0
Students without Disabilities	84	84	50949	95	95	89	449	449	479	31	31	16	27	27	13	42	42	71	0	0	0
Limited English Proficient Students	60	60	4711	83	83	96	NA	NA	422	NA	NA	61	NA	NA	13	NA	NA	26	NA	NA	0
Migrant Students	NC	NC	666				NC	NC	444	NC	NC	39	NC	NC	11	NC	NC	50	NC	NC	0
Economically Disadvantaged	--	--	10168				--	--	453	--	--	32	--	--	18	--	--	50	--	--	0
Non-Economically Disadvantaged	90	90	44922				449	449	484	31	31	13	27	27	13	42	42	73	0	0	0

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)

10th 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?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	60	20	20	43	100	13	13	37	84	16	16	41
	Language	63	23	23	41	100	18	18	38	93	19	19	42
	Mathematics	64	36	36	59	100	36	36	56	91	34	34	60

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 Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

A safe and orderly climate is our goal for all of our students.

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) :

0

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.

Contacts

	Name	Phone Number
School Site Council	Jane Juliano	(602) 850-2600
Transportation Policy	Dora Peralta	(602) 850-2600
Community Resources	Dora Peralta	(602) 850-2600
School Nutrition Programs	Yvette Lowe	(602) 683-2400
Parent Organization	Martha Lopez-Martinez	(602) 850-2600
Student Health/Nurse	Patricia Jimenez	(602) 850-2600

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 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 2002-03 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 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled 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. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards