

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

C.I. Wilson Academy

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

C. I. Wilson Academy
2033 E. Southern Avenue, Phoenix, AZ 85040

Director: Mr. Charles Isaiah Wilson, III
Schedule: 6:00 AM to 6:00 PM
Web Address: Unpublished or Unavailable
E-mail: CIWIII@aol.com

Grades: Pre-K-6
2002 Enrollment: 301
Phone: (602) 305-7700
Fax: (602) 305-7795

∨ School Overview ∨

Mission

To empower students, parents and faculty to create an extraordinary atmosphere of advanced learning opportunities that are recognized as Arizona's best.

Organization and Philosophy

- w Student-centered Learning
- w Reading Is Key, Twice Daily
- w Math and Language Arts Emphasized
- w Computer Technology

Instructional Programs

- w AIMS & AZ Acad. Standards Curriculum
- w Pre- & Post-tests Given, All Subjects
- w Focus on Reading Twice Daily
- w AIMS & Stanford 9 Test - Mathematics
- w AIMS & Stanford 9 Test - Language Arts
- w Staff Development Twice Monthly
- w Phonics - Primary Grades
- w Afterschool Reading Focus

School/Academic Goals

- w Primary K-3 has heavy emphasis on reading. We began with the usage of phonics. Our goal is to teach our Kindergartners to read using fun and games. Our 1st-3rd grades have phonics instruction. Our goal for 1st-3rd graders is to read at grade level.
- w Grades 4-6 have reading twice daily. Our goal is to have students reading and comprehending at least 1.5 grade levels above their entrance reading level when they came to our school.
- w Our students have computers in the classroom using the Advanced Learning System (A+LS). It offers indepth content in the core subjects in English and Spanish. Students are allowed to progress at their own speed.
- w We require our students to do research before and after field trips to increase their knowledge about places they visit.

Enrollment

October 1, 2001 School Year Student Enrollment:	427
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	301

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

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

Council Duties

w Address/Recommend School's Betterment
 w Troubleshoot All Faculty Issues
 w Interview New Administrators/Teachers
 w Choose Faculty Insurance Plan
 w Address Student/Parent Issues
 w Professional Quality and Accountability

∨ Staffing Information ∨

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

Position	Number	Position	Number
Administrator	3.00	Teacher	14.00
Other Professional Staff	4.00	Teacher Aide	0.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	4
4 to 6 years	3	1	0	1
7 to 9 years	0	0	0	0
10 or more years	0	2	0	0

∨ Shared Responsibilities ∨

School

Our parent organization meets monthly. They receive training from one of our well-learned staff persons. We have two staff members who meet with them. They discuss and recommend changes to improve the school for all children. Our commitment is to our parents. We are accountable to them as well. We are responsible to provide the needed services for their children so that they achieve, learn and grow socially. Our parents have first priority as our clients.

Parents

Parents are expected to communicate medical/special needs of their children to the school's administration. We have a school Dress Code and we ask parents to assist in the enforcement of our dress code. Student learning is important and all students have four days of meaningful homework assignments. We ask parents to assist educators by providing regular homework times and assistance when possible. We ask our parents to be involved in tutoring, school campus tree planting and carnival fun.

∨ Transportation Policy ∨

We provide A.M. & P.M. transportation through a professional bus line, and require students to be on time when the buses arrive. Bus drivers are required to have their CDLP to drive our buses. They must have as a priority safety and security at all times while transporting students. Drivers must keep daily records and maintenance checks on their buses. Students are required to maintain good self-discipline while on the school bus because riding the bus is a privilege, not a right.

∨ Calendar Information ∨

Number of Instruction Days:	180	First Day of School:	8/5/02
Average Daily Instruction Time:	7 hrs. 0 min.	Last Day of School:	6/6/03

Operates on Traditional Schedule

Report Card Release Dates

9/25/02	12/11/02	2/25/03	5/30/03
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Additional Calendar/Report Card Information

∨ 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 30-station Computer Lab/T-1 Line Online	W TV in Each Classroom for Instruction
W Child Care 6 A.M.-6 P.M. at 2-to-5 Years	W Library Services

Extracurricular Activities

W Honors Soaring Eagles B+ Above	W After School Sports Program
W Cultural Clubs & Programs	

School/Community Resources

W Consulting, Community Excellence Project	W Toys for Tots Program
W Fire Pal Officer	W Dist. 8 Beautification Develop. Program
W Medical Eye Exams and Glasses Program	W Tempe Wal-Mart Sponsorship
W 100 Black Men Association	W Reading Lit. Program

∨ 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 This year, we established a one-on-one tutorial program and literacy project with community college students in the Education program, and their professor from Mesa Community College.</p> | <p>W This year, we are in partnership with the Phoenix chapter of 100 Black Men of America. They are sponsoring field trips to our middle school students as part of their mentorship program for teens.</p> |
| <p>W Empact-SPC is a behavioral health organization offering counseling, crisis intervention, prevention and aftercare services to youth, adults and families.</p> | <p>W According to the M.A.P (Measurement of Academic Progress) our school is rated in the top ten of Arizona in showing improvement versus their previous academic test scores.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	90.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	44.3 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	11.5 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	100.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.0 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

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

Award/Honor	Year
WAAA Jr. Boys - Div. II State Champs - Basketball	2001
Certificate of Achievement/1st Grade - Project GOAL	2001
WAAA 2nd Place - H.S. Flag Football Tourney	2000
Regional Award for Track & Field Team	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	51	520	16%	25%	22%	37%
	School State	58840	524	9%	17%	45%	29%
Writing	School	46	494	28%	30%	41%	0%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	51	477	29%	33%	29%	8%
	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	48	496	21%	27%	48%	4%
	State	61305	505	21%	20%	43%	15%
Writing	School	46	479	28%	37%	33%	2%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	49	478	16%	51%	14%	18%
	State	61760	494	14%	40%	12%	34%

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	--	--	--	--	--	--	--	--	--	87	61	60	--	--	--
2	Reading	--	--	--	--	--	50	93	22	52	84	30	53	91	27	57
	Language	--	--	--	--	--	40	100	11	43	89	35	44	91	8	48
	Mathematics	--	--	--	--	--	51	100	13	55	89	45	57	93	12	61
3	Reading	--	--	47	--	--	47	95	21	48	90	26	50	80	41	50
	Language	--	--	49	--	--	51	99	29	54	90	40	56	80	54	57
	Mathematics	--	--	46	--	--	49	100	20	52	90	26	54	78	51	56
4	Reading	--	--	53	--	--	54	85	20	54	77	35	55	100	72	55
	Language	--	--	47	--	--	49	95	20	48	78	30	50	100	63	50
	Mathematics	--	--	51	--	--	54	93	17	55	77	31	57	100	47	58
5	Reading	--	--	51	--	--	51	74	10	51	68	11	51	96	40	53
	Language	--	--	42	--	--	44	75	10	45	69	13	45	96	20	47
	Mathematics	--	--	51	--	--	54	72	13	55	72	10	57	96	40	59
6	Reading	--	--	53	--	--	54	88	25	53	64	38	54	92	25	56
	Language	--	--	41	--	--	44	90	17	44	64	24	45	92	17	47
	Mathematics	--	--	57	--	--	59	90	29	60	64	29	63	91	21	65

∨ 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	*	90
Grades 3-4	100	86
Grades 4-5	73	88
Grades 5-6	92	92
Grades 6-7	***	***

*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

We believe that safety and security of our students are basic to any school, without which students cannot properly learn. Our visibility and fencing adds to our safety on campus. In the event of high security activity, we have a code to secure our classes and make our students safe. Although I have not used this code in my years of service in this area, it is good to be safe. Our faculty and students practice emergency procedures on a regular basis.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

3

School uniforms are required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	NDS	NDS
Classroom Supplies	NDS	NDS
Administration	NDS	NDS
Support Services-Students	NDS	NDS
Other Support Services and Operations	NDS	NDS
Total Expenditures- All Categories 2000-2001	NDS	NDS

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.

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.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Malchi Crawford	(602) 305-7700	
Transportation Policy	Shirley Price	(602) 305-7700	
Community Resources	Cary Bailen	(602) 305-7700	
School Nutrition Programs	Karim's Cobbler Shop	(602) 316-3299	
Parent Organization	Anthony Fairley	(602) 768-7882	
Student Health/Nurse	NDS		

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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