

# Shea Middle School

## ARIZONA SCHOOL REPORT CARD 2003-04

2728 E. Shea Blvd., Phoenix, AZ 85028

Paradise Valley 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 LEARNS<sup>1</sup>

Elementary Achievement Profile \*

Highly 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 : Mr. Dan Knak  
Schedule : 7:00 AM to 3:30 PM  
Grades : 7-8  
2003 Enrollment : 925  
Web Address : shms.pvusd.k12.az.us  
Phone Number : (602) 493-6440  
Fax Number : (602) 787-0915  
E-mail : dknak@pvusd.k12.az.us

### Mission

The Shea Middle School community appreciates the worth of every person, promotes respect for each individual, and dedicates itself to the growth and development of students of an ever-changing society.

### School / Academic Goals

- Û Refine efforts to alignment of content curriculum with the Arizona Academic Standards, making sure that appropriate grade-level standards are included in instruction and assessment.
- Û Improve math skills by increasing math opportunities in all classrooms and by raising expectations for student performance.

### Instructional Programs

- Û Interdisciplinary Teams
- Û Technology Integration
- Û On-site Special Education
- Û Honors Classes

### Enrollment

October 1, 2002 School Year Student Enrollment : 878  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 20

### Calendar Information

Number of Instruction Days : 180  
Average Daily Instruction Time : 6 hours 30 minutes  
First Day of School : 8/18/2003  
Last Day of School : 5/27/2004

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

Financial information will be posted on the web 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)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü School Performance Assessment
- ü Student Dress and Decorum
- ü AIMS Issues and Communication
- ü School Safety Issues
- ü Staff Development
- ü Budget Planning

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	42.33
Other Professional Staff	14.00	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	2	1	0	0
4 to 6 years	1	0	0	0
7 to 9 years	1	1	0	0
10 or more years	12	28	0	0

Shared Responsibilities

School

Shea is committed to providing an academically challenging and personally enriching educational experience for students in a safe learning environment with appreciation for the important role of parents in the education of their children.

Parents

To be partners with the school for student success, parents need to ensure that children are prepared to learn by sending them to school each day on time, well-rested, well-nourished, appropriately dressed and with the materials needed for success.

Resources Available at School Site

Special Facilities

- ü Three Complete Computer Labs
- ü Video Production Studio

Extracurricular Activities

- ü Comprehensive Sports Intramurals
- ü Competitive Sports Program
- ü Drama/Performing Arts
- ü Instrumental/Vocal Music

Social Services

- ü Breakfast/Lunch Programs
- ü Student Growth Groups
- ü Counseling Services
- ü Crisis Intervention

Transportation Policy

The Paradise Valley District Transportation Policy allows for bus service to middle school students who live more than 1.5 miles from the school. Transfer students who live outside this radius must supply their own transportation.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

ü Shea has been chosen for the Golden Brush and Golden Web Award for our school web page.

ü 25% of student body involved in afterschool activities.

School Honors

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

Award/Honor	Year
ü President's Challenge State Winner	1999
ü Arizona Technology Teacher of the Year	2000
ü Regional Middle Level Art Teacher of the Year	2003
ü CAMLA Teacher of the Year	2003

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona	
			% 7-8	% 9-12
Attendance Rate <sup>2</sup>	95	95	94	96
Transfers Out <sup>3</sup>	13	20	20	20
Transfers In <sup>4</sup> (Within District)	1	2	2	2
Transfers In <sup>5</sup> (Out of District)	6	10	10	9
Promotion Rate <sup>6</sup>	100	99	98	95
Retention Rate <sup>7</sup>	0	1	2	5
Dropout Rate <sup>8</sup>	--			8
Status Unknown <sup>9</sup>	--			6
Graduation Rate <sup>10</sup>	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 6-7	55	56
Grades 7-8	61	70

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).

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	425	2739	71167	100	99	99	465	477	463	32	25	38	48	45	41	13	19	14	6	11	7
All Students (Prior Year)	447	2556	66213	NA	NA	NA	474	475	459	25	26	39	49	44	40	18	19	14	7	10	7
Female	199	1336	34825	101	100	99	462	474	462	31	26	38	54	48	42	10	17	14	5	9	6
Male	226	1383	36047	98	97	99	468	481	464	33	25	38	43	41	39	17	20	15	8	14	8
African American	13	65	3225	108	96	95	442	457	441	42	47	57	58	38	34	0	10	6	0	5	2
Hispanic	48	390	23643	98	99	97	446	445	445	46	51	53	46	39	37	3	7	8	5	3	2
Asian/Pacific Islander	10	65	1503	111	100	100	460	493	493	50	23	18	20	37	40	30	18	23	0	22	19
American Indian/Alaskan Native	NC	36	5161	NC	100	103	NC	450	435	NC	45	63	NC	52	30	NC	0	5	NC	3	2
White	351	2156	35245	99	98	95	468	482	476	29	21	26	49	46	45	15	21	19	7	12	10
Students with Disabilities	56	289	8095	90	92	104	415	432	426	79	65	69	21	28	25	0	4	5	0	2	1
Students without Disabilities	369	2450	63072	101	100	99	469	480	464	28	23	37	51	45	41	15	19	15	7	12	7
Limited English Proficient Students	16	199	10317	100	107	111	409	415	426	100	84	72	0	13	25	0	3	2	0	0	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	NC	98	17057				NC	426	440	NC	75	58	NC	25	34	NC	0	6	NC	0	2
Non-Economically Disadvantaged	419	2641	54110				465	479	468	31	24	33	49	45	43	14	19	16	7	12	8

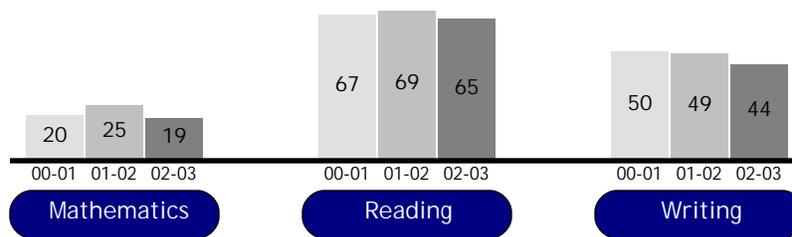
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	427	2728	71100	100	99	99	512	516	502	15	14	25	20	18	21	46	46	40	19	22	15
All Students (Prior Year)	450	2557	66144	NA	NA	NA	518	517	504	11	13	24	20	17	20	46	48	40	23	22	16
Female	198	1318	34801	101	98	99	515	517	505	14	12	21	17	19	22	49	48	42	19	22	15
Male	229	1386	36010	100	97	99	510	515	499	16	16	28	22	17	20	43	45	38	19	22	14
African American	12	66	3219	100	97	95	488	498	486	33	31	38	33	22	24	33	37	31	0	10	7
Hispanic	48	387	23630	98	98	96	500	491	485	22	33	37	30	25	25	38	33	32	11	9	6
Asian/Pacific Islander	10	64	1509	111	98	100	513	533	522	30	8	12	10	14	14	30	41	46	30	37	28
American Indian/Alaskan Native	NC	34	5144	NC	94	102	NC	495	478	NC	11	46	NC	48	24	NC	37	25	NC	4	5
White	354	2133	35198	100	97	95	515	520	515	13	11	15	18	17	18	48	49	47	21	24	21
Students with Disabilities	54	288	8121	87	92	105	473	477	470	54	54	55	25	20	20	21	24	21	0	3	4
Students without Disabilities	373	2440	62979	102	100	99	515	518	503	12	12	23	19	18	21	48	47	41	21	23	15
Limited English Proficient Students	16	196	10304	100	105	110	464	458	462	50	69	63	50	20	23	0	11	13	0	0	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	NC	93	17040				NC	471	483	NC	57	40	NC	24	25	NC	16	29	NC	3	6
Non-Economically Disadvantaged	421	2635	54060				513	517	507	15	13	20	19	18	20	46	47	43	19	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	419	2662	69001	98	96	96	489	498	490	15	11	17	40	35	37	44	54	45	0	1	1
All Students (Prior Year)	448	2514	63579	NA	NA	NA	499	502	493	8	9	15	43	38	42	47	50	41	2	3	2
Female	194	1295	34086	98	97	97	496	503	496	10	7	13	40	32	36	49	60	51	1	1	1
Male	225	1348	34644	98	95	95	483	493	484	21	14	22	41	37	39	39	49	38	0	0	0
African American	12	61	3115	100	90	92	469	486	478	50	25	25	8	20	44	42	55	31	0	0	0
Hispanic	46	370	22656	94	94	92	484	475	476	16	27	27	46	41	43	38	31	30	0	0	0
Asian/Pacific Islander	10	63	1472	111	97	98	496	512	507	10	5	8	40	26	30	50	67	60	0	2	2
American Indian/Alaskan Native	NC	33	4940	NC	92	98	NC	486	469	NC	8	34	NC	52	43	NC	40	23	NC	0	0
White	348	2090	34501	98	95	93	491	501	500	14	8	10	41	34	34	44	57	55	0	1	1
Students with Disabilities	50	266	7386	81	85	95	454	459	459	54	41	46	39	46	37	7	13	17	0	0	0
Students without Disabilities	369	2396	61615	101	98	97	492	500	491	13	9	16	41	34	37	47	56	45	0	1	1
Limited English Proficient Students	14	179	9662	88	96	104	441	445	454	75	61	51	25	33	40	0	6	9	0	0	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	NC	93	16383				NC	453	472	NC	50	30	NC	42	43	NC	8	26	NC	0	0
Non-Economically Disadvantaged	414	2569	52618				490	499	494	15	10	14	41	34	36	44	55	49	0	1	1

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

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

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	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](http://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
7	Reading	96	69	64	53	100	62	60	48	92	60	60	51
	Language	98	69	66	55	100	64	66	51	93	63	64	54
	Mathematics	95	70	69	57	100	61	66	54	96	67	70	58
8	Reading	94	66	64	55	100	63	59	49	94	61	60	53
	Language	97	66	62	50	100	62	59	46	97	57	59	49
	Mathematics	93	67	68	57	100	61	64	54	96	66	67	58

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 campus where learning can take place is Shea's number one priority. A plan was developed intended to create deterrents to classroom/campus disruption and consistency in dealing with behavior issues.

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) :

7

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	Dan Knak	(602) 493-6440
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Officer Kathy Stark	(602) 493-6440
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Deb Robbins	(602) 493-6440
Student Health/Nurse	Marie Ohm	(602) 493-6440

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](http://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](http://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](http://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](http://www.ade.az.gov/standards)