



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

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 (a)

2003-04 Highly Performing
2002-03 Highly Performing
2001-02 Improving

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

School Overview

Principal/Administrator : Mr. Dan Knak
Schedule : 7:00 AM to 3:30 PM
Grades : 7-8
2004 Enrollment : 902
Web Address : www.pvUSD.k12.az.us/static/schools/sheA.htm
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.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

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

School / Academic Goals

- 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.
Improve math skills by increasing math opportunities in all classrooms and by raising expectations for student performance.

Enrollment

October 1, 2003 School Year Student Enrollment : 908
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 24

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/16/2004
Last Day of School :	5/26/2005

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.

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.

School Honors

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

Award/Honor	Year
• Arizona Technology Teacher of the Year	2000
• Regional Middle Level Art Teacher of the Year	2003
• Apple Distinguished Teacher Award	2004
• CAMLA Teacher of the Year	2004

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	428	2804	75001	99	100	99	475	481	468	26	26	37	45	39	36	18	20	16	11	15	10
All Students (Prior Year)	425	2739	71167	100	99	99	465	477	463	32	25	38	48	45	41	13	19	14	6	11	7
Female	200	1352	36846	99	100	99	475	480	468	23	25	36	49	41	38	18	20	16	11	14	10
Male	227	1442	37974	99	100	99	475	482	467	28	27	39	42	37	34	18	20	16	12	17	11
African American	15	86	3720	94	100	98	465	464	446	36	38	53	36	37	33	7	15	9	21	10	4
Hispanic	51	437	26675	98	100	98	449	450	448	45	52	52	43	33	34	7	10	10	5	5	4
Asian/Pacific Islander	12	78	1575	100	98	99	512	507	504	18	11	18	27	37	33	27	26	20	27	26	29
American Indian/Alaskan Native	NC	29	4731	NC	97	98	NC	452	438	NC	42	61	NC	46	30	NC	8	7	NC	4	2
White	341	2156	37785	99	100	99	477	486	482	24	22	25	46	40	39	19	21	21	11	17	15
Students with Disabilities	55	308	8802	100	100	100	415	421	418	78	77	79	22	17	16	0	5	3	0	1	1
Students without Disabilities	373	2496	66199	98	100	99	483	487	472	19	21	34	48	41	38	20	21	17	13	17	11
Limited English Proficient Students	22	325	11710	100	100	100	422	437	429	63	63	70	38	31	25	0	4	4	0	2	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	107	652	29814				453	453	448	42	47	53	39	36	33	13	12	10	6	5	4
Non-Economically Disadvantaged	321	2152	45170				482	488	479	21	21	28	47	40	38	19	22	20	13	18	14

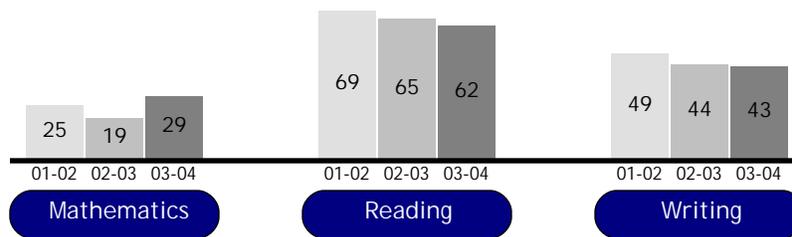
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	428	2801	74918	99	100	99	509	511	497	20	20	32	19	17	19	44	43	35	18	20	15
All Students (Prior Year)	427	2728	71100	100	99	99	512	516	502	15	14	25	20	18	21	46	46	40	19	22	15
Female	200	1349	36805	99	100	99	512	513	501	16	18	28	21	17	19	45	44	37	19	21	16
Male	227	1442	37936	99	100	99	507	509	493	23	23	35	16	16	18	44	41	33	17	20	14
African American	15	86	3719	94	100	98	507	504	481	21	24	43	14	21	21	43	40	29	21	15	7
Hispanic	50	436	26645	96	100	98	483	481	478	37	44	46	24	18	20	32	32	27	7	6	6
Asian/Pacific Islander	12	77	1571	100	96	99	522	527	521	18	13	18	18	19	15	27	37	38	36	31	30
American Indian/Alaskan Native	NC	29	4729	NC	97	98	NC	483	468	NC	50	57	NC	8	19	NC	42	19	NC	0	4
White	342	2155	37773	99	100	99	513	515	511	17	17	20	18	16	18	46	45	41	18	22	21
Students with Disabilities	55	310	8801	100	100	100	450	455	448	76	68	75	20	17	13	2	12	10	2	2	2
Students without Disabilities	373	2491	66117	98	100	99	518	516	501	12	16	28	18	16	19	50	45	37	20	22	16
Limited English Proficient Students	22	324	11706	100	100	100	439	467	454	75	56	71	25	22	16	0	18	12	0	4	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	107	651	29785				488	485	477	37	41	47	20	20	20	34	32	26	9	7	6
Non-Economically Disadvantaged	321	2150	45115				516	517	508	14	16	23	18	16	18	47	45	39	21	23	20

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	428	2793	74503	99	100	99	467	507	491	15	7	9	42	27	32	37	57	51	6	9	8
All Students (Prior Year)	419	2662	69001	98	96	96	489	498	490	15	11	17	40	35	37	44	54	45	0	1	1
Female	200	1346	36686	99	100	99	486	520	506	8	4	5	37	22	29	47	63	57	7	11	9
Male	227	1437	37644	99	100	98	450	494	476	21	10	13	47	32	36	28	50	45	4	8	6
African American	15	84	3677	94	99	97	474	505	475	14	10	12	36	24	36	50	56	46	0	9	5
Hispanic	50	430	26500	96	99	97	434	469	467	29	13	13	41	37	39	24	45	44	5	4	4
Asian/Pacific Islander	12	78	1566	100	98	99	510	538	537	9	1	5	45	27	23	27	59	55	18	13	18
American Indian/Alaskan Native	NC	29	4695	NC	97	97	NC	461	464	NC	9	14	NC	43	39	NC	48	44	NC	0	3
White	342	2154	37606	99	100	99	469	511	508	13	6	6	42	25	28	39	58	56	5	10	10
Students with Disabilities	55	308	8662	100	100	100	404	429	409	30	25	37	60	48	42	10	26	20	0	2	1
Students without Disabilities	373	2485	65841	98	100	98	476	513	499	13	5	7	40	25	32	41	59	53	6	10	8
Limited English Proficient Students	22	320	11608	100	100	100	395	449	430	38	15	23	50	47	47	13	37	28	0	1	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	107	648	29587				429	469	465	26	14	14	46	36	40	28	47	43	1	4	4
Non-Economically Disadvantaged	321	2145	44898				479	516	507	12	5	7	41	25	28	40	59	55	7	11	10

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

**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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

**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	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	100	62	60	48	92	60	60	51	99	65	NA	54
	Language	100	64	66	51	93	63	64	54	98	65	69	58
	Mathematics	100	61	66	54	96	67	70	58	99	72	73	62
8	Reading	100	63	59	49	94	61	60	53	99	61	NA	55
	Language	100	62	59	46	97	57	59	49	98	57	62	52
	Mathematics	100	61	64	54	96	66	67	58	99	69	71	61

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

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 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 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	48.00
Other Professional Staff	14.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	1	2	0	0
7 to 9 years	0	1	0	0
10 or more years	15	26	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	28
Core academic classes taught by Highly Qualified (NCLB) teachers.	157
Teachers with Emergency Certificaton.	3

Resources Available at School Site

Special Facilities

- Ü Five Complete Computer Labs
- Ü Video Production Studio
- Ü Media/Technology Center
- Ü Gymnasium

Extracurricular Activities

- Ü Comprehensive Sports Intramurals
- Ü Competitive Sports Program
- Ü Drama/Performing Arts
- Ü Instrumental/Vocal Music
- Ü Academic Clubs
- Ü Recreational Clubs

Social Services

- Ü Breakfast/Lunch Programs
- Ü Student Growth Groups
- Ü Counseling Services
- Ü Crisis Intervention
- Ü Mentoring Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

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.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	95	95	93	95
Transfers Out <sup>5</sup>	--	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	--	10	9	9
Promotion Rate <sup>8</sup>	--	98	98	94
Retention Rate <sup>9</sup>	--	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

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 2003-04. 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 2004. 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. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. 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).

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) :

3

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 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."

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](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.

3 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)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. 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).

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Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.