

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 LEARNS¹

Elementary Achievement Profile (a)

2004-05	Highly Performing
2003-04	Highly Performing
2002-03	Highly Performing

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

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 Overview

Principal/Administrator : Mr. Dan Knak
 Schedule : 07:30 AM to 03:30 PM
 Grades : 7-8
 2005 Enrollment : 860
 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. Fundamental to the philosophy and mission, faculty and staff commit their energies to student growth and development in the areas of intellectual and personal development, educational and personal adjustment, citizenship, social development and physical growth.

School / Academic Goals

- ü Increase the number of students achieving at the meets or exceeds levels on the AIMS test.
- ü Increase self-awareness and opportunities to achieve for all students.
- ü Increase the professional development opportunities based on the prioritized needs of students and relevancy.
- ü To strengthen parent/community communication and involvement in school programs.

Enrollment

October 1, 2004 School Year Student Enrollment : 921
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 35

Instructional Programs

- Ü Interdisciplinary Teams
- Ü Technology Integration
- Ü On-site Special Education
- Ü Honors Classes
- Ü English Block scheduling
- Ü CD and ED classes

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

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
Ü Arizona Technology Teacher of the Year	2000
Ü Regional Middle Level Art Teacher of the Year	2003
Ü Apple Distinguished Teacher Award	2004
Ü 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	464	2777	78250	100	100	99	565	570	548	14	12	21	13	14	18	57	53	48	16	20	13
All Students (Prior Year)	428	2804	75001	99	100	99	475	481	468	26	26	37	45	39	36	18	20	16	11	15	10
Female	226	1332	38071	100	100	99	563	568	549	13	12	20	14	15	19	59	55	49	14	19	12
Male	238	1443	40126	100	99	99	567	571	547	15	13	23	11	13	17	55	52	46	18	22	14
African American	17	89	4058	100	99	99	528	536	523	23	21	32	31	21	22	46	55	41	0	4	5
Hispanic	51	453	29129	100	98	99	545	535	527	23	26	32	21	24	23	50	44	40	6	6	6
Asian/Pacific Islander	15	79	1747	100	98	100	575	597	589	20	8	9	7	5	9	47	54	50	27	32	32
American Indian/Alaskan Native	NC	33	4996	NC	100	100	NC	553	518	NC	11	36	NC	30	25	NC	48	36	NC	11	4
White	377	2123	38320	99	100	99	570	577	568	12	10	12	11	12	14	59	55	55	18	23	19
Students with Disabilities	50	289	9329	100	100	100	497	477	454	69	59	64	13	16	18	17	21	16	2	4	2
Students without Disabilities	414	2488	68996	99	99	99	574	580	561	7	7	16	13	14	18	62	57	52	18	22	14
Limited English Proficient Students	16	187	10133	100	100	100	522	480	488	47	41	45	5	24	25	47	33	28	0	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	91	586	33388	96	91	94	541	539	530	26	26	32	18	22	22	51	46	40	6	6	5
Non-Economically Disadvantaged	373	2191	44937	100	100	100	571	578	561	11	9	13	12	12	15	59	55	54	19	24	18

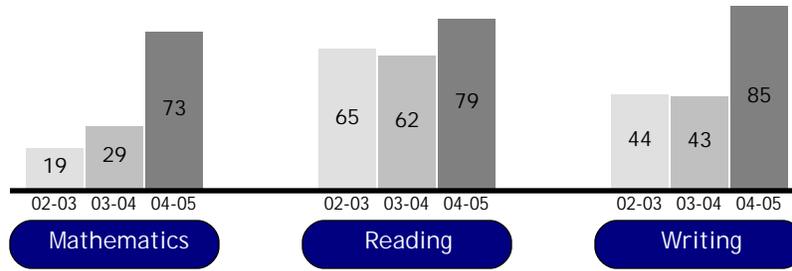
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	464	2777	78302	100	0	99	534	530	512	4	7	11	16	17	25	72	66	57	7	10	7
All Students (Prior Year)	428	2801	74918	99	100	99	509	511	497	20	20	32	19	17	19	44	43	35	18	20	15
Female	226	1332	38082	100	0	99	538	535	518	1	4	8	16	15	24	76	70	61	7	10	7
Male	238	1443	40166	100	0	99	531	524	507	8	9	14	17	19	26	69	62	54	7	10	6
African American	17	89	4064	100	0	100	508	508	498	8	12	14	15	21	29	77	64	54	0	3	3
Hispanic	51	453	29152	100	0	99	514	496	492	10	18	17	31	31	34	54	48	46	4	2	2
Asian/Pacific Islander	15	79	1746	100	0	100	543	544	542	7	7	5	13	9	13	67	62	66	13	22	16
American Indian/Alaskan Native	NC	33	4993	NC	0	100	NC	519	484	NC	4	19	NC	33	38	NC	59	42	NC	4	1
White	377	2123	38347	99	0	99	538	537	531	3	4	5	14	14	17	75	70	68	7	12	10
Students with Disabilities	50	288	9353	100	0	100	472	450	429	29	31	40	52	41	38	19	25	22	0	3	1
Students without Disabilities	414	2489	69024	99	0	99	542	539	524	1	4	7	12	14	23	79	71	62	8	11	7
Limited English Proficient Students	16	187	10140	100	0	100	481	439	451	21	33	28	47	40	43	32	24	29	0	2	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	91	586	33398	96	0	94	515	501	495	7	17	18	31	31	35	56	49	46	6	3	2
Non-Economically Disadvantaged	373	2191	44979	100	0	100	539	537	525	4	4	6	13	13	18	76	71	66	7	12	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	462	2772	78094	99	99	99	560	560	545	0	2	3	15	13	18	84	84	77	1	2	2
All Students (Prior Year)	428	2793	74503	99	100	99	467	507	491	15	7	9	42	27	32	37	57	51	6	9	8
Female	225	1327	38025	99	99	99	572	571	558	0	1	2	9	7	13	89	90	82	2	2	2
Male	237	1443	40013	100	99	99	548	549	534	0	2	5	20	18	23	79	78	71	0	2	1
African American	17	89	4037	100	99	99	531	533	532	0	5	4	31	22	22	69	71	73	0	1	1
Hispanic	51	450	29068	100	98	99	542	524	523	0	5	5	25	26	27	75	68	67	0	1	1
Asian/Pacific Islander	15	80	1743	100	99	100	584	585	577	0	0	2	13	8	9	73	87	82	13	5	8
American Indian/Alaskan Native	NC	33	4981	NC	100	100	NC	569	526	NC	0	4	NC	7	25	NC	93	70	NC	0	0
White	375	2120	38265	99	100	99	562	567	564	0	1	2	13	10	11	86	87	84	1	2	3
Students with Disabilities	49	288	9275	100	100	100	513	470	444	2	9	14	38	44	46	60	45	39	0	2	1
Students without Disabilities	413	2484	68892	98	99	98	565	570	559	0	1	2	12	9	14	87	88	82	1	2	2
Limited English Proficient Students	16	186	10084	100	100	100	525	467	474	0	10	10	32	40	39	68	48	50	0	2	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	90	584	33296	95	91	94	551	533	527	0	5	5	18	24	27	82	71	67	0	0	0
Non-Economically Disadvantaged	372	2188	44871	100	100	100	562	567	559	0	1	2	14	10	12	85	87	84	1	2	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)

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
7	Reading	92	60	60	51	99	65	NA	54	100	57	57	50
	Language	93	63	64	54	98	65	69	58	100	61	61	52
	Mathematics	96	67	70	58	99	72	73	62	100	57	59	50
8	Reading	94	61	60	53	99	61	NA	55	100	63	59	51
	Language	97	57	59	49	98	57	62	52	100	59	58	50
	Mathematics	96	66	67	58	99	69	71	61	100	61	63	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

- 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 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	49.00
Other Professional Staff	14.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	5	2	0	0
7 to 9 years	3	1	0	0
10 or more years	12	23	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	33
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	9%

Resources Available at School Site

Special Facilities

- Ü Seven 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

School Achievements/Accomplishments 2004-05

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 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	6	12	12	17
Transfers In Rate ⁶	13	28	28	37
Stability Rate ⁷	93	87	87	82
Promotion Rate ⁸	98	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

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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

18

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	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	Michelle Courtright	(602) 493-6440
Student Health/Nurse	Patty Clinger	(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 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.

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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** 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.