

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1325 N. Shumway Avenue, Chandler, AZ 85225

Chandler 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)

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 : Mrs. Lorah J Neville
Schedule : 7:30 AM to 4:30 PM
Grades : Pre-K-6
2004 Enrollment : 650
Web Address : ww2.chandler.k12.az.us/shumway-elementary/web
Phone Number : (480) 812-7400
Fax Number : (480) 812-7420
E-mail : neville.lorah@chandler.k12.az.us

Mission

Shumway is a school where Character Counts! We strive to provide all students the experiences necessary to reach their full potential. We believe that education is a shared responsibility. We involve parents, staff, students and the community as partners in creating a safe, focused learning environment where our students can excel academically and growth socially.

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

- ü The percent of students meeting or exceeding the state standard in reading, writing and math will increase by at least two percent.
- ü Students scoring at or above the 50th percentile in total reading will increase.
- ü Students scoring at or above the 50th percentile in total math will increase.
- ü Students scoring at or above the 50th percentile in total writing will increase.

Enrollment

October 1, 2003 School Year Student Enrollment : 729
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 102

Instructional Programs

- ü Gifted, Self-Contained (Grades 5-6)
- ü Phonics & Literature-Based Reading (K-6)
- ü On-Site Special Education/Autism Program
- ü General Music (Grades K-6)
- ü Instrumental Music (Grades 5-6)
- ü On-Site Community Pre-School
- ü Weekly Tutoring At-Risk Students (K-6)

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 50 minutes
First Day of School :	7/27/2004
Last Day of School :	6/1/2005

Shared Responsibilities

School

Shumway Professional Service Standards have been developed by the principal and certified staff. Parents can expect prompt, courteous communication regarding their child and any question the parent has. Additionally, progress is reported to parents throughout the year both informally and formally. We will guide the educational, social and emotional growth of each student in order to develop life-long learners and good citizens.

Parents

We expect that parents will ensure prompt, regular student attendance; attend conferences and curriculum nights; communicate concerns in a courteous, timely manner to the teacher; and support children in developing good study habits. We also hope that parents will join the PTO, volunteer in classrooms and attend evening and special functions.

Transportation Policy

The school's boundaries encompass the square mile bounded by Warner Road, Cooper, Ray Road and McQueen Road. Transportation is provided for students living a distance of more than one mile from school.

School Honors

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

Award/Honor	Year
ü 5 Star School for Test Scores Rated by GreatSchools.net	2004
ü District Clean Schools Award Winner	2004
ü District Clean Schools Award Winner	2003
ü District Clean Schools Award Winner	2002

3rd 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	117	2220	75509	100	100	100	539	531	521	5	8	13	13	19	23	40	37	33	42	36	31
All Students (Prior Year)	102	2034	75372	99	98	100	545	529	523	2	7	9	11	20	25	42	39	36	45	34	30
Female	53	1107	37013	100	100	100	545	534	522	4	7	12	10	19	24	41	38	33	45	37	31
Male	64	1113	38430	100	99	99	533	528	521	5	9	14	16	20	22	39	36	33	39	35	31
African American	11	124	3660	100	98	99	529	514	496	10	11	24	10	23	31	50	40	28	30	25	18
Hispanic	18	705	30486	100	100	99	529	510	505	7	14	18	21	29	29	21	37	32	50	20	21
Asian/Pacific Islander	NC	124	1780	NC	100	98	NC	557	549	NC	4	5	NC	9	13	NC	31	33	NC	56	50
American Indian/Alaskan Native	NC	28	4075	NC	100	100	NC	509	486	NC	19	28	NC	23	34	NC	35	26	NC	23	12
White	79	1232	35192	99	99	99	538	541	534	4	5	8	14	15	19	42	37	35	41	43	39
Students with Disabilities	12	252	9708	100	100	100	512	508	489	0	15	32	40	33	27	20	29	24	40	23	17
Students without Disabilities	105	1968	65801	100	99	98	540	533	525	5	7	11	12	18	23	41	38	34	42	37	33
Limited English Proficient Students	NC	259	16928	NC	63	100	NC	470	485	NC	37	29	NC	37	33	NC	22	26	NC	3	12
Migrant Students	--	35	750				--	486	499	--	26	21	--	35	29	--	30	30	--	9	20
Economically Disadvantaged	13	689	36411				515	508	503	0	15	19	42	30	29	42	35	32	17	20	20
Non-Economically Disadvantaged	104	1531	39040				542	540	534	5	5	8	9	15	19	40	38	34	45	42	39

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	117	2224	75492	100	100	100	531	526	519	5	8	12	12	14	16	49	50	47	34	29	24
All Students (Prior Year)	103	2040	75221	100	98	100	545	529	523	1	5	8	2	12	16	60	57	56	37	25	21
Female	53	1107	37014	100	100	100	536	531	523	4	5	10	14	12	15	42	48	48	40	35	27
Male	64	1117	38400	100	100	99	527	521	516	5	11	14	11	15	17	55	52	47	29	23	21
African American	11	124	3665	100	98	99	531	518	505	0	9	20	10	19	22	50	49	43	40	23	14
Hispanic	18	708	30438	100	100	99	517	510	508	7	14	17	14	22	21	64	49	47	14	15	15
Asian/Pacific Islander	NC	124	1773	NC	100	98	NC	536	534	NC	4	4	NC	11	10	NC	49	50	NC	37	36
American Indian/Alaskan Native	NC	28	4081	NC	100	100	NC	513	498	NC	13	25	NC	29	26	NC	42	40	NC	17	8
White	79	1233	35177	99	99	99	533	534	528	5	5	8	12	9	13	44	50	49	38	35	31
Students with Disabilities	12	254	9707	100	100	100	530	513	495	0	14	33	25	25	21	25	43	33	50	19	13
Students without Disabilities	105	1970	65785	100	99	98	531	527	522	5	7	10	12	13	16	50	50	49	33	29	26
Limited English Proficient Students	NC	259	16905	NC	63	100	NC	477	489	NC	44	34	NC	36	28	NC	20	32	NC	0	6
Migrant Students	--	35	763				--	501	499	--	17	21	--	30	30	--	43	40	--	9	8
Economically Disadvantaged	13	690	36302				513	509	507	9	15	18	18	22	21	55	49	46	18	14	14
Non-Economically Disadvantaged	104	1534	39164				533	532	528	4	5	8	12	10	13	48	50	48	36	34	31

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	117	2206	75053	100	99	99	597	618	597	7	4	7	8	8	12	78	77	72	8	11	9
All Students (Prior Year)	100	2003	73654	97	96	99	554	540	530	1	6	9	1	10	13	87	74	70	11	10	7
Female	53	1102	36872	100	100	99	625	642	621	2	1	5	12	6	9	76	79	74	10	14	12
Male	64	1104	38109	100	98	99	573	594	573	11	7	10	4	10	14	80	75	69	5	8	6
African American	11	124	3636	100	98	99	649	597	568	0	3	12	0	10	16	80	78	67	20	9	6
Hispanic	18	694	30235	100	99	98	584	582	575	7	6	9	7	13	14	86	75	70	0	6	6
Asian/Pacific Islander	NC	124	1768	NC	100	98	NC	654	651	NC	4	3	NC	2	5	NC	79	72	NC	16	19
American Indian/Alaskan Native	NC	28	4044	NC	100	99	NC	582	550	NC	4	13	NC	13	17	NC	79	66	NC	4	4
White	79	1230	35028	99	99	99	593	635	613	7	3	6	10	6	10	75	78	73	8	13	11
Students with Disabilities	12	251	9625	100	100	100	490	555	530	25	18	21	25	18	21	50	57	55	0	7	4
Students without Disabilities	105	1955	65428	100	99	98	602	623	604	6	3	6	7	7	11	79	78	73	8	11	10
Limited English Proficient Students	NC	253	16765	NC	62	100	NC	527	525	NC	12	17	NC	22	20	NC	63	60	NC	3	2
Migrant Students	--	34	752				--	543	562	--	5	9	--	36	18	--	55	68	--	5	5
Economically Disadvantaged	13	680	36077				529	580	566	9	4	10	9	13	16	82	77	69	0	5	5
Non-Economically Disadvantaged	104	1526	38950				605	633	618	6	4	5	7	6	9	78	77	73	8	13	12

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

5th 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	102	2175	76019	99	99	100	529	510	499	5	9	14	24	33	39	13	16	14	58	42	33
All Students (Prior Year)	107	2101	76230	100	99	100	515	510	498	7	8	12	33	33	38	10	15	12	49	45	37
Female	56	1073	37207	100	99	100	541	511	499	2	7	12	19	36	41	13	17	14	66	40	33
Male	46	1099	38677	98	99	100	514	509	498	10	12	15	31	31	38	12	14	13	48	44	34
African American	NC	132	3817	NC	100	100	NC	490	475	NC	16	23	NC	43	47	NC	16	11	NC	26	18
Hispanic	15	640	29458	100	98	100	523	483	480	8	18	20	38	47	48	23	13	12	31	22	20
Asian/Pacific Islander	NC	98	1673	NC	100	99	NC	542	531	NC	4	4	NC	22	29	NC	12	14	NC	62	53
American Indian/Alaskan Native	NC	38	4735	NC	97	100	NC	485	466	NC	18	28	NC	38	49	NC	21	10	NC	24	13
White	76	1257	35880	97	99	100	531	522	515	6	5	7	18	28	32	13	17	16	63	51	45
Students with Disabilities	11	268	9786	92	100	100	501	477	457	17	26	39	33	41	40	0	7	7	50	25	13
Students without Disabilities	91	1907	66233	100	99	99	531	513	503	4	8	11	24	33	39	13	16	14	58	43	35
Limited English Proficient Students	NC	220	15206	NC	73	100	NC	442	459	NC	44	31	NC	48	53	NC	5	7	NC	3	9
Migrant Students	--	37	745				--	471	473	--	19	22	--	63	53	--	15	11	--	4	15
Economically Disadvantaged	11	642	35714				521	482	480	0	19	20	30	46	47	20	11	12	50	23	20
Non-Economically Disadvantaged	91	1533	40266				530	520	513	6	6	9	24	29	33	12	17	15	59	49	43

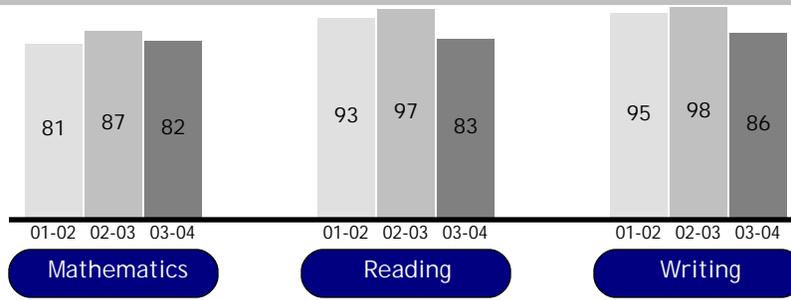
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	2174	76020	99	99	100	511	506	503	14	22	25	20	20	23	46	43	40	20	14	12
All Students (Prior Year)	107	2096	76202	100	99	100	516	509	505	11	13	19	17	22	24	52	52	46	20	13	11
Female	56	1073	37213	100	99	100	514	507	504	6	18	22	17	23	23	53	44	42	25	15	13
Male	46	1098	38666	98	99	100	506	504	501	24	26	29	24	18	22	38	42	38	14	14	12
African American	NC	132	3819	NC	100	100	NC	496	494	NC	29	37	NC	34	26	NC	35	31	NC	3	6
Hispanic	15	639	29442	100	98	99	516	491	494	25	45	37	17	23	26	42	27	31	17	5	6
Asian/Pacific Islander	NC	97	1672	NC	100	99	NC	521	513	NC	9	12	NC	10	19	NC	58	49	NC	24	20
American Indian/Alaskan Native	NC	38	4735	NC	97	100	NC	501	489	NC	29	48	NC	29	25	NC	35	24	NC	6	3
White	76	1258	35890	97	99	100	510	512	511	11	12	15	21	19	20	49	50	48	19	19	18
Students with Disabilities	11	268	9784	92	100	100	497	493	485	17	47	58	33	18	19	50	27	19	0	8	4
Students without Disabilities	91	1906	66236	100	99	99	512	507	504	13	20	23	19	21	23	46	44	42	21	15	13
Limited English Proficient Students	NC	219	15198	NC	73	100	NC	472	483	NC	88	59	NC	7	25	NC	4	14	NC	0	1
Migrant Students	--	37	743				--	480	488	--	73	50	--	19	28	--	8	19	--	0	3
Economically Disadvantaged	11	640	35703				502	491	494	20	44	37	10	24	26	60	28	31	10	4	6
Non-Economically Disadvantaged	91	1534	40274				512	511	509	13	14	17	21	19	20	45	49	47	21	18	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	101	2165	75673	98	99	100	541	544	530	9	7	12	15	23	25	71	65	58	5	4	4
All Students (Prior Year)	107	2069	74692	100	98	99	526	514	502	9	11	18	15	24	27	59	55	47	17	10	8
Female	55	1070	37099	98	99	100	567	563	548	4	4	8	19	21	22	67	69	64	10	6	6
Male	46	1092	38441	98	99	99	508	525	513	14	10	16	10	26	29	76	61	52	0	3	3
African American	NC	131	3791	NC	100	99	NC	534	506	NC	6	18	NC	32	29	NC	57	50	NC	5	3
Hispanic	15	638	29305	100	98	99	544	507	507	8	15	16	17	30	31	75	54	51	0	1	2
Asian/Pacific Islander	NC	98	1665	NC	100	99	NC	590	573	NC	3	6	NC	14	16	NC	72	67	NC	11	10
American Indian/Alaskan Native	NC	38	4707	NC	97	100	NC	537	492	NC	3	19	NC	35	33	NC	56	46	NC	6	1
White	75	1250	35760	96	98	99	534	558	550	10	4	9	15	20	21	69	70	64	6	5	6
Students with Disabilities	11	267	9706	92	100	100	495	500	462	17	14	36	0	39	32	83	44	31	0	2	1
Students without Disabilities	90	1898	65967	99	98	99	544	548	536	8	7	10	16	22	25	70	67	60	6	5	5
Limited English Proficient Students	NC	218	15115	NC	72	100	NC	455	471	NC	27	26	NC	46	38	NC	25	35	NC	1	1
Migrant Students	--	37	738				--	453	488	--	37	23	--	30	33	--	33	43	--	0	1
Economically Disadvantaged	11	637	35541				565	508	504	0	13	17	10	32	31	90	53	50	0	2	2
Non-Economically Disadvantaged	90	1528	40091				538	558	550	10	5	9	15	20	21	69	69	64	6	5	6

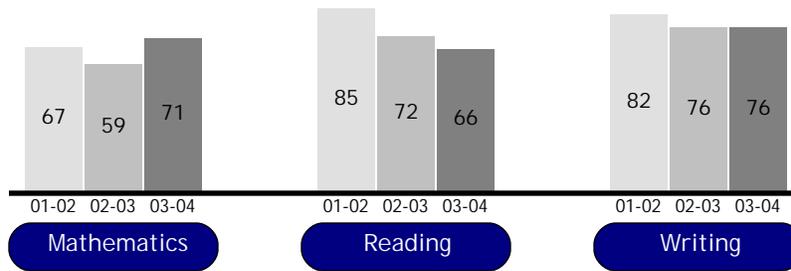
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th 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?	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 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 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
2	Reading	96	61	53	44	96	60	57	50	93	66	NA	58
	Language	96	59	50	39	99	52	53	43	96	61	58	50
	Mathematics	96	56	63	52	99	54	63	57	96	65	71	64
3	Reading	96	67	51	43	100	70	56	47	97	68	NA	55
	Language	96	75	57	50	100	72	63	54	97	70	66	61
	Mathematics	96	73	56	50	100	70	61	54	97	72	66	61
4	Reading	95	74	56	47	99	76	60	52	100	78	NA	56
	Language	95	69	53	45	100	69	54	48	100	71	59	52
	Mathematics	95	70	59	52	100	75	61	57	100	80	68	61
5	Reading	97	72	54	46	100	69	58	50	99	71	NA	55
	Language	97	69	50	43	100	66	54	46	100	64	56	49
	Mathematics	97	76	60	54	100	74	65	57	100	74	69	63
6	Reading	97	71	57	49	100	76	59	53	100	70	NA	56
	Language	97	59	51	42	100	72	52	45	100	68	57	48
	Mathematics	97	71	65	58	99	84	68	62	100	80	74	66

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 Review of School Data
- Ü Establish Goals for Site Improvement
- Ü School Safety/Health Issues
- Ü Co-curricular Activities
- Ü Parent/Educator Relationships
- Ü Conduct Annual School Survey

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	32.00
Other Professional Staff	4.00	Teacher Aide	4.50

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	1	0	0
4 to 6 years	1	6	0	0
7 to 9 years	2	2	0	0
10 or more years	4	14	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 31
 Core academic classes taught by Highly Qualified (NCLB) teachers. 60
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü On-site Technology Lab
- Ü Computer Networked Classrooms
- Ü Library

Extracurricular Activities

- Ü Student-operated School-wide Post Office
- Ü Afterschool Intramurals
- Ü Afterschool Jazz Band and Chorus
- Ü Art Masterpiece (K-6)
- Ü Ceramics Program (K-6)
- Ü Running Club
- Ü Stock Market Club
- Ü Homework Club

Social Services

- Ü Breakfast/Lunch Program
- Ü Active PTO & Dads Club
- Ü Before/After School Programs - Medallion
- Ü On-site Counseling Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü The percent of Shumway students scoring at or above the 50th percentile averaged 74.8 percent in total reading on the April 2004 Stanford 9 test.
- ü The percent of Shumway students scoring at or above the 50th percentile averaged 76.2 percent in total math on the April 2004 Stanford 9 test.
- ü The percent of Shumway students scoring at or above the 50th percentile averaged 76.2 percent in total language on the April 2004 Stanford 9 test.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			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 2-3	68	76
Grades 3-4	80	72
Grades 4-5	52	70
Grades 5-6	74	86

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

Shumway's character education program strives to provide an emotionally and physically safe learning and working environment. Staff, students and their parents are also expected to adhere to Shumway's Code of Conduct. Additionally, evacuation and safety lock-down drills are practiced regularly to ensure our student and staff are prepared for emergencies. Our school focus is on trustworthiness, respect, responsibility, fairness, caring and citizenship. We strive to be people of good character!

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

0

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

Contacts

	Name	Phone Number
School Site Council	Lorah J. Neville	(480) 812-7400
Transportation Policy	Cathy Brown	(480) 812-7275
Community Resources	Lisa Brown	(480) 812-7406
School Nutrition Programs	Cathy Brown	(480) 812-7275
Parent Organization	Lorraine Winterink	(480) 812-7400
Student Health/Nurse	Debra Stermer	(480) 812-7402

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."

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.

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

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

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.