

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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)

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

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

School Overview

Principal/Administrator : Mrs. Lorah J Neville MAEd
 Schedule : 07:30 AM to 04:30 PM
 Grades : Pre-K-6
 2005 Enrollment : 621
 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 Elementary 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 grow socially as well as emotionally.

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 / Academic Goals

- ü In compliance with No Child Left Behind, the percent of students meeting or exceeding the standard in reading as measured by AIMS will increase each year until 100% is achieved by 2014.
- ü In compliance with No Child Left Behind, the percent of students meeting or exceeding the standard in math as measured by AIMS will increase each year until 100% is achieved by 2014.
- ü Consistent with NCLB requirements, all identified underperforming school subgroups will meet established targets as measured by AIMS in spring 2006 or improve a minimum of 10%.
- ü The percent of students meeting or exceeding the standard in writing as measured by AIMS will increase each year until 100% is achieved by 2014.

Enrollment

October 1, 2004 School Year Student Enrollment : 672
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 117

Instructional Programs

- ü Gifted, Self-Contained (Grades 5-6)
- ü Phonics & Research-Based Reading (K-6)
- ü Special Education/Autism Program (K-6)
- 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)
- ü Physical Education (K-6)

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 50 minutes
First Day of School :	7/26/2005
Last Day of School :	5/31/2006

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

Transportation is provided for resident students living a distance of more than one mile from Shumway. Parents are responsible for transporting children who attend Shumway on Open Enrollment.

School Honors

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

Award/Honor	Year
ü 1 Winner Presidential Award for Teaching in Mathematics	2005
ü 5 Star School for Test Scores Rated by GreatSchools.net	2004
ü District Clean Schools Award Winner	2005
ü District Clean Schools Award Winner	2004

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	100	2417	79306	99	100	99	483	465	445	0	5	10	9	11	18	48	49	51	44	36	20
All Students (Prior Year)	117	2220	75509	100	100	100	539	531	521	5	8	13	13	19	23	40	37	33	42	36	31
Female	47	1140	38691	100	99	99	489	468	446	0	5	10	11	10	18	45	49	52	43	36	20
Male	53	1276	40583	98	100	99	477	463	445	0	5	11	6	11	18	50	49	50	44	35	21
African American	NC	127	4041	NC	100	99	NC	434	426	NC	8	17	NC	20	23	NC	55	50	NC	17	10
Hispanic	15	750	32869	100	100	99	486	438	429	0	12	15	7	20	25	50	51	51	43	17	10
Asian/Pacific Islander	NC	121	1935	NC	100	99	NC	483	474	NC	2	3	NC	5	9	NC	40	48	NC	53	40
American Indian/Alaskan Native	--	21	4264	--	100	100	--	406	419	--	0	19	--	60	30	--	30	45	--	10	6
White	76	1398	36197	100	100	99	484	481	463	0	2	5	7	5	11	46	48	53	46	46	31
Students with Disabilities	NC	297	10321	NC	100	100	NC	385	389	NC	18	30	NC	22	27	NC	45	34	NC	16	9
Students without Disabilities	93	2123	69060	100	99	98	490	477	454	0	3	7	9	9	17	46	49	54	45	38	22
Limited English Proficient Students	NC	241	15509	NC	100	100	NC	381	406	NC	19	20	NC	26	30	NC	48	45	NC	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	15	679	39415	94	90	96	464	439	431	0	13	15	0	21	25	85	54	50	15	13	10
Non-Economically Disadvantaged	85	1741	39966	100	100	100	486	476	459	0	2	6	10	7	12	42	47	52	48	45	30

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	100	2417	79395	99	0	99	474	462	446	1	4	9	14	15	25	62	64	55	23	17	11
All Students (Prior Year)	117	2224	75492	100	100	100	531	526	519	5	8	12	12	14	16	49	50	47	34	29	24
Female	47	1141	38743	100	0	100	488	471	451	0	3	7	16	13	24	48	63	57	36	21	12
Male	53	1275	40618	98	0	99	461	454	440	2	6	11	12	17	27	74	64	53	12	13	9
African American	NC	127	4052	NC	0	100	NC	435	434	NC	6	11	NC	18	29	NC	70	54	NC	6	6
Hispanic	15	749	32915	100	0	99	466	434	426	0	12	15	29	30	35	57	51	47	14	8	4
Asian/Pacific Islander	NC	121	1936	NC	0	99	NC	474	468	NC	3	3	NC	7	14	NC	67	63	NC	22	19
American Indian/Alaskan Native	--	21	4271	--	0	100	--	408	420	--	0	15	--	50	42	--	45	41	--	5	2
White	76	1399	36221	100	0	99	477	478	465	0	1	4	11	8	15	62	70	63	27	22	17
Students with Disabilities	NC	298	10331	NC	0	100	NC	387	388	NC	11	25	NC	31	37	NC	51	34	NC	7	4
Students without Disabilities	93	2122	69139	100	0	99	480	473	454	1	3	7	11	13	24	63	65	58	24	18	11
Limited English Proficient Students	NC	241	15545	NC	0	100	NC	375	399	NC	19	21	NC	37	42	NC	41	35	NC	3	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	15	677	39484	94	0	96	454	436	429	0	12	14	23	32	35	77	52	47	0	4	4
Non-Economically Disadvantaged	85	1743	39986	100	0	100	477	473	461	1	1	4	12	9	16	59	68	63	27	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	100	2410	78869	99	100	99	468	458	442	2	3	6	13	13	21	67	69	63	18	14	10
All Students (Prior Year)	117	2206	75053	100	99	99	597	618	597	7	4	7	8	8	12	78	77	72	8	11	9
Female	47	1139	38536	100	99	99	486	475	458	5	2	4	2	9	15	75	68	67	18	21	14
Male	53	1270	40302	98	100	99	452	443	428	0	4	8	22	18	26	60	70	60	18	8	7
African American	NC	126	4015	NC	99	99	NC	438	430	NC	2	8	NC	21	24	NC	70	61	NC	6	7
Hispanic	15	747	32606	100	99	98	476	433	426	0	8	8	7	22	27	71	63	60	21	7	5
Asian/Pacific Islander	NC	120	1925	NC	99	99	NC	477	471	NC	1	3	NC	7	11	NC	70	64	NC	23	22
American Indian/Alaskan Native	--	21	4245	--	100	100	--	403	423	--	5	9	--	35	26	--	60	61	--	0	4
White	76	1396	36078	100	100	99	465	472	459	3	2	4	13	8	16	68	72	66	17	18	14
Students with Disabilities	NC	298	10246	NC	100	100	NC	364	367	NC	11	18	NC	35	39	NC	50	40	NC	4	4
Students without Disabilities	93	2115	68697	100	99	98	476	472	454	2	2	4	11	10	18	68	72	67	18	16	11
Limited English Proficient Students	NC	240	15339	NC	100	100	NC	375	399	NC	10	11	NC	29	31	NC	57	54	NC	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	15	676	39106	94	90	95	467	433	427	0	8	8	8	25	28	85	62	59	8	5	5
Non-Economically Disadvantaged	85	1737	39837	100	100	100	468	469	457	2	2	4	14	9	14	64	71	67	20	18	15

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	90	2303	78906	99	100	99	536	519	498	0	7	13	6	13	19	48	49	48	46	32	20
All Students (Prior Year)	102	2175	76019	99	99	100	529	510	499	5	9	14	24	33	39	13	16	14	58	42	33
Female	44	1138	38644	100	100	99	526	521	500	0	5	12	5	14	19	63	50	49	33	32	19
Male	46	1160	40236	98	99	99	544	518	497	0	9	15	7	12	19	36	47	46	58	32	20
African American	NC	144	4087	NC	100	99	NC	501	481	NC	13	20	NC	16	24	NC	50	45	NC	21	11
Hispanic	13	695	31938	100	99	99	528	491	481	0	13	19	8	23	25	62	48	46	31	16	10
Asian/Pacific Islander	NC	136	1805	NC	99	98	NC	559	536	NC	2	5	NC	3	8	NC	33	45	NC	62	42
American Indian/Alaskan Native	--	25	4593	--	100	100	--	510	467	--	12	26	--	29	29	--	24	39	--	35	6
White	67	1303	36483	97	100	99	538	532	517	0	3	7	3	8	13	49	51	51	48	38	30
Students with Disabilities	NC	335	10664	NC	100	100	NC	458	430	NC	23	42	NC	32	27	NC	37	26	NC	9	5
Students without Disabilities	82	1973	68310	99	99	98	541	530	509	0	4	9	1	10	18	48	51	51	51	36	22
Limited English Proficient Students	NC	190	12573	NC	100	100	NC	451	454	NC	25	27	NC	31	30	NC	36	38	NC	8	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	12	641	38679	86	92	96	524	494	483	0	14	20	8	23	25	75	48	45	17	14	10
Non-Economically Disadvantaged	78	1667	40295	100	100	100	538	530	513	0	4	7	5	9	13	44	48	50	51	39	30

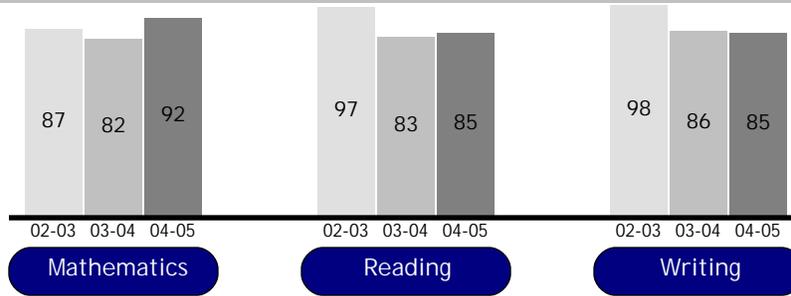
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	2303	78908	99	0	99	516	498	484	1	6	10	11	17	23	72	65	58	16	13	9
All Students (Prior Year)	102	2174	76020	99	99	100	511	506	503	14	22	25	20	20	23	46	43	40	20	14	12
Female	44	1138	38648	100	0	99	517	503	489	0	4	8	10	15	22	75	67	61	15	15	10
Male	46	1160	40233	98	0	99	515	493	479	2	7	12	11	19	25	69	63	55	18	10	8
African American	NC	144	4092	NC	0	99	NC	482	473	NC	6	12	NC	28	28	NC	61	54	NC	5	5
Hispanic	13	695	31940	100	0	99	498	470	465	8	13	16	8	29	32	69	54	49	15	3	3
Asian/Pacific Islander	NC	136	1805	NC	0	98	NC	525	507	NC	2	4	NC	8	13	NC	68	65	NC	22	18
American Indian/Alaskan Native	--	25	4569	--	0	100	--	491	457	--	18	18	--	24	39	--	41	41	--	18	2
White	67	1303	36502	97	0	99	520	511	502	0	2	4	6	10	14	78	70	67	16	17	15
Students with Disabilities	NC	335	10665	NC	0	100	NC	450	423	NC	16	30	NC	36	36	NC	42	31	NC	6	2
Students without Disabilities	82	1973	68312	99	0	98	522	506	493	0	4	7	6	14	21	75	69	62	18	14	10
Limited English Proficient Students	NC	190	12556	NC	0	100	NC	426	436	NC	26	24	NC	45	40	NC	28	35	NC	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	12	641	38662	86	0	96	487	471	468	8	14	16	17	31	32	67	52	49	8	3	3
Non-Economically Disadvantaged	78	1667	40315	100	0	100	521	509	498	0	2	5	10	11	15	73	70	66	18	16	14

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	90	2299	78750	99	100	99	513	518	500	2	4	6	26	20	29	72	74	63	0	3	2
All Students (Prior Year)	101	2165	75673	98	99	100	541	544	530	9	7	12	15	23	25	71	65	58	5	4	4
Female	44	1134	38586	100	99	99	522	530	515	0	2	4	25	14	22	75	81	71	0	3	3
Male	46	1160	40135	98	99	99	506	506	486	4	5	8	27	25	35	69	68	56	0	2	1
African American	NC	143	4081	NC	100	99	NC	502	488	NC	8	8	NC	18	32	NC	74	59	NC	0	2
Hispanic	13	693	31841	100	99	99	490	491	483	8	7	8	31	31	36	62	61	55	0	1	1
Asian/Pacific Islander	NC	136	1802	NC	99	98	NC	552	533	NC	1	2	NC	8	16	NC	83	75	NC	8	7
American Indian/Alaskan Native	--	25	4586	--	100	100	--	516	481	--	6	8	--	18	37	--	71	54	--	6	1
White	67	1302	36440	97	100	99	516	530	516	2	1	3	27	15	22	71	80	71	0	3	4
Students with Disabilities	NC	334	10622	NC	100	100	NC	444	415	NC	14	21	NC	44	50	NC	40	28	NC	2	1
Students without Disabilities	82	1971	68196	99	99	98	525	531	513	0	2	3	22	16	25	78	80	69	0	3	3
Limited English Proficient Students	NC	189	12504	NC	100	100	NC	440	451	NC	15	12	NC	43	44	NC	39	43	NC	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	12	640	38558	86	92	96	489	491	485	8	9	8	33	33	37	58	58	54	0	1	1
Non-Economically Disadvantaged	78	1665	40260	100	100	100	517	529	514	1	1	3	25	14	21	74	81	72	0	3	4

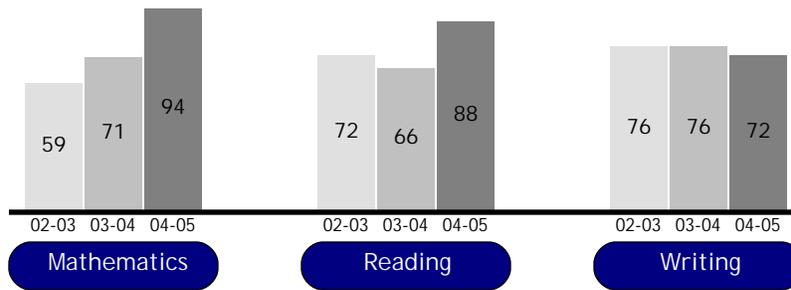
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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
2	Reading	96	60	57	50	93	66	NA	58	99	57	53	47
	Language	99	52	53	43	96	61	58	50	99	53	52	47
	Mathematics	99	54	63	57	96	65	71	64	99	52	58	50
3	Reading	100	70	56	47	97	68	NA	55	98	58	54	44
	Language	100	72	63	54	97	70	66	61	98	58	52	44
	Mathematics	100	70	61	54	97	72	66	61	98	68	61	51
4	Reading	99	76	60	52	100	78	NA	56	100	56	56	48
	Language	100	69	54	48	100	71	59	52	100	59	56	49
	Mathematics	100	75	61	57	100	80	68	61	100	65	62	53
5	Reading	100	69	58	50	99	71	NA	55	100	66	57	50
	Language	100	66	54	46	100	64	56	49	100	65	58	50
	Mathematics	100	74	65	57	100	74	69	63	100	68	58	49
6	Reading	100	76	59	53	100	70	NA	56	99	69	60	51
	Language	100	72	52	45	100	68	57	48	99	65	55	47
	Mathematics	99	84	68	62	100	80	74	66	99	75	63	52

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)
- 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 Oversee Tax Credit Expenditures
- Ü Parent/Educator Relationships
- Ü Conduct Annual School Survey

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	31.66
Other Professional Staff	4.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	3	0	0
4 to 6 years	2	5	0	0
7 to 9 years	0	0	0	0
10 or more years	5	15	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	95
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü On-site Technology Lab with SmartBoard
- Ü Library
- Ü Computer Networked Classrooms
- Ü On-site Ceramics Projects & Kiln

Extracurricular Activities

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

Social Services

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

School Achievements/Accomplishments 2004-05

- ü In Spring of 2005, 86%percent of Shumway 3rd grade students and 92% of 5th grade students met or exceeded the standard in reading on AIMS.
- ü In Spring of 2005, 90%percent of Shumway 3rd grade students and 98% of 5th grade students met or exceeded the standard in math on AIMS.
- ü In Spring of 2005, 88%percent of Shumway 3rd grade students and 78% of 5th grade students met or exceeded the standard in writing on AIMS.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	9	12	12	17
Transfers In Rate ⁶	19	28	28	37
Stability Rate ⁷	90	87	87	82
Promotion Rate ⁸	93	96	95	81
Retention Rate ⁹	2	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

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

1

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	Lorah J. Neville	(480) 812-7408
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 Moller	(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.

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 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.