

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Augustus H. Shaw, Jr. School

Phoenix Elementary District
123 N. 13th Street, Phoenix, AZ 85034

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Principal: Mrs. Shirley A. Johnson
Schedule: 8:00 AM to 4:30 PM
Web Address: Unpublished or Unavailable
E-mail: Unpublished or Unavailable

Grades: Pre-K-6
2002 Enrollment: 657
Phone: (602) 257-3898
Fax: (602) 257-2954

∨ School Overview ∨

Mission

Success For All Through S.H.A.P.E. (Shared Decision Making, High Expectations, Accelerated Learning, Powerful Learning and Teaching Strategies, Extended Learning Opportunities).

Organization and Philosophy

- w Year-round Education
- w Success For All (SFA-Reading)
- w School & Community Partnership Program

Instructional Programs

- w Schoolwide Title I
- w Full-day Kindergarten
- w Structured English Immersion (SEI)
- w Pre-Kindergarten and Head Start
- w Special Education Resource
- w Success For All
- w Physical Education
- w Fine Arts

School/Academic Goals

- w To increase the percentage of students scoring in the average-to-above average range on the National Stanine in reading, math and language on the Stanford 9 standardized test.
- w To increase the number of students who score at the LES and FES Levels on the Idea Proficiency Post Test (IPT).
- w To increase the percentage of students who reach mastery on the district's Criterion Referenced Post Tests (CRTS).
- w To increase the percentage of Kinder students who reach mastery on the district's Kinder Post Assessment.

Enrollment

October 1, 2001 School Year Student Enrollment:	584
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	25

¹ For an explanation of the Achievement Profiles, please visit <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.

∨ **School Site Council** ∨

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 5 Teacher(s)
- 0 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- w Student Achievement
- w Parent Involvement
- w School Climate

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	33.00
Other Professional Staff	2.00	Teacher Aide	4.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	1	0	1
4 to 6 years	2	0	0	0
7 to 9 years	1	1	0	0
10 or more years	7	8	0	0

∨ **Shared Responsibilities** ∨

School

Shaw School will provide a safe, orderly and structured environment for students; educate the whole child (intellectually, physically, mentally, socially); inform parents of their child's progress; establish and maintain an effective line of communication with students, parents and the community; maintain an open-door policy; serve as worthy role models; offer expanded learning opportunities for students; respect the dignity of all students.

Parents

The parent will provide a quiet place for homework; send the child to school each day and on time ready to learn; respond to letters, messages and telephone calls from the school; attend school functions; promote educationally oriented activities at home; support school policies; establish and maintain open lines of communication with staff and students; attend Parent/Teacher conferences.

∨ **Transportation Policy** ∨

Shaw School's attendance area extends east to 20th Street, west to Central Avenue, south to Harrison and north to Filmore. Regular bus transportation to and from school is provided for students living within a one-mile radius of the school where hazardous routes exist, or for students who live more than one driven mile from the school.

∨ Calendar Information ∨

Number of Instruction Days:	179	First Day of School:	7/15/02
Average Daily Instruction Time:	5 hrs. 30 min.	Last Day of School:	6/6/03

Operates on Year-round Schedule

Report Card Release Dates

9/20/02	12/20/02	3/14/03	6/6/03
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Additional Calendar/Report Card Information

Shaw School has a modified 45-15 single track year-round school plan. Students attend school for 45 to 50 days each session. They enjoy a three-week fall, winter and spring recess. The summer recess is five-weeks in length.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Media Center	W Computer Lab
W Classroom Computers	

Extracurricular Activities

W School & District Essay Contests	W School & District Speech Contests
W School & District Spelling Contest	W School & District Academic Bowl
W Cheerleading Squad	W Boy Basketball Team

School/Community Resources

W Health Services	W Breakfast/Lunch Programs
W Community Worker	W Before/After School Tutoring Programs
W Counseling & Social Services	W Literacy & Parenting Classes
W Parent Academies	W Shaw/Neighborhood Partnership Program

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|---|--|
| <p>W On the Stanford 9 Norm Referenced Test, grades 3-5 scored above the PESD average in Language, Math and reading. Grade 2 scored above state, county and district averages in all three areas.</p> | <p>W On the Stanford 9 Norm Referenced Test, English Learners in grades 2 through 5 scored at or above the state, county and district averages in reading and language. Grades 2,3,5 and 6 scored above state, county and district averages in math.</p> |
| <p>W 59% of students in grade 3 met or exceeded the state standards in writing on Arizona's Instrument to Measure Standards. (AIMS)</p> | <p>W A significant number of Shaw's English learners advanced from the NES to the LES Level and from the LES Level to the FES Level on the Oral Language Proficiency Test. (IPT)</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	30.2 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.4 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	12.0 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	97.2 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	2.8 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ 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 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Augustus H. Shaw Neighborhood Partnership Award	2002
National Teacher Certification Award	2001
PESD #1 Speech Contest Winners	2001
PESD #1 Writing Contest Winners	2002

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	58	492	24%	43%	28%	5%
	School State	58840	524	9%	17%	45%	29%
Writing	School	58	513	22%	19%	53%	5%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	59	480	25%	39%	31%	5%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale 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.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	60	492	33%	22%	42%	3%
	State	61305	505	21%	20%	43%	15%
Writing	School	58	484	34%	22%	36%	7%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	60	476	25%	38%	8%	28%
	State	61760	494	14%	40%	12%	34%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ **Academic Achievement Indicators** ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	70	37	60	--	--	--
2	Reading	--	--	--	100	51	50	62	73	52	21	55	53	26	75	57
	Language	--	--	--	100	38	40	62	77	43	21	60	44	27	73	48
	Mathematics	--	--	--	100	57	51	62	80	55	23	76	57	27	78	61
3	Reading	89	30	47	100	31	47	78	26	48	33	34	50	67	32	50
	Language	89	37	49	100	40	51	79	42	54	34	36	56	67	51	57
	Mathematics	97	41	46	100	41	49	78	30	52	34	40	54	69	46	56
4	Reading	33	28	53	100	37	54	91	28	54	51	45	55	75	36	55
	Language	40	22	47	100	41	49	91	29	48	52	43	50	75	36	50
	Mathematics	42	36	51	100	47	54	91	29	55	48	59	57	75	48	58
5	Reading	73	23	51	100	28	51	93	28	51	74	18	51	52	38	53
	Language	75	21	42	100	29	44	93	32	45	78	21	45	54	40	47
	Mathematics	76	25	51	100	34	54	93	35	55	78	23	57	51	48	59
6	Reading	86	39	53	100	40	54	78	53	53	74	56	54	62	34	56
	Language	86	42	41	100	26	44	78	54	44	74	47	45	62	33	47
	Mathematics	86	52	57	100	34	59	78	72	60	79	74	63	62	50	65

∨ **Measure of Academic Progress** ∨

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 2001 and 2002. 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 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ 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).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 2-3	67	58
Grades 3-4	93	59
Grades 4-5	60	56
Grades 5-6	93	96
Grades 6-7	***	***

*Less than 10 students matched

**No information available

***Not applicable

∨ **School Safety** ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The school has a Crisis Intervention Plan; Schoolwide Policies and Procedures; weekly, monthly and quarterly Incentives and Awards for deserving students; planned lessons on classroom and playground safety; the DARE Program; Substance Abuse presentations and a Gang Awareness Program and a School Safety Team.

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

School uniforms are required at this school.

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.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$3,001	\$1,828,088
Classroom Supplies	\$27	\$16,699
Administration	\$523	\$318,289
Support Services-Students	\$193	\$117,544
Other Support Services and Operations	\$921	\$561,208
Total Expenditures- All Categories 2000-2001	\$4,666	\$2,841,828

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Shirley A. Johnson	(602) 257-3898	
Transportation Policy	Nick Juliano	(602) 257-3799	
Community Resources	Candy George	(602) 257-3901	
School Nutrition Programs	Rosa Carbajal	(602) 257-3903	
Parent Organization	Olivia Cruz	(602) 257-3957	
Student Health/Nurse	Wilma Ellis	(602) 257-3900	

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.

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