

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Schumaker Elementary School

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

Tucson Unified District
501 N. Maguire Avenue, Tucson, AZ 85710

Principal: Ms. Helen Van Auken
Schedule: 7:00 AM to 3:30 PM
Web Address: www.azstarnet.com/nonprofit/schumaker
E-mail: hvanauke@tusd.k12.az.us

Grades: K-5
2002 Enrollment: 358
Phone: (520) 731-5200 x 15204
Fax: (520) 731-5201

∨ School Overview ∨

Mission

The mission of Schumaker School is to promote the intellectual and emotional growth of all children in a safe, peaceful learning environment, where diversity is appreciated and the love of learning is fostered.

Organization and Philosophy

- w Traditional/Multi-year
- w Self-contained Classrooms
- w Departmentalized Classrooms
- w Brain-based Instruction

School/Academic Goals

- w Strengthen school/community partnership.
- w Increase appreciation of cultural diversity.

Instructional Programs

- w Full-day Kindergarten
- w Gifted
- w On-site Special Education
- w Hearing Impaired Program
- w Community School Program
- w Intergenerational Tutoring
- w Lawyers for Literacy Program
- w America Reads Tutors

- w Facilitate continuous growth in quality instruction and learning.
- w Create a positive, safe learning environment.

Enrollment

October 1, 2001 School Year Student Enrollment:	364
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	44

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)
- 7 Teacher(s)
- 7 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- w Management Action Plan
- w Parent/Educator Relations
- w School Safety Issues
- w Curriculum
- w Finances
- w Professional Development

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	18.00
Other Professional Staff	1.50	Teacher Aide	5.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

High academic standards, quality curriculum and instruction, safe environment, diversity appreciation, open communication; participation in decision making.

Parents

Parent responsibilities include displaying a positive attitude about school; supporting the educational focus; helping children to become self-disciplined; being a volunteer; being active in PTC; communicating frequently with teachers; perusing all papers/notices that come home; helping children with homework; assuming a partnership in the educational process.

∨ **Transportation Policy** ∨

Based on Tucson Unified School District Policy #3340.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/15/02
Average Daily Instruction Time:	5 hrs. 20 min.	Last Day of School:	5/21/03

Operates on Traditional Schedule

Report Card Release Dates

10/22/02	1/7/03	3/18/03	5/21/03
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Additional Calendar/Report Card Information

Regular quarterly report cards with midterm academic reports and a discipline reporting program.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

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 Renovated Library	W Computer Lab
W Multipurpose Room	W Science Resource Room

Extracurricular Activities

W Alpha Club	W Schumaker Reading Club
W Track Team	W Community School Program
W Band and Orchestra	W Spanish Enrichment
W Music Enrichment	W Art Enrichment

School/Community Resources

W Community School Program	W Breakfast Program
W Lunch Program	W Clothing/Food Banks
W Counseling Services	W Health Services
W Crisis Intervention	W Recreational Activities

∨ 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

- W During 2001-02 our students improved math test scores on all three assessments, AIMS, Stanford 9 and CCSA.
- W 94.4% attendance rate during 2001-02.
- W Schumaker has an exceptionally strong parent/community partnership.
- W 94% parent satisfaction rating.

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	18.1 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	4.4 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	13.1 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.4 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.6 %	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
Tucson Realty & Trust Teacher Appreciation Award	1999
Anti-tobacco grant received	2001
Award for improving math test scores	2002
Grand Canyon Exploration Grant	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	57	523	9%	19%	42%	30%
	School State	58840	524	9%	17%	45%	29%
Writing	School	57	539	9%	14%	63%	14%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	56	505	9%	32%	39%	20%
	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	504	20%	18%	50%	12%
	State	61305	505	21%	20%	43%	15%
Writing	School	61	514	10%	28%	48%	15%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	59	508	7%	34%	12%	47%
	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	--	--	--	--	--	--	--	--	--	78	68	60	--	--	--
2	Reading	--	--	--	100	48	50	100	46	52	94	48	53	72	53	57
	Language	--	--	--	100	48	40	100	52	43	100	44	44	74	55	48
	Mathematics	--	--	--	100	55	51	100	53	55	100	57	57	72	70	61
3	Reading	83	60	47	100	53	47	100	48	48	100	61	50	84	61	50
	Language	86	60	49	100	57	51	100	54	54	100	62	56	84	66	57
	Mathematics	84	52	46	100	39	49	100	49	52	100	52	54	81	59	56
4	Reading	81	52	53	100	60	54	78	69	54	91	57	55	92	53	55
	Language	82	47	47	100	54	49	78	58	48	88	50	50	90	51	50
	Mathematics	84	47	51	100	50	54	84	55	55	92	46	57	94	57	58
5	Reading	94	59	51	100	51	51	92	66	51	93	60	51	81	52	53
	Language	94	54	42	100	46	44	94	58	45	93	57	45	81	50	47
	Mathematics	94	46	51	100	42	54	98	68	55	100	35	57	79	63	59

∨ 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	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	59	67
Grades 3-4	68	76
Grades 4-5	61	76
Grades 5-6	***	***

*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

We continue to strengthen our Safety Program. All monitors now wear identifying clothing and carry two-way radios. Monitors were sent to a two-day safety training. All teachers were trained in lock-down procedures and students practiced a lock-down. A partnership with a neighborhood church was established so that we might use their facility in case of a need for remote evacuation. Principal's education of school safety issues continues.

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).

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School uniforms are not 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	\$3,325	\$1,198,990
Classroom Supplies	\$40	\$14,340
Administration	\$497	\$179,084
Support Services-Students	\$312	\$112,444
Other Support Services and Operations	\$660	\$238,091
Total Expenditures- All Categories 2000-2001	\$4,833	\$1,742,949

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	Helen Van Auken	(520) 731-5200	15204
Transportation Policy	Ron Stacy	(520) 225-4800	
Community Resources	Helen Van Auken	(520) 731-5200	15204
School Nutrition Programs	Lynn Evenson	(520) 731-5200	
Parent Organization	Becky Long	(520) 731-5200	
Student Health/Nurse	Sulfa Brauner	(520) 731-5200	

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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