

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

501 N. Maguire Avenue, Tucson, AZ 85710

Tucson 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing
2003-04	Performing

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

### School Overview

Principal/Administrator : Dr. Julie Laird  
 Schedule : 07:00 AM to 03:30 PM  
 Grades : Pre-K-5  
 Web Address : edweb.tusd.k12.az.us/schumaker  
 Phone Number : (520) 731-5200  
 Fax Number : (520) 731-5201  
 E-mail : Julie.Laird@tusd1.org

### 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.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

#### School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Students will increase AIMS scores in reading by 2.2%.
- ü Students will increase AIMS scores in math by 2%.
- ü Students will increase AIMS scores in writing by 2%.
- ü Students who are ELL will increase scores on the AZELLA by one level.

### Enrollment

October 1, 2005 School Year Student Enrollment : 354  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 60

Instructional Programs

- Full-day Kindergarten
- Gifted
- On-site Special Education
- Hearing Impaired Program
- Brain-based Instruction /State Standards
- Emotional Disabilities Class
- Explorer Preschool Program
- Community School After School Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 33 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

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

Parents

Parent responsibilities include: supporting the educational focus; helping children become self-disciplined; 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.

School Honors

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

Award/Honor	Year
• Michael Jordan Research Grant	2005
• Anti-tobacco Grant Received	2005
• Educational Enrichment Foundation Grants	2004
• Habitat Area New Pond	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	61	4704	80010	97	99	99	441	443	447	7	11	10	21	20	18	62	54	53	10	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	2282	38935	97	99	99	443	444	447	3	9	9	27	20	19	55	57	55	15	14	17
Male	28	2422	40974	97	99	98	439	441	448	11	12	11	14	21	18	71	52	52	4	15	19
African American	NC	311	4201	NC	98	99	NC	426	430	NC	20	17	NC	23	23	NC	49	51	NC	8	9
Hispanic	20	2729	34545	95	99	99	436	435	432	10	12	14	20	24	24	60	54	53	10	10	9
Asian/Pacific Islander	--	111	2068	--	97	99	--	472	474	--	5	4	--	12	10	--	54	50	--	29	36
American Indian/Alaskan Native	--	182	3979	--	97	96	--	425	424	--	15	17	--	26	30	--	54	47	--	5	6
White	33	1370	35142	100	99	99	450	462	465	3	6	5	21	12	11	64	57	56	12	26	28
Students with Disabilities	10	594	10161	91	94	93	NA	415	419	NA	30	28	NA	27	28	NA	37	36	NA	6	8
Students without Disabilities	51	4110	69849	98	100	100	447	446	451	2	8	7	22	19	17	67	57	56	10	16	19
Limited English Proficient Students	NC	739	14013	NC	98	97	NC	410	413	NC	27	24	NC	35	34	NC	35	39	NC	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	27	2469	39029	96	99	98	440	435	432	NA	12	14	30	24	25	63	54	52	7	9	9
Non-Economically Disadvantaged	34	2235	40981	97	99	100	442	451	462	12	9	6	15	16	13	62	54	54	12	20	27

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	60	4701	79438	95	99	98	451	446	451	5	10	9	22	27	24	68	55	56	5	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	2284	38775	97	99	99	456	453	457	3	8	7	18	24	22	70	58	58	9	11	13
Male	27	2417	40560	93	99	97	445	440	446	7	13	12	26	29	25	67	52	54	NA	6	9
African American	NC	311	4178	NC	98	98	NC	436	439	NC	16	13	NC	30	29	NC	50	52	NC	5	6
Hispanic	20	2723	34297	95	99	98	439	438	434	10	12	14	15	30	31	75	52	50	NA	5	5
Asian/Pacific Islander	--	111	2063	--	97	99	--	474	475	--	4	3	--	14	15	--	65	63	--	17	20
American Indian/Alaskan Native	--	186	3940	--	99	95	--	432	429	--	14	14	--	34	36	--	49	47	--	3	3
White	32	1369	34887	97	99	98	461	465	471	NA	5	4	28	18	15	63	62	63	9	15	18
Students with Disabilities	NC	585	9588	NC	93	88	NC	410	416	NC	30	30	NC	36	32	NC	32	34	NC	3	5
Students without Disabilities	51	4116	69850	98	100	100	456	451	456	2	8	7	22	25	23	71	58	59	6	9	12
Limited English Proficient Students	NC	734	13856	NC	98	96	NC	403	407	NC	29	27	NC	44	43	NC	26	29	NC	0	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	26	2460	38685	93	98	97	455	437	435	NA	12	14	19	30	32	77	53	50	4	4	5
Non-Economically Disadvantaged	34	2241	40753	97	99	99	449	456	467	9	8	5	24	23	16	62	57	62	6	13	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	59	4706	79971	94	99	99	402	420	423	15	7	8	44	43	41	39	48	49	2	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	2287	38974	94	99	99	414	432	437	13	5	5	31	36	33	53	57	57	3	2	4
Male	27	2419	40895	93	99	98	387	408	410	19	9	10	59	50	47	22	40	41	NA	1	2
African American	NC	311	4203	NC	98	99	NC	407	411	NC	12	11	NC	45	45	NC	42	43	NC	1	2
Hispanic	19	2724	34481	90	99	99	399	416	410	11	7	10	47	46	46	42	46	43	NA	1	1
Asian/Pacific Islander	--	113	2067	--	98	99	--	438	449	--	6	4	--	37	28	--	51	60	--	5	8
American Indian/Alaskan Native	--	185	3995	--	98	96	--	414	409	--	9	10	--	43	47	--	49	42	--	NA	1
White	32	1373	35150	97	99	99	408	430	437	16	5	5	41	38	35	41	54	56	3	3	5
Students with Disabilities	10	604	10258	91	96	94	NA	373	377	NA	22	23	NA	55	51	NA	23	25	NA	1	1
Students without Disabilities	49	4102	69713	94	99	100	413	426	429	10	5	5	45	41	39	43	52	52	2	2	3
Limited English Proficient Students	NC	741	13985	NC	99	97	NC	378	382	NC	19	18	NC	56	54	NC	25	27	NC	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	25	2467	38994	89	99	98	390	414	409	20	8	10	52	47	47	28	45	41	NA	1	1
Non-Economically Disadvantaged	34	2239	40977	97	99	100	410	427	437	12	6	5	38	39	34	47	53	56	3	2	5

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

4th 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	61	4554	80147	100	98	99	478	474	482	7	13	11	20	20	17	57	48	49	16	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	2200	39281	100	98	99	481	475	483	6	11	9	24	22	17	50	48	50	21	19	24
Male	27	2352	40780	100	97	98	474	473	482	7	14	12	15	19	17	67	48	48	11	18	24
African American	NC	314	4249	NC	97	99	NC	463	464	NC	18	17	NC	19	22	NC	49	48	NC	14	13
Hispanic	18	2529	33494	100	98	99	470	466	466	11	15	15	28	24	23	44	47	49	17	14	14
Asian/Pacific Islander	--	109	2103	--	99	99	--	508	515	--	7	4	--	6	8	--	49	44	--	39	45
American Indian/Alaskan Native	NC	219	4117	NC	95	96	NC	447	456	NC	25	19	NC	31	27	NC	37	46	NC	7	8
White	35	1383	36122	100	98	99	480	492	501	6	7	5	20	14	10	57	51	50	17	28	35
Students with Disabilities	12	589	10295	100	88	92	440	439	443	33	35	33	33	26	26	33	34	33	NA	6	8
Students without Disabilities	49	3965	69852	100	100	100	487	479	488	NA	10	7	16	20	16	63	50	51	20	21	26
Limited English Proficient Students	NC	669	12722	NC	97	97	NC	439	441	NC	27	27	NC	35	33	NC	34	37	NC	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	33	2431	38371	100	97	97	468	464	465	9	16	15	21	24	23	58	47	49	12	13	13
Non-Economically Disadvantaged	28	2123	41776	100	98	100	489	485	498	4	9	6	18	16	11	57	49	49	21	25	33

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	60	4563	79686	98	98	98	466	463	470	8	13	11	25	27	24	65	53	57	2	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	2214	39163	97	99	99	473	468	475	6	10	9	21	25	22	70	57	60	3	8	10
Male	27	2347	40438	100	97	97	458	457	465	11	16	13	30	30	25	59	49	54	NA	5	7
African American	NC	318	4228	NC	98	98	NC	454	458	NC	19	15	NC	27	28	NC	49	53	NC	5	4
Hispanic	17	2525	33299	94	98	98	458	454	452	12	16	17	24	32	32	65	48	47	NA	4	3
Asian/Pacific Islander	--	109	2097	--	99	99	--	484	490	--	6	5	--	12	13	--	73	68	--	8	14
American Indian/Alaskan Native	NC	223	4087	NC	97	96	NC	445	446	NC	21	16	NC	35	38	NC	43	44	NC	2	2
White	35	1388	35914	100	99	98	468	482	489	9	6	5	26	19	15	63	63	67	3	12	14
Students with Disabilities	11	593	9808	92	88	87	434	425	432	27	37	35	45	32	32	27	28	30	NA	3	3
Students without Disabilities	49	3970	69878	100	100	100	473	468	475	4	9	8	20	27	23	73	57	61	2	7	9
Limited English Proficient Students	NC	666	12594	NC	97	96	NC	420	422	NC	34	34	NC	47	45	NC	19	21	NC	0	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	32	2438	38095	97	98	97	454	452	452	6	17	17	38	32	32	56	48	48	NA	3	3
Non-Economically Disadvantaged	28	2125	41591	100	98	99	480	475	486	11	9	6	11	23	16	75	59	65	4	10	13

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	61	4592	80372	100	99	99	475	474	475	3	4	4	31	31	30	66	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	2219	39452	100	99	99	485	485	488	3	3	3	24	22	22	74	72	72	NA	2	3
Male	27	2371	40836	100	98	98	463	463	464	4	5	6	41	38	37	56	56	56	NA	1	1
African American	NC	319	4264	NC	98	99	NC	459	465	NC	8	5	NC	33	35	NC	57	59	NC	2	1
Hispanic	18	2551	33608	100	99	99	468	469	462	6	5	6	44	33	36	50	61	57	NA	1	1
Asian/Pacific Islander	--	110	2098	--	100	99	--	487	500	--	3	2	--	19	16	--	76	75	--	2	7
American Indian/Alaskan Native	NC	224	4128	NC	97	97	NC	462	464	NC	5	4	NC	37	39	NC	58	56	NC	NA	1
White	35	1388	36213	100	99	99	479	486	489	3	2	2	23	26	22	74	69	72	NA	3	3
Students with Disabilities	12	628	10526	100	93	94	451	427	427	NA	14	15	75	53	53	25	32	31	NA	1	1
Students without Disabilities	49	3964	69846	100	100	100	481	480	482	4	3	3	20	27	26	76	69	69	NA	2	2
Limited English Proficient Students	NC	674	12747	NC	98	97	NC	426	432	NC	14	12	NC	51	52	NC	34	36	NC	0	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	33	2454	38521	100	98	98	472	463	461	3	6	6	36	35	38	61	59	55	NA	1	1
Non-Economically Disadvantaged	28	2138	41851	100	99	100	479	485	489	4	2	3	25	26	22	71	69	72	NA	3	4

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	60	4552	79306	100	98	99	483	496	504	18	16	13	28	23	20	45	47	49	8	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	2186	38845	100	98	99	490	496	505	8	14	11	38	24	20	46	49	50	8	14	18
Male	34	2365	40383	100	97	98	478	496	504	26	18	14	21	22	19	44	45	47	9	15	19
African American	NC	277	4171	NC	99	98	NC	484	485	NC	21	20	NC	24	26	NC	46	44	NC	9	10
Hispanic	20	2530	32673	100	98	99	491	485	487	10	19	18	35	27	25	45	45	46	10	9	10
Asian/Pacific Islander	NC	131	2147	NC	98	99	NC	532	539	NC	5	5	NC	11	10	NC	49	46	NC	35	40
American Indian/Alaskan Native	NC	194	4034	NC	100	97	NC	469	479	NC	31	22	NC	27	29	NC	41	43	NC	2	7
White	32	1420	36234	100	97	99	487	517	523	19	8	6	22	16	13	50	51	52	9	25	28
Students with Disabilities	17	573	10286	100	85	91	456	456	462	47	44	41	29	29	27	18	23	27	6	3	5
Students without Disabilities	43	3979	69020	100	100	100	494	501	510	7	12	9	28	22	18	56	50	52	9	16	21
Limited English Proficient Students	--	593	10291	--	96	96	--	456	458	--	41	38	--	32	34	--	26	26	--	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	23	2380	37437	100	98	97	471	484	486	26	20	19	35	26	26	30	45	46	9	9	9
Non-Economically Disadvantaged	37	2172	41869	100	98	100	490	508	521	14	11	7	24	18	14	54	49	51	8	21	27

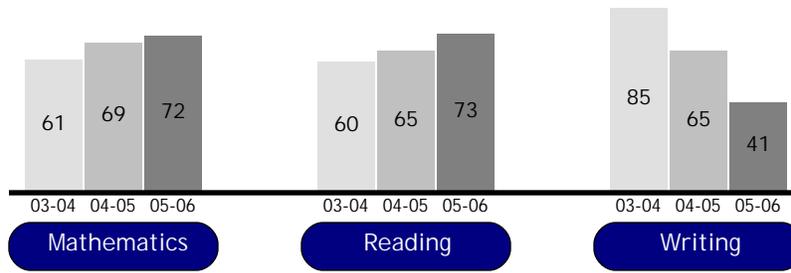
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	4596	79000	97	99	98	480	483	489	10	11	10	24	28	24	62	54	58	3	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	2204	38774	100	99	99	490	488	494	8	7	7	15	27	22	69	57	61	8	8	10
Male	32	2391	40150	94	98	98	472	479	485	13	14	12	31	28	25	56	53	55	NA	6	8
African American	NC	279	4153	NC	99	98	NC	477	476	NC	15	13	NC	25	30	NC	53	53	NC	7	4
Hispanic	20	2553	32508	100	99	98	480	473	472	5	13	15	25	34	33	70	49	49	NA	4	3
Asian/Pacific Islander	NC	134	2142	NC	100	99	NC	503	510	NC	3	4	NC	21	14	NC	63	67	NC	13	16
American Indian/Alaskan Native	NC	195	4016	NC	100	96	NC	467	467	NC	13	14	NC	39	37	NC	46	46	NC	2	2
White	30	1435	36135	94	98	98	489	503	508	10	6	4	17	17	14	67	64	67	7	13	15
Students with Disabilities	15	617	9991	88	91	88	452	442	449	27	38	33	40	37	36	33	24	29	NA	2	2
Students without Disabilities	43	3979	69009	100	100	100	490	489	495	5	7	6	19	26	22	72	59	62	5	8	10
Limited English Proficient Students	--	604	10199	--	97	95	--	439	439	--	34	35	--	47	47	--	18	18	--	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	22	2403	37234	96	98	97	466	472	472	23	14	15	32	34	33	45	49	50	NA	3	3
Non-Economically Disadvantaged	36	2193	41766	97	99	99	489	495	505	3	8	5	19	21	16	72	60	65	6	11	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	59	4607	79611	98	99	99	485	500	496	5	5	7	58	36	37	37	58	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	2206	39016	100	99	99	511	514	511	NA	3	4	38	26	29	62	70	66	NA	1	1
Male	33	2400	40519	97	99	98	464	488	482	9	7	10	73	44	44	18	48	46	NA	0	0
African American	NC	279	4188	NC	99	98	NC	495	486	NC	6	9	NC	42	40	NC	51	50	NC	0	0
Hispanic	20	2557	32855	100	99	99	492	495	481	5	6	10	55	39	43	40	55	47	NA	0	0
Asian/Pacific Islander	NC	134	2149	NC	100	100	NC	524	519	NC	2	4	NC	28	24	NC	69	70	NC	1	2
American Indian/Alaskan Native	NC	192	3992	NC	99	96	NC	489	478	NC	5	10	NC	45	46	NC	49	44	NC	1	0
White	31	1445	36380	97	99	99	487	510	511	3	4	4	58	29	30	39	66	65	NA	1	1
Students with Disabilities	16	643	10664	94	95	94	455	442	440	13	20	23	81	57	54	6	22	22	NA	1	1
Students without Disabilities	43	3964	68947	100	100	100	497	509	504	2	3	4	49	32	34	49	64	61	NA	0	1
Limited English Proficient Students	--	609	10362	--	98	97	--	448	438	--	17	22	--	58	57	--	25	21	--	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	23	2415	37626	100	99	98	468	492	479	13	6	10	61	41	45	26	52	45	NA	0	0
Non-Economically Disadvantaged	36	2192	41985	97	99	100	496	510	511	NA	4	4	56	30	30	44	65	65	NA	1	1

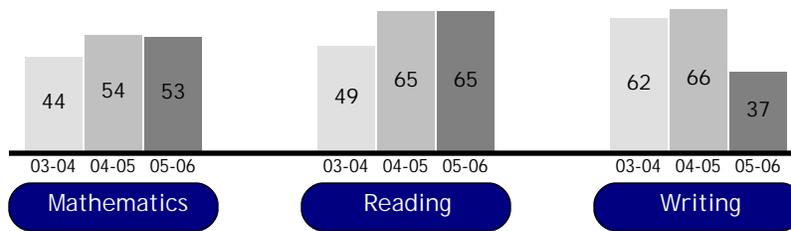
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2005-06

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	50	NA	58	97	48	43	47	100	61	44	46
	Language	100	55	45	50	97	42	42	47	100	50	44	48
	Mathematics	100	68	56	64	97	51	48	50	100	63	50	52
3	Reading	100	47	NA	55	100	38	41	44	97	48	43	46
	Language	100	57	56	61	100	35	40	44	97	50	43	46
	Mathematics	96	60	53	61	100	47	47	51	97	58	48	52
4	Reading	98	67	NA	56	98	47	43	48	98	54	46	52
	Language	98	60	45	52	98	46	44	49	100	54	48	52
	Mathematics	98	70	50	61	98	50	48	53	100	58	52	58
5	Reading	98	58	NA	55	100	53	46	50	98	50	50	56
	Language	100	47	41	49	100	50	46	50	100	54	50	54
	Mathematics	98	60	53	63	100	42	45	49	100	43	48	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/](http://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)
- 2 Non-certified Employee(s)
- 5 Teacher(s)
- 4 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Accountability Plan
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Curriculum
- Ü Finances
- Ü Staff Interviews

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	23.00
Other Professional Staff	1.50	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	16
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Computer Stations in library
- Ü Habitat Area

Extracurricular Activities

- Ü Site Council
- Ü BOOK Adventure Club
- Ü Track Team
- Ü Community School Program
- Ü Student Council
- Ü Parent Teacher Committee
- Ü Unquiry Adventure Club

Social Services

- Ü Community School Program
- Ü Breakfast Program
- Ü Lunch Program
- Ü Clothing/Food Banks
- Ü Counseling Services

ü Schumaker AIMS scores improved significantly in reading and math.

ü Schumaker has a 97.4% parent satisfaction rate.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	91	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

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

We continue to strengthen our Safety Program. All monitors wear identifying clothing and carry two-way radios. Adults are required to wear an identity badge. All teaching assistants are being trained in first aid and CPR. We have a part-time counselor. All students and staff have practiced emergency lock-down procedures.

Total number of incidents that occurred on the school grounds for school year 2005-06 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	Julie Laird, PhD	(520) 731-5200
Transportation Policy	Bill Ball	(520) 225-6700
Community Resources	Pam Fine	(520) 225-6400
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](http://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](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.

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 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.

6 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](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.