

ARIZONA SCHOOL REPORT CARD 2002-03

Does Not Receive Profile¹:

Alternative School

Pre-K - 2

New School

The Shelby School

The Shelby School

Lot 23 Standage Drive, Tonto Village/Payson, AZ 85541

Mailing Address: HC7 Box 191-T, Payson, AZ 85541

Superintendent: Mr. Steve Rensch

Schedule: 8:30 AM to 3:00 PM

Web Address: www.shelbyschool.com

E-mail: info@shelbyschool.com

Grades: K-10

2002 Enrollment: 72

Phone: (928) 478-4706

Fax: (928) 478-0681

∨ School Overview ∨

Mission

It is our mission to produce successive generations of students who are not only academically capable but also compassionate, creative, communicative and self-initiating.

Organization and Philosophy

- w Academic Proficiency
- w Maximum Family Involvement
- w Low Student-to-Teacher Ratio
- w Foster Creative and Communicative Skills

Instructional Programs

- w Curriculum Exceeds AZ Academic Standards
- w Integration of Arts Into Curriculum
- w Curriculum Adaption to Student Potential
- w Integration of Chess Into Curriculum
- w What's Up communication process

School/Academic Goals

- w Provide students with basic skills for functional life combined with additional skills to reach their potential in student's chosen purpose.
- w Combine academic capability and curiosity with compassion, creativity and emotional stability.
- w Develop effective communication skills, both oral and written. Maintain close connection with students' families.
- w Develop a spirit of service and general responsibility for oneself and others.

Enrollment

October 1, 2001 School Year Student Enrollment:	70
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	70

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

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

Council Duties

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	3.00	Teacher	11.00
Other Professional Staff	1.00	Teacher Aide	2.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

Maintain a school campus which is an extension of safe, family environment, free of drugs, violence or promiscuity. Communicate with student and family regarding all aspects of student's intellectual and emotional status. Foster excellence in all students, defined as maximization of student's potential and purpose. Prepare the student to perform to a superior degree without losing his or her sense of themselves.

Parents

Parent must make the student's education a priority. Maximum involvement in school life within context of parent's life. Regular communication with school regarding student's intellectual and emotional status. Currently many parents serve as administrators, teachers and coaches.

∨ **Transportation Policy** ∨

Currently, transportation to and from school is the parent's responsibility. Extracurricular transportation is orchestrated by the school.

 √ **Calendar Information** √

Number of Instruction Days: 179 **First Day of School:** 8/5/02
Average Daily Instruction Time: 6 hrs. 0 min. **Last Day of School:** 5/30/03
Operates on Traditional Schedule

Report Card Release Dates

10/4/02 12/17/02 3/7/03 5/30/03

Additional Calendar/Report Card Information

 √ **Resources Available at School Site** √

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - No Lunch - No 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 computer lab

W Media studio

Extracurricular Activities

W Nationally Competitive Chess Program

W Basketball Team

School/Community Resources

W NDS

∨ 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 The Shelby School has completed a makeover of our facilities and added a new modular building to our campus. We now have an enrollment capacity of 100.
- W The Shelby School has developed a strong relationship with the local community, the local school district and many businesses in our area.
- W The Shelby School had schoolwide participation in the state's Martin Luther King essay contest and even had a kindergarten second place winner.

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	96.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	6.4 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	3.9 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	100.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.0 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	0.0 %			9.5 %
Status Unknown ⁹	0.0 %			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
1st Place Team/National Elementary Chess Champions	1998
1st Place Team/National Elementary Chess Champions	1999
State Chess Champion/Individual	2000
State Chess Champion/Individual	2001

∨ 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

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	**	**	**	**	**	**
	State	58840	524	9%	17%	45%	29%
Writing	School	**	**	**	**	**	**
	State	57282	541	10%	12%	63%	16%
Mathematics	School	**	**	**	**	**	**
	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	**	**	**	**	**	**
	State	61305	505	21%	20%	43%	15%
Writing	School	**	**	**	**	**	**
	State	59599	512	17%	26%	42%	16%
Mathematics	School	**	**	**	**	**	**
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	**	**	**	**	**	**
	State	57484	504	24%	20%	40%	16%
Writing	School	**	**	**	**	**	**
	State	55420	493	15%	42%	41%	2%
Mathematics	School	**	**	**	**	**	**
	State	57734	459	39%	40%	14%	7%

Grade 10 (Class of 2003)²

Reading	School	--	--	--	--	--	--
	State	49803	512	15%	23%	48%	14%
Writing	School	--	--	--	--	--	--
	State	50471	477	17%	23%	59%	1%
Mathematics	School	--	--	--	--	--	--
	State	50429	480	48%	19%	22%	10%

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."

∨ 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	--	--	--	--	--	--	--	--	--	83	57	60	--	--	--
2	Reading	--	--	--	--	--	50	--	--	52	33	--	53	86	54	57
	Language	--	--	--	--	--	40	--	--	43	100	--	44	86	47	48
	Mathematics	--	--	--	--	--	51	--	--	55	100	--	57	86	42	61
3	Reading	--	--	47	--	--	47	--	--	48	76	34	50	100	39	50
	Language	--	--	49	--	--	51	--	--	54	76	21	56	100	45	57
	Mathematics	--	--	46	--	--	49	--	--	52	76	40	54	100	49	56
4	Reading	--	--	53	--	--	54	--	--	54	100	37	55	89	46	55
	Language	--	--	47	--	--	49	--	--	48	100	34	50	89	47	50
	Mathematics	--	--	51	--	--	54	--	--	55	100	24	57	89	61	58
5	Reading	--	--	51	--	--	51	--	--	51	100	53	51	100	**	53
	Language	--	--	42	--	--	44	--	--	45	100	61	45	100	**	47
	Mathematics	--	--	51	--	--	54	--	--	55	100	39	57	100	**	59
6	Reading	--	--	53	--	--	54	--	--	53	83	62	54	90	63	56
	Language	--	--	41	--	--	44	--	--	44	83	61	45	90	51	47
	Mathematics	--	--	57	--	--	59	--	--	60	83	83	63	90	56	65
7	Reading	--	--	52	--	--	53	--	--	52	100	61	53	100	60	55
	Language	--	--	52	--	--	54	--	--	54	100	63	55	100	69	58
	Mathematics	--	--	53	--	--	55	--	--	56	100	72	58	100	77	60
8	Reading	--	--	54	--	--	54	--	--	53	100	--	55	100	59	56
	Language	--	--	46	--	--	49	--	--	49	100	--	50	100	72	52
	Mathematics	--	--	52	--	--	54	--	--	56	100	--	58	100	78	59
9	Reading	--	--	44	--	--	43	--	--	43	--	--	43	100	68	43
	Language	--	--	39	--	--	39	--	--	40	--	--	41	100	71	42
	Mathematics	--	--	57	--	--	57	--	--	59	--	--	61	100	60	62
10	Reading	--	--	42	--	--	42	--	--	42	--	--	--	--	--	--
	Language	--	--	43	--	--	44	--	--	44	--	--	--	--	--	--
	Mathematics	--	--	47	--	--	49	--	--	50	--	--	--	--	--	--

∨ **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	**	*
Grades 3-4	*	*
Grades 4-5	*	*
Grades 5-6	*	*
Grades 6-7	*	*
Grades 7-8	*	*

*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 Shelby School promotes a safe and orderly climate for learning through communication. Constant communication among students, teachers and parents enables us to provide early intervention to any situation which might create academic, emotional or physical problems for students. Low student-to-teacher ratio creates an environment where every student is monitored and any incident is brought to the attention of parents and administrators.

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 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	NDS	NDS
Classroom Supplies	NDS	NDS
Administration	NDS	NDS
Support Services-Students	NDS	NDS
Other Support Services and Operations	NDS	NDS
Total Expenditures- All Categories 2000-2001	NDS	NDS

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	NDS		
Transportation Policy	Steve Rensch	(928) 478-0357	
Community Resources	NDS		
School Nutrition Programs	NDS		
Parent Organization	NDS		
Student Health/Nurse	NDS		

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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