ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile[1]:

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

Sweetwater School

Washington Elementary District
4602 W. Sweetwater, Glendale, AZ 85304-1505

Principal: Mrs. Cherri Rifenburg
Schedule: 8:00 AM to 4:30 PM
Web Address: www.wesd.k12.az.us
E-mail: crifenb@sw.wesd.k12.az.us

Grades: Pre-K-8
2002 Enrollment: 479
Phone: (602) 896-6500
Fax: (602) 896-6520

School Overview

Mission

The mission of Sweetwater School is to provide a diverse and enriched education to students, staff and community in a respectful and caring environment.

Organization and Philosophy

- K-8 Elementary
- Departmentalized Teams (Grades 4-8)
- Special Education
- Team Teaching

Instructional Programs

- Comprehensive Curriculum
- Half-day Kindergarten
- Drug/Alcohol/Tobacco Prevention Programs
- Traditional Calendar
- Gifted Programs (Project Potential)
- Technology Programs

School/Academic Goals

- To implement the renewed science curriculum by demonstrating understanding of the meaning of the objectives and tasks and selecting materials that focus on an inquiry-based process.
- To implement district and state assessments by articulating their purpose, accurately administering them, interpreting and evaluating their results to plan/modify instruction, and developing and utilizing efficient recording-keeping strategies.
- To continue the implementation of appropriate instruction for English Language Learners by utilizing the district assessments and the LAS to plan and make instructional decisions and using the strategies of co-teaching and peer modeling.
- To provide training for program monitoring procedures in writing.

Enrollment

October 1, 2001 School Year Student Enrollment:	448
Accepting New Students in 2002-03 Under Open Enrollment Law[2]:	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	69

[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.

NDS = No Data Submitted NR = No Response NA = Not Applicable ISD = Insufficient Data to Calculate Rate

School Site Council

Council Composition

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

Council Duties

- To facilitate school improvement
- To address short-term needs
- To develop increased communications
- To facilitate budget development
- To engage in team growth
- To facilitate staff selection

Staffing Information

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

Position	Number	Position	Number
Administrator	1.00	**Teacher**	37.90
Other Professional Staff	3.50	**Teacher Aide**	43.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

	Degree			
Experience	**Bachelor's**	**Master's**	**Doctorate**	**Other**
3 or fewer years	12	2	0	0
4 to 6 years	2	2	0	0
7 to 9 years	1	2	0	0
10 or more years	15	8	0	0

Shared Responsibilities

School

Sweetwater is committed to providing an environment in which all children can learn and where decisions are made in the best interest of students. We will exhibit the following qualities: A positive, productive and safe environment; Supportive and consistent leadership; Focused, effective instructional practices; Consistent and systematic monitoring of student progress; A parent and community service orientation; and opportunities for professional and personal development.

Parents

Read information provided by your school: Handbook, monthly school/classroom newsletters and school notices. Attend school functions: meet the teacher; parent/teacher conferences and schoolwide events; communicate directly with your child(ren)'s teacher(s). Be involved and volunteer as often as possible.

Transportation Policy

The safe transportation of students to and from school is the primary function of the transportation department. Bus riding is a privilege extended to students through Board policy. Students are to conduct themselves while on the bus, before boarding the bus, and after leaving the bus, in a manner consistent with established bus safety standards. Students shall conform with all policies and regulations relating to conduct on school buses.

V Calendar Information V

Number of Instruction Days:	177	**First Day of School:**	8/19/02
Average Daily Instruction Time:	5 hrs. 50 min.	**Last Day of School:**	5/30/03

Operates on Traditional Schedule

Report Card Release Dates

10/18/02 1/10/03 3/14/03 5/30/03

Additional Calendar/Report Card Information

Parent/Teacher Conferences are held twice each year (fall and spring). K-3 and Special Education provide midterm reports four times per year. Grades 4-8 provide grade sheet printouts every three weeks.

V Resources Available at School Site V

Nutrition Programs

Federal food programs available to eligible[3] 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 Art/Music/PE Facilities
- W Computer/Science/Technology Labs
- W Library Media Center
- W Multipurpose Facility

Extracurricular Activities

- W Student Council (7th-8th)
- W Before/After School Day Care/Teen Center
- W Jumprope Club
- W Intramural Sports
- W National Junior Honor Society
- W Chorus
- W Cross Country Club

School/Community Resources

- W Breakfast/Lunch Programs
- W PTO
- W Parks and Recreation Program for 4-8
- W Girl Scouts
- W Artist-in-Residence Program
- W Extended Day Care
- W Business Partners
- W Facility Rental

v Indicators of Success v

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

2001-02 School Achievements/Accomplishments

- Implemented the Language Arts Curriculum: reading, writing, spelling, handwriting, speaking, listening, and critical viewing.
- Implemented activities to learn, use, and administer the reading assessments.
- Implemented appropriate instructional strategies for English Language Learners.
- To design and implement program monitoring procedures in writing.

Student Information: 2001-02 Student Activity Rates

	School	Arizona K-6	Arizona 7-8	Arizona 9-12
Attendance Rate	93.0 %	95.0 %	94.0 %	94.0 %
Transfers Out [4]	16.4 %	19.6 %	19.5 %	20.5 %
Transfers In [5]**: Within District**	2.0 %	2.7 %	2.2 %	2.0 %
Transfers In [5]**: Out-of-District**	4.2 %	9.7 %	9.6 %	9.5 %
Promotion Rate [6]	98.9 %	98.4 %	97.8 %	94.8 %
Retention Rate [7]	1.1 %	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.

v School Honors v

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

Award/Honor	Year
Wal-Mart Grant/Advanced Math Support	1999
Artist-in-Residence	2002
District-wide Employee of the Month	2001
District-wide Employee of the Month	2002

V Academic Achievement Indicators V

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

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 3

		Number Tested	MS	FFB	A	M	E
Reading	**School**	**36**	**528**	**3%**	**11%**	**58%**	**28%**
	State	58840	524	9%	17%	45%	29%
Writing	**School**	**35**	**538**	**0%**	**17%**	**71%**	**11%**
	State	57282	541	10%	12%	63%	16%
Mathematics	**School**	**36**	**502**	**14%**	**33%**	**42%**	**11%**
	State	59030	517	11%	27%	35%	27%

Grade 5

Reading	**School**	**39**	**507**	**18%**	**8%**	**56%**	**18%**
	State	61305	505	21%	20%	43%	15%
Writing	**School**	**37**	**525**	**8%**	**22%**	**51%**	**19%**
	State	59599	512	17%	26%	42%	16%
Mathematics	**School**	**39**	**531**	**5%**	**23%**	**8%**	**64%**
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	**School**	**29**	**522**	**7%**	**21%**	**45%**	**28%**
	State	57484	504	24%	20%	40%	16%
Writing	**School**	**29**	**503**	**3%**	**41%**	**55%**	**0%**
	State	55420	493	15%	42%	41%	2%
Mathematics	**School**	**29**	**476**	**28%**	**48%**	**17%**	**7%**
	State	57734	459	39%	40%	14%	7%

[1]Results reflect student performance on the English form of AIMS.
[2]Class 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."

V Mathematics Education and AIMS V

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**.

V Academic Achievement Indicators V

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

		1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
Grade	**Content Area**	**%**	**Score**	**AZ**	**%**	**Score**	**AZ**	**%**	**Score**	**AZ**	**%**	**Score**	**AZ**	**%**	**Score**	**AZ**
1	Reading	--	--	--	--	--	--	--	--	--	59	82	60	--	--	--
2	Reading	--	--	--	82	75	50	82	78	52	44	68	53	60	53	57
	Language	--	--	--	86	62	40	88	67	43	73	56	44	60	36	48
	Mathematics	--	--	--	86	56	51	88	66	55	73	60	57	64	35	61
3	Reading	66	58	47	80	60	47	75	58	48	82	63	50	76	54	50
	Language	66	54	49	82	59	51	77	56	54	84	61	56	74	54	57
	Mathematics	66	61	46	82	55	49	77	56	52	82	53	54	74	52	56
4	Reading	88	65	53	75	65	54	73	51	54	77	65	55	90	70	55
	Language	92	54	47	80	55	49	77	47	48	79	58	50	92	57	50
	Mathematics	92	57	51	80	53	54	77	61	55	79	64	57	94	64	58
5	Reading	73	60	51	95	60	51	72	61	51	72	56	51	73	61	53
	Language	72	44	42	98	51	44	78	49	45	72	48	45	76	51	47
	Mathematics	74	53	51	98	54	54	78	59	55	72	76	57	73	76	59
6	Reading	79	66	53	85	59	54	81	66	53	71	69	54	71	56	56
	Language	81	47	41	87	52	44	82	55	44	75	53	45	71	37	47
	Mathematics	81	66	57	87	65	59	81	72	60	75	75	63	71	66	65
7	Reading	72	54	52	100	57	53	76	58	52	70	55	53	73	59	55
	Language	72	52	52	100	59	54	74	56	54	72	57	55	73	63	58
	Mathematics	72	65	53	100	70	55	76	64	56	70	51	58	73	67	60
8	Reading	91	58	54	100	56	54	87	59	53	77	54	55	83	62	56
	Language	91	54	46	100	43	49	87	48	49	77	44	50	83	63	52
	Mathematics	91	68	52	100	68	54	85	69	56	77	54	58	83	70	59

V Measure of Academic Progress V

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 Stanine[9] 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	**32**	**45**
Grades 3-4	**88**	**94**
Grades 4-5	**60**	**87**
Grades 5-6	**71**	**60**
Grades 6-7	**69**	**68**
Grades 7-8	**71**	**83**

*Less than 10 students matched **No information available ***Not applicable

V School Safety V

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

Each school in the WESD has crisis management guidelines and comprehensive safety plan designed to inform staff and students of what to do in the event of an emergency. The plans are based on the District's Crisis Manual which contains vital information necessary to assist in any emergency situation from Africanized bees to bomb threats. Each school also have trained Crisis Response Teams that can be mobbilized in the event of an emergency to assist students, staff, families and community.

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). **1**

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	$4,810	$2,310,258
Classroom Supplies	$58	$28,084
Administration	$512	$246,001
Support Services-Students	$429	$206,033
Other Support Services and Operations	$1,005	$482,808
Total Expenditures- All Categories 2000-2001	$6,815	$3,273,184

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	Gwen Hogan	(602) 896-6560	
Transportation Policy	Bob Allen	(602) 896-5284	
Community Resources	Nedda Shafir	(602) 347-2669	
School Nutrition Programs	Dave Caldwell	(602) 896-6803	
Parent Organization	Paula Bishop-Enz	(602) 561-8977	
Student Health/Nurse	Kelly Dohring	(602) 896-6510	

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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