

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Sunset School

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

Washington Elementary District  
4626 W. Mountain View Road, Glendale, AZ 85302-2609

**Principal:** Mr. Robert Paradis  
**Schedule:** 7:15 AM to 3:30 PM  
**Web Address:** [www.wesd.k12.az.us](http://www.wesd.k12.az.us)  
**E-mail:** [bparadi@sn.wesd.k12.us](mailto:bparadi@sn.wesd.k12.us)

**Grades:** Pre-K-6  
**2002 Enrollment:** 635  
**Phone:** (602) 347-3300  
**Fax:** (602) 347-3320

## ∨ School Overview ∨

### Mission

Sunset School promotes individual success, creativity, and respect for all others. We believe that all children are special; have the right to be all they can be; deserve to be treated with respect; have the ability and desire to learn; deserve to be excited about learning; deserve to experience success; deserve to learn in an environment free of disruption; and will grow through their failures on the path to success.

### Organization and Philosophy

w K-6 Elementary

### School/Academic Goals

w To initiate the implementation of the renewed science curriculum by demonstrating an understanding of the meaning of the objectives and tasks and selecting materials that focus on inquiry-based process.

### Instructional Programs

- w Comprehensive Curricula
- w Drug/Tobacco/Alcohol Prevention Programs
- w Programs for English Language Learners
- w Gifted Program
- w Technology Teaching/Learning Station

- w To continue the implementation of district and state assessments by accurately administering them, interpreting and evaluating their results to plan/modify instruction, and developing and utilizing efficient record-keeping strategies.
- w To continue the implementation of appropriate instruction for English Language Learners by utilizing assessment results to plan and make instructional decisions and by using the strategies of co-teaching and peer modeling to provide instruction.
- w To continue to design and implement activities that engage parents in the instructional program.

### Enrollment

October 1, 2001 School Year Student Enrollment:	619
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	46

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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)
- 4 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

**Council Duties**

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

**∨ Staffing Information ∨**

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

<b>Position</b>	<b>Number</b>	<b>Position</b>	<b>Number</b>
<b>Administrator</b>	1.00	<b>Teacher</b>	29.40
<b>Other Professional Staff</b>	6.00	<b>Teacher Aide</b>	7.81

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

<b>Experience</b>	<b>Degree</b>			
	<b>Bachelor's</b>	<b>Master's</b>	<b>Doctorate</b>	<b>Other</b>
<b>3 or fewer years</b>	4	0	0	0
<b>4 to 6 years</b>	3	0	0	0
<b>7 to 9 years</b>	2	0	0	0
<b>10 or more years</b>	0	20	0	0

**∨ Shared Responsibilities ∨**

**School**

Sunset School is committed to providing learning environments in which all children can learn and decisions are made that are in the best interests of the children. Consequently, our school will uniquely exhibit the following qualities: A positive, productive and safe environment; supportive and consistent leadership; focused and effective instructional practices; consistent and systematic monitoring of student progress; a parent and community service orientation.

**Parents**

The partnership established involves parents striving to have their children at school on time; to have them adequately clothed and fed; to make sure that homework is completed and to support the curriculum that is being taught. We all work together for the success of the child at Sunset School.

**∨ Transportation Policy ∨**

Our boundaries are from 43rd Avenue to 51st Avenue and from Peoria to Olive Avenue. Transportation is not provided.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/19/02
<b>Average Daily Instruction Time:</b>	5 hrs. 45 min.	<b>Last Day of School:</b>	5/30/03

**Operates on Traditional Schedule**

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#### Report Card Release Dates

10/22/02	1/15/03	3/26/03	5/30/03
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#### Additional Calendar/Report Card Information

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### ∨ Resources Available at School Site ∨

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#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - No

<sup>3</sup> 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.

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#### Special Facilities

W Art, music, PE facilities	W Library media center
W Computer/technology labs, science labs	W Multipurpose facility

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#### Extracurricular Activities

W Computer Classes	W Drug Awareness Resistance Ed. (DARE)
W Odyssey of the Mind	W Student Council

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#### School/Community Resources

W Parenting Classes/Education	W Breakfast Program
W Extended Day Care	W Girl Scouts
W Boy Scouts	W Preschool
W Social Worker	W PTO (Parent/Teacher Organization)

## ∨ 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 Implemented the seven strands of the language arts curriculum: reading, writing, spelling, handwriting, speaking, listening, and critical viewing.</p> | <p>W Implemented activities designed to teach the appropriate administration of the new reading assessment.</p> |
| <p>W Implemented instructional strategies appropriate for teaching English Language Learners.</p>   | <p>W Designed and implemented activities that engage parents in the instructional program.</p>                  |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	23.1 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	1.7 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	2.6 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.2 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.8 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	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.**

<sup>4</sup> 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.

<sup>5</sup> 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.

<sup>6</sup> 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.

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

<sup>8</sup> 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.

<sup>9</sup> 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
Art Contest Winner	2001
Poetry Contest Winner	1999

## ∨ 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 <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>84</b>	<b>531</b>	<b>2%</b>	<b>10%</b>	<b>51%</b>	<b>37%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>84</b>	<b>539</b>	<b>6%</b>	<b>7%</b>	<b>77%</b>	<b>10%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>83</b>	<b>522</b>	<b>6%</b>	<b>24%</b>	<b>46%</b>	<b>24%</b>
	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

<b>Reading</b>	<b>School</b>	<b>73</b>	<b>508</b>	<b>18%</b>	<b>18%</b>	<b>48%</b>	<b>16%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>69</b>	<b>523</b>	<b>9%</b>	<b>22%</b>	<b>54%</b>	<b>16%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>73</b>	<b>508</b>	<b>7%</b>	<b>36%</b>	<b>11%</b>	<b>47%</b>
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>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."

## ∨ 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	--	--	--	--	--	--	--	--	--	67	62	60	--	--	--
2	Reading	--	--	--	100	58	50	97	54	52	100	51	53	88	56	57
	Language	--	--	--	100	34	40	100	34	43	100	34	44	91	50	48
	Mathematics	--	--	--	100	44	51	99	51	55	100	58	57	89	53	61
3	Reading	100	54	47	100	51	47	97	50	48	91	51	50	92	47	50
	Language	100	50	49	100	53	51	100	54	54	96	49	56	92	53	57
	Mathematics	100	33	46	100	40	49	98	44	52	99	41	54	93	48	56
4	Reading	96	63	53	100	61	54	100	63	54	83	59	55	87	54	55
	Language	97	54	47	100	52	49	100	52	48	86	50	50	92	52	50
	Mathematics	97	52	51	100	58	54	100	63	55	92	54	57	96	54	58
5	Reading	100	52	51	100	64	51	96	57	51	90	62	51	82	58	53
	Language	100	46	42	100	55	44	97	52	45	91	51	45	86	49	47
	Mathematics	100	51	51	100	70	54	97	64	55	94	63	57	88	59	59
6	Reading	97	61	53	100	59	54	87	59	53	81	60	54	90	60	56
	Language	97	46	41	100	46	44	91	63	44	81	52	45	91	57	47
	Mathematics	97	60	57	100	64	59	88	74	60	86	72	63	91	65	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 Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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
<b>Grades 2-3</b>	<b>54</b>	<b>48</b>
<b>Grades 3-4</b>	<b>74</b>	<b>79</b>
<b>Grades 4-5</b>	<b>75</b>	<b>74</b>
<b>Grades 5-6</b>	<b>68</b>	<b>80</b>
<b>Grades 6-7</b>	<b>***</b>	<b>***</b>

\*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

Each school in the WESD has crisis management guidelines and comprehensive safety plans designed to inform staff and students of what to do in the event of a crisis. The plans are based on the WESD Crisis Manual that contains information needed to assist in emergency situations from bees to bomb threats. In addition, each school and the district has Crisis Response Teams trained annually which can be mobilized in emergencies to provide information and assistance to students, staff, and families.

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 ▽

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,916	\$1,882,634
Classroom Supplies	\$33	\$21,378
Administration	\$389	\$251,221
Support Services-Students	\$123	\$79,642
Other Support Services and Operations	\$600	\$387,596
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,062</b>	<b>\$2,622,471</b>

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 ▽

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Robert Paradis	(602) 347-3300	
<b>Transportation Policy</b>	Bob Allen	(602) 896-5270	
<b>Community Resources</b>	Nedda Shaffir	(602) 347-2669	
<b>School Nutrition Programs</b>	Dave Caldwell	(602) 896-6803	
<b>Parent Organization</b>	Kim Smith	(602) 347-3306	
<b>Student Health/Nurse</b>	Diana Romero	(602) 347-3310	

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."