

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

William R. Sullivan Elementary School

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

Murphy Elementary District
2 N. 31st Avenue, Phoenix, AZ 85009-4849

Principal: Mr. James Streetz
Schedule: 7:30 AM to 4:00 PM
Web Address: msdaz.org
E-mail: jstreetz@msdaz.org

Grades: K-8
2002 Enrollment: 924
Phone: (602) 353-5220
Fax: (602) 353-5284

∨ School Overview ∨

Mission

W.R. Sullivan, in partnership with our community, will empower the students to achieve their highest potential as lifelong learners through continuous, effective and joyful learning experiences that celebrate a diverse society.

Organization and Philosophy

- w English Language Learners
- w Self-contained Classrooms
- w Team Teaching
- w Departmentalized Grade Levels

Instructional Programs

- w All-day Kindergarten
- w SEI
- w Language Support
- w 2-8 Computer Program
- w Gifted
- w On-site Special Education
- w Advanced Placement
- w Inquiry-based Science/Math

School/Academic Goals

- w The number of students achieving 75% mastery on grade-appropriate assessments will increase.
- w The number of second through eighth grade students achieving in the fourth through ninth stanines of the Stanford 9 norm-referenced tests will increase.
- w To reduce the number of students in the fourth quartile by 25% as stated in the District Consolidated Plan.
- w Implementation of the 8 Step Model in Language Arts and Math.

Enrollment

October 1, 2001 School Year Student Enrollment:	935
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	13

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

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

Council Duties

- w Instructional Strategies
- w Student Discipline Program
- w School Safety Issues
- w Curriculum Development
- w Extracurricular Activities
- w School Budget

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	51.00
Other Professional Staff	11.00	Teacher Aide	13.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	3	0	0
4 to 6 years	4	5	0	0
7 to 9 years	1	8	0	0
10 or more years	15	7	0	0

∨ **Shared Responsibilities** ∨

School

The superintendent, in consultation with parents, teachers and administrators, has developed a procedure for parental involvement at W.R. Sullivan School. This plan for parent participation in the school is designed to improve parent and teacher cooperation in such areas as homework, attendance and discipline. It provides a method by which parents may learn about the course of study of their children and review learning materials.

Parents

It is the responsibility of the parents at Sullivan School to complete a Title I Compact which commits them to the following: Attending school regularly; homework assignments completed; communicate with teachers; develop positive behaviors; respect and support their child; encourage reading at home; provide a home environment that encourages learning.

∨ **Transportation Policy** ∨

The Board authorizes the administration to provide regular school bus transportation to and from school for students with disabilities who require transportation, as indicated in their respective Individual Education Programs, and students living within one-mile radius of the school, but where hazardous or difficult routes exist and where other arrangements cannot be provided.

∨ 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 Sullivan School was awarded two grants through our SRO program. The first was the Wake-Up Grant through the City of Phoenix. The second grand was the Camp Wilderness Grant. We also received a substantial Fight Back Grant from the City of Phoenix.</p> <p>W The Sullivan School population is over 925 students. The discipline referral rate has declined 22% from 1999 to 2001. Our discipline referral rate rose slightly in 2002 (3%), but our suspension rate dropped by nearly 10%.</p> | <p>W Parent participation has increased to an average of over 80 parents at the monthly principal/parent meetings (Coffee with the Principal). One outcome from this was over a 94% satisfaction rating on the spring 2002 parent satisfaction surveys.</p> <p>W We partner with many local businesses resulting in donations of money, uniforms, volunteer hours and school supplies. This year we established a partnership with the Make a Difference organization, who will be doing various projects for the school.</p> |
|--|---|

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	22.4 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.2 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	10.2 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	97.5 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	2.5 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

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

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

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

Award/Honor	Year
City of Phoenix Fight Back Grant	2002
Rainwater Foundation Award	2000
AT&T Phone Pioneers Partner School	2000
Make a Difference Foundation	2002

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	56	485	38%	27%	29%	7%
	School State	58840	524	9%	17%	45%	29%
Writing	School	55	482	38%	22%	40%	0%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	56	476	29%	48%	20%	4%
	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	66	481	61%	23%	15%	2%
	State	61305	505	21%	20%	43%	15%
Writing	School	66	450	56%	24%	20%	0%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	67	441	42%	49%	7%	1%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	46	454	59%	24%	17%	0%
	State	57484	504	24%	20%	40%	16%
Writing	School	44	453	50%	43%	7%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	50	398	88%	12%	0%	0%
	State	57734	459	39%	40%	14%	7%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (-) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	29	19	60	--	--	--
2	Reading	--	--	--	100	36	50	41	24	52	22	30	53	20	19	57
	Language	--	--	--	100	7	40	43	18	43	28	28	44	22	11	48
	Mathematics	--	--	--	100	23	51	43	34	55	28	37	57	23	15	61
3	Reading	38	41	47	100	30	47	44	19	48	45	14	50	59	20	50
	Language	42	30	49	100	29	51	45	21	54	45	19	56	62	24	57
	Mathematics	43	33	46	100	22	49	46	23	52	45	21	54	62	27	56
4	Reading	32	24	53	100	26	54	44	19	54	39	20	55	46	15	55
	Language	28	18	47	100	35	49	45	21	48	40	24	50	51	15	50
	Mathematics	32	19	51	100	33	54	46	23	55	40	22	57	54	17	58
5	Reading	83	23	51	100	27	51	92	20	51	62	18	51	67	16	53
	Language	84	20	42	100	27	44	93	18	45	67	20	45	67	14	47
	Mathematics	84	25	51	100	33	54	92	25	55	64	26	57	68	25	59
6	Reading	82	24	53	100	44	54	86	23	53	60	26	54	59	30	56
	Language	85	17	41	100	34	44	86	17	44	60	22	45	61	23	47
	Mathematics	85	27	57	100	56	59	87	32	60	61	22	63	62	35	65
7	Reading	74	23	52	100	26	53	90	24	52	67	24	53	56	25	55
	Language	72	22	52	100	30	54	89	26	54	68	21	55	60	21	58
	Mathematics	73	25	53	100	30	55	89	23	56	67	23	58	62	26	60
8	Reading	72	27	54	100	36	54	90	25	53	75	25	55	45	21	56
	Language	76	25	46	100	37	49	90	21	49	75	20	50	48	12	52
	Mathematics	77	24	52	100	34	54	89	18	56	78	24	58	51	20	59

∨ **Measure of Academic Progress** ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	**	**
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

With the support of the Parent Council, we adopted school uniforms & a zero-tolerance policy in addressing students whose actions promote gangs, drug use & possession, weapons, fighting & other anti-social behaviors. This policy has allowed administrators/teachers to place students whose actions promote constant disruption of the learning environment in an alternative school setting. Since implementing this philosophy, student behavioral referral rates have remained below the district average.

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)

3

School uniforms are 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	\$1,197	\$1,059,790
Classroom Supplies	\$28	\$24,784
Administration	\$337	\$298,250
Support Services-Students	\$250	\$221,141
Other Support Services and Operations	\$613	\$542,953
Total Expenditures- All Categories 2000-2001	\$2,424	\$2,146,918

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	Jim Streetz	(602) 353-5220	
Transportation Policy	Ernie Meza	(602) 353-5055	
Community Resources	Pam Morrison	(602) 353-5167	
School Nutrition Programs	Liz Alexander	(602) 353-5009	
Parent Organization	Donna Carrillo	(602) 353-5220	
Student Health/Nurse	Lois Hammitt	(602) 353-5222	

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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