

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Sunset School

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

Cartwright Elementary District
6602 W. Osborn Road, Phoenix, AZ 85033-4598

Principal: Ms. Susan Jurkunas

Schedule: 7:30 AM to 4:00 PM

Web Address: Unpublished or Unavailable

E-mail: Unpublished or Unavailable

Grades: K-6

2002 Enrollment: 969

Phone: (623) 691-4600

Fax: (623) 691-4620

∨ School Overview ∨

Mission

Our mission at Sunset School is to meet the educational needs of the school community in a nurturing environment so that all members will be able to realize and utilize their potential to become lifelong learners.

Organization and Philosophy

- w Community School
- w Shared Responsibility and Accountability
- w Uniform Requirements
- w Structured English Immersion

Instructional Programs

- w Schoolwide Title I Program
- w Literacy & Math Focus
- w Reading Recovery
- w Computer Lab
- w Art/Music/PE
- w Afterschool Programs
- w TERC Math K-5
- w Connected Math Program (Grade 6)

School/Academic Goals

- w By June, 2003, 75% of 2nd graders will read at grade level as measured by SAT9 and district assessments; 75% of 3rd graders will meet or exceed reading & writing standards as measured by AIMS; for 5th grade-45% in reading and 25% in writing on AIMS.
- w By June, 2003, 60% of all students will make at least one year's growth in mathematics as measured by SAT9; 45% of all 3rd & 5th graders will meet or exceed math standards as measured by AIMS.
- w Sunset School will participate in ongoing professional development focusing on literacy and mathematics.
- w Sunset will provide varied opportunities for parents, families and the community to become involved with the education process and make informed decisions for school improvement.

Enrollment

October 1, 2001 School Year Student Enrollment:	932
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	5

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

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

Council Duties

- w Development of School Goals
- w Parent Education Program
- w School/Parent Volunteers
- w School Safety Issues
- w Community Involvement

∨ Staffing Information ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	48.50
Other Professional Staff	4.00	Teacher Aide	16.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	<i>Degree</i>			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	0	0	0
4 to 6 years	8	1	0	0
7 to 9 years	0	0	0	0
10 or more years	9	18	1	0

∨ Shared Responsibilities ∨

School

Ensure a safe learning environment. Teach students to read and write. Provide student accommodations if necessary to ensure learning. Communicate with parents on a regular basis. Provide opportunities for parents to participate in school events.

Parents

Regular school attendance. Students arrive at school on time. Parents communicate with the school regarding student needs. Students must wear school uniform every day.

∨ Transportation Policy ∨

All students in the Sunset School attendance area walk to school or are transported by parents. Students living in the Sunset attendance area do not cross any major streets when walking to school.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/5/02
Average Daily Instruction Time:	6 hrs. 30 min.	Last Day of School:	5/30/03

Operates on Extended Schedule

Report Card Release Dates

10/25/02	2/10/03	3/28/03	5/30/03
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Additional Calendar/Report Card Information

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

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 Modern Music Facility	W Computer Lab
W Library	W Soccer Fields

Extracurricular Activities

W Afterschool Programs	W Chorus
W Band	W Student Council
W Social Skills Groups	W Library Club

School/Community Resources

W Recreational Activities	W City of Phoenix Afterschool Program
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∨ 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 Increased parent participation at school events. w Student Discipline Program resulted in 50% decrease in suspensions.
- w Established schoolwide focus on math and literacy. w Developed a system to facilitate focused conversations among all stakeholders.

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	24.1 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.8 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	9.6 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.8 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.2 %	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
Choda Elem./Jr. High Choral Festival - Excellent Rating	2002
Bullies & Victims Anti-Violence Program Award	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	88	514	6%	30%	48%	17%
	School State	58840	524	9%	17%	45%	29%
Writing	School	86	531	7%	21%	59%	13%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	85	508	8%	41%	33%	18%
	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	102	497	27%	27%	36%	9%
	State	61305	505	21%	20%	43%	15%
Writing	School	104	482	30%	37%	31%	3%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	109	464	27%	47%	9%	17%
	State	61760	494	14%	40%	12%	34%

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	--	--	--	--	--	--	--	--	--	44	65	60	--	--	--
2	Reading	--	--	--	100	53	50	79	54	52	48	41	53	48	55	57
	Language	--	--	--	100	35	40	82	27	43	49	23	44	49	41	48
	Mathematics	--	--	--	100	47	51	82	44	55	51	34	57	48	47	61
3	Reading	100	38	47	100	45	47	96	32	48	47	37	50	64	40	50
	Language	100	43	49	100	48	51	96	46	54	47	49	56	65	48	57
	Mathematics	100	33	46	100	40	49	94	41	52	45	39	54	65	44	56
4	Reading	100	32	53	100	48	54	92	33	54	57	44	55	55	50	55
	Language	100	38	47	100	44	49	93	38	48	59	47	50	64	43	50
	Mathematics	100	37	51	100	48	54	92	46	55	59	54	57	62	55	58
5	Reading	100	38	51	100	22	51	100	33	51	65	26	51	76	32	53
	Language	100	35	42	100	22	44	100	31	45	67	23	45	80	37	47
	Mathematics	100	30	51	100	23	54	100	29	55	67	26	57	84	43	59
6	Reading	100	32	53	100	38	54	100	30	53	65	37	54	80	34	56
	Language	100	24	41	100	26	44	100	25	44	65	34	45	80	26	47
	Mathematics	100	33	57	100	43	59	100	33	60	66	49	63	79	43	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 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	41	61
Grades 3-4	92	93
Grades 4-5	53	63
Grades 5-6	76	91
Grades 6-7	***	***

*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

In-School Suspension Program. Enforced Tardy Policy. Bullying Prevention Workshops to all classes. Social Skills Groups. Second Step Violence Prevention Program. Additional supervision on playgrounds. Train staff on school Emergency Response Plan.

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 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	\$2,947	\$2,661,996
Classroom Supplies	\$30	\$27,046
Administration	\$348	\$314,733
Support Services-Students	\$185	\$167,422
Other Support Services and Operations	\$438	\$395,820
Total Expenditures- All Categories 2000-2001	\$3,949	\$3,567,017

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	Susan Jurkunas	(623) 691-4600	4610
Transportation Policy	Henry Meza	(623) 691-4095	258
Community Resources	Meri Simmons	(623) 691-4003	
School Nutrition Programs	Janet Keesler	(623) 691-4045	
Parent Organization	Robin Custer	(623) 691-4600	
Student Health/Nurse	Shawn Ramirez	(623) 691-4600	4615

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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