

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Summit View Elementary School

Sunnyside Unified District  
1900 E. Summit Street, Tucson, AZ 85706

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

**Principal:** Mrs. Roxana Rico Sanders

**Schedule:** 7:30 AM to 3:30 PM

**Web Address:** [sunnysideud.k12.az.us](http://sunnysideud.k12.az.us)

**E-mail:** [roxanas@sunnysideud.k12.az.us](mailto:roxanas@sunnysideud.k12.az.us)

**Grades:** Pre-K-5

**2002 Enrollment:** 518

**Phone:** (520) 545-3800

**Fax:** (520) 545-3816

## ∨ School Overview ∨

### Mission

The mission of Summit View Elementary School is to educate the whole child in an environment that fosters respect, honesty, trust and mutual understanding among all those involved in the educational process. Summit View Elementary will expect every student to take responsibility for his/her own actions, learning and academic success. Motto: Maximize Student Potential.

### Organization and Philosophy

- w Dual Language
- w Traditional/Self-contained
- w Team Teaching
- w Block Scheduling

### Instructional Programs

- w Full-day Kindergarten
- w Dual Language
- w Counseling
- w Preschool Ages 3 and 4
- w Special Education Resource
- w Special Education Speech
- w Family Wellness/Resource Center
- w Toyota Family Literacy

### School/Academic Goals

- w All students attending Summit View Elementary will meet or exceed the Arizona Academic Standards in Reading, Writing and Math. We will increase the percentage of students meeting or exceeding the standards.
- w All parents, students, staff members and the principal will participate in the Summit View Reading Compact in order to improve and foster the home-school relationship.
- w To promote a nurturing environment in which all students feel safe and secure.
- w To continuously provide staff development for all members of the school staff, especially in the areas of reading, writing and mathematics.

### Enrollment

October 1, 2001 School Year Student Enrollment:	480
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	5

<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)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

**Council Duties**

- w Curriculum Development
- w Budget
- w Student Discipline
- w Instructional Strategies
- w Parent/Educator Relations
- w Personnel Decisions

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	29.00
Other Professional Staff	5.00	Teacher Aide	9.00

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

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

∨ **Shared Responsibilities** ∨

**School**

Our school is obligated to provide the best possible educational environment that is safe and conducive to student learning. It must provide plenty of opportunities for parents to be involved in their children's education (e.g., meetings, field trips, conferences, PTO). It must also provide opportunities for parents to actively participate, one on one, with their child in the educational process.

**Parents**

Every parent is highly encouraged to be an active member of the learning community. This is apparent by their commitment to the Parent/Student Reading Compact, volunteer hours, attending parent conferences, participating in field trips and school meetings; also by being a part of MAPPS (Math and Parent Partnership with Sunnyside) family math/literacy nights, in order to assist their children at home. Successful Home/School Connection is the goal.

∨ **Transportation Policy** ∨

According to Board Policy #E280, transportation is provided to special education students who require transportation and to K-8 students living beyond a one-mile radius. Summit View boundaries are from the Tohono O'odham Nation line and Hermans Road, east to Nogales Hwy, south to Old Nogales Hwy, east to the powerline access road, south to a point of alignment 1/2 mile south of mile post 53 on Nogales Hwy, west to the Tohono O'odham Nation line, north to Hermans Road.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	179	<b>First Day of School:</b>	8/12/02
<b>Average Daily Instruction Time:</b>	6 hrs. 30 min.	<b>Last Day of School:</b>	5/23/03
<b>Operates on Traditional Schedule</b>			

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#### Report Card Release Dates

10/10/02	12/19/02	3/13/03	5/23/03
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### Additional Calendar/Report Card Information

Aside from each nine-week report card, parents are asked to come in for a parent-teacher conference at least twice a year. Parents are also informed of their child's progress the fourth week of every nine-week period through a progress report. Phone calls are made to parents to discuss student progress.

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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 - Yes

<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 Learning Resource Center	W Health Clinic
W Family Resource and Wellness Center	W Family Literacy Room

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#### Extracurricular Activities

W Student Safety Patrols	W Student Council
W Afterschool Parks and Recreation	W PeaceBuilders
W Art Club	W Cross Country

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#### School/Community Resources

W Adult Education - ESL, GED	W Literacy Classes
W Parenting Classes	W Lunch Program
W Breakfast Program	W Head Start/Parents as Teachers (PAT)
W Counseling	W Clothing/Food Banks

## ∨ 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 Based on AIMS Data Students Meeting or Exceeding the Standards are as follows: 3rd grade-Reading-53%; Writing-63%; Math-39%. W Accelerated Reader program helped increase the circulation of books in the Library to 8,135 for the month of April 2002.
- W Summit View is participating in the PeaceBuilders and Quality Schools Program. This program has helped reduce discipline problems and has assisted in maintaining a safe environment for all students. W Teachers are given opportunities for professional development throughout the school year. Each teacher is responsible for their own professional development choices and must complete at least 40 professional development credits.

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	93.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	19.7 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	3.8 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	13.4 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	100.0 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.0 %	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
Title I Accountability Grant	2001
CSRSD Grant	2002
United Way/Pro-Neighborhoods Assoc. Grant	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 <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>63</b>	<b>499</b>	<b>29%</b>	<b>19%</b>	<b>40%</b>	<b>13%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>63</b>	<b>515</b>	<b>17%</b>	<b>21%</b>	<b>60%</b>	<b>2%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>62</b>	<b>496</b>	<b>16%</b>	<b>45%</b>	<b>34%</b>	<b>5%</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>68</b>	<b>486</b>	<b>57%</b>	<b>18%</b>	<b>24%</b>	<b>1%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>68</b>	<b>464</b>	<b>43%</b>	<b>35%</b>	<b>21%</b>	<b>1%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>70</b>	<b>465</b>	<b>26%</b>	<b>53%</b>	<b>7%</b>	<b>14%</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	--	--	--	--	--	--	--	--	--	41	45	60	--	--	--
2	Reading	--	--	--	100	39	50	61	35	52	45	36	53	22	47	57
	Language	--	--	--	100	19	40	64	15	43	47	32	44	27	32	48
	Mathematics	--	--	--	100	32	51	58	24	55	47	53	57	27	37	61
3	Reading	--	45	47	100	20	47	64	28	48	42	23	50	64	26	50
	Language	--	36	49	100	22	51	64	32	54	42	35	56	65	36	57
	Mathematics	--	36	46	100	21	49	69	28	52	44	27	54	65	34	56
4	Reading	--	28	53	100	60	54	61	31	54	42	48	55	54	31	55
	Language	--	32	47	100	41	49	67	25	48	42	37	50	56	28	50
	Mathematics	--	25	51	100	45	54	69	24	55	43	37	57	54	26	58
5	Reading	--	--	51	100	25	51	88	29	51	81	26	51	94	22	53
	Language	--	--	42	100	24	44	88	28	45	84	18	45	94	20	47
	Mathematics	--	--	51	100	32	54	96	26	55	84	25	57	94	29	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 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.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>69</b>	<b>50</b>
<b>Grades 3-4</b>	<b>88</b>	<b>72</b>
<b>Grades 4-5</b>	<b>50</b>	<b>48</b>
<b>Grades 5-6</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

Summit View has a zero-tolerance policy. We will not tolerate any violence towards any individual. All parents and visitors are asked to stop by the office at all times to sign-in and receive a visitors pass while on campus. Any person without a pass will be asked to either go to the office or leave campus. Persons not responding to the warning are subject to arrest. All parents are asked to stop by the office and pick up a dismissal slip if they want their child released early.

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	\$2,331	\$951,382
Classroom Supplies	\$44	\$17,779
Administration	\$474	\$193,607
Support Services-Students	\$322	\$131,410
Other Support Services and Operations	\$1,178	\$480,761
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,349</b>	<b>\$1,774,939</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 ∨

	Name	Phone	Extension
<b>School Site Council</b>	Roxana R. Sanders	(520) 545-3800	3805
<b>Transportation Policy</b>	John Smeed	(520) 545-2000	2113
<b>Community Resources</b>	Mary Fernandez	(520) 545-3800	3807
<b>School Nutrition Programs</b>	Ken Alexander	(520) 545-2000	2072
<b>Parent Organization</b>	Paula Wood	(520) 545-3800	
<b>Student Health/Nurse</b>	Jeanette Varela	(520) 545-3800	3811

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.

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