

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

Name of Principal Ms. Margaret Flenner (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Sunset School of the Arts (As it should appear in the official records)

School Mailing Address 2400 Baldwin Street (If address is P.O. Box, also include street address)

Arcata California 95521- 5168 City State Zip Code+4 (9 digits total)

Tel. (707) 822-4858 Fax (707) 822-6419

Website/URL www.arcatak8.instructability.net Email mflenner@humboldt.k12.ca.us I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date March 31, 2003

Private Schools: If the information requested is not applicable, write N/A in the space .

Name of Superintendent Mr. Stephen Kelish (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Arcata School District Tel. (707) 822-0351

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date March 31, 2003

Name of School Board President/Chairperson Ms. Mary Wells (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date March 31, 2003

PART II - DEMOGRAPHIC DATA

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 2 Elementary schools
 1 Middle schools
 _____ Junior high schools
 _____ High schools
 3 TOTAL
2. District Per Pupil Expenditure: \$ 4,591.00
- Average State Per Pupil Expenditure: \$ 4,760.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 3 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	18	15	33	7			
1	21	24	45	8			
2	28	22	50	9			
3	16	20	36	10			
4	24	27	51	11			
5	17	14	31	12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							246

6. Racial/ethnic composition of the students in the school:
- | | |
|----------------|--------------------------------|
| <u>78.05</u> % | White |
| <u>3.25</u> % | Black or African American |
| <u>8.94</u> % | Hispanic or Latino |
| <u>3.25</u> % | Asian/Pacific Islander |
| <u>6.51</u> % | American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 21 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	29
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	33
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	62
(4)	Total number of students in the school as of October 1	294
(5)	Subtotal in row (3) divided by total in row (4)	0.2108
(6)	Amount in row (5) multiplied by 100	21.08

8. Limited English Proficient students in the school: 4.9 %
12 Total Number Limited English Proficient
 Number of languages represented: 2
 Specify languages: Spanish, Russian

9. Students eligible for free/reduced-priced meals: 53 %
130 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{10.56}{26}$ % Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 2 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 7 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 16 </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> 1 </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> </u>
Classroom teachers	<u> 12 </u>	<u> </u>
Special resource teachers/specialists	<u> </u>	<u> 7 </u>
Paraprofessionals	<u> 1 </u>	<u> 19 </u>
Support staff	<u> 3 </u>	<u> 1 </u>
Total number	<u> 17 </u>	<u> 25 </u>

12. Student-“classroom teacher” ratio: 20.5 : 1

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	95.1%	94.4%	94.7%	94.7%	93.8%
Daily teacher attendance	93.48%	93.19%	90.16%	94.09%	94.07%
Teacher turnover rate	0%	0%	0%	0%	0%
Student dropout rate					
Student drop-off rate					

PART III – SUMMARY

The summary is clear, coherent, and engaging. It provides an overall picture of the school and includes ...a summary of the school's mission or vision statement.

Sunset School of the Arts is located in Arcata, California, a small state university town on the redwood coast. Serving 246 students in kindergarten through fifth grade, Sunset is one of three schools in the Arcata Elementary School District. 53% of our students receive free or reduced lunches, 78% are white, 8.9% are Hispanic, and others are Native American, Asian, or African American. An after school day care program is located on site.

An outstanding staff strives to fulfill Sunset's mission to "create a balanced environment that nurtures and values both the academic and artistic curricula." Sunset's commitment to the arts is readily apparent. Murals decorate the walls of the school, dance classes or drama rehearsals are taking place in the multi-purpose room, and framed student art is displayed. Classroom teachers instruct students in the foundations of art and integrate the arts into other subject areas. A drama specialist and a visual arts specialist, supported in part by the California Arts Council, and two credentialed music teachers provide additional instruction in the arts, and guest artists frequently perform at school assemblies.

Literacy has been the focus at Sunset for several years. In 1997, Reading Recovery was implemented at Sunset. This intervention program for at-risk readers continues to be funded by the School Site Council (SSC), which is comprised of elected parents, teacher and staff representatives and the principal, and oversees the school site budget. Classrooms are well stocked with books. The principal's "Book Wagon," funded by the Parent Teacher Organization (PTO), distributes books to students who participate in the school-wide home reading program, and the librarian coordinates the annual "Gold Medal Readathon."

Parents are committed to Sunset and support the school at home and throughout the community. This support enables us to provide a safe and nurturing environment in which all students can achieve. Events such as Family Math Night, Literacy Night, Family Science Fair, the Winter Sing-a-Long, the annual Contra Dance, and many student performances bring families together and create a sense of community. The weekly school newsletter, Coyote Clips, keeps students and families informed about school activities and events.

Sunset teachers involve students in the local community in meaningful ways. During overnight camping trips, Sunset students might visit historical sights such as the Tsumeg Native American Village at Patrick's Point State Park or study the environment at Wolf Creek Outdoor School. Service projects such as the California Beach Clean-Up, performing at the Senior Community Center, or helping in the school-wide recycling program provide students with opportunities to make a contribution beyond the classroom. The student community council plans and organizes spirit days, fundraising events for small school projects, and activities for students at Sunset.

The sense of community experienced by students, staff, and parents at Sunset promotes a climate of cooperation conducive to learning. Conflict resolution techniques are taught in the classroom and implemented on the playground, and lunchtime "Friendship Groups" for children who need extra support are facilitated by the school psychologist. A Student Study Team meets to explore intervention strategies for students considered at risk. Sunset School's rich educational program provides opportunities for all students to succeed.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Narrative to...describe the assessment results.

Sunset students in 2nd through 5th grades take the Stanford Achievement Test Series, Ninth Edition (SAT 9) each May. This test measures achievement in reading, language usage, spelling, and mathematics. The test results show that Sunset students have made significant growth for the fifth straight year.

The data display tables are arranged according to subject and grade level. For each grade level there are tables of reading and mathematics scores for each year from 1998 to 2002. In each table the scores indicate totals for the grade as a whole, the number and percentage of students who took the test, and the number and percentage of those who were not tested on the SAT 9. The scores are then disaggregated to show the Socio-Economically Disadvantaged (SED) students, the only statistically significant subgroup identified by the California state guidelines. The total score and the number of SED students that were tested is recorded. For the sake of comparison, the total score and the number of the non-SED students is shown.

The total reading and mathematics scores for all students by grade level reveal significantly improved scores as the years progress. For example, the 4th grade reading scores increased from 47 percent in 1998 to 77 percent in 2002, an increase of 30 percent. In mathematics, that same grade scored 35 percent in 1998 and 73 percent in 2002, an increase of 38 percent. The average increase in scores for all grade levels in both subjects was 22.38 percent over the five-year period.

Scores for the SED subgroup also improved significantly. For example, the reading scores for 3rd grade SED students increased from 27 percent in 1999 to 51 percent in 2002, an increase of 24 percent. In mathematics those same students scored 24 percent in 1999 and 52 percent in 2002, an increase of 28 percent. The average increase in scores in both subjects for all SED students in all grade levels was 20.25 percent over the four-year period. For non-SED students the 3rd grade reading scores increased by 22 percent, and the mathematics scores increased by 27 percent. The average increase in scores in both subjects for all the non-SED students was 22.75 percent over the four-year period.

Following the progress of a cohort group through their years at Sunset provides even more valuable information regarding student achievement. For example, the cohort group in 2nd grade in 1999 scored 50 percent in reading. Three years later, as 5th graders in 2002, their score had increased to 82 percent, an increase of 32 percent. In mathematics that cohort group of 2nd graders who initially scored 59 percent scored 83 percent in 2002 as 5th graders, an increase of 29 percent. The scores of the SED subgroup cohorts also increased. For example, the students in 2nd grade in 1999 scored 35 percent in reading. By 2002, as 5th graders, they had increased their score for reading to 64 percent, an increase of 29 percent. The pattern of increased scores is evident in all grades and subgroups for all cohorts.

Since 1999 the California Standardized Testing and Reporting (STAR) system has included California content standard items on the California Standards Test (CST). The CST scores in 2002 also demonstrate high student achievement. The Sunset mean scaled scores for all students and subgroups were higher than the state mean score in 2002. CST scores for the SED students also improved. For example, in English/Language Arts, the cohort group of 2nd grade SED

students scored 50 percent of the average number correct in 1999. By 2001, as 4th graders, their score had increased to 65 percent resulting in an improvement of 15 percent.

2. Show... how the school uses assessment data to understand and improve student and school performance.

District-wide meetings before the start of the school year provide teachers with opportunities to discuss SAT-9 test scores. Subject-area committees then meet to examine scores and determine which of the state standards should be emphasized in order to improve student performance. Because scores indicated that certain spelling and writing skills needed to be emphasized, comprehensive writing and spelling programs were adopted and are used across the grade levels. Currently, teachers are using a newly adopted language arts program and a comprehensive battery of reading and writing assessments (e.g. DRA, QRI-III, the Developmental Spelling Inventory and Six-Traits Writing Rubrics) to determine individual student achievement and to align classroom instruction with state standards. Teachers plan small group activities implemented by Title I paraprofessionals for students who are struggling in math and reading. When assessment indicates that a student would benefit from individual support, additional help from an Americorps tutor or the Title IX Indian tutor may be arranged. Minimum days, staff meetings and monthly grade-level meetings provide teachers with opportunities to analyze student work samples in math and language arts and review the state achievement standards.

A leadership team comprised of parents, staff, the principal, and the county lead technical assistance provider carefully analyzed assessment data when completing the needs assessment for Sunset's application for school-wide Title I status. The improvement plan was built on the data collected. The SSC annually reviews assessment data when making decisions about programs and funding.

3. Describe...how the school communicates student performance, including assessment data, to parents, students, and the community.

Parents are formally invited to attend conferences twice a year, but teachers frequently meet with parents upon request when they feel a conference is necessary to promote a student's success. SAT-9 scores, which are mailed to parents during the summer, are discussed at the first conference and report cards are used to convey the results of the classroom assessment batteries. In K through 3rd grades, report cards indicate whether a student's mastery of the state standards for the grade level is beginning, developing or independent and in 4th and 5th grades, achievement and effort grades are given in the subject areas. Communication about student performance is an ongoing discussion between teachers and individual students throughout the year. In 2nd through 5th grades, students may be invited to attend conferences to discuss their report card and a self-assessment with their parents and teacher. The report cards are reviewed annually and revised as necessary to reflect state achievement standards.

Parents and the community at large are informed of student achievement through the publication of an Annual School Report Card. This document reports the performance of Sunset's 2nd through 5th grade students on the SAT-9 test and charts the Academic Performance Index (API), which compares Sunset to other California schools of comparable size and student population. The Annual School Report Card is available in Sunset's office to interested parents and community members and it is posted online at the Arcata School District's website. SAT-9 and API scores are also published in local newspapers.

4. Describe...how the school will share its successes with other schools.

Sunset will share its Blue Ribbon program with other schools over the Internet. Arcata School District's website posts the Annual School Report Card and an overview of the school's program. Schools can communicate with Sunset through an email link on the website and will be able to access information from Sunset's Blue Ribbon School application on the U.S. Department of Education's website.

As a school with strong community ties and an "open door policy" on-site visits are welcomed. Sunset teachers expect to participate in regional grade level meetings and classroom observations that will be offered next year through the Humboldt County Office of Education (HCOE). Through the quarterly Superintendents' Forum, the district superintendent will offer opportunities to observe Sunset's programs to other administrators.

Sunset School participated in the Region I High-Performing/High-Poverty Schools Symposium with schools from five California counties. Sunset shared instructional methods and school-wide programs that contribute to student achievement and volunteered to participate in the on-line discussion group. Currently many student teachers from HSU's credential program complete their internships at Sunset and the knowledge they gain will be reflected in their future careers as teachers. The Arcata School District was selected to be involved in a partnership with HSU's "Center for Educational Excellence, Collaboration, and Inquiry" to improve education at all levels. It is planned that Sunset will become a demonstration school for teachers, administrators and university faculty.

PART V – CURRICULUM AND INSTRUCTION

1. Describe...the curriculum...and show how all students are engaged with significant content...

Teachers at Sunset provide meaningful and engaging learning opportunities that enable students to not only meet but exceed state grade level standards for achievement.

Mathematics instruction focuses on computation, understanding concepts, and problem solving appropriate for each grade level. Assessment is used to determine students' prior knowledge and learning needs. The textbook series is a systematic program for mathematics instruction that meets the goals and expectations outlined in the state framework. Teachers use materials and lessons from many resources to supplement the textbook and provide intervention for students in need of remediation and extension activities for high achieving students.

Sunset's language arts curriculum is aligned with the state framework and outlines achievement standards in reading, writing, listening and speaking. Teachers provide systematic instruction in skills and assist students in applying those skills to other subjects. A research-based language arts program, chosen from California's approved list of adoptable materials, is used across grade levels. Teachers supplement the basic text with leveled readers and books for independent reading in many genres.

The California state science standards define essential skills and knowledge for each grade level in life, earth, and physical sciences. Teachers use investigations and experiments to provide students with concrete experiences and opportunities to apply critical thinking and mathematical skills. A state approved science program is used in classrooms, and is supplemented with field trips to local habitats, the Humboldt State University (HSU) science departments and Natural History Museum. All students participate in the annual Family Science Night, and many 3rd through 5th graders have received awards in the county science fair.

State history-social science standards specify grade-level concepts in history, geography, civics and economics. Literature, music, drama and art are integrated into the curriculum. Field trips to historical sites and museums, and guest speakers from our Native American community and the Retired Senior Volunteer Program help students make connections with common themes across cultures and throughout history. Teachers use HSU resources such as the cartography lab to give students hands-on experiences correlated with standards in geography and science.

Teachers utilize training in differentiating instruction in mixed-ability classrooms and provide many types of learning experiences to accommodate individual needs and learning styles. Students might receive direct instruction from the teacher in a small group with others who have similar skills, or work in a cooperative group on a project. Enriched instruction is provided to Gifted and Talented Education (GATE) students in the regular classroom. English Language Learners receive instruction in the classroom and individual and small group instruction outside the classroom. Support for students struggling to master the standards includes tutoring by paraprofessionals before, during and after school, remedial summer school classes, and Special Education services.

2. Describe...the school's reading curriculum, including a description of why the school chose this particular approach to reading.

Sunset's reading program is rooted in strong classroom instruction that utilizes the teachers' collective knowledge of the reading process and their expertise. Theory and practice described

by authors such as Fountas and Pinnell or Cunningham have given teachers a common language for discussing and planning instruction. Teachers have participated in workshops offered by Adria Klein, John Shefelbine, Anita Archer and Richard Allington. The reading series adopted last year is based on research in best teaching practices and is used to plan explicit, systematic instruction aligned with rigorous California standards. The balanced literacy program includes guided reading from leveled readers, shared reading to model and practice specific skills, and independent reading in many genres. Instruction is based on students' learning needs as assessed in the classroom.

Reading Recovery is used as an early intervention program for first grade. Literacy groups led by a trained Reading Recovery teacher strengthen the reading skills of struggling first, second or third grade readers and enable them to benefit from classroom instruction. Paraprofessionals trained in literacy read familiar texts with 2nd through 5th graders to improve students' fluency and comprehension skills. This combination of strong classroom teaching and intervention for struggling readers has led to success as measured by SAT 9 scores.

3. Describe ...one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

Sunset's mission "...to create a balanced environment that nurtures and values both the academic and artistic curricula," embraces the California Challenge Standards for visual and performing arts. Studies show a correlation between instruction in the arts and improved academic achievement and social development. One such study, Critical Links: Learning in the Arts and Student Academic and Social Development (2002) states that economically disadvantaged students, those needing remedial instruction, and young children experience the most gains from an arts education.

All students develop critical thinking, communication, and problem-solving skills through Sunset's art curriculum. Children study theatre arts with a drama teacher funded by a California Arts Council grant and last year, a part-time dance specialist provided dance instruction. This year we have a grant-funded visual arts specialist offering classes in a variety of media, and two credentialed music teachers provide music and instrumental instruction. Through performances, students develop confidence, poise, respect for others' differences, and learn positive means of self-expression. Studies show that students' reading, language, and comprehension skills, and spatial reasoning are improved simultaneously.

Arts instruction is delivered by specialists, and classroom teachers instruct students in the foundations of the arts and integrate arts into other subject areas. This instruction meets the state standards by offering systematic, explicit arts instruction, skill development that includes artistic perception and creative expression, historical and cultural understanding, aesthetic valuing, and application of the arts to other disciplines. At Sunset, the arts are taught for arts' sake, and are integrated to enhance instruction in other curricula.

4. Describe...the different instructional methods the school uses to improve student learning.

Teachers provide differentiated instruction in a variety of settings to accommodate students' assessed needs. For example, in a 2nd grade classroom, students participate in small group instruction with the teacher, independent practice of specific skills and a student-chosen reinforcement activity. One day each week, the teacher facilitates a whole-group investigation, such as a graphing activity. In a 4th grade classroom students receive reading instruction in a workshop format. After a whole group skill lesson, students work with the teacher in small

guided-reading groups on narrative or expository texts, read independently or with a partner, or work on a collaborative reading project, such as making a graphic organizer. The workshop ends with a whole class read-aloud that will be discussed in the next workshop.

Students who need further challenges are given assignments to extend their learning. Tutoring is offered by paraprofessionals, Americorp tutors, or HSU work-study students to those who need concept reinforcement and remediation. If a student struggles with academic issues, a Student Study Team made up of the student's parents, classroom teacher, the principal, a special education teacher, the school psychologist and the school nurse meets to discuss strategies to improve the student's learning.

Field trips, guest speakers, and appropriate arts activities supplement classroom instruction in all curricular areas. Sunset teachers accommodate diverse learning styles by providing systematic instruction in flexible groupings with opportunities for investigative discovery across disciplines.

5. Describe the school's professional development program and its impact on improving student achievement.

Professional development is strongly supported by the school board and the School Site Council because teacher training is correlated with student achievement. A district in-service committee made up of teacher representatives and an administrator meets during the summer to plan two mandatory professional development days. The focus of these days is a core curriculum area, and may be addressed by presenters from outside the district or by faculty members with expertise in the curricular area. The in-service committee also meets to select several standards-aligned workshops and conferences, offered through the county office of education or through HSU, which teachers can be paid to attend outside of school hours with state funding specified for that purpose. The School Site Council allocates funds for professional development and pays for two teachers to continue their education in Reading Recovery. The district has a Peer Assistance and Review (PAR) program in place to allow teachers to formally assist colleagues in improving their teaching skills. Teachers may use funds from this program to pay for workshops and substitutes, and are encouraged to use Title II funds to pay for courses in science and math. Staff meetings and grade level meetings are used for discussion and reflection on delivering the curriculum. Paraprofessionals are included as partners in implementing plans for at risk students and have received extensive training in literacy and math instruction. We believe that the school-wide emphasis on literacy training for teachers and paraprofessionals since 1999 has directly contributed to an increase in reading scores.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

FOR GRADES 2 THROUGH 5

1998 - 2002

The information in this box applies to all grade levels tested at Sunset School, in Reading/Language Arts and Math, over the five-year period recorded on the data display tables.

Test: Stanford Achievement Test Series (SAT 9)

Edition/Publication Year: Ninth Edition, 1996

Publisher: Harcourt Brace and Company

What groups were excluded from testing?

A California State Board of Education statute requires that all California schools administer the SAT 9 to all students in grades 2 through 11, with some exemptions. At Sunset some Special Education students were exempt due to severe disabilities, and their Individual Education Plans (IEPs) required alternative assessment. Other students were excluded from testing due to parent/guardian written requests, or because they were absent.

Why and how were they assessed?

Students who did not take the SAT 9 were assessed using district-developed multiple measures for language arts and math, student portfolios, and self-assessments.

Scores are reported here as: National Percentile Rank

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS
GRADE 2

Data Display Table for **Reading** (language arts or English):

	2002	2001	2000	1999	1998
Testing Month	May	May	May	May	May
SUNSET SCHOOL SCORES					
Total score	63	62	57	50	50
Number of students tested	42	56	21	42	52
Percent of total students tested	91	95	44	84	88
Number of students excluded	4	3	27**	8	7
Percent of students excluded	9	5	56**	16	12
SUBGROUP SCORES					
1. Socio-Economically Disadvantaged (SED)					
Number of students	21	32	11	18	*
Total score	59	47	50	35	*
2. Non-SED					
Number of students	19	24	10	24	*
Total score	68	80	**	62	*

Data Display Table for **Mathematics**:

	2002	2001	2000	1999	1998
Testing Month	May	May	May	May	May
SUNSET SCHOOL SCORES					
Total score	77	72	57	59	45
Number of students tested	44	57	47	43	59
Percent of total students tested	96	96	98	86	100
Number of students excluded	2	2	1	7	0
Percent of students excluded	4	3	2	14	0
SUBGROUP SCORES					
1. Socio-Economically Disadvantaged (SED)					
Number of students	23	32	25	18	*
Total score	69	53	53	43	*
2. Non-SED					
Number of students	19	25	22	25	*
Total score	84	89	63	70	*

* Summary Report for subgroups not available.

**Missing data on 27 students resulted in a "Did Not Attempt" (DNA) on test report.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS
GRADE 3

Data Display Table for **Reading** (language arts or English):

	2002	2001	2000	1999	1998
Testing Month	May	May	May	May	May
SUNSET SCHOOL SCORES					
Total score	71	71	64	57	60
Number of students tested	54	43	42	49	32
Percent of total students tested	92	92	86	85	78
Number of students excluded	5	4	6	9	9
Percent of students excluded	8	8	14	15	22
SUBGROUP SCORES					
1. Socio-Economically Disadvantaged (SED)					
Total number of students	29	18	17	12	*
Total score	51	55	50	27	*
2. Non-SED					
Total number of students	25	25	25	37	*
Total score	88	81	72	66	*

Data Display Table for **Mathematics**:

	2002	2001	2000	1999	1998
Testing Month	May	May	May	May	May
SUNSET SCHOOL SCORES					
Total score	73	65	62	53	47
Number of students tested	56	43	42	52	35
Percent of total students tested	95	92	86	90	85
Number of students excluded	3	4	6	6	6
Percent of students excluded	5	8	14	10	15
SUBGROUP SCORES					
1. Socio-Economically Disadvantaged (SED)					
Total number of students	31	18	17	13	*
Total score	52	54	54	24	*
2. Non-SED					
Total number of students	25	25	25	39	*
Total score	90	72	67	63	*

* Summary Report for subgroups not available.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS GRADE 4

Data Display Table for **Reading** (language arts or English):

	2002	2001	2000	1999	1998
Testing Month	May	May	May	May	May
SUNSET SCHOOL SCORES					
Total score	77	88	65	71	47
Number of students tested	37	37	44	32	55
Percent of total students tested	94	84	77	76	90
Number of students excluded	2	7	13	10	6
Percent of students excluded	6	16	23	24	10
SUBGROUP SCORES					
1. Socio-Economically Disadvantaged (SED)					
Total number of students	18	16	23	6	*
Total score	62	78	55	**	*
2. Non-SED					
Total number of students	19	21	21	26	*
Total score	87	93	74	64	*

Data Display Table for **Mathematics**:

	2002	2001	2000	1999	1998
Testing Month	May	May	May	May	May
SUNSET SCHOOL SCORES					
Total score	73	83	61	45	35
Number of students tested	56	36	44	35	54
Percent of total students tested	95	82	77	83	88
Number of students excluded	3	8	13	7	7
Percent of students excluded	5	18	23	17	12
SUBGROUP SCORES					
1. Socio-Economically Disadvantaged (SED)					
Total number of students	18	15	23	6	*
Total score	52	71	44	**	*
2. Non-SED					
Total number of students	19	21	21	29	*
Total score	84	90	77	36	*

* Summary Report for subgroups not available.

**Data not given on Summary Report.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS
GRADE 5

Data Display Table for **Reading** (language arts or English):

	2002	2001	2000	1999	1998
Testing Month	May	May	May	May	May
SUNSET SCHOOL SCORES					
Total score	82	70	74	64	69
Number of students tested	38	35	34	54	71
Percent of total students tested	86	76	81	91	97
Number of students excluded	6	11	8	5	2
Percent of students excluded	14	24	19	9	3
SUBGROUP SCORES					
1. Socio-Economically Disadvantaged (SED)					
Total number of students	17	14	17	20	*
Total score	64	51	66	46	*
2. Non-SED					
Total number of students	21	21	17	34	*
Total score	91	81	81	73	*

Data Display Table for **Mathematics**:

	2002	2001	2000	1999	1998
Testing Month	May	May	May	May	May
SUNSET SCHOOL SCORES					
Total score	83	81	67	56	67
Number of students tested	38	36	34	54	72
Percent of total students tested	86	78	81	95	99
Number of students excluded	6	10	8	2	1
Percent of students excluded	14	22	19	5	1
SUBGROUP SCORES					
1. Socio-Economically Disadvantaged (SED)					
Total number of students	17	14	17	20	*
Total score	61	64	54	34	*
2. Non-SED					
Total number of students	21	22	17	43	*
Total score	93	89	78	69	*

* Summary Report for subgroups not available.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS
STUDENT COHORTS - 1999, 2000, 2001, 2002

Reading

	1999	2000	2001	2002
SUNSET SCHOOL PERCENTILE RANKINGS				
5 th Grade	64	74	70	82
4 th Grade	71	65	88	77
3 rd Grade	57	64	71	71
2 nd Grade	50	57	62	63
SED PERCENTILE RANKINGS				
5 th Grade	46	66	51	64
4 th Grade	*	55	78	62
3 rd Grade	27	50	55	51
2 nd Grade	35	50	47	59
NON-SED PERCENTILE RANKINGS				
5 th Grade	73	81	81	91
4 th Grade	64	74	93	87
3 rd Grade	66	72	81	88
2 nd Grade	62	*	80	68

Mathematics

	1999	2000	2001	2002
SUNSET SCHOOL PERCENTILE RANKINGS				
5 th Grade	56	67	81	83
4 th Grade	45	61	83	73
3 rd Grade	53	62	65	73
2 nd Grade	59	57	72	77
SED PERCENTILE RANKINGS				
5 th Grade	34	54	64	61
4 th Grade	*	44	71	52
3 rd Grade	24	54	54	52
2 nd Grade	43	53	53	69
NON-SED PERCENTILE RANKINGS				
5 th Grade	69	78	89	93
4 th Grade	36	77	90	84
3 rd Grade	63	67	72	90
2 nd Grade	70	63	89	84

* Missing data

* Note: Shaded areas illustrate student cohort groups

STATE CRITERION-REFERENCED TESTS

FOR GRADES 2 THROUGH 5

2000 – 2002

The information in this box applies to all grade levels tested at Sunset School, in English/Language Arts and Mathematics, over the five-year period recorded on the tables.

Test: California Augmented STAR 1999
California Standards Tests for 2000, 2001, 2002

Edition/Publication Year: Ninth Edition, 1996

Publisher: Harcourt Brace and Company

What groups were excluded from testing?

Some Special Education students were exempt due to severe disabilities, and their Individual Educational Plans (IEPs) required alternative assessment. Other students were excluded from testing due to parent/guardian written requests, and others because they were absent.

Why and how were they assessed?

District assessment tools were used to inform teachers and parents of student achievement three times per year. Students excluded from the tests were assessed using district-developed multiple measures for language arts and math, student portfolios, teacher observations, and self-assessments.

Number excluded: (See Tables, per individual test)

Percent excluded: (See Tables)

Over the past four years the Stanford Achievement Test Series, Ninth Edition, has included questions that reflect California's evolving content standards in English/Language Arts, and Mathematics.

NOTE: Empty cells on data display tables do not indicate omissions (unless otherwise noted). Each year a different rubric and/or performance measure was used due to different state testing and reporting systems, which does not allow comparison of scores across the years.

STATE CRITERION-REFERENCED TESTS
GRADE 2

Data Display Table for **English/ Language Arts:**

	2002	2001	2000	1999
Testing Month	May	May	May	May
SUNSET SCHOOL SCORES				
TOTAL				
School Mean Scaled Score	351.6			
% At Advanced	12	26		
% At Proficient	40	16		
% At Basic	24	26		
Average Number Correct		49.5	49.7	45.8
Number Possible		75	75	75
Number of students tested	42	57	22*	45
Percent of total students tested	92	95	44	88
Number of students excluded	4	3	28*	6
Percent of students excluded	8	5	56	12
SUBGROUP SCORES				
1. Socio-Economically Disadvantaged (SED)				
School Mean Scaled Score	344.1			
% At Advanced	19	13		
% At Proficient	19	9		
% At Basic	29	31		
Average Number Correct		42.8	47.0	37.3
Number Possible		75	75	75
2. Non-SED				
School Mean Scaled Score	359.5			
% At Advanced	5	44		
% At Proficient	63	24		
% At Basic	16	20		
Average Number Correct		58.2	**	53.2
Number Possible		75	75	75
STATE SCORES				
TOTAL				
State Mean Score	324.1			
% At Advanced	9	10		
% At Proficient	23	22		
% At Basic	31	29		
Average Number Correct		44.3	43.3	41.2
Number Possible		75	75	75

* Missing data on 27 students resulted in "Did Not Attempt" (DNA) on test report.

**Data not given on Summary Report.

STATE CRITERION-REFERENCED TESTS
GRADE 2

Data Display Table for **Mathematics**:

	2002	2001	2000	1999
Testing Month	May	May	May	May
SUNSET SCHOOL SCORES				
TOTAL				
School Mean Scaled Score	377.6			
% At Advanced	20			
% At Proficient	41			
% At Basic	32			
Average Number Correct		47.9	41.4	29.8
Number Possible		65	65	50
Number of students tested	44	59	47	46
Percent of total students tested	96	98	94	90
Number of students excluded	2	1	3	5
Percent of students excluded	4	2	6	10
SUBGROUP SCORES				
1. Socio-Economically Disadvantaged (SED)				
School Mean Scaled Score	368.7			
% At Advanced	17			
% At Proficient	35			
% At Basic	39			
Average Number Correct		42.8	40.2	26.7
Number Possible		65	65	50
2. Non-SED				
School Mean Scaled Score	385.6			
% At Advanced	26			
% At Proficient	42			
% At Basic	26			
Average Number Correct		54.4	42.9	32.4
Number Possible		65	65	50
STATE SCORES				
TOTAL				
State Mean Scaled Score	342.7			
% At Advanced	16			
% At Proficient	27			
% At Basic	25			
Average Number Correct		42.6	38.1	27.2
Number Possible		65	65	50

STATE CRITERION-REFERENCED TESTS
GRADE 3

Data Display Table for **English/ Language Arts:**

	2002	2001	2000	1999
Testing Month	May	May	May	May
SUNSET SCHOOL SCORES				
TOTAL				
School Mean Scaled Score	353.3			
% At Advanced	25	18		
% At Proficient	23	31		
% At Basic	30	26		
Average Number Correct		49.4	48.8	46.9
Number Possible		75	75	75
Number of students tested	53	39	44	49
Percent of total students tested	90	80	84	82
Number of students excluded	6	10	9	11
Percent of students excluded	10	20	16	18
SUBGROUP SCORES				
1. Socio-Economically Disadvantaged (SED)				
School Mean Scaled Score	321.6			
% At Advanced	11	0		
% At Proficient	18	40		
% At Basic	29	20		
Average Number Correct		43.2	42.4	35.3
Number Possible		75	75	75
2. Non-SED				
School Mean Scaled Score	388			
% At Advanced	40	29		
% At Proficient	28	25		
% At Basic	32	29		
Average Number Correct		53.3	53.3	50.7
Number Possible		75	75	75
STATE SCORES				
TOTAL				
State Mean Score	323.5			
% At Advanced	11	9		
% At Proficient	23	21		
% At Basic	28	29		
Average Number Correct		43.3	42.9	41.1
Number Possible		75	75	75

STATE CRITERION-REFERENCED TESTS
GRADE 3

Data Display Table for **Mathematics**:

	2002	2001	2000	1999
Testing Month	May	May	May	May
SUNSET SCHOOL SCORES				
TOTAL				
School Mean Scaled Score	347.4			
% At Advanced	20			
% At Proficient	25			
% At Basic	29			
Average Number Correct		44.8	39.5	27.8
Number Possible		65	65	50
Number of students tested	56	44	44	53
Percent of total students tested	95	90	83	88
Number of students excluded	3	49	9	7
Percent of students excluded	5	10	17	12
SUBGROUP SCORES				
1. Socio-Economically Disadvantaged (SED)				
School Mean Scaled Score	315.0			
% At Advanced	6			
% At Proficient	16			
% At Basic	39			
Average Number Correct		42.0	37.0	21.2
Number Possible		65	65	50
2. Non-SED				
School Mean Scaled Score	387.7			
% At Advanced	36			
% At Proficient	36			
% At Basic	16			
Average Number Correct		47.0	41.3	30.1
Number Possible		65	65	50
STATE SCORES				
TOTAL				
State Mean Scaled Score	331.6			
% At Advanced	12			
% At Proficient	26			
% At Basic	27			
Average Number Correct		42.2	36.7	26.5
Number Possible		65	65	50

STATE CRITERION-REFERENCED TESTS
GRADE 4

Data Display Table for **English/ Language Arts:**

	2002	2001	2000	1999
Testing Month	May	May	May	May
SUNSET SCHOOL SCORES				
TOTAL				
School Mean Scaled Score	360.3			
% At Advanced	28	32		
% At Proficient	31	45		
% At Basic	28	13		
Average Number Correct		65.6	52.4	56.1
Number Possible		90	90	90
Number of students tested	36	38	50	35
Percent of total students tested	92	72	88	88
Number of students excluded	43	15	7	5
Percent of students excluded	8	28	12	12
SUBGROUP SCORES				
1. Socio-Economically Disadvantaged (SED)				
School Mean Scaled Score	341.8			
% At Advanced	12	24		
% At Proficient	35	35		
% At Basic	35	18		
Average Number Correct		58.6	46.8	*
Number Possible		90	90	90
2. Non-SED				
School Mean Scaled Score	376.8			
% At Advanced	42	38		
% At Proficient	26	52		
% At Basic	21	10		
Average Number Correct		71.2	59.0	55.2
Number Possible		90	90	90
STATE SCORES				
TOTAL				
State Mean Score	332.9			
% At Advanced	14	11		
% At Proficient	22	22		
% At Basic	35	33		
Average Number Correct		48.6	46.9	45.3
Number Possible		90	90	90

*Data not reported

STATE CRITERION-REFERENCED TESTS
GRADE 4

Data Display Table for **Mathematics**:

	2002	2001	2000	1999
Testing Month	May	May	May	May
SUNSET SCHOOL SCORES				
TOTAL				
School Mean Scaled Score	367.1			
%At Advanced	24			
%At Proficient	34			
%At Basic	29			
Average Number Correct		50.1	39.8	25.2
Number Possible		65	65	50
Number of students tested	38	37	50	38
Percent of total students tested	97	70	88	95
Number of students excluded	1	16	7	2
Percent of students excluded	3	30	12	5
SUBGROUP SCORES				
1. Socio-Economically Disadvantaged (SED)				
School Mean Scaled Score	344.3			
% At Advanced	11			
%At Proficient	50			
% At Basic	17			
Average Number Correct		46.1	35.1	*
Number Possible		65	65	50
2. Non-SED				
School Mean Scaled Score	387.6			
% At Advanced	35			
% At Proficient	20			
% At Basic	40			
Average Number Correct		53.2	45.3	23.9
Number Possible		65	65	50
STATE SCORES				
TOTAL				
State Mean Scaled Score	332.4			
%At Advanced	13			
%At Proficient	24			
%At Basic	30			
Average Number Correct		39.3	35.1	23.4
Number Possible		65	65	50

*Data not reported

STATE CRITERION-REFERENCED TESTS
GRADE 5

Data Display Table for **English/ Language Arts:**

	2002	2001	2000	1999
Testing Month	May	May	May	May
SUNSET SCHOOL SCORES				
TOTAL				
School Mean Scaled Score	382.9			
% At Advanced	42	11		
% At Proficient	33	32		
% At Basic	14	50		
Average Number Correct		55.5	58.6	53.1
Number Possible		90	90	90
Number of students tested	36	38	40	53
Percent of total students tested	82	76	93	85
Number of students excluded	8	12	3	10
Percent of students excluded	18	24	7	15
SUBGROUP SCORES				
1. Socio-Economically Disadvantaged (SED)				
School Mean Scaled Score	351.7			
% At Advanced	20	0		
% At Proficient	33	19		
% At Basic	27	69		
Average Number Correct		48.6	52.3	46.7
Number Possible		90	90	90
2. Non-SED				
School Mean Scaled Score	405.2			
%At Advanced	57	18		
%At Proficient	33	41		
%At Basic	5	36		
Average Number Correct		60.5	67.1	57.1
Number Possible		90	90	90
STATE SCORES				
TOTAL				
State Mean Score	327.7			
% At Advanced	9	7		
% At Proficient	22	21		
% At Basic	40	38		
Average Number Correct		47.6	47.2	46
Number Possible		90	90	90

STATE CRITERION-REFERENCED TESTS
GRADE 5

Data Display Table for **Mathematics**:

	2002	2001	2000	1999
Testing Month	May	May	May	May
SUNSET SCHOOL SCORES				
TOTAL				
School Mean Scaled Score	404.7			
% At Advanced	42			
% At Proficient	28			
% At Basic	14			
Average Number Correct		43.8	33.8	22.7
Number Possible		65	65	50
Number of students tested	36	38	40	54
Percent of total students tested	82	76	93	86
Number of students excluded	8	12	3	9
Percent of students excluded	18	24	7	14
SUBGROUP SCORES				
1. Socio-Economically Disadvantaged (SED)				
School Mean Scaled Score	355.6			
% At Advanced	20			
% At Proficient	27			
% At Basic	20			
Average Number Correct		38.3	29.5	17.9
Number Possible	36	65	65	50
2. Non-SED				
School Mean Scaled Score	439.8			
% At Advanced	57			
% At Proficient	29			
% At Basic	10			
Average Number Correct		47.9	39.5	25.6
Number Possible	36	65	65	50
STATE SCORES				
TOTAL				
State Mean Scaled Score	322.5			
% At Advanced	7			
% At Proficient	22			
% At Basic	30			
Average Number Correct		34.6	28.6	20.8
Number Possible	36	65	65	50

STATE CRITERION-REFERENCED TESTS

STUDENT COHORTS - 1999, 2000, 2001

English/Language Arts

	1999	2000	2001
SUNSET SCHOOL PERCENTAGE OF AVERAGE NUMBER CORRECT			
5 th Grade	59	65	62
4 th Grade	62	58	73
3 rd Grade	63	65	66
2 nd Grade	61	66	66
SED PERCENTAGE OF AVERAGE NUMBER CORRECT			
5 th Grade	52	58	54
4 th Grade	*	52	65
3 rd Grade	47	57	58
2 nd Grade	50	63	57
NON-SED PERCENTAGE OF AVERAGE NUMBER CORRECT			
5 th Grade	63	75	67
4 th Grade	61	66	79
3 rd Grade	68	71	71
2 nd Grade	71	*	78

Math

	1999	2000	2001
SUNSET SCHOOL PERCENTAGE OF AVERAGE NUMBER CORRECT			
5 th Grade	45	52	67
4 th Grade	50	61	77
3 rd Grade	56	61	69
2 nd Grade	60	64	74
SED PERCENTAGE OF AVERAGE NUMBER CORRECT			
5 th Grade	36	45	59
4 th Grade	*	54	71
3 rd Grade	42	57	65
2 nd Grade	55	62	66
NON-SED PERCENTAGE OF AVERAGE NUMBER CORRECT			
5 th Grade	51	61	74
4 th Grade	48	70	82
3 rd Grade	60	64	72
2 nd Grade	65	66	84

* Missing data

Note: Shaded areas illustrate student cohort growth