

Sunnyland Elementary School

BELLINGHAM PUBLIC SCHOOLS



Welcome to Sunnyland Elementary School. Our diverse Sunnyland community works together towards the common goal of student success. We believe that each child is unique. We aim to help each child realize his or her full potential in becoming productive, responsible citizens and lifelong learners.

Vision

Sunnyland Elementary is a learning community of adults and children from all over the world. Although we have many cultures and languages at Sunnyland, we share one main goal. We seek to provide a quality education in a safe environment that focuses on cultivating positive relationships, establishing meaningful relevancy and teaching with challenging rigor. The Sunnyland community believes in educating the whole child in our efforts to enable every child to be ready for college, career and citizenship.



Title I

Sunnyland has a schoolwide Title I program that receives financial support from the federal government, which provides support staff professional development, parent programs and materials to improve our reading and math programs. This helps ensure that all students have the essential literacy and mathematical skills for future success. Parents or guardians are encouraged to help in the development and assessment of this program.

At Sunnyland, we are very proud of our teachers who are prepared to give your child a high-quality education. As a Title I school, we must meet federal rules related to teacher qualifications as defined by No Child Left Behind (NCLB). These rules allow you to learn more about your child's teachers' or paraeducators' training and credentials. All staff at our school are "highly qualified" as defined by NCLB and we are happy to provide this information to you. At any time, you may ask whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching; whether the teacher received an emergency or conditional certificate through

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Principal's Message

MARY ANNE STUCKART



Sunnyland Elementary is an exciting place to learn, work and play. As the principal of Sunnyland, I am proud to share

with the Bellingham community our school's mission, vision and beliefs about education. Sunnyland has all the key ingredients for a successful school: dedicated and caring staff, wonderful students from all over the world and very supportive parents and community members. This report reflects the staff's effort to increase student achievement through excellent instructional practices.

The staff and I collaborate on a weekly basis, examining student assessments or work samples to determine the next instructional goals. As you can see from this report, we have made great gains and will continue to strive to make every effort to have all students achieving at or above grade level.



Core Beliefs

Staff needs to identify, know and teach students reading, writing, mathematics, science and social studies core curriculum.

Students need challenging goals. The staff needs to use formative assessments to provide effective feedback to students on reaching their academic goals.

Instruction should include modeling, demonstrations and time to explore new learnings.

Students need the attributes of teamwork, problem-solving and interpersonal skills to be a successful adult.

Parents and the community involvement are keys to student academic success. The staff needs to provide a safe and orderly environment.

DEMOGRAPHICS

Sunnyland

Oct. 2010

Bellingham School District

Oct. 2010

Student characteristics

Total Enrollment	429	10,919
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Class Size Average

Grades K-3	23.6	22.5
Grades 4-5	23.9	25.3

American Indian/ Alaskan Native

2%	1%
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Asian/ Pacific Islander

17%	6%
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Black

3%	3%
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Hispanic

21%	14%
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White

57%	76%
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English Language Learners (ELL)

85	600
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Highly Capable

2	206
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Title I Reading

189	642
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Special Education

45	1,380
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2010-11 school year

Unexcused absences	0.1%	0.5%
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Discipline*

Suspensions	19
Expulsions	0

*This data represents the required incidents reported to the state in specific behavioral categories.

Free and Reduced Meals

(May 2011)	62%	40%
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Student-to-computer ratio: 4 to 1

Expenditure per pupil

In 2009-10, the per student expenditure rate was approximately \$9,310. About 72.3% of the district budget was spent on teaching and teaching support, well above the state average of 69%. Funding sources: 64.3% from state based on enrollment; 21% from local taxes supported by the maintenance and operations levy; 10.4% from federal; and 4.3% from other sources such as donations and investment earnings.

2009-10 is the latest year data is available

2010-11

Highlights of Progress

Learn

- Six staff attended five days of Dr. Linda Dorn's Comprehensive Literacy training. Throughout the school year, the primary staff implemented the model in pilot classrooms using Professional Learning Communities and literacy coaches.
- Lisa D'Hondt and Donna Ringwald attended five days. They provided staff development for Sunnyland K-5 teachers. Literacy Benchmark Assessments were given to students at the beginning, middle and end of the school year provided instructional information. Students who participated in the Leveled Literacy Interventions program by Title 1 teachers made significant gains.
- A full-time Title I math instructor provided small group interventions to second to fifth grade students who were below grade level.

Personalize

- Our half-time kindergarten program switched to five days a week, full-day kindergarten classes in February. The kindergarten students made significant academic gains during March, April

and May, thanks to additional instructional time and Title I leveled literacy intervention support.

- We supported English Language Learners' students with Rosetta Stone, Thinking Maps, Write From the Beginning and GLAD training for the staff.
- We supported students who were below grade level with READ 180, ReadAbout and Math Whizz computer programs.

Engage

- We received four technology grants totaling \$40,000 provided the equipment, training and programs to enhance instruction and student achievement.
- We engaged English Language Learners families by having translators invite them to events and then having translators present at the events.
- We implemented Achieving Family Friendly Schools Initiatives with monthly Family Library Nights hosted and planned by the three Washington Reading Corps staff.

Sunnyland Programs & Highlights

- Sunnyland Elementary has been selected to receive the state's 2011 Title I, Part A Improvement Award. The \$5,515 award will be used to support our school's continuing efforts to increase student academic success.
- Washington Reading Corps provides three AmeriCorps tutors. WRC supervises Monthly Family Library Nights and Morning Homework club.
- Science Fair
- Chess Club
- World language classes
- Art classes and an end-of-year ArtFest & Family Picnic
- Extended Day classes for reading and math
- Math Whizz available at home and school to provide assistance or a challenge

- 4th Grade "Where in Washington" online geography quiz with another school
- Back on Track Reading
- Allied Arts projects in every classroom
- 5th Grade Track Meet
- Walk-a-Thon
- Girl Scouts
- Washington State University Food Sense Program
- Fifth Grade Mountain School
- Two Scholastic Book Fairs
- Mount Baker Theatre field trip
- Assemblies including Pacific Science Center
- New kindergarten student open house
- Summer Kinder Academy for fall 2011 students and full-time kindergarten.

SUNNYLAND MSP DATA

Percentage meeting or exceeding standards

	Grade 3			Grade 4			Grade 5		
	School 2011	District 2011	State 2011	School 2011	District 2011	State 2011	School 2011	District 2011	State 2011
Reading	75%	78%	73%	79%	75%	67%	72%	74%	68%
Writing	—	—	—	59%	66%	61%	—	—	—
Math	65%	64%	62%	64%	63%	59%	67%	67%	61%
Science	—	—	—	—	—	—	57%	69%	56%

Washington uses the Measurements of Student Progress (MSP), given to students in grades 3-8, to measure how students in the district and state are progressing in meeting state academic standards.

Sunnyland's Plan to Improve Learning, 2011-12

- When the staff meets on Wednesday afternoons, they will participate in staff development. Grade Level Professional Learning Communities will examine student work or assessments to determine student instructional needs.
- The main staff goal for the 2011-12 school year will be providing interventions to students below grade level in math.
- Title I staff will provide additional reading instruction for those students not yet at standard through small reading groups, one-on-one tutoring, READ 180, Read About, Rosetta Stone and ELL small group vocabulary-building activities. The Title I math teacher will provide small group instruction to second to fifth grade students who need additional math support. Title I also provides Math Whizz, a computer program students can access at school and home.
- Washington Reading Corps (WRC) will provide two volunteers who will be reading tutors and plan family events.

Adequate Yearly Progress (AYP)

As part of the "No Child Left Behind" (NCLB) legislation of 2001, schools and school districts are considered to be making "Adequate Yearly Progress" (AYP) if they meet targets in various categories, including those listed here. Academic progress in reading and math must be measured for: All Students, American Indian, Asian, Black, Hispanic, White, Special Education, Limited English, and Low Income. Missing the target in many one category causes a school or district not to make "Adequate Yearly Progress" overall.

Sunnyland made AYP in 22 of 23 of its required categories for 2010-11, missing the target in reading proficiency for low income.

The district made AYP in 61 of its 67 required categories. It did not make AYP at elementary level for reading proficiency in the categories of all, white, special education and low income. At the middle school level, the district did not make AYP in reading proficiency in the categories of all and low income. At the high

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AYP CONTINUED

school level, the district made AYP in all of its required categories.

Sanctions for not making "Adequate Yearly Progress" only affect schools and districts receiving federal Title I funding. For more information about "No Child Left Behind," visit <http://www.k12.wa.us/ESEA/>



ADEQUATE YEARLY PROGRESS STATUS

AYP Indicators	Sunnyland 2010-11	Elementary Schools in District 2010-11
Sufficient percentage of elementary students who met state testing standard	In Reading NO* <i>*(Low Income)</i>	In Reading NO* <i>(All, White, Special Education, Low Income)</i>
	In Math YES	In Math YES
At least 95% of elementary students participated in state testing	In Reading YES In Math YES	In Reading YES In Math YES
No more than 1% of students' absences were unexcused	YES	YES
Met AYP	Overall NO	Overall NO

PERFORMANCE REPORT

The annual School Performance Report, required by federal and state law, provides access to information on the educational programs in each school so families and community members can make informed decisions about the schools in their district. The Office of the Superintendent of Public Instruction (OSPI) also provides online access to more detailed data required by the federal Elementary and Secondary Education Act, known as No Child Left Behind (NCLB). District and school report cards can be viewed at <http://reportcard.ospi.k12.wa.us>. Select "Bellingham School District" or the name of the school to view further student achievement and demographic information. Printed copies of the reports are available at schools, district offices and the Bellingham Public Library.



Receive phone, e-mail or text notifications by managing your account.

Go to <http://bellingshamschools.org/schoolmessenger>

Sunnyland Elementary

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Principal: Mary Anne Stuckart

Secretary: Lisa McKay

PTA President 2011-12:

Fiona McNair



History & Facility Update

The original Sunnyland was built in 1926. The earliest portion of the current Sunnyland was built in 1954 adjacent to the 1926 structure. The 1926 building was closed in 1976 for safety reasons and eventually demolished.

Title I CONTINUED FROM FRONT

which state qualifications were waived; and what undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration. You will be notified in writing if your child is taught or assigned to be taught for four or more consecutive weeks by a teacher who does not meet highly qualified status.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. For more information, please visit <http://www.k12.wa.us/TitleI/NCLB.aspx> or contact our school.



Kèm theo đây là giấy tờ bao gồm các chi tiết quan trọng về nhà trường của con em quý vị. Xin đưa những chi tiết này cho người nào đó có thể giải thích cho quý vị hiểu càng sớm càng tốt. Cảm ơn.

Прилагаемый документ содержит важную информацию из школы ваш его ребенка. Пожалуйста, попросите перевести вам эту информацию как можно скорее. Спасибо.

Adjunto se encuentra un documento que contiene información importante de la escuela de su hijo. Por favor solicite que le traduzcan esta información tan pronto como sea posible. Muchas gracias.

ਨੱਥੀ ਕੀਤਾ ਦਸਤਾਵੇਜ਼ ਤੁਹਾਡੇ ਬੱਚੇ ਦੇ ਸਕੂਲ ਵੱਲੋਂ ਜ਼ਰੂਰੀ ਜਾਣਕਾਰੀ ਰੱਖਦਾ ਹੈ। ਕਿਰਪਾ ਕਰਕੇ ਇਸ ਸੂਚਨਾ ਦਾ ਅਨੁਵਾਦ ਜਿੰਨੀ ਜਲਦੀ ਹੋ ਸਕੇ ਕਰੋ। ਧੰਨਵਾਦ।