

# ARIZONA SCHOOL REPORT CARD 2002-03

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

## Lookout Mountain School

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

Washington Elementary District  
15 W. Coral Gables Drive, Phoenix, AZ 85023-3697

**Principal:** Ms. Barbara Lake  
**Schedule:** 7:30 AM to 4:00 PM  
**Web Address:** [www.wesd.k12.az.us](http://www.wesd.k12.az.us)  
**E-mail:** [blake@lm.wesd.k12.az.us](mailto:blake@lm.wesd.k12.az.us)

**Grades:** K-6  
**2002 Enrollment:** 970  
**Phone:** (602) 896-5900  
**Fax:** (602) 896-5920

### ∨ School Overview ∨

#### Mission

The mission of Lookout Mountain School is to prepare students to meet the challenges of the 21st Century. Students will be instructed in the skills necessary to acquire a broad knowledge base of research, information retrieval skills, creative problem-solving techniques and cooperative learning strategies while encouraging individual abilities, positive attitudes, higher-level thinking, goal seeking, positive risk taking, communication, a global perspective, and active learning.

#### Organization and Philosophy

- w K-6 Elementary
- w Site-based Management
- w Grade-level Instructional Grouping
- w EXCEL/Student Recognition Program

#### Instructional Programs

- w Comprehensive Curriculum
- w Drug/Alcohol/Tobacco Prevention Programs
- w Programs for English Language Learners
- w Gifted Programs
- w Technology Programs
- w Music/Chorus/Strings and Band
- w Special Education
- w Full-day Kindergarten

#### School/Academic Goals

- w To initiate the implementation of the renewed Science curriculum by demonstrating an understanding of the meaning of the objectives and tasks and selecting materials that focus on an inquiry-based process.
- w To continue the implementation of district and state assessments by accurately administering them, interpreting and evaluating their results to plan/modify instruction, and developing and utilizing efficient record-keeping strategies.
- w To continue the implementation of appropriate instruction for English Language Learners by utilizing assessment results to plan and make instructional decisions and by using the strategies of co-teaching and peer modeling to provide instruction.
- w To research and develop strategies that make maximum use of instructional time to achieve learning outcomes.

#### Enrollment

October 1, 2001 School Year Student Enrollment:	948
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	30

<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**

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

**Council Duties**

- w To Facilitate School Improvement
- w To Address Short-term Needs
- w To Increase Site Council Communication
- w To Facilitate School Budget Development
- w To Engage in Team Growth
- w To Facilitate Staff Selection

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	52.00
Other Professional Staff	14.00	Teacher Aide	4.30

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

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	2	0	0	0
7 to 9 years	4	0	0	0
10 or more years	27	25	1	0

∨ **Shared Responsibilities** ∨

**School**

Lookout Mountain School is committed to providing learning environments in which all children can learn and where decisions are made in the best interests of children through the following qualities: A positive, productive and safe environment; supportive and consistent leadership; focused and effective instructional practices; consistent and systematic monitoring of student progress; a parent and community service orientation; and opportunities for professional and personal development.

**Parents**

It is our hope that parents will be supportive by nurturing the love of learning and facilitating the Community of Caring Program by modeling its five core values: caring, respect, responsibility, trust and family. The following collaborative efforts are encouraged: Participation in school activities; support for site council and PTO; communication with openness and mutual respect, and a strong home partnership in the education of each child.

∨ **Transportation Policy** ∨

The safe transportation of students to and from school is the primary function of the Transportation Department. Bus riding is a privilege extended to students through board policy. Students are to properly conduct themselves in a manner consistent with established bus safety standards, while on the bus, before boarding the bus, and after leaving the bus.

∨ **Calendar Information** ∨

**Number of Instruction Days:** 177                      **First Day of School:** 8/19/02  
**Average Daily Instruction Time:** 6 hrs. 50 min.      **Last Day of School:** 5/30/03  
**Operates on Traditional Schedule**

**Report Card Release Dates**

10/18/02              1/10/03              3/14/03              5/30/03

**Additional Calendar/Report Card Information**

The traditional report card is used in grades 3-6. Grade 3 will transition from a narrative report for the first quarter to a traditional report for the last three quarters. Grades K-2 will utilize a traditional report listing skills with terms that indicate developing or proficient.

∨ **Resources Available at School Site** ∨

**Nutrition Programs**

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - No

<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.

**Special Facilities**

- W Art/Music/PE Facilities
- W Library/Media Center
- W Computer/Technology Lab
- W Multipurpose Facility

**Extracurricular Activities**

- W Chess Club
- W Community of Caring Council
- W Fine Arts Program
- W Student Council
- W Chorus
- W Drug Awareness Resistance Education
- W Homework Club
- W Interscholastic Sports

**School/Community Resources**

- W Boy/Girl Scouts
- W Business Partners
- W Community Education Classes
- W Social Worker
- W Free Breakfast for All Students
- W Community of Caring
- W PTA/PTO
- W Private Child Care at Lion's Mane

## ∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |  |   |
|--|---|
| <p>W Implemented the seven strands of the Language Arts Curriculum: Reading, writing, spelling, handwriting, speaking, listening and critical viewing.</p> | <p>W Implemented activities designed to teach the appropriate administration of the new reading assessment.</p> |
| <p>W Implemented instructional strategies appropriate for teaching English Language Learners.</p>  | <p>W Designed and implemented activities that engage parents in the instructional program.</p>                  |

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	96.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	5.4 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	1.4 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	5.2 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	97.6 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	2.4 %	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
WESD Lamp of Learning - 3 Recipients	2001
National Teacher Certification Board Recipient	2000
National Teacher Certification Board Finalists--2	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>	School 128	550	1%	9%	41%	49%
	State	58840	524	9%	17%	45%	29%
<b>Writing</b>	School	127	570	1%	2%	72%	25%
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	School	128	554	2%	9%	31%	59%
	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>	School	127	524	5%	9%	51%	35%
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	School	127	540	3%	20%	51%	26%
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	School	127	529	2%	24%	13%	61%
	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	--	--	--	--	--	--	--	--	--	94	82	60	--	--	--
2	Reading	--	--	--	100	59	50	96	65	52	93	74	53	92	79	57
	Language	--	--	--	100	53	40	99	57	43	93	68	44	93	70	48
	Mathematics	--	--	--	100	66	51	99	71	55	93	77	57	93	79	61
3	Reading	100	63	47	100	65	47	98	70	48	90	71	50	90	76	50
	Language	100	68	49	100	66	51	98	74	54	90	75	56	90	79	57
	Mathematics	100	63	46	100	63	49	99	75	52	89	67	54	90	73	56
4	Reading	98	79	53	100	73	54	100	76	54	83	80	55	95	75	55
	Language	98	68	47	100	63	49	100	66	48	86	65	50	96	64	50
	Mathematics	98	73	51	100	69	54	100	73	55	86	74	57	96	68	58
5	Reading	96	74	51	100	78	51	95	75	51	93	74	51	88	76	53
	Language	96	65	42	100	71	44	95	66	45	93	68	45	88	68	47
	Mathematics	96	74	51	100	80	54	95	80	55	94	74	57	88	79	59
6	Reading	97	80	53	100	77	54	98	80	53	91	78	54	92	81	56
	Language	97	72	41	100	71	44	98	71	44	91	68	45	92	73	47
	Mathematics	97	84	57	100	84	59	98	84	60	91	81	63	92	83	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 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>71</b>	<b>53</b>
<b>Grades 3-4</b>	<b>82</b>	<b>75</b>
<b>Grades 4-5</b>	<b>64</b>	<b>84</b>
<b>Grades 5-6</b>	<b>82</b>	<b>85</b>
<b>Grades 6-7</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**

Lookout Mountain has Crisis Management Guidelines & a comprehensive plan designed to inform staff & students of what to do in the event of a crisis or emergency. The school also has a Crisis Response Team that is trained annually & can be mobilized to assist in providing information in the event of an emergency & assistance to students, staff, families, & the community. Lookout Mountain also participates in programs to promote safety on campus: Get Real About Violence, DARE, Mediation, etc.

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 not 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 ∨

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,684	\$2,695,482
Classroom Supplies	\$21	\$20,786
Administration	\$283	\$284,673
Support Services-Students	\$162	\$162,490
Other Support Services and Operations	\$503	\$504,645
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$3,653</b>	<b>\$3,668,076</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 ∨

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Barbara Lake	(602) 896-5900	
<b>Transportation Policy</b>	Bob Allen	(602) 896-5270	
<b>Community Resources</b>	Nedda Shafir	(602) 347-2669	
<b>School Nutrition Programs</b>	Dave Caldwell	(602) 896-6803	
<b>Parent Organization</b>	Tracy White	(602) 896-5900	
<b>Student Health/Nurse</b>	Debbie Cordova/Janice Baranowski	(602) 896-5910	

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.

"The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."