

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

Moon Mountain School

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

Washington Elementary District
13425 N. 19th Avenue, Phoenix, AZ 85029-1698

Principal: Mrs. Mary Lou Palmer
Schedule: 7:30 AM to 3:30 PM
Web Address: Unpublished or Unavailable
E-mail: mpalmer@mm.wesd.k12.az.us

Grades: K-6
2002 Enrollment: 703
Phone: (602) 896-6000
Fax: (602) 896-6020

∨ School Overview ∨

Mission

Our school exists for the purpose of providing the best instructional program to meet the needs of our students. We strive to recognize individual differences in children as we structure that program. We believe it is necessary to present a curriculum which is broadly based and well-developed in all subjects. Our goal is to provide opportunities for parent and citizen involvement/participation in the education process. We believe that students need to accept responsibility for their actions.

Organization and Philosophy

- w Strong Citizenship Program
- w Teaching Partners
- w Inclusion of Special Needs Students
- w Business Partnerships

School/Academic Goals

- w To initiate the implementation of the renewed Science curriculum demonstrating an understanding of the meaning of the objectives and tasks and selecting materials that focus on an inquiry 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 Continue to design and implement researched-based instructional practices and delivery systems in reading.

Instructional Programs

- w Schoolwide Literacy Program
- w On-site Special Education
- w Student Leadership
- w Buddy Groups
- w Head Start
- w Inclusionary Gifted
- w Special Education Preschool

Enrollment

October 1, 2001 School Year Student Enrollment:	702
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	32

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w To Facilitate School Improvement
- w To Address Immediate/Short-term Needs
- w To Develop Increased Communication
- w To Facilitate 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	1.00	Teacher	48.00
Other Professional Staff	3.00	Teacher Aide	27.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	7	3	0	0
7 to 9 years	16	3	0	0
10 or more years	20	8	0	0

∨ **Shared Responsibilities** ∨

School

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

Parents

Parents are expected to provide documentation needed to register and need to provide transportation if on open enrollment. We expect parents to support our academic and discipline programs, attendance and tardy policies and to work with teachers to ensure the success of their students. Absences should be reported to the nurse each morning. There is a free and reduced-price lunch program provided for students who qualify.

∨ **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 conduct themselves while on the bus, before boarding the bus and after leaving the bus, in a manner consistent with established bus safety standards. Students shall conform with all policies and regulations relating to conduct on school buses.

∨ 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

10/23/02	1/15/03	3/19/03	5/30/03
----------	---------	---------	---------

Additional Calendar/Report Card Information

We use the typical four quarters report period. Also, we make use of a midterm report, parent/teacher conferences twice yearly and team meetings to address any problems students might be experiencing. Parent conferences are always held when needed. Parents may also use the Coyote Connection, which is a telephone bulletin board, to keep up with daily classroom events and homework assignments.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Computer Labs (Primary and Intermediate)	W Science Labs (Primary and Intermediate)
W Media Center	W Art/Music/PE Facilities

Extracurricular Activities

W Afterschool Computer Club	W Open Gym
W Student Council	W Summer School
W Afterschool Sports	W Afterschool Homework Club
W Parent Night Activities	W Drug Awareness Resistance Education-DARE

School/Community Resources

W Lunch Program	W Breakfast Program
W PTSA	W Counseling Services
W Crisis Intervention	W Afterschool Program
W Community Education Classes	W Recreational Activities

∨ 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 and 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 reading intervention programs that meet the individual needs of students in all grade levels. These programs are implemented daily for all students.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	14.7 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	5.1 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	12.6 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.2 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.8 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
National Architectural Award	1999
Project: GOAL Award, City of Phoenix Library	2002
Student Leadership Award	2002
Lamp of Learning Award	2002

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	80	524	5%	10%	61%	24%
	School State	58840	524	9%	17%	45%	29%
Writing	School	81	529	10%	7%	77%	6%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	84	506	11%	30%	44%	15%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	94	501	24%	22%	45%	9%
	State	61305	505	21%	20%	43%	15%
Writing	School	94	497	18%	33%	41%	7%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	99	479	18%	54%	11%	17%
	State	61760	494	14%	40%	12%	34%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	76	63	60	--	--	--
2	Reading	--	--	--	100	49	50	100	45	52	78	57	53	77	59	57
	Language	--	--	--	100	34	40	100	41	43	88	43	44	87	48	48
	Mathematics	--	--	--	100	53	51	98	50	55	86	54	57	83	65	61
3	Reading	90	68	47	100	63	47	92	50	48	72	47	50	76	55	50
	Language	89	70	49	100	63	51	89	57	54	73	55	56	78	60	57
	Mathematics	91	81	46	100	71	49	100	65	52	81	56	54	81	58	56
4	Reading	73	61	53	100	67	54	100	64	54	86	55	55	68	54	55
	Language	78	51	47	100	55	49	100	47	48	86	48	50	73	48	50
	Mathematics	84	55	51	100	59	54	100	51	55	90	53	57	79	48	58
5	Reading	73	56	51	100	51	51	91	56	51	74	55	51	83	45	53
	Language	72	48	42	100	49	44	89	48	45	76	42	45	83	36	47
	Mathematics	75	54	51	100	52	54	93	62	55	79	56	57	87	45	59
6	Reading	79	58	53	100	56	54	83	61	53	80	66	54	72	65	56
	Language	73	46	41	100	49	44	83	56	44	79	57	45	72	59	47
	Mathematics	80	67	57	100	57	59	93	65	60	86	71	63	79	62	65

∨ Measure of Academic Progress ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	59	70
Grades 3-4	87	67
Grades 4-5	42	62
Grades 5-6	88	84
Grades 6-7	***	***

*Less than 10 students matched

**No information available

***Not applicable

∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Each school within the Washington School District has Crisis Management Guidelines and a comprehensive Safety Plan designed to inform staff and students of what to do in the event of an emergency. The plans are based on the district's Crisis Manual which contains information necessary to assist in any emergency from Africanized bees to bomb threats. In addition, each school has a Crisis Response Team that is trained annually and when mobilized can assist students, staff and families.

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 ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$3,009	\$2,112,577
Classroom Supplies	\$33	\$22,844
Administration	\$342	\$240,127
Support Services-Students	\$192	\$135,095
Other Support Services and Operations	\$654	\$459,083
Total Expenditures- All Categories 2000-2001	\$4,230	\$2,969,726

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Mary Lou Palmer	(602) 896-6000	6005
Transportation Policy	Bob Allen	(602) 896-5205	
Community Resources	Nedda Shafir	(602) 347-2669	
School Nutrition Programs	Dave Caldwell	(602) 896-6803	
Parent Organization	Vicki Davis	(602) 896-6000	
Student Health/Nurse	Debbie Gilliland	(602) 896-6010	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

"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."