

Lakeland Hills Elementary School

2008-09 School Performance Report

ABOUT OUR SCHOOL

Demographics and history of neighborhood or area:

Nestled in the Lakeland Hills development, the building opened in the fall of 2006 and serves students from kindergarten through fifth grade. The name, Lakeland Hills Elementary School, was selected by the school board through suggestions provided to them by the community. The school serves all students that live in the Pierce County portion of the development and the King County portion that is in the closest proximity to the school. Students move to Mt. Baker Middle School for sixth through eighth grade and to Auburn Riverside High School for ninth through twelfth grade. The campus serves as an additional park that is open for community use and the building is often used for community events throughout the year.

Students

As of October 1, 2008, 639 students are enrolled at Lakeland Hills Elementary School. The student count for October 2007 was 604. The student gender percentages for October 2007 were 47.7% male and 52.3% female. The ethnic breakdown for October 2007 is reflected below:

White	58.6%	Black	8.1%
American Indian/ Alaskan Native	0.8%	Hispanic	12.6%
Asian	19.9%	Mobility Rate (2007-08)	13.0%

- Free or Reduced-Price Meals (May 2008) were 24.0%
- Special Education (May 2008) was 5.5%
- Transitional Bilingual (May 2008) was 15.2%
- Migrant (May 2008) was 0.0%
- Unexcused Absences Rate (2007-08) was 0.4%

Staff

Below is the educational information about Lakeland Hills Elementary School's teachers. It includes the total number of certified teachers who instruct elementary students in a classroom setting for which daily attendance is kept. This information also includes teachers who instruct students in ungraded classes, as well as those who teach special education, gifted, disadvantaged, early childhood, home/hospital, and adult education programs.

Teacher Statistics for 2007-08:

Classroom Teachers:	31
Teacher Experience:	Teachers have an average of 7.7 years of teaching experience.
Teacher Education:	The percentage of teachers with at least a master's degree is 64.5%.



OUR SCHOOL BUILDING

[Condition, school size, classroom space, portables, planned improvements or remodeling and community use]

When Lakeland Hills Elementary School was being designed, prior to construction, a thorough review was done of the two recently built schools and suggestions for improvement were solicited. As a result, Lakeland Hills captures the best design elements from those two buildings and reflects current instructional requirements of an elementary school that have emerged since the other schools were built. As a result, the building has a floor plan with four wings protruding outwards. At the corner of two of the wings emerges a student-centered library complete with a full computer lab and separate teaching station. Twenty-nine classrooms are located in the wing units. Additional programs such as LAP reading, special education resource rooms, and English Language Learners (ELL) programs are provided at Lakeland Hills Elementary School to support the learning of the students' diverse needs. Also included in the facility is the office complex with space for the principal, office staff, counselor, psychologist, speech and language pathologist, occupational/physical therapists, nurse, and a conference room.

A large gymnasium/auditorium includes a stage that is currently used as an intermediate music classroom. All classrooms have network and online access and additional computers have been added to achieve an average of 4:1 student-to-computer ratio. This includes a lab of 30 computers and 2 mobile laptop computer labs of 32 computers each. Local groups make extensive use of the gymnasium and library with after-hour meetings, classes, and community sports activities.

MISSION STATEMENT

We, the Lakeland Hills Staff, empower our community of learners for lifelong success.

VISION STATEMENT

We will provide a safe, secure and progressive learning environment for all students.



TEST RESULTS

Lakeland Hills Elementary School uses a variety of assessment measures to develop a profile of what students know and are able to do. These profiles are used to monitor and report student progress in meeting the Essential Academic Learning Requirements for the state of Washington.

Assessment data is collected by the standards-based Washington Assessment of Student Learning (WASL) in reading, writing, and math at grades 3, 4, 5, 6, 7, 8 and 10. The WASL requires students to use a different approach to problem solving than has been previously required on standardized tests. In addition to standardized tests, teachers collect classroom-based evidence such as reading unit tests, spelling, essays, math, science projects, and social studies tests, as well as observations, daily assignments, class participation, behavior charts, and major projects to assess student progress. Student progress is reported through individual score reports, parent conferences, report cards, classroom newsletters, phone calls, and notes. Special education, Title I/LAP, and ELL use a variety of individual assessment measures for screening and identification for placement.

Grade Levels and Subjects Tested Using WASL

	3rd	4th	5th	6th	7th	8th	10th
Reading	X	X	X	X	X	X	X
Math	X	X	X	X	X	X	X
Writing		X			X		X
Science			X			X	X

2007-08 WASL Results for Lakeland Hills Elementary

Grade Level	Reading	Math	Writing	Science
3rd Grade	89.1%	89.4%		
4th Grade	83.3%	65.7%	66.7%	
5th Grade	86.2%	83.9%		64.4%

Washington State Assessment of Student Learning Benchmark One Trend for Lakeland Hills Elementary % of Students Meeting the Standard				
	2005	2006	2007	2008
Math	N/A	N/A	73.0	65.7
Reading	N/A	N/A	88.9	83.3
Writing	N/A	N/A	82.0	66.7
Science	N/A	N/A	51.3	64.4

NO CHILD LEFT BEHIND/ADEQUATE YEARLY PROGRESS

Adequate Yearly Progress (AYP) is one of the cornerstones of the federal Elementary and Secondary Education Act (ESEA) signed into law January 2002, as the “No Child Left Behind (NCLB) Act.” In Washington, it is primarily a measure of year-to-year student achievement on the Washington Assessment of Student Learning (WASL) in reading and mathematics. One of the requirements of NCLB is that states develop a baseline or starting point for students to achieve proficiency as measured by WASL in math and reading scores. Every three years, the state must “raise the bar” in gradual increments so, by 2014, all (100%) students and identified student populations such as special education or English Language Learners (ELL) will achieve proficiency in each content area. NCLB requires that ninety-five (95) percent of the enrolled students must take the state’s standards-based test. States are also required to identify an additional indicator for elementary/middle schools and high schools. Elementary and middle schools are required to monitor unexcused absences, while high schools are required to monitor on-time graduation rates. Thus, each district and school will be monitored annually on thirty-seven (37) AYP indicators or areas. For schools receiving Title I Part A funds, the law specifies consequences when a school does not meet AYP targets for two or more years in a row. While the results of WASL testing are reported for all schools and districts, the consequences apply only to those schools receiving Title I Part A funds.

Results for Lakeland Hills Elementary School for the 2007-08 school year indicate Lakeland Hills Elementary School met 37 of the 37 indicators for Adequate Yearly Progress (AYP) requirements.

- Lakeland Hills Elementary School met the AYP requirement for Unexcused Absences Rate.
- Lakeland Hills Elementary School met the AYP requirement of 95% WASL participation.

LEARNING ASSISTANCE PROGRAM

The Learning Assistance Program at Lakeland Hills Elementary School is a tremendous resource for students that need extra support in reading at all grade levels and in math at targeted grade levels. Under the direction of Mrs. Hess, the classroom provides support for children in a small-group setting. Staff in the LAP room work with five or less students at a time depending on the needs of the student. The LAP staff assists students in meeting grade-level expectations in reading by focusing on the five big areas of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) as appropriate for children in their respective grade level. The program serves 17 kindergarten students in reading readiness and math, 89 first through fifth grade students in reading, and 30 third and fourth grade students in math. LAP students gained an average of 30% growth based on their fall to spring DIBELS fluency scores. Students in the kindergarten program showed 100% mastery of reading readiness skills and 100% mastery of math skills. Third and fourth graders receiving LAP math support showed 93% and 71% mastery of math exit criteria for their grade level respectively. Staff sends out monthly newsletters which gives parents at-home activities they can do to help their child with reading. The program encourages parents to become involved in their child’s academic program, both at school and at home.

Legal Notice

The Auburn School District No. 408 complies with all federal rules and regulations and does not discriminate on the basis of race, color, national origins, sex, or disability, and does not tolerate sexual harassment. This holds true for all students who are interested in educational programs and/or extracurricular school activities. Any reports of alleged sexual harassment or concerns about compliance and/or grievance procedures may be directed to the school district Title IX RCW 28A.640 officer and Section 504 and ADA Coordinator, Tim Cummings, 915 Fourth Street Northeast, Auburn, Washington 98002 (253) 931-4932.

SCHOOL IMPROVEMENT PLAN

Continuous improvement is a culture that has been created at Lakeland Hills Elementary School. The desire to continually review the successes and learn from the challenges leads to all academic decisions each year. The foundation for the review is the data collected regarding student achievement through informal and formal assessments. After reviewing the data provided by continuum of data sources (from teacher observations to state assessments) the staff identifies trends in achievement. Those trends influence the instructional planning as well as the professional development during any given year. There is a strong commitment for growth on the part of the staff and parents.

As a result, Lakeland Hills Elementary School has targeted the areas of reading, math and social studies, health and fitness and the fine arts as the foci for its goals. Programs at Lakeland Hills Elementary School include full-day kindergarten, S.T.A.R. reading for kindergarten through first grade, Accelerated Reading for second through fifth grades, targeted instruction and intervention programs for students in grades one through five, and a variety of enrichment opportunities after school such as the PTA math club and foreign language club.

Another focus at Lakeland Hills Elementary School is on student responsibility and leadership. Students and families are given a handbook each fall that clearly outlines expectations to start the year successfully for new and returning students. The building uses the Kelso Choices plan, and "Be Cool" for conflict resolution. Students receive instruction through the anti-bullying curriculum for all grades at the beginning of each school year. Teachers continually teach and reteach expectations, playground rules, and student responsibilities. A group of approximately 20 students in grades four and five greet students as they arrive on campus each morning and as they go home in the afternoon. Students that are at least 10 years old are also in leadership roles through the Safety Patrol program, crossing students safely before and after school each day. "Student greeters" from each classroom welcome new students arriving at Lakeland Hills Elementary School and get their educational career at Lakeland Hills off to a great start. The goal of school-wide responsibility is to continue to make Lakeland Hills Elementary School a safe and positive learning place for all students. As a result, the school is able to breathe life into its mission and vision statements.

WHAT IS SPECIAL ABOUT OUR SCHOOL?

Special Programs, Events, Activities

One of the unique opportunities for students at Lakeland Hills Elementary School resides in the use of technology for teaching, learning and demonstration of learning. Each classroom utilizes a document camera and projector linked to the teacher's computer to enhance learning. Each classroom has five computers available for students or groups of students to utilize technology in their learning. The school also has a lab of 30 computers as well as 2 mobile laptop labs of 32 computers each to maximize students' exposure to technology. Technology instruction is taught from kindergarten through fifth grade and is infused throughout the curriculum. Computer software has been carefully chosen to maximize student access and enhance classroom instruction.

Students at Lakeland Hills Elementary School have a variety of choices to be involved in learning outside of the classroom during their career at school. Band and orchestra provide opportunities for fifth grade students to be involved in music. Basketball, volleyball, and the Junior Olympics allow for physical activities beyond the regular physical education instruction and is available to fifth graders. All grades can participate in the Lakeland Hills Elementary School Running Club at recess. Students track miles run on Mondays, Wednesdays and Fridays. The PTA Reflections program invites interested students to explore the world of fine arts. Student Council is for students of all ages to become involved in another leadership opportunity.

One of the strong forces behind the success of Lakeland Hills Elementary School is the PTA. Members of the PTA and other parent volunteers can be found at school on a daily basis helping with day-to-day activities and coordinating events such as the S.T.A.R. Reading program, Accelerated Reader, assemblies, Open House, a variety of music performances, our annual school play, Dr. Seuss Night, Spring Carnival, and other enjoyable family activities. The PTA also provides "Art Parents" for each classroom. They present fine art enrichment activities each month to students in all grades that are linked to the regular classroom art instruction. The school counselor has worked closely with the PTA to identify and purchase books for a resource library for parents and teachers. The parents and PTA at Lakeland Hills Elementary School are tremendously supportive of the school and provide a wealth of assistance, expertise, resources and time on behalf of the students. They are great partners in the education of the students.

Additional updated information about Lakeland Hills Elementary School can be found on the school's website at: www.auburn.wednet.edu/lakeland.

FINANCIAL RESOURCES

Auburn School District Funds Spent Per Student for 2007-08	
Total Expenditures <i>(includes salaries)</i>	\$8,361.74
Supplies and Materials	475.62
Equipment	29.12

Lakeland Hills Elementary 2007-08 Budget Funds Spent Per Student (not including salary)	
Books and Supplies:	
Basic Education	\$53.00
Special Education	57.19
Library	6.00
Field Trips	1.80
Administrative Supplies	.90





Lakeland Hills “Wildcats”

Lakeland Hills Elementary School
1020 Evergreen Way SE
Auburn, WA 98092

Phone: 253-876-7711

How to get involved

Auburn School District encourages all parents and community members to be involved in the educational process. Each of the district’s 14 elementary schools, four middle schools, and four high schools offer volunteer opportunities, including PTA. For more information, contact your school.



“In a safe environment, all students will achieve high standards of learning in order to become ethically responsible decision makers and lifelong learners.”

“AVENUE TO EXCELLENCE”

Auburn School District No. 408
915 Fourth Street Northeast
Auburn, Washington 98002

Board of Directors

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