

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Lehi Elementary School

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

Mesa Unified District
2555 N. Stapley Drive, Mesa, AZ 85203-1127

Principal: Mrs. Cheryl Hasebe
Schedule: 7:15 AM to 3:45 PM
Web Address: www.mpsaz.org/lehi
E-mail: Unpublished or Unavailable

Grades: Pre-K-6
2002 Enrollment: 565
Phone: (480) 472-5500
Fax: (480) 472-5480

∨ School Overview ∨

Mission

Lehi Elementary School pledges to provide a safe, supportive environment in which all children can become successful, lifelong learners. We hold high expectations for student behavior and academic performance. We value and encourage parental and community involvement in our school. When family, staff and children work together interdependently, we believe our students have the best chance to succeed academically and to become successful, productive members of a community.

Organization and Philosophy

- w Traditional
- w Self-contained Classrooms
- w SEI Classrooms
- w Multiage Classrooms

School/Academic Goals

- w Increase student achievement in reading, math and language as demonstrated on the AIMS, Stanford 9 and/or district assessments. Increase the percentage of students in grades 3-6 who make annual yearly progress based on the Stanford 9 assessment.
- w Increase the percentage of students who meet or exceed standards on AIMS. Provide extra assistance for students who are at-risk for meeting the standards.

Instructional Programs

- w SEI Classrooms in Grades K-6
- w Title I Schoolwide Program
- w On-site Special Education
- w Extended-day Kindergarten
- w At-risk Preschool/Sp. Ed. Preschool
- w Accelerated Reader Program
- w Excel Math
- w Reading - SOAR; Breakthrough to Literacy

- w Improve math skills by providing two hours of math instruction daily - one hour each of basal math and Excel Math; publicly recognize students who qualify for the Lehi Math Facts Club and encourage them to achieve higher with Dinomite Math.
- w Improve reading skills by supplementing the basal reading program: Breakthrough to Literacy in Extended-day Kindergarten and first grade; START phonics and small SOAR and Soar to Success groups in grades 1-3; and Reading Renaissance in grades 1-6.

Enrollment

October 1, 2001 School Year Student Enrollment:	562
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	67

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)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 6 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- w Technology/Internet Use
- w School Safety Issues
- w Instructional Programs/Strategies
- w Dress Code
- w Extracurricular Activities
- w School Boundary Changes

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	32.70
Other Professional Staff	3.00	Teacher Aide	25.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	2	0	0
4 to 6 years	2	2	0	0
7 to 9 years	1	9	0	0
10 or more years	4	11	1	0

∨ **Shared Responsibilities** ∨

School

The school staff is responsible for providing a safe environment conducive to learning; communicating clear and fair school and classroom rules for behavior; setting high academic standards so all students achieve at higher levels; providing instructional accommodations to meet the needs of individual students; providing relevant and motivating instruction; using ongoing assessment to monitor and adjust instruction, and communicating regularly with families and students.

Parents

Parents/guardians contribute to their child's education by supporting school policies including dress and behavior codes; ensuring that their child attends school regularly and arrives on time; providing homework support; tutoring their child academically as directed by the teacher; communicating regularly with the school and their child; volunteering; attending conferences and scheduled meetings, and supporting school and extracurricular activities through their attendance.

∨ **Transportation Policy** ∨

Busing is provided for students living more than one mile from their assigned school. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

∨ Calendar Information ∨

Number of Instruction Days:	180	First Day of School:	8/15/02
Average Daily Instruction Time:	6 hrs. 0 min.	Last Day of School:	5/29/03

Operates on Traditional Schedule

Report Card Release Dates

10/25/02	1/24/03	3/14/03	5/29/03
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Additional Calendar/Report Card Information

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

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 iMac Computer Lab	W Multimedia Production Center
W Family Tree Literacy Room	W Parent Resource Center

Extracurricular Activities

W Student Council	W Afterschool Sports
W Pom and Cheer	W Orchestra/Band
W Afterschool Tutoring Program	W Lehi Math Facts Club/Dinomite Math
W EASE Mentoring Program	W Harry Potter Club

School/Community Resources

W ASU Partnership Program	W Breakfast and Lunch Programs
W Counseling and Health Services	W Boys and Girls Club
W Adult ESL Classes	W Home/School Liaisons
W Clothing/Food Banks	W Crisis Intervention

∨ 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 Lehi staff focused on improving instruction by eliminating distractors from the master calendar, developing an academic schedule that provided math and reading instruction twice daily, and scheduling special to not interfere with instruction.</p> <p>W Support services were provided to assist children academically: ASU Partnership (interns and Math Lab); afterschool tutoring with transportation; a roving teacher to reduce class size; continuation of SEI/PASS classes, and a summer academic program.</p> | <p>W Lehi teachers in grades 1-6 successfully implemented Excel Math. Every grade met their established goal in math, and several grades improved their Stanford 9 average by 20+ points over 2001-02. Lehi is designated Above Potential in math!</p> <p>W In August teachers analyzed data and set goals. At Six Week Meetings grade levels celebrated successes and set formative goals. Cross-grade level Instructional Teams met to share information, learn from one another and plan Family Night activities.</p> |
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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	30.9 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	6.1 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	4.9 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	100.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.0 %	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
Met or exceeded 15 of 18 academic goals for 2001-02	2002
Mesa District Writing Contest Classbook Winner	2002
Mesa District Writing Contest Honorable Mentions (2)	2002
Mesa Foundation Grants	2001

∨ 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	55	528	9%	7%	47%	36%
	School State	58840	524	9%	17%	45%	29%
Writing	School	54	536	9%	13%	67%	11%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	55	534	9%	16%	33%	42%
	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	61	504	13%	26%	56%	5%
	State	61305	505	21%	20%	43%	15%
Writing	School	61	498	23%	41%	26%	10%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	58	517	9%	29%	14%	48%
	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	--	--	--	--	--	--	--	--	--	89	59	60	--	--	--
2	Reading	--	--	--	77	49	50	78	48	52	78	46	53	76	57	57
	Language	--	--	--	88	29	40	83	35	43	75	30	44	77	43	48
	Mathematics	--	--	--	92	51	51	82	45	55	89	42	57	76	77	61
3	Reading	100	30	47	100	26	47	84	39	48	80	46	50	73	50	50
	Language	100	32	49	99	31	51	86	44	54	88	50	56	76	53	57
	Mathematics	100	36	46	100	30	49	86	40	52	86	43	54	75	70	56
4	Reading	90	46	53	100	32	54	81	33	54	82	47	55	81	46	55
	Language	100	36	47	100	30	49	86	30	48	86	40	50	83	49	50
	Mathematics	99	44	51	100	35	54	86	37	55	86	56	57	84	63	58
5	Reading	94	49	51	100	39	51	85	39	51	77	35	51	83	49	53
	Language	100	33	42	100	33	44	89	31	45	81	30	45	87	42	47
	Mathematics	100	55	51	100	48	54	90	40	55	80	38	57	89	71	59
6	Reading	96	38	53	95	41	54	85	49	53	82	44	54	76	44	56
	Language	98	26	41	100	30	44	88	35	44	83	34	45	81	36	47
	Mathematics	98	46	57	100	56	59	90	61	60	91	60	63	78	70	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 Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 2-3	56	86
Grades 3-4	64	96
Grades 4-5	75	90
Grades 5-6	79	98
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

The Mesa Unified School District and Lehi School are committed to ensuring a safe and secure environment for instruction and learning. To achieve this, we have an active program of prevention and enforcement through the collaboration of school, police and probation officials. Clear and concise student behavior rules and expectations are set and aggressively, fairly and consistently enforced.

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).

1

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	\$3,303	\$1,978,761
Classroom Supplies	\$39	\$23,184
Administration	\$419	\$251,134
Support Services-Students	\$237	\$142,130
Other Support Services and Operations	\$621	\$372,181
Total Expenditures- All Categories 2000-2001	\$4,619	\$2,767,390

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	David Shill	(480) 472-5521	
Transportation Policy	Community Relations	(480) 472-0223	
Community Resources	Johnnie Shill	(480) 472-5502	
School Nutrition Programs	Food and Nutrition	(480) 472-0909	
Parent Organization	Terri Patterson	(480) 472-5503	
Student Health/Nurse	Judie Roepke	(480) 472-5507	

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.

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