

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2555 N. Stapley Drive, Mesa, AZ 85203

Mesa Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06	Performing
2004-05	Performing
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

#### School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

### School Overview

Principal/Administrator : Mr. Jason Jacobson  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : Pre-K-6  
 Web Address : www.mpsaz.org/lehi  
 Phone Number : (480) 472-5500  
 Fax Number : (480) 472-5480  
 E-mail : jajacobs@mpsaz.org

### Mission

Lehi Elementary School pledges to provide a safe, supportive environment so all children can learn at higher levels. 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 a greater opportunity to succeed academically and to become successful, productive members of a community.

### School / Academic Goals

- ü Increase student achievement in reading, math and language as demonstrated on the AIMS, standardized tests and/or district assessments. Increase the percentage of students in grades three through six who make annual yearly progress.
- ü Provide instruction that aligns with Arizona/MPS Curriculum Standards and Mastery Elements. 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.
- ü Improve math skills by providing basal instruction and supplementing with Excel Math on a daily basis; publicly recognize students who qualify for the Lehi Math Facts Club and encourage them to achieve higher by taking the 'Dinomite' Math Challenge.
- ü Improve reading skills by supplementing the basal program on a daily basis: Breakthrough to Literacy in extended-day kindergarten and first grade; START phonics in grades 1-3; Soar to Success and Reading Renaissance in grades 1-6.

### Enrollment

October 1, 2005 School Year Student Enrollment : 634  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 21

Instructional Programs

- ü SEI Classrooms in Grades K-6
- ü Title I Schoolwide Program
- ü On-Site Special Education
- ü Extended-Day Kindergarten
- ü Basal Reading + Reading Renaissance
- ü Basal Math + Excel Math
- ü At-Risk and Special Education Preschools
- ü Family Tree Literacy Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The 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 based on the Arizona Standards; 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.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Walmart Neighborhood Market Teacher of the Year	2004
ü 2 MPS Writing Contest Honorable Mentions	2004
ü Staff, Student and Class Movie Fest Award Winners	2004
ü 5 MPS Writing Contest Winners	2003

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	5547	80010	98	98	99	427	453	447	22	8	10	29	16	18	40	56	53	9	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2719	38935	98	98	99	431	452	447	20	8	9	27	17	19	43	56	55	9	19	17
Male	43	2828	40974	98	98	98	422	453	448	23	8	11	30	15	18	37	55	52	9	22	19
African American	NC	236	4201	NC	98	99	NC	437	430	NC	15	17	NC	19	23	NC	56	51	NC	11	9
Hispanic	42	2182	34545	98	98	99	430	434	432	14	12	14	38	23	24	38	56	53	10	8	9
Asian/Pacific Islander	NC	119	2068	NC	98	99	NC	478	474	NC	4	4	NC	9	10	NC	50	50	NC	37	36
American Indian/Alaskan Native	18	226	3979	100	97	96	399	436	424	39	14	17	28	23	30	33	51	47	NA	11	6
White	23	2783	35142	96	98	99	443	469	465	17	4	5	17	9	11	52	55	56	13	31	28
Students with Disabilities	16	645	10161	89	90	93	378	419	419	69	27	28	25	30	28	6	36	36	NA	7	8
Students without Disabilities	71	4902	69849	100	99	100	437	457	451	11	5	7	30	14	17	48	58	56	11	22	19
Limited English Proficient Students	24	877	14013	96	97	97	427	415	413	13	20	24	42	33	34	38	44	39	8	2	3
Migrant Students	NC	37	603	NC	93	96	NC	418	417	NC	19	22	NC	43	32	NC	27	42	NC	11	4
Economically Disadvantaged	64	3005	39029	97	97	98	422	437	432	22	11	14	33	22	25	36	57	52	9	10	9
Non-Economically Disadvantaged	23	2542	40981	100	99	100	438	472	462	22	4	6	17	9	13	52	54	54	9	33	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	5457	79438	98	97	98	425	457	451	23	7	9	32	21	24	43	60	56	2	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2686	38775	98	97	99	433	463	457	16	5	7	36	19	22	45	62	58	2	14	13
Male	43	2770	40560	98	96	97	417	452	446	30	8	12	28	23	25	40	58	54	2	10	9
African American	NC	235	4178	NC	98	98	NC	445	439	NC	9	13	NC	28	29	NC	55	52	NC	9	6
Hispanic	42	2140	34297	98	96	98	424	437	434	19	11	14	40	31	31	38	54	50	2	4	5
Asian/Pacific Islander	NC	119	2063	NC	98	99	NC	479	475	NC	2	3	NC	13	15	NC	64	63	NC	22	20
American Indian/Alaskan Native	18	218	3940	100	94	95	401	443	429	28	10	14	44	27	36	28	57	47	NA	6	3
White	23	2744	34887	96	97	98	445	475	471	22	3	4	13	13	15	61	65	63	4	19	18
Students with Disabilities	16	557	9588	89	77	88	364	420	416	81	24	30	19	32	32	NA	38	34	NA	5	5
Students without Disabilities	71	4900	69850	100	99	100	439	461	456	10	5	7	35	20	23	52	62	59	3	13	12
Limited English Proficient Students	24	846	13856	96	93	96	418	411	407	21	22	27	50	44	43	29	34	29	NA	0	1
Migrant Students	NC	35	600	NC	88	96	NC	422	418	NC	17	22	NC	43	38	NC	40	39	NC	NA	2
Economically Disadvantaged	64	2946	38685	97	95	97	424	441	435	20	10	14	39	29	32	38	55	50	3	5	5
Non-Economically Disadvantaged	23	2511	40753	100	98	99	428	477	467	30	3	5	13	12	16	57	65	62	NA	20	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	5524	79971	96	98	99	381	415	423	18	8	8	66	46	41	16	44	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2715	38974	98	98	99	388	429	437	11	5	5	68	40	33	20	53	57	NA	2	4
Male	41	2808	40895	93	97	98	373	402	410	24	11	10	63	53	47	12	35	41	NA	1	2
African American	NC	235	4203	NC	98	99	NC	408	411	NC	8	11	NC	55	45	NC	34	43	NC	3	2
Hispanic	41	2166	34481	95	97	99	383	399	410	15	12	10	71	53	46	15	35	43	NA	1	1
Asian/Pacific Islander	NC	119	2067	NC	98	99	NC	440	449	NC	2	4	NC	36	28	NC	60	60	NC	3	8
American Indian/Alaskan Native	17	224	3995	94	97	96	341	403	409	35	11	10	65	50	47	NA	38	42	NA	0	1
White	23	2779	35150	96	98	99	406	429	437	13	5	5	52	41	35	35	52	56	NA	2	5
Students with Disabilities	16	645	10258	89	90	94	322	373	377	50	20	23	44	54	51	6	24	25	NA	1	1
Students without Disabilities	69	4879	69713	97	99	100	394	420	429	10	6	5	71	45	39	19	46	52	NA	2	3
Limited English Proficient Students	24	865	13985	96	95	97	368	371	382	21	22	18	71	56	54	8	22	27	NA	0	0
Migrant Students	NC	37	608	NC	93	97	NC	397	389	NC	8	16	NC	62	50	NC	30	33	NC	NA	0
Economically Disadvantaged	62	2986	38994	94	97	98	385	401	409	15	11	10	71	52	47	15	36	41	NA	1	1
Non-Economically Disadvantaged	23	2538	40977	100	99	100	370	432	437	26	4	5	52	40	34	22	53	56	NA	3	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	5739	80147	100	98	99	468	498	482	19	6	11	22	13	17	42	48	49	18	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	2849	39281	100	99	99	469	498	483	18	5	9	20	13	17	48	49	50	15	33	24
Male	57	2889	40780	100	98	98	467	497	482	19	7	12	23	12	17	39	48	48	19	32	24
African American	NC	252	4249	NC	98	99	NC	478	464	NC	11	17	NC	19	22	NC	51	48	NC	19	13
Hispanic	43	2106	33494	100	98	99	449	479	466	21	9	15	33	18	23	40	55	49	7	18	14
Asian/Pacific Islander	NC	144	2103	NC	100	99	NC	513	515	NC	2	4	NC	12	8	NC	42	44	NC	44	45
American Indian/Alaskan Native	18	239	4117	100	98	96	462	472	456	22	10	19	28	25	27	33	50	46	17	15	8
White	31	2998	36122	100	98	99	504	514	501	6	4	5	6	8	10	55	44	50	32	44	35
Students with Disabilities	16	657	10295	100	90	92	435	451	443	25	25	33	44	27	26	25	38	33	6	10	8
Students without Disabilities	81	5082	69852	100	99	100	474	503	488	17	4	7	17	11	16	46	50	51	20	35	26
Limited English Proficient Students	33	640	12722	100	96	97	435	449	441	27	19	27	42	31	33	27	45	37	3	5	3
Migrant Students	--	37	622	--	100	97	--	465	454	--	19	19	--	27	30	--	38	43	--	16	8
Economically Disadvantaged	78	2944	38371	100	97	97	459	480	465	19	9	15	26	18	23	44	52	49	12	20	13
Non-Economically Disadvantaged	19	2795	41776	100	99	100	503	516	498	16	3	6	5	7	11	37	45	49	42	45	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	5655	79686	100	97	98	438	478	470	32	7	11	28	21	24	34	61	57	6	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	2823	39163	100	98	99	442	482	475	33	6	9	28	19	22	33	63	60	8	12	10
Male	57	2831	40438	100	96	97	435	474	465	32	9	13	28	22	25	35	60	54	5	10	7
African American	NC	248	4228	NC	96	98	NC	465	458	NC	11	15	NC	23	28	NC	61	53	NC	4	4
Hispanic	43	2071	33299	100	96	98	416	458	452	49	12	17	28	30	32	23	54	47	NA	4	3
Asian/Pacific Islander	NC	141	2097	NC	98	99	NC	490	490	NC	3	5	NC	18	13	NC	65	68	NC	14	14
American Indian/Alaskan Native	18	236	4087	100	97	96	428	454	446	28	10	16	44	40	38	28	49	44	NA	1	2
White	31	2959	35914	100	97	98	484	495	489	6	3	5	16	13	15	58	67	67	19	17	14
Students with Disabilities	16	571	9808	100	78	87	393	440	432	69	25	35	19	35	32	13	35	30	NA	5	3
Students without Disabilities	81	5084	69878	100	99	100	446	482	475	25	5	8	30	19	23	38	64	61	7	12	9
Limited English Proficient Students	33	617	12594	100	93	96	397	425	422	64	31	34	27	46	45	9	23	21	NA	0	0
Migrant Students	--	34	611	--	92	95	--	448	439	--	18	22	--	44	39	--	35	37	--	3	2
Economically Disadvantaged	78	2879	38095	100	95	97	429	462	452	36	11	17	29	29	32	31	55	48	4	5	3
Non-Economically Disadvantaged	19	2776	41591	100	98	99	473	495	486	16	3	6	21	13	16	47	67	65	16	17	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	5728	80372	100	98	99	431	476	475	13	3	4	54	31	30	33	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	2841	39452	100	99	99	443	487	488	15	2	3	40	22	22	45	73	72	NA	3	3
Male	57	2887	40836	100	98	98	422	464	464	12	4	6	63	39	37	25	56	56	NA	1	1
African American	NC	249	4264	NC	97	99	NC	470	465	NC	4	5	NC	38	35	NC	57	59	NC	2	1
Hispanic	43	2102	33608	100	98	99	410	460	462	21	6	6	56	38	36	23	55	57	NA	1	1
Asian/Pacific Islander	NC	143	2098	NC	99	99	NC	492	500	NC	1	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	18	239	4128	100	98	97	435	462	464	11	3	4	56	48	39	33	49	56	NA	NA	1
White	31	2995	36213	100	98	99	460	487	489	3	2	2	48	24	22	48	72	72	NA	3	3
Students with Disabilities	16	651	10526	100	89	94	386	428	427	31	13	15	50	53	53	19	32	31	NA	2	1
Students without Disabilities	81	5077	69846	100	99	100	439	481	482	10	2	3	54	28	26	36	68	69	NA	2	2
Limited English Proficient Students	33	637	12747	100	96	97	390	421	432	27	16	12	61	52	52	12	32	36	NA	NA	0
Migrant Students	--	37	621	--	100	97	--	450	452	--	14	9	--	38	40	--	49	51	--	NA	0
Economically Disadvantaged	78	2941	38521	100	97	98	421	462	461	17	5	6	54	38	38	29	56	55	NA	1	1
Non-Economically Disadvantaged	19	2787	41851	100	99	100	467	491	489	NA	1	3	53	23	22	47	73	72	NA	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	5603	79306	97	98	99	488	518	504	21	9	13	19	15	20	50	50	49	10	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	2724	38845	94	98	99	483	518	505	21	8	11	18	16	20	52	51	50	9	26	18
Male	35	2879	40383	100	97	98	493	517	504	20	10	14	20	14	19	49	50	47	11	26	19
African American	NC	240	4171	NC	98	98	NC	494	485	NC	15	20	NC	23	26	NC	50	44	NC	12	10
Hispanic	39	2000	32673	100	98	99	470	496	487	31	14	18	21	22	25	46	52	46	3	12	10
Asian/Pacific Islander	NC	157	2147	NC	99	99	NC	535	539	NC	6	5	NC	6	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	13	232	4034	100	98	97	484	493	479	15	15	22	31	27	29	46	48	43	8	10	7
White	12	2974	36234	86	98	99	542	535	523	NA	4	6	NA	9	13	67	49	52	33	37	28
Students with Disabilities	11	622	10286	85	87	91	448	469	462	55	32	41	27	27	27	18	34	27	NA	7	5
Students without Disabilities	57	4981	69020	100	99	100	496	523	510	14	6	9	18	14	18	56	52	52	12	28	21
Limited English Proficient Students	25	601	10291	100	95	96	460	462	458	44	34	38	20	33	34	32	31	26	4	3	2
Migrant Students	--	33	630	--	100	95	--	486	478	--	27	24	--	18	27	--	48	43	--	6	6
Economically Disadvantaged	47	2874	37437	96	97	97	472	499	486	30	13	19	21	21	26	45	51	46	4	14	9
Non-Economically Disadvantaged	21	2729	41869	100	98	100	524	538	521	NA	4	7	14	9	14	62	49	51	24	39	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	5547	79000	97	97	98	460	496	489	22	7	10	32	20	24	44	62	58	1	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	2710	38774	94	98	99	463	501	494	18	5	7	36	19	22	45	63	61	NA	12	10
Male	35	2837	40150	100	96	98	458	492	485	26	9	12	29	21	25	43	61	55	3	9	8
African American	NC	238	4153	NC	97	98	NC	481	476	NC	11	13	NC	24	30	NC	61	53	NC	4	4
Hispanic	39	1963	32508	100	96	98	445	476	472	31	12	15	44	31	33	26	53	49	NA	4	3
Asian/Pacific Islander	NC	156	2142	NC	99	99	NC	510	510	NC	2	4	NC	17	14	NC	66	67	NC	15	16
American Indian/Alaskan Native	13	228	4016	100	97	96	460	474	467	15	11	14	38	32	37	46	54	46	NA	4	2
White	12	2962	36135	86	97	98	506	513	508	NA	3	4	NA	12	14	92	69	67	8	16	15
Students with Disabilities	11	569	9991	85	79	88	415	456	449	64	22	33	36	36	36	NA	39	29	NA	3	2
Students without Disabilities	57	4978	69009	100	99	100	469	500	495	14	5	6	32	19	22	53	65	62	2	12	10
Limited English Proficient Students	25	573	10199	100	91	95	432	441	439	40	33	35	48	46	47	12	20	18	NA	1	0
Migrant Students	--	33	629	--	100	95	--	456	457	--	24	22	--	42	41	--	33	37	--	NA	1
Economically Disadvantaged	47	2829	37234	96	96	97	447	478	472	30	11	15	40	29	33	30	55	50	NA	4	3
Non-Economically Disadvantaged	21	2718	41766	100	98	99	490	515	505	5	2	5	14	11	16	76	69	65	5	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	5609	79611	96	98	99	462	490	496	15	7	7	54	43	37	31	50	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	2732	39016	94	98	99	482	505	511	6	4	4	52	34	29	42	61	66	NA	1	1
Male	34	2877	40519	97	97	98	443	476	482	24	9	10	56	51	44	21	40	46	NA	1	0
African American	NC	236	4188	NC	96	98	NC	480	486	NC	9	9	NC	45	40	NC	44	50	NC	2	0
Hispanic	38	2001	32855	97	98	99	443	470	481	18	11	10	63	51	43	18	37	47	NA	0	0
Asian/Pacific Islander	NC	157	2149	NC	99	100	NC	508	519	NC	3	4	NC	31	24	NC	66	70	NC	1	2
American Indian/Alaskan Native	13	231	3992	100	98	96	477	477	478	15	8	10	46	52	46	38	40	44	NA	NA	0
White	12	2984	36380	86	98	99	497	504	511	8	4	4	33	36	30	58	59	65	NA	1	1
Students with Disabilities	10	639	10664	77	89	94	NA	437	440	NA	21	23	NA	56	54	NA	20	22	NA	4	1
Students without Disabilities	57	4970	68947	100	99	100	471	496	504	11	5	4	54	41	34	35	54	61	NA	0	1
Limited English Proficient Students	25	599	10362	100	95	97	418	415	438	28	30	22	64	56	57	8	14	21	NA	0	NA
Migrant Students	--	32	636	--	97	96	--	439	467	--	25	14	--	56	47	--	19	38	--	NA	0
Economically Disadvantaged	46	2874	37626	94	97	98	444	472	479	22	10	10	57	51	45	22	38	45	NA	1	0
Non-Economically Disadvantaged	21	2735	41985	100	99	100	503	508	511	NA	3	4	48	34	30	52	63	65	NA	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	5505	79327	97	98	98	524	531	518	19	12	19	11	16	20	49	50	46	21	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	2626	38961	97	98	98	539	532	520	9	11	16	9	17	20	53	51	48	29	21	16
Male	39	2875	40295	98	98	97	511	531	516	28	13	21	13	16	19	46	48	44	13	23	16
African American	NC	215	4247	NC	97	98	NC	504	499	NC	24	27	NC	25	24	NC	41	41	NC	10	8
Hispanic	34	1926	32327	97	98	98	517	510	499	24	18	27	9	23	25	53	49	41	15	10	8
Asian/Pacific Islander	NC	138	1939	NC	98	99	NC	542	556	NC	9	6	NC	15	10	NC	51	47	NC	25	36
American Indian/Alaskan Native	19	240	4391	100	95	96	497	502	489	32	25	32	16	23	27	42	44	36	11	8	4
White	18	2984	36373	95	99	98	554	549	538	NA	7	10	11	11	14	56	51	52	33	31	25
Students with Disabilities	10	587	9321	83	89	87	NA	473	467	NA	44	54	NA	23	22	NA	27	21	NA	5	3
Students without Disabilities	63	4918	70006	100	99	100	531	537	524	16	8	14	8	15	19	52	53	49	24	24	18
Limited English Proficient Students	16	525	9431	100	95	95	477	475	466	38	40	53	19	30	27	44	29	18	NA	1	1
Migrant Students	--	37	635	--	90	94	--	490	488	--	30	31	--	24	29	--	43	36	--	3	4
Economically Disadvantaged	48	2687	37097	96	97	97	517	511	498	21	18	27	8	21	25	56	49	41	15	11	7
Non-Economically Disadvantaged	25	2818	42230	100	99	99	537	550	535	16	6	11	16	11	15	36	50	50	32	32	24

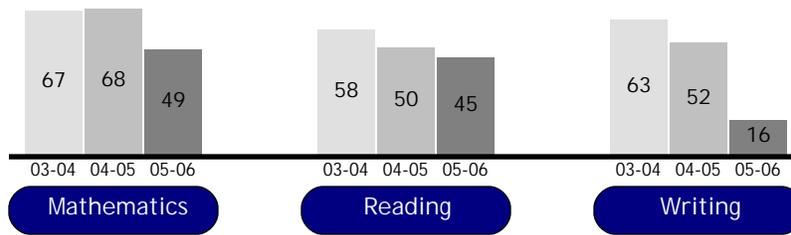
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	5447	79501	97	97	98	486	506	497	14	6	10	30	20	25	53	68	60	3	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	2606	39062	97	98	99	497	510	502	6	5	8	24	19	23	68	70	64	3	6	5
Male	39	2837	40368	98	97	98	476	503	491	21	8	13	36	22	27	41	66	57	3	5	3
African American	NC	214	4279	NC	97	99	NC	492	485	NC	11	14	NC	30	30	NC	56	54	NC	3	2
Hispanic	34	1887	32389	97	96	98	480	488	478	24	10	16	29	31	34	44	58	48	3	2	1
Asian/Pacific Islander	NC	137	1936	NC	97	99	NC	506	519	NC	4	3	NC	24	14	NC	69	73	NC	4	9
American Indian/Alaskan Native	19	234	4401	100	93	96	471	482	473	5	11	17	42	36	40	53	50	43	NA	2	1
White	18	2973	36446	95	98	99	504	521	516	6	4	4	22	12	15	67	76	73	6	8	7
Students with Disabilities	10	532	9411	83	80	88	NA	461	453	NA	28	36	NA	34	36	NA	34	26	NA	4	1
Students without Disabilities	63	4915	70090	100	99	100	496	510	502	5	4	7	30	19	24	62	72	65	3	6	5
Limited English Proficient Students	16	496	9401	100	90	94	441	450	443	38	28	40	50	51	46	13	20	14	NA	1	0
Migrant Students	--	35	642	--	85	95	--	475	465	--	11	24	--	43	41	--	43	35	--	3	0
Economically Disadvantaged	48	2646	37183	96	96	97	479	489	479	19	10	16	31	29	34	48	59	49	2	2	1
Non-Economically Disadvantaged	25	2801	42318	100	98	99	497	522	513	4	3	5	28	12	17	64	76	70	4	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	5492	80000	97	98	99	542	565	564	NA	3	3	22	10	11	74	77	75	4	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	2626	39288	97	98	99	564	580	579	NA	2	2	12	5	6	82	78	77	6	15	16
Male	39	2862	40644	98	97	98	522	552	549	NA	4	4	31	14	15	67	76	74	3	6	7
African American	NC	218	4307	NC	99	99	NC	550	551	NC	6	4	NC	11	13	NC	75	75	NC	8	7
Hispanic	34	1917	32672	97	97	99	528	548	548	NA	4	4	35	13	14	59	77	76	6	6	6
Asian/Pacific Islander	NC	138	1945	NC	98	99	NC	577	592	NC	1	1	NC	10	4	NC	77	69	NC	12	25
American Indian/Alaskan Native	19	240	4424	100	95	97	542	546	549	NA	4	3	16	15	14	84	77	77	NA	5	5
White	18	2977	36602	95	98	99	559	578	579	NA	2	2	6	8	7	89	77	75	6	14	16
Students with Disabilities	10	585	9919	83	88	93	NA	497	505	NA	11	9	NA	34	35	NA	51	54	NA	5	2
Students without Disabilities	63	4907	70081	100	99	100	550	572	571	NA	2	2	17	7	7	78	80	79	5	11	12
Limited English Proficient Students	16	517	9571	100	93	96	489	490	502	NA	14	10	63	29	29	38	56	60	NA	2	1
Migrant Students	--	37	654	--	90	97	--	529	534	--	8	7	--	14	16	--	78	74	--	NA	3
Economically Disadvantaged	48	2675	37534	96	97	98	532	547	547	NA	4	4	29	14	15	69	77	76	2	5	5
Non-Economically Disadvantaged	25	2817	42466	100	99	100	560	582	578	NA	1	2	8	7	7	84	77	75	8	15	16

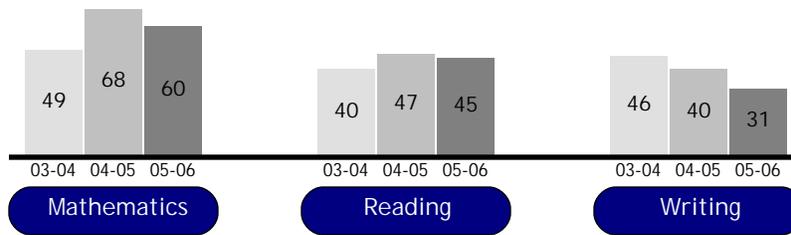
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. 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 (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	75	51	NA	58	99	39	50	47	99	30	50	46
	Language	84	30	53	50	99	38	49	47	99	25	50	48
	Mathematics	89	70	71	64	99	46	54	50	99	44	56	52
3	Reading	85	51	NA	55	98	33	50	44	99	28	52	46
	Language	82	52	63	61	98	33	49	44	98	30	48	46
	Mathematics	91	67	66	61	98	45	55	51	99	39	56	52
4	Reading	93	53	NA	56	98	35	52	48	99	32	58	52
	Language	95	54	55	52	98	39	52	49	99	34	58	52
	Mathematics	99	65	68	61	98	45	59	53	99	41	67	58
5	Reading	99	44	NA	55	100	40	55	50	97	37	61	56
	Language	99	40	55	49	100	41	55	50	96	32	59	54
	Mathematics	99	57	71	63	100	46	54	49	97	44	59	52
6	Reading	97	63	NA	56	99	44	58	51	97	50	63	56
	Language	100	55	55	48	99	37	54	47	97	41	58	50
	Mathematics	100	83	76	66	98	53	62	52	97	65	68	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District 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 NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü School Improvement
- Ü Instructional Programs/Strategies
- Ü School Safety Issues
- Ü Dress Code
- Ü Budget
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	32.30
Other Professional Staff	3.25	Teacher Aide	25.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	4	0	0
4 to 6 years	3	3	0	0
7 to 9 years	0	4	0	0
10 or more years	3	14	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	72
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü iMac Computer Lab
- Ü Family Tree Literacy Classroom
- Ü Media Center
- Ü Head Start Classroom

Extracurricular Activities

- Ü Student Council
- Ü Afterschool Sports
- Ü Yearbook Club
- Ü ASU Partnership/Math Lab
- Ü Afterschool Tutoring Program
- Ü Lehi Math Facts Club/Dinomite Math
- Ü Harry Potter Club
- Ü Orchestra/Band

Social Services

- Ü Breakfast and Lunch Programs
- Ü Counseling and Health Services
- Ü Home/School Liaisons
- Ü Adult ESL Class
- Ü Boys and Girls Club
- Ü ASU Partnership Program
- Ü Crisis Intervention
- Ü Clothing Banks

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Lehi's first and second graders scored higher overall on both the reading and math district tests than students at similar schools in the Mesa Unified District.
  
- ü Lehi's sixth graders met their student achievement goals in reading, math and language. Ninety-two percent of the sixth graders made one year's growth in math.
  
- ü Lehi Staff implemented new reading and language basal programs during 2003-04.
  
- ü Students in kindergarten through sixth grade participated in a schoolwide, monthly extended-writing activity.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	90	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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 are aggressively, fairly and consistently enforced.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Jason Jacoson	(480) 472-5504
Transportation Policy	Community Relations	(480) 472-0223
Community Resources	Johnnie Shill	(480) 472-5501
School Nutrition Programs	Food and Nutrition	(480) 472-0909
Parent Organization	Betty Ray	(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](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](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.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. 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 (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 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 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 300 Copies = \$117.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.