

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Lincoln Elementary School

Mesa Unified District
930 S. Surrine, Mesa, AZ 85210-3795

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

Principal: Mrs. Elizabeth Mullavey
Schedule: 8:00 AM to 4:00 PM
Web Address: Unpublished or Unavailable
E-mail: Unpublished or Unavailable

Grades: Pre-K-6
2002 Enrollment: 740
Phone: (480) 472-6400
Fax: (480) 472-6390

∨ School Overview ∨

Mission

Our Lincoln Elementary School mission is to develop and maintain positive learning opportunities in a safe and non-threatening environment that will enable our students and staff to reach their potential as self-motivated lifelong learners who are productive and contributing citizens with positive and responsible attitudes toward self and others.

Organization and Philosophy

- w Traditional
- w Self-contained Classrooms
- w Read Naturally - SOAR
- w 2-Way Program for 2nd Language Learners

Instructional Programs

- w Traditional
- w Accelerated Reader Program
- w Lincoln Lightning Math Club
- w ELL
- w PC Lab
- w Family Tree
- w Computer Labs/Instruction
- w Waterford Lab

School/Academic Goals

- w Read Naturally and SOAR are schoolwide reading programs. Resources are organized to ensure that no student will fall between the cracks. With hopes of expanding into more grade levels.
- w Students will use reading, writing, listening and speaking skills to acquire, exchange and express information and ideas in an effective manner.
- w Students will understand number concepts and use computational skill to solve complex math problems.
- w Students will learn to use current technology as a tool to acquire, use and communicate information.

Enrollment

October 1, 2001 School Year Student Enrollment:	815
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	25

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)
 5 Teacher(s)
 5 Parent(s)
 0 Community Member(s)
 0 Student(s)

Council Duties

w Student Discipline
 w Parent/Educator Relations
 w School Safety Issues
 w Homework Policies
 w Attendance Policies
 w School Dress Standards

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.50	Teacher	42.00
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	9	0	0	0
4 to 6 years	6	4	0	0
7 to 9 years	3	2	0	0
10 or more years	4	14	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 behavior rules; providing relevant and motivating instruction; and communicating regularly with parents and students. Lincoln encourages parent participation through the Site Council, Parent Council, Amigos and volunteerism.

Parents

Parents can contribute to the successful education of their children by making sure that their children attend school regularly and on time; communicate with the school on a regular basis and participate in school activities.

∨ **Transportation Policy** ∨

Busing is not provided for open enrollment students. Specialized transportation for special education students is covered 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

10/22/02 1/21/03 3/13/03 5/29/03

Additional Calendar/Report Card Information

Student report cards go out in October, January, March and May. With parent/teacher conferences taking place in October and January.

∨ 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 Accelerated Reader & Waterford Lab W PC Computer Lab
W Media Center W Multipurpose Room

Extracurricular Activities

W Cares (Homework Club) W Afterschool Sports
W Cultural Club/Science Club W Mentor Club/Musicals
W Student Council W Choir

School/Community Resources

W Breakfast Program W Lunch Program
W Counseling Services W GED Classes
W Literacy Classes W Adult Education and Adult ESI Classes
W Amigos W Clothing/Food Banks

∨ 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

W Students were above potential as indicated by MPS measures.

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	22.7 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	3.3 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	7.8 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	94.3 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	5.7 %	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
Mini-grants	
Lincoln Lightning	
Honor Roll for Students	1995
Family Tree Literacy Awards	1995

∨ 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	79	515	10%	22%	48%	20%
	School State	58840	524	9%	17%	45%	29%
Writing	School	80	537	8%	10%	74%	9%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	80	525	14%	14%	35%	38%
	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	74	505	24%	23%	32%	20%
	State	61305	505	21%	20%	43%	15%
Writing	School	72	504	17%	36%	35%	12%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	75	506	11%	29%	16%	44%
	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	--	--	--	--	--	--	--	--	--	71	39	60	--	--	--
2	Reading	--	--	--	100	55	50	54	55	52	56	51	53	61	48	57
	Language	--	--	--	100	33	40	55	35	43	59	28	44	65	36	48
	Mathematics	--	--	--	100	68	51	57	62	55	64	53	57	63	61	61
3	Reading	97	39	47	100	40	47	66	44	48	51	53	50	77	39	50
	Language	100	39	49	100	44	51	67	55	54	54	54	56	80	45	57
	Mathematics	100	42	46	100	56	49	65	61	52	50	62	54	82	59	56
4	Reading	82	37	53	100	42	54	70	43	54	73	56	55	74	39	55
	Language	90	31	47	100	37	49	74	40	48	71	52	50	71	42	50
	Mathematics	92	45	51	100	50	54	72	59	55	76	67	57	74	47	58
5	Reading	89	44	51	100	40	51	76	38	51	85	45	51	71	47	53
	Language	89	35	42	100	33	44	77	34	45	89	39	45	72	46	47
	Mathematics	91	54	51	100	45	54	82	51	55	87	61	57	74	60	59
6	Reading	100	58	53	100	60	54	76	42	53	76	44	54	82	58	56
	Language	100	42	41	100	38	44	79	29	44	78	28	45	80	37	47
	Mathematics	100	60	57	100	67	59	79	57	60	79	63	63	84	73	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	68	89
Grades 3-4	75	77
Grades 4-5	67	64
Grades 5-6	92	89
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

Safety drills for evacuation, as well as securing buildings on campus, are in place and practiced regularly. These plans have been shared with officials at the district level in case of an emergency. As a district, we have worked closely with local law officials in a proactive manner to promote a safe and orderly climate for learning.

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 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	\$3,222	\$2,313,976
Classroom Supplies	\$6	\$4,497
Administration	\$396	\$284,158
Support Services-Students	\$165	\$118,740
Other Support Services and Operations	\$607	\$435,666
Total Expenditures- All Categories 2000-2001	\$4,395	\$3,157,037

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	Elizabeth Mullavey	(480) 472-6400	
Transportation Policy	Transportation Department	(480) 472-6100	
Community Resources	Elizabeth Mullavey	(480) 472-6400	
School Nutrition Programs	Kathy Moss	(480) 472-6400	
Parent Organization	Vicky Maha	(480) 472-6400	
Student Health/Nurse	Pam Skoczen	(480) 472-6400	

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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