

Luke Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

7300 N. Dysart Road, Glendale, AZ 85307

Dysart 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 LEARNS¹

Elementary
Achievement Profile *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Ms. Jean B. Meier
Schedule : 7:30 AM to 4:30 PM
Grades : Pre-K-8
2003 Enrollment : 1137
Web Address : dysart.org
Phone Number : (623) 876-7300
Fax Number : (623) 876-7305
E-mail : jmeier@dysart.org

Mission

Luke is committed to educating the whole child in an academically challenging and nurturing environment of mutual respect. Students are valued for their diversity and are inspired to achieve while developing into successful, responsible citizens.

School / Academic Goals

ü Eighty percent of students will achieve a three point gain on the state writing rubric.

ü Eighty percent of students who have attended Luke for a minimum of one year will show a year's growth in reading on the Stanford 9 Achievement Test.

Instructional Programs

ü Gifted
ü ZooPhonics
ü ELL Resource/ELL Inclusion
ü Special Education Resource

Enrollment

October 1, 2002 School Year Student Enrollment : 1013
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 70

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 45 minutes
First Day of School : 8/7/2003
Last Day of School : 5/27/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- Ü Uniform Dress Code
- Ü Parent/Educator Relations
- Ü Mission Statement
- Ü Student Community Service
- Ü Academic Focus - Accelerated Schools
- Ü Strategic Planning

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	42.50
Other Professional Staff	3.50	Teacher Aide	3.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

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

Shared Responsibilities

School

Luke is responsible to the community to be a well managed and positive force that elicits values of respect and dedication from its students. Open communication and professionalism are to be modeled. We are accountable for ensuring we are effective.

Parents

Parents are responsible for positively reinforcing and participating in their child's learning. Children should be at school on time every day, provided proper rest, nutrition, clothing, medical care, and immunizations.

Resources Available at School Site

Special Facilities

- Ü Inside Physical Education
- Ü Computer Lab

Extracurricular Activities

- Ü Student Council
- Ü Boys/Girls Athletics
- Ü Cheerleading/Dance Team
- Ü School Team

Social Services

- Ü Preschool
- Ü Health Services
- Ü Social Worker
- Ü LAFB Youth Center Services

Transportation Policy

Students residing in Luke's attendance boundaries are provided free transportation to and from school. Transportation home is also provided for students participating in after school activities.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü A Luke Girls basketball team won the DJAA championship. One of Luke's goals was to improve/create a more equitable environment between schools. This included athletics. We were able to become competitive with district schools and even take first.
- ü Luke Air Force Base sponsors numerous achievement/award programs for Luke students.

School Honors

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

Award/Honor	Year
ü Red Ribbon Essay Winners	2003
ü Terrific Kids (Kiwanis)	2003
ü District Spelling Bee Champion	2002
ü Girls Basketball - 1st Place Overall (DJAA)	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	95	95	94	96
Transfers Out ³	24	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	25	10	10	9
Promotion Rate ⁶	99	99	98	95
Retention Rate ⁷	1	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	49	63
Grades 3-4	75	76
Grades 4-5	69	70
Grades 5-6	71	69
Grades 6-7	61	60
Grades 7-8	70	68

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 2002-03. 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 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

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	131	911	75372	99	101	101	498	497	523	20	19	9	35	35	25	30	31	36	16	15	30
All Students (Prior Year)	96	638	70809	NA	NA	NA	526	498	518	6	17	11	22	33	27	39	33	35	33	16	27
Female	62	417	36901	98	99	101	487	494	524	27	19	8	36	37	25	25	30	36	12	13	31
Male	69	490	38385	100	102	101	508	499	523	13	19	9	34	34	24	34	32	36	19	16	30
African American	25	77	3589	100	97	96	484	482	501	32	30	18	36	38	33	20	21	33	12	11	16
Hispanic	39	408	29103	100	100	99	500	484	510	12	25	12	39	42	31	33	23	36	15	10	20
Asian/Pacific Islander	NC	18	1574	NC	106	96	NC	519	549	NC	6	3	NC	19	14	NC	63	34	NC	13	48
American Indian/Alaskan Native	NC	12	5086	NC	100	114	NC	499	491	NC	8	22	NC	50	38	NC	25	28	NC	17	12
White	57	375	34597	97	98	98	498	511	535	20	11	4	35	30	20	28	39	38	17	20	38
Students with Disabilities	NC	72	8057	NC	75	99	NC	439	496	NC	67	23	NC	33	31	NC	0	28	NC	0	17
Students without Disabilities	126	839	67315	103	104	101	498	497	525	20	18	8	35	35	24	30	32	37	16	15	31
Limited English Proficient Students	10	167	16925	91	94	112	486	462	482	0	41	27	75	41	40	25	11	26	0	7	7
Migrant Students	--	22	869				--	448	501	--	62	17	--	31	30	--	0	39	--	8	14
Economically Disadvantaged	--	176	26325				--	472	504	--	33	15	--	41	34	--	21	33	--	6	18
Non-Economically Disadvantaged	131	735	49047				498	502	530	20	16	6	35	34	21	30	33	37	16	17	35

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	133	899	75221	101	100	101	506	507	523	14	17	8	27	23	16	52	50	56	7	10	21
All Students (Prior Year)	95	637	70860	NA	NA	NA	532	516	524	3	14	9	17	20	17	45	44	45	36	22	30
Female	62	413	36833	98	98	100	503	509	526	19	14	6	29	25	15	47	50	56	5	11	23
Male	71	484	38319	103	101	101	509	505	520	9	19	9	25	21	17	58	49	56	8	10	18
African American	25	76	3597	100	96	97	500	499	510	24	23	14	24	23	22	44	52	53	8	3	11
Hispanic	39	402	29019	100	98	99	511	499	513	9	24	12	27	27	21	55	40	55	9	9	13
Asian/Pacific Islander	NC	18	1572	NC	106	95	NC	514	536	NC	0	2	NC	19	9	NC	81	57	NC	0	31
American Indian/Alaskan Native	NC	13	5071	NC	108	114	NC	500	502	NC	17	20	NC	42	27	NC	25	46	NC	17	8
White	58	360	34543	98	94	97	507	516	531	11	9	4	30	18	12	54	58	58	6	14	26
Students with Disabilities	NC	65	8006	NC	68	99	NC	475	505	NC	50	22	NC	50	23	NC	0	42	NC	0	13
Students without Disabilities	128	834	67215	105	104	101	506	507	524	14	17	7	27	23	16	52	50	56	7	10	21
Limited English Proficient Students	11	161	16853	100	90	112	510	479	489	0	38	29	75	46	36	0	13	32	25	2	3
Migrant Students	--	22	866				--	470	503	--	58	19	--	25	23	--	17	49	--	0	8
Economically Disadvantaged	--	175	26256				--	491	509	--	29	14	--	33	24	--	33	51	--	5	11
Non-Economically Disadvantaged	133	724	48965				506	510	528	14	14	5	27	21	13	52	54	58	7	11	24

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	135	863	73654	102	96	99	518	512	530	13	18	9	19	21	13	63	59	70	5	2	7
All Students (Prior Year)	95	612	68592	NA	NA	NA	546	530	542	3	13	9	8	15	12	77	59	63	13	13	16
Female	63	403	36239	100	96	99	519	517	537	15	15	7	17	20	11	61	60	72	7	4	10
Male	72	458	37301	104	95	98	518	507	523	11	20	12	22	21	15	65	58	68	3	1	5
African American	25	76	3488	100	96	94	522	510	515	12	21	16	24	21	18	60	54	62	4	4	4
Hispanic	40	394	28348	103	96	96	519	501	520	9	26	13	18	22	17	71	51	65	3	1	5
Asian/Pacific Islander	NC	18	1558	NC	106	95	NC	539	547	NC	0	3	NC	19	8	NC	81	76	NC	0	13
American Indian/Alaskan Native	NC	13	4947	NC	108	111	NC	496	507	NC	25	22	NC	25	22	NC	50	53	NC	0	3
White	59	349	33924	100	91	96	516	521	537	15	11	5	20	19	10	58	66	75	7	4	9
Students with Disabilities	NC	59	7306	NC	61	90	NC	505	506	NC	0	24	NC	0	20	NC	100	52	NC	0	4
Students without Disabilities	130	804	66348	107	100	100	518	512	531	13	18	8	19	21	13	63	59	71	5	2	8
Limited English Proficient Students	11	155	16422	100	87	109	517	482	495	0	38	30	25	26	27	75	36	43	0	0	0
Migrant Students	--	24	849				--	466	511	--	67	19	--	7	22	--	27	56	--	0	4
Economically Disadvantaged	--	169	25711				--	492	514	--	33	16	--	23	19	--	44	61	--	0	3
Non-Economically Disadvantaged	135	694	47943				518	516	535	13	15	7	19	20	11	63	62	74	5	3	9

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	117	855	76230	101	105	101	482	470	498	16	26	12	49	47	38	13	11	12	23	17	37
All Students (Prior Year)	86	633	72888	NA	NA	NA	503	475	494	7	23	14	33	42	40	15	12	12	45	24	34
Female	59	419	37247	107	104	100	479	472	500	11	21	11	57	52	40	15	11	13	17	15	37
Male	58	429	38725	95	104	101	486	468	497	20	30	14	41	42	37	10	10	12	29	18	37
African American	17	68	3594	94	94	96	475	469	476	14	24	22	64	47	46	0	13	11	21	16	21
Hispanic	27	348	28100	93	99	98	488	459	482	19	34	18	48	49	47	10	7	11	24	9	24
Asian/Pacific Islander	NC	14	1447	NC	108	95	NC	493	527	NC	14	5	NC	36	26	NC	36	11	NC	14	58
American Indian/Alaskan Native	--	NC	5292	--	NC	113	--	NC	463	--	NC	31	--	NC	47	--	NC	8	--	NC	14
White	66	369	35389	103	99	96	482	483	514	15	14	6	45	50	32	17	14	14	23	23	48
Students with Disabilities	NC	72	9022	NC	73	105	NC	451	465	NC	40	31	NC	47	43	NC	7	8	NC	7	17
Students without Disabilities	109	783	67208	104	109	100	482	470	500	16	26	12	49	47	38	13	11	12	23	17	38
Limited English Proficient Students	NC	166	14826	NC	101	113	NC	443	460	NC	45	31	NC	46	51	NC	3	8	NC	6	10
Migrant Students	--	13	837				--	459	478	--	38	19	--	38	51	--	13	8	--	13	21
Economically Disadvantaged	--	173	25037				--	450	477	--	40	21	--	48	47	--	6	11	--	7	21
Non-Economically Disadvantaged	117	682	51193				482	474	507	16	23	9	49	47	35	13	12	13	23	19	43

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	116	847	76202	100	104	101	506	499	505	16	28	19	32	28	24	44	37	46	9	7	11
All Students (Prior Year)	85	624	72779	NA	NA	NA	508	494	505	10	34	21	19	21	20	53	37	43	18	7	15
Female	59	415	37231	107	103	100	503	500	507	17	22	16	25	31	24	49	40	48	9	7	13
Male	57	426	38718	93	103	101	510	498	503	15	34	22	40	26	24	38	33	44	8	6	10
African American	17	69	3600	94	96	97	497	494	497	7	27	28	57	35	29	36	37	39	0	2	5
Hispanic	25	345	28090	86	98	98	499	491	497	20	38	28	30	32	30	45	27	37	5	4	5
Asian/Pacific Islander	NC	14	1443	NC	108	95	NC	516	515	NC	0	9	NC	43	19	NC	50	53	NC	7	19
American Indian/Alaskan Native	--	NC	5311	--	NC	113	--	NC	491	--	NC	38	--	NC	31	--	NC	28	--	NC	3
White	66	363	35371	103	98	96	509	505	512	17	19	10	23	26	20	48	45	54	12	10	16
Students with Disabilities	NC	75	9097	NC	77	106	NC	489	493	NC	38	39	NC	38	27	NC	25	29	NC	0	5
Students without Disabilities	107	772	67105	102	108	100	506	499	506	16	28	18	32	28	24	44	37	47	9	7	12
Limited English Proficient Students	NC	163	14780	NC	99	113	NC	483	486	NC	59	50	NC	27	32	NC	11	18	NC	3	1
Migrant Students	--	12	832				--	493	492	--	43	36	--	14	31	--	43	31	--	0	3
Economically Disadvantaged	--	171	24961				--	489	495	--	42	32	--	33	30	--	21	34	--	3	4
Non-Economically Disadvantaged	116	676	51241				506	501	509	16	25	14	32	28	22	44	40	51	9	7	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	115	812	74692	99	100	99	493	482	502	23	29	18	29	32	27	42	36	47	5	3	8
All Students (Prior Year)	81	609	70710	NA	NA	NA	524	488	512	3	30	17	36	28	26	45	34	42	16	8	16
Female	58	406	36710	105	100	99	503	491	509	17	21	14	27	34	26	48	41	50	8	4	10
Male	57	401	37742	93	97	98	481	473	495	30	36	22	32	31	28	36	31	44	2	2	6
African American	18	68	3516	100	94	94	484	483	487	20	22	26	47	39	31	33	37	39	0	2	4
Hispanic	25	337	27492	86	96	96	488	467	486	26	41	27	32	33	32	37	25	38	5	2	4
Asian/Pacific Islander	NC	14	1428	NC	108	94	NC	501	528	NC	7	8	NC	57	20	NC	21	54	NC	14	18
American Indian/Alaskan Native	--	NC	5166	--	NC	110	--	NC	470	--	NC	39	--	NC	32	--	NC	27	--	NC	2
White	64	357	34785	100	96	94	497	494	517	24	19	10	21	32	23	50	46	56	5	3	11
Students with Disabilities	NC	72	8428	NC	73	98	NC	452	472	NC	50	38	NC	38	30	NC	13	29	NC	0	3
Students without Disabilities	106	740	66264	101	103	99	493	482	503	23	29	17	29	32	27	42	37	48	5	3	8
Limited English Proficient Students	NC	161	14363	NC	98	109	NC	444	459	NC	61	47	NC	33	34	NC	6	19	NC	0	1
Migrant Students	--	12	814				--	476	475	--	29	33	--	29	37	--	43	27	--	0	2
Economically Disadvantaged	--	163	24507				--	462	480	--	44	31	--	33	33	--	21	33	--	2	3
Non-Economically Disadvantaged	115	649	50185				493	486	511	23	26	13	29	32	24	42	39	53	5	3	10

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

8th 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	92	651	71167	105	99	99	454	441	463	44	57	38	43	34	41	8	8	14	5	1	7
All Students (Prior Year)	49	519	66213	NA	NA	NA	450	434	459	40	58	39	50	35	40	7	5	14	2	2	7
Female	48	332	34825	102	100	99	459	445	462	39	53	38	50	38	42	9	8	14	2	1	6
Male	44	313	36047	107	96	99	448	437	464	50	60	38	35	31	39	8	7	15	8	2	8
African American	18	49	3225	106	96	95	449	432	441	59	65	57	35	33	34	6	2	6	0	0	2
Hispanic	31	299	23643	97	95	97	445	430	445	48	68	53	44	28	37	7	4	8	0	0	2
Asian/Pacific Islander	NC	10	1503	NC	100	100	NC	489	493	NC	13	18	NC	25	40	NC	50	23	NC	13	19
American Indian/Alaskan Native	NC	NC	5161	NC	NC	103	NC	NC	435	NC	NC	63	NC	NC	30	NC	NC	5	NC	NC	2
White	36	261	35245	100	96	95	460	455	476	37	43	26	46	43	45	9	11	19	9	2	10
Students with Disabilities	NC	53	8095	NC	73	104	NC	408	426	NC	86	69	NC	14	25	NC	0	5	NC	0	1
Students without Disabilities	87	598	63072	112	102	99	454	442	464	44	56	37	43	35	41	8	8	15	5	1	7
Limited English Proficient Students	NC	111	10317	NC	94	111	NC	412	426	NC	85	72	NC	15	25	NC	0	2	NC	0	1
Migrant Students	--	NC	614				--	NC	440	--	NC	57	--	NC	34	--	NC	6	--	NC	3
Economically Disadvantaged	--	131	17057				--	417	440	--	80	58	--	19	34	--	1	6	--	0	2
Non-Economically Disadvantaged	92	520	54110				454	447	468	44	52	33	43	38	43	8	9	16	5	2	8

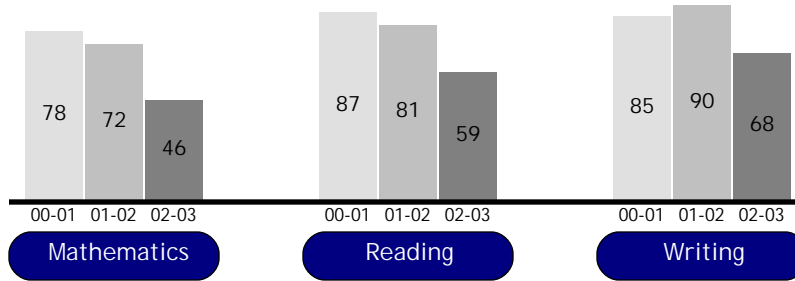
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	648	71100	109	99	99	499	487	502	28	35	25	18	26	21	40	33	40	14	7	15
All Students (Prior Year)	49	519	66144	NA	NA	NA	509	492	504	19	34	24	21	24	20	43	32	40	17	10	16
Female	49	332	34801	104	100	99	505	493	505	20	28	21	22	29	22	43	35	42	15	8	15
Male	47	314	36010	115	97	99	491	480	499	38	43	28	13	23	20	36	29	38	13	5	14
African American	18	49	3219	106	96	95	504	484	486	25	42	38	13	18	24	56	38	31	6	2	7
Hispanic	32	300	23630	100	96	96	479	476	485	39	44	37	21	28	25	32	25	32	7	3	6
Asian/Pacific Islander	NC	11	1509	NC	110	100	NC	520	522	NC	11	12	NC	0	14	NC	78	46	NC	11	28
American Indian/Alaskan Native	NC	NC	5144	NC	NC	102	NC	NC	478	NC	NC	46	NC	NC	24	NC	NC	25	NC	NC	5
White	37	260	35198	103	95	95	510	498	515	21	23	15	18	27	18	41	39	47	21	11	21
Students with Disabilities	NC	60	8121	NC	82	105	NC	430	470	NC	100	55	NC	0	20	NC	0	21	NC	0	4
Students without Disabilities	88	588	62979	113	101	99	499	487	503	28	34	23	18	26	21	40	33	41	14	7	15
Limited English Proficient Students	NC	112	10304	NC	95	110	NC	456	462	NC	73	63	NC	20	23	NC	7	13	NC	0	1
Migrant Students	--	NC	623				--	NC	475	--	NC	45	--	NC	27	--	NC	25	--	NC	3
Economically Disadvantaged	--	130	17040				--	467	483	--	53	40	--	30	25	--	16	29	--	1	6
Non-Economically Disadvantaged	96	518	54060				499	492	507	28	30	20	18	25	20	40	36	43	14	8	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	92	630	69001	105	96	96	489	473	490	14	28	17	44	44	37	41	28	45	1	0	1
All Students (Prior Year)	48	490	63579	NA	NA	NA	486	477	493	10	25	15	61	49	42	27	26	41	2	0	2
Female	48	327	34086	102	98	97	494	482	496	7	21	13	51	42	36	40	36	51	2	0	1
Male	44	298	34644	107	92	95	482	463	484	22	35	22	36	46	39	42	19	38	0	0	0
African American	18	48	3115	106	94	92	491	474	478	0	20	25	50	52	44	50	27	31	0	0	0
Hispanic	29	289	22656	91	92	92	472	464	476	28	39	27	44	39	43	28	22	30	0	0	0
Asian/Pacific Islander	NC	11	1472	NC	110	98	NC	511	507	NC	11	8	NC	22	30	NC	67	60	NC	0	2
American Indian/Alaskan Native	NC	NC	4940	NC	NC	98	NC	NC	469	NC	NC	34	NC	NC	43	NC	NC	23	NC	NC	0
White	37	255	34501	103	93	93	498	483	500	9	16	10	44	47	34	44	36	55	3	0	1
Students with Disabilities	NC	57	7386	NC	78	95	NC	427	459	NC	86	46	NC	14	37	NC	0	17	NC	0	0
Students without Disabilities	84	573	61615	108	98	97	489	474	491	14	27	16	44	44	37	41	29	45	1	0	1
Limited English Proficient Students	NC	110	9662	NC	93	104	NC	440	454	NC	67	51	NC	30	40	NC	4	9	NC	0	0
Migrant Students	--	NC	590				--	NC	466	--	NC	35	--	NC	43	--	NC	22	--	NC	0
Economically Disadvantaged	--	125	16383				--	449	472	--	54	30	--	35	43	--	11	26	--	0	0
Non-Economically Disadvantaged	92	505	52618				489	479	494	14	22	14	44	45	36	41	32	49	1	0	1

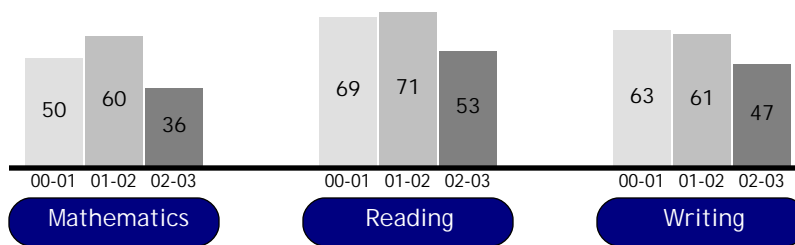
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

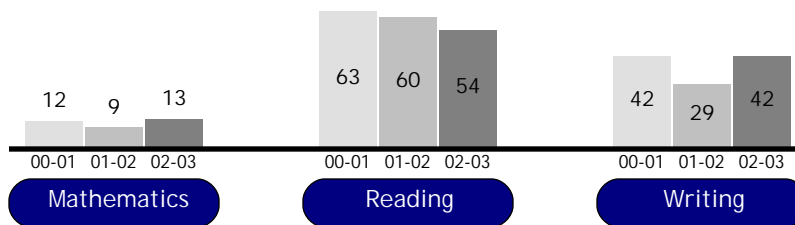
3rd Grade Proficiency



5th Grade Proficiency



8th 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?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	82	53	43	53	93	43	32	44	93	50	42	50
	Language	82	46	36	45	93	34	27	39	97	39	33	43
	Mathematics	82	56	44	56	93	47	40	52	98	49	37	57
3	Reading	92	58	41	50	96	46	38	43	98	35	35	47
	Language	92	68	50	55	96	57	47	50	96	42	42	54
	Mathematics	92	68	41	53	96	57	42	50	99	42	39	54
4	Reading	78	63	47	55	91	54	36	47	95	44	43	52
	Language	81	58	44	50	91	51	37	45	97	44	42	48
	Mathematics	80	68	52	56	91	58	41	52	97	51	46	57
5	Reading	90	57	42	51	98	57	36	46	94	46	40	50
	Language	88	53	36	46	98	50	33	43	96	38	34	46
	Mathematics	89	68	46	56	98	61	46	54	98	47	43	57
6	Reading	74	54	38	54	96	56	40	49	96	50	40	53
	Language	76	50	30	46	95	47	32	42	96	45	34	45
	Mathematics	78	60	44	61	95	64	48	58	95	59	47	62
7	Reading	93	61	37	53	94	59	35	48	97	47	42	51
	Language	91	66	42	55	91	55	35	51	97	53	47	54
	Mathematics	91	53	39	57	93	64	40	54	99	51	45	58
8	Reading	87	58	40	55	98	54	36	49	93	50	41	53
	Language	87	45	34	50	98	50	33	46	94	46	35	49
	Mathematics	84	48	43	57	98	51	40	54	97	47	42	58

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 Safety

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

Luke Safety Committee promotes/facilitates school prevention programs which treat the safety of students, staff and visitors. Emphasis is placed on developing programs to target Student & Staff Safety, Environmental Safety and Disaster Preparedness.

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) :

5

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.

Contacts

	Name	Phone Number
School Site Council	Jean Meier	(623) 876-7300
Transportation Policy	John Heckadon, Durham Transportation	(623) 876-7030
Community Resources	School Link	(623) 876-7056
School Nutrition Programs	Sodexo	(623) 876-7075
Parent Organization	PTA	(623) 876-7300
Student Health/Nurse	Chanda Lyons	(623) 876-7304

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 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 2002-03 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 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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 and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled 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. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards