

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 (a)

2004-05	Performing
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Ms. Jean B. Meier
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-8
 2005 Enrollment : 828
 Web Address :
 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.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School / Academic Goals

- ü To increase the overall percentage of students scoring Meets/Exceeds in Writing on Arizona's AIMS DPA.
- ü To increase the overall percentage of students scoring Meets/Exceed in Reading on Arizona's AIMS DPA.
- ü To increase the overall percentage of students scoring Meets/Exceeds in Math on Arizona's AIMS DPA.
- ü To increase the number and variety of learning opportunities and assistance available for students.

Enrollment

October 1, 2004 School Year Student Enrollment : 679
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 76

Instructional Programs

- Ü Gifted
- Ü ZooPhonics
- Ü ELL Resource/ELL Inclusion
- Ü Special Education Resource
- Ü Accelerated Reader
- Ü Hands-on-Algebra
- Ü SRA

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Luke is responsible to the community to be a well managed and positive force that elicits academic excellence from all its students. The faculty and staff is dedicated to providing current, best practice instruction. 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.

Transportation Policy

Students who meet the district criteria to receive free transportation are provided transportation to and from school. Students participating in afterschool activities who meet the district criteria to receive free transportation are provided transportation home.

School Honors

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

Award/Honor	Year
Ü Red Ribbon Essay Winners	2005
Ü Terrific Kids (Kiwanis)	2005
Ü Luke AFB Black History Month Essay Winners	2004
Ü VFW Youth Essay Award	2005

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	93	1328	79306	100	99	99	431	432	445	16	16	10	16	23	18	64	50	51	4	11	20
All Students (Prior Year)	115	1073	75509	99	99	100	497	499	521	11	21	13	43	30	23	35	33	33	11	17	31
Female	47	651	38691	98	98	99	427	430	446	25	17	10	17	24	18	53	50	52	6	9	20
Male	46	677	40583	100	99	99	434	434	445	8	15	11	16	22	18	74	49	50	3	13	21
African American	13	98	4041	100	100	99	407	433	426	30	13	17	30	19	23	40	59	50	0	9	10
Hispanic	35	563	32869	100	98	99	431	414	429	10	25	15	21	29	25	62	40	51	7	6	10
Asian/Pacific Islander	NC	20	1935	NC	100	99	NC	451	474	NC	0	3	NC	13	9	NC	87	48	NC	0	40
American Indian/Alaskan Native	NC	12	4264	NC	100	100	NC	451	419	NC	0	19	NC	29	30	NC	43	45	NC	29	6
White	41	635	36197	100	100	99	434	448	463	19	9	5	10	17	11	68	57	53	3	17	31
Students with Disabilities	11	154	10321	100	100	100	398	386	389	50	45	30	10	20	27	40	32	34	0	3	9
Students without Disabilities	82	1174	69060	100	98	98	436	438	454	11	12	7	17	23	17	67	52	54	5	13	22
Limited English Proficient Students	NC	176	15509	NC	99	100	NC	387	406	NC	40	20	NC	32	30	NC	27	45	NC	1	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	56	698	39415	95	95	96	425	422	431	19	22	15	21	27	25	58	44	50	2	7	10
Non-Economically Disadvantaged	37	630	39966	100	100	100	439	442	459	13	10	6	10	18	12	71	56	52	6	16	30

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	93	1336	79395	100	0	99	442	436	446	8	12	9	29	31	25	60	52	55	3	5	11
All Students (Prior Year)	115	1073	75492	99	99	100	504	509	519	18	17	12	22	19	16	48	46	47	12	18	24
Female	48	656	38743	100	0	100	442	438	451	14	11	7	25	29	24	56	54	57	6	6	12
Male	45	680	40618	100	0	99	441	434	440	3	12	11	32	33	27	65	50	53	0	5	9
African American	13	98	4052	100	0	100	428	441	434	20	9	11	20	25	29	60	65	54	0	1	6
Hispanic	35	568	32915	100	0	99	440	417	426	0	17	15	39	41	35	61	39	47	0	2	4
Asian/Pacific Islander	NC	20	1936	NC	0	99	NC	445	468	NC	0	3	NC	33	14	NC	67	63	NC	0	19
American Indian/Alaskan Native	NC	12	4271	NC	0	100	NC	459	420	NC	0	15	NC	29	42	NC	71	41	NC	0	2
White	41	638	36221	100	0	99	447	453	465	13	7	4	23	22	15	58	61	63	6	9	17
Students with Disabilities	11	157	10331	100	0	100	400	389	388	40	29	25	50	45	37	10	25	34	0	1	4
Students without Disabilities	82	1179	69139	100	0	99	448	443	454	3	9	7	25	29	24	68	56	58	3	6	11
Limited English Proficient Students	NC	180	15545	NC	0	100	NC	387	399	NC	26	21	NC	56	42	NC	18	35	NC	0	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	57	705	39484	97	0	96	431	425	429	12	17	14	35	38	35	51	43	47	2	3	4
Non-Economically Disadvantaged	36	631	39986	100	0	100	457	449	461	3	6	4	20	24	16	73	61	63	3	9	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	93	1336	78869	100	99	99	438	432	442	1	7	6	30	27	21	66	60	63	3	6	10
All Students (Prior Year)	115	1062	75053	99	98	99	555	574	597	7	10	7	15	12	12	75	72	72	3	6	9
Female	48	659	38536	100	100	99	443	445	458	3	4	4	28	24	15	67	65	67	3	8	14
Male	45	677	40302	100	99	99	433	420	428	0	9	8	32	30	26	65	57	60	3	4	7
African American	13	98	4015	100	100	99	420	451	430	0	0	8	40	24	24	60	69	61	0	7	7
Hispanic	35	566	32606	100	98	98	436	413	426	0	11	8	32	33	27	64	52	60	4	4	5
Asian/Pacific Islander	NC	20	1925	NC	100	99	NC	445	471	NC	0	3	NC	33	11	NC	60	64	NC	7	22
American Indian/Alaskan Native	NC	12	4245	NC	100	100	NC	469	423	NC	17	9	NC	0	26	NC	67	61	NC	17	4
White	41	640	36078	100	100	99	443	447	459	3	4	4	29	22	16	65	67	66	3	7	14
Students with Disabilities	11	154	10246	100	100	100	397	353	367	10	25	18	60	47	39	30	27	40	0	1	4
Students without Disabilities	82	1182	68697	100	99	98	444	444	454	0	4	4	25	24	18	71	65	67	3	6	11
Limited English Proficient Students	NC	178	15339	NC	100	100	NC	384	399	NC	15	11	NC	44	31	NC	40	54	NC	1	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	57	704	39106	97	96	95	434	422	427	2	9	8	33	32	28	63	55	59	2	4	5
Non-Economically Disadvantaged	36	632	39837	100	100	100	443	444	457	0	4	4	27	22	14	70	66	67	3	7	15

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	82	--	78906	100	--	99	491	--	498	21	--	13	15	--	19	52	--	48	13	--	20
All Students (Prior Year)	84	939	76019	100	100	100	497	479	499	15	22	14	40	43	39	13	13	14	33	21	33
Female	35	609	38644	100	100	99	492	487	500	25	18	12	8	22	19	50	49	49	17	10	19
Male	47	--	40236	100	--	99	491	--	497	18	--	15	18	--	19	53	--	46	11	--	20
African American	15	119	4087	94	100	99	482	479	481	36	25	20	9	21	24	45	46	45	9	8	11
Hispanic	31	530	31938	100	99	99	486	468	481	17	29	19	21	26	25	54	40	46	8	5	10
Asian/Pacific Islander	NC	34	1805	NC	100	98	NC	511	536	NC	6	5	NC	19	8	NC	56	45	NC	19	42
American Indian/Alaskan Native	NC	--	4593	NC	--	100	NC	--	467	NC	--	26	NC	--	29	NC	--	39	NC	--	6
White	28	606	36483	100	100	99	499	496	517	15	11	7	15	21	13	50	53	51	20	15	30
Students with Disabilities	16	--	10664	94	--	100	435	--	430	73	--	42	18	--	27	9	--	26	0	--	5
Students without Disabilities	66	1153	68310	100	99	98	503	492	509	10	15	9	14	23	18	61	51	51	16	11	22
Limited English Proficient Students	NC	133	12573	NC	100	100	NC	437	454	NC	45	27	NC	29	30	NC	25	38	NC	1	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	44	706	38679	98	98	96	476	473	483	29	27	20	13	26	25	55	40	45	3	7	10
Non-Economically Disadvantaged	38	--	40295	100	--	100	506	--	513	13	--	7	16	--	13	48	--	50	23	--	30

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	82	--	78908	100	--	99	475	--	484	13	--	10	27	--	23	58	--	58	2	--	9
All Students (Prior Year)	84	941	76020	100	100	100	501	498	503	25	33	25	26	21	23	44	38	40	5	7	12
Female	35	610	38648	100	0	99	478	482	489	21	12	8	17	23	22	58	59	61	4	6	10
Male	47	--	40233	100	--	99	472	--	479	8	--	12	34	--	25	58	--	55	0	--	8
African American	15	119	4092	94	0	99	464	477	473	9	9	12	45	30	28	45	57	54	0	3	5
Hispanic	31	530	31940	100	0	99	471	460	465	21	22	16	17	31	32	63	44	49	0	3	3
Asian/Pacific Islander	NC	34	1805	NC	0	98	NC	483	507	NC	9	4	NC	16	13	NC	72	65	NC	3	18
American Indian/Alaskan Native	NC	--	4569	NC	--	100	NC	--	457	NC	--	18	NC	--	39	NC	--	41	NC	--	2
White	28	606	36502	100	0	99	486	489	502	5	9	4	30	20	14	60	62	67	5	9	15
Students with Disabilities	16	--	10665	94	--	100	445	--	423	18	--	30	64	--	36	18	--	31	0	--	2
Students without Disabilities	66	1153	68312	100	0	98	481	483	493	12	10	7	20	24	21	67	59	62	2	7	10
Limited English Proficient Students	NC	133	12556	NC	0	100	NC	427	436	NC	38	24	NC	39	40	NC	22	35	NC	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	44	704	38662	98	0	96	465	465	468	19	19	16	32	30	32	48	47	49	0	3	3
Non-Economically Disadvantaged	38	--	40315	100	--	100	485	--	498	6	--	5	23	--	15	68	--	66	3	--	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	81	--	78750	100	--	99	492	--	500	8	--	6	25	--	29	67	--	63	0	--	2
All Students (Prior Year)	84	936	75673	100	99	100	510	508	530	11	15	12	33	32	25	54	50	58	3	3	4
Female	35	609	38586	100	100	99	513	511	515	4	4	4	17	24	22	79	70	71	0	1	3
Male	46	--	40135	98	--	99	478	--	486	11	--	8	30	--	35	59	--	56	0	--	1
African American	15	120	4081	94	100	99	482	494	488	18	9	8	18	27	32	64	64	59	0	0	2
Hispanic	30	524	31841	97	98	99	497	481	483	9	10	8	26	37	36	65	53	55	0	0	1
Asian/Pacific Islander	NC	34	1802	NC	100	98	NC	519	533	NC	0	2	NC	22	16	NC	78	75	NC	0	7
American Indian/Alaskan Native	NC	--	4586	NC	--	100	NC	--	481	NC	--	8	NC	--	37	NC	--	54	NC	--	1
White	28	608	36440	100	100	99	504	502	516	0	6	3	25	28	22	75	66	71	0	1	4
Students with Disabilities	15	--	10622	88	--	100	411	--	415	30	--	21	60	--	50	10	--	28	0	--	1
Students without Disabilities	66	1149	68196	100	99	98	508	505	513	4	4	3	18	28	25	78	67	69	0	1	3
Limited English Proficient Students	NC	131	12504	NC	100	100	NC	436	451	NC	21	12	NC	42	44	NC	37	43	NC	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	43	702	38558	96	97	96	487	479	485	10	10	8	33	38	37	57	52	54	0	0	1
Non-Economically Disadvantaged	38	--	40260	100	--	100	498	--	514	6	--	3	16	--	21	77	--	72	0	--	4

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	55	--	78250	98	--	99	558	--	548	19	--	21	22	--	18	46	--	48	14	--	13
All Students (Prior Year)	82	833	75001	100	100	99	471	449	468	38	50	37	29	36	36	25	11	16	8	3	10
Female	30	529	38071	100	100	99	537	537	549	27	26	20	27	25	19	36	43	49	9	6	12
Male	25	--	40126	96	--	99	588	--	547	7	--	23	13	--	17	60	--	46	20	--	14
African American	11	102	4058	92	100	99	564	533	523	0	30	32	17	27	22	83	35	41	0	8	5
Hispanic	20	422	29129	95	99	99	522	517	527	31	41	32	25	25	23	44	33	40	0	2	6
Asian/Pacific Islander	NC	31	1747	NC	97	100	NC	563	589	NC	21	9	NC	13	9	NC	50	50	NC	17	32
American Indian/Alaskan Native	NC	15	4996	NC	100	100	NC	538	518	NC	22	36	NC	33	25	NC	33	36	NC	11	4
White	18	--	38320	100	--	99	601	--	568	9	--	12	18	--	14	36	--	55	36	--	19
Students with Disabilities	NC	104	9329	NC	100	100	NC	475	454	NC	72	64	NC	17	18	NC	10	16	NC	0	2
Students without Disabilities	52	--	68996	98	--	99	560	--	561	18	--	16	21	--	18	47	--	52	15	--	14
Limited English Proficient Students	NC	110	10133	NC	100	100	NC	487	488	NC	59	45	NC	25	25	NC	15	28	NC	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	34	562	33388	94	97	94	546	522	530	24	37	32	19	25	22	52	35	40	5	3	5
Non-Economically Disadvantaged	21	--	44937	100	--	100	573	--	561	13	--	13	25	--	15	38	--	54	25	--	18

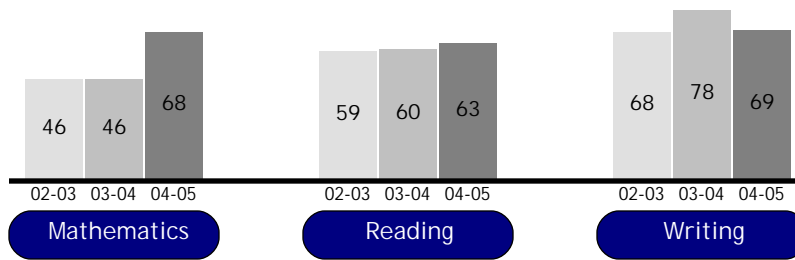
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	--	78302	100	--	99	513	--	512	13	--	11	21	--	25	63	--	57	3	--	7
All Students (Prior Year)	82	831	74918	100	99	99	503	487	497	26	38	32	18	19	19	39	33	35	16	10	15
Female	30	530	38082	100	0	99	499	508	518	18	11	8	27	32	24	55	54	61	0	3	7
Male	27	--	40166	100	--	99	533	--	507	6	--	14	13	--	26	75	--	54	6	--	6
African American	11	102	4064	92	0	100	532	512	498	0	11	14	17	31	29	83	51	54	0	7	3
Hispanic	22	427	29152	100	0	99	491	488	492	18	18	17	35	42	34	47	39	46	0	1	2
Asian/Pacific Islander	NC	31	1746	NC	0	100	NC	541	542	NC	0	5	NC	21	13	NC	63	66	NC	17	16
American Indian/Alaskan Native	NC	15	4993	NC	0	100	NC	509	484	NC	11	19	NC	33	38	NC	44	42	NC	11	1
White	18	--	38347	100	--	99	533	--	531	9	--	5	9	--	17	82	--	68	0	--	10
Students with Disabilities	NC	105	9353	NC	0	100	NC	447	429	NC	48	40	NC	34	38	NC	19	22	NC	0	1
Students without Disabilities	54	--	69024	100	--	99	516	--	524	11	--	7	23	--	23	63	--	62	3	--	7
Limited English Proficient Students	NC	110	10140	NC	0	100	NC	456	451	NC	31	28	NC	55	43	NC	15	29	NC	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	35	564	33398	97	0	94	506	493	495	14	17	18	27	39	35	59	42	46	0	2	2
Non-Economically Disadvantaged	22	--	44979	100	--	100	523	--	525	13	--	6	13	--	18	69	--	66	6	--	10

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	57	--	78094	100	--	99	541	--	545	5	--	3	16	--	18	79	--	77	0	--	2
All Students (Prior Year)	82	828	74503	100	99	99	501	486	491	5	9	9	30	33	32	58	52	51	7	6	8
Female	30	530	38025	100	100	99	528	552	558	9	2	2	18	17	13	73	80	82	0	1	2
Male	27	--	40013	100	--	99	558	--	534	0	--	5	13	--	23	88	--	71	0	--	1
African American	11	102	4037	92	100	99	562	553	532	17	4	4	0	15	22	83	79	73	0	1	1
Hispanic	22	422	29068	100	99	99	513	528	523	6	4	5	29	27	27	65	69	67	0	0	1
Asian/Pacific Islander	NC	31	1743	NC	97	100	NC	574	577	NC	0	2	NC	21	9	NC	75	82	NC	4	8
American Indian/Alaskan Native	NC	15	4981	NC	100	100	NC	520	526	NC	0	4	NC	44	25	NC	56	70	NC	0	0
White	18	--	38265	100	--	99	577	--	564	0	--	2	0	--	11	100	--	84	0	--	3
Students with Disabilities	NC	103	9275	NC	100	100	NC	465	444	NC	14	14	NC	51	46	NC	35	39	NC	0	1
Students without Disabilities	54	--	68892	100	--	98	545	--	559	6	--	2	14	--	14	80	--	82	0	--	2
Limited English Proficient Students	NC	106	10084	NC	98	100	NC	490	474	NC	6	10	NC	47	39	NC	47	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	35	560	33296	97	97	94	523	532	527	9	4	5	23	27	27	68	69	67	0	0	0
Non-Economically Disadvantaged	22	--	44871	100	--	100	565	--	559	0	--	2	6	--	12	94	--	84	0	--	3

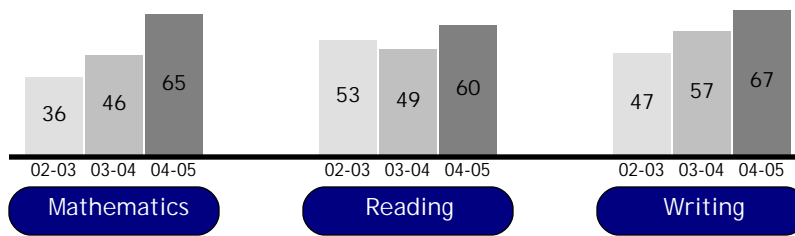
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

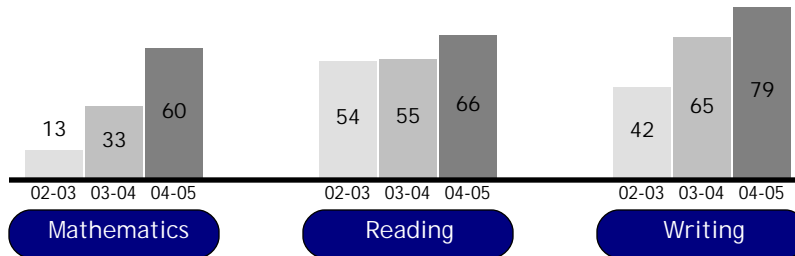
3rd Grade Proficiency



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?	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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	50	42	50	90	52	NA	58	98	48	--	47
	Language	97	39	33	43	93	42	35	50	98	45	--	47
	Mathematics	98	49	37	57	93	57	44	64	100	44	--	50
3	Reading	98	35	35	47	100	47	NA	55	100	43	--	44
	Language	96	42	42	54	100	52	50	61	100	42	--	44
	Mathematics	99	42	39	54	100	44	47	61	100	43	--	51
4	Reading	95	44	43	52	96	49	NA	56	99	44	--	48
	Language	97	44	42	48	100	47	41	52	99	43	--	49
	Mathematics	97	51	46	57	100	47	47	61	100	40	--	53
5	Reading	94	46	40	50	98	47	NA	55	100	42	--	50
	Language	96	38	34	46	98	42	39	49	100	44	--	50
	Mathematics	98	47	43	57	99	58	49	63	100	44	--	49
6	Reading	96	50	40	53	99	59	NA	56	100	51	--	51
	Language	96	45	34	45	100	47	36	48	100	46	--	47
	Mathematics	95	59	47	62	100	67	52	66	100	55	--	52
7	Reading	97	47	42	51	95	45	NA	54	95	49	--	50
	Language	97	53	47	54	97	58	44	58	95	51	--	52
	Mathematics	99	51	45	58	97	59	46	62	97	43	--	50
8	Reading	93	50	41	53	93	56	NA	55	100	53	--	51
	Language	94	46	35	49	94	47	40	52	100	53	--	50
	Mathematics	97	47	42	58	93	53	48	61	98	54	--	53

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/

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)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Tax Credit Expenditures
- Ü Parent/Educator Relations
- Ü Developing Vision and Mission Statements
- Ü Strategic Planning
- Ü School Environment

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	35.50
Other Professional Staff	5.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	1	0	0
4 to 6 years	5	2	0	0
7 to 9 years	2	2	0	0
10 or more years	8	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	51
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	9%

Resources Available at School Site

Special Facilities

- Ü Inside Physical Education
- Ü Computer Lab
- Ü Mobile Computer Labs
- Ü Library/Media Center

Extracurricular Activities

- Ü Student Council
- Ü National Junior Honor Society
- Ü Cheerleading
- Ü Boys Sports
- Ü Girls Sports
- Ü Math Enrichment Club
- Ü Writers Lab

Social Services

- Ü Preschool
- Ü Health Services
- Ü Social Worker
- Ü LAFB Youth Center Services
- Ü On Site Day Care for Luke Students
- Ü School Counselor

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Increase in overall percentage of students scoring Meets/Exceeds in Writing on Arizona's AIMS DPA.

- ü Increase in overall percentage of students scoring Meets/Exceeds in Math on Arizona's AIMS DPA.

- ü Increase in overall percentage of students scoring Meets/Exceeds in Reading on Arizona's AIMS DPA.

- ü Continued to achieve AYP.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	18	12	12	17
Transfers In Rate ⁶	58	28	28	37
Stability Rate ⁷	81	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

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	Jean Meier	(623) 876-7300
Transportation Policy	John Heckadon, Durham Transportation	(623) 876-7030
Community Resources	School Link	(623) 876-7056
School Nutrition Programs	Dan Moore	(623) 876-7075
Parent Organization	TEAM Luke Volunteers	(623) 876-7300
Student Health/Nurse	Judy Craig	(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 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.

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 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.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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.

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