

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

Leupp Public School

Flagstaff Unified District
3285 E. Sparrow, Flagstaff, AZ 86004

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

Principal: Mrs. Louise Scott
Schedule: 7:30 AM to 4:00 PM
Web Address: www.flagstaff.k12.az.us/leupp/
E-mail: lscott1@apscc.org

Grades: Pre-K-6
2002 Enrollment: 150
Phone: (928) 686-6266
Fax: (928) 686-6246

∨ School Overview ∨

Mission

Leupp provides a Pre-K through 6th grade school. The curriculum follows state and national standards. Emphasis is placed on integrating Navajo language/culture into the curriculum. The instructional plan of the Pre-K-6th school is designed to meet continuous developmentally appropriate practices. Staff development is provided in Gifted, Language Arts, Math, and Technology. Opportunities are provided to ensure success of students. Parental involvement is strongly encouraged.

Organization and Philosophy

- w Site-based/Parental Involvement
- w Self-contained/Multiage Classrooms
- w Team Teaching
- w Cross-age Tutoring

Instructional Programs

- w Navajo Bilingual Immersion Program K-6
- w Family Adult Literacy/At-risk Preschool
- w Full-day Kindergarten
- w Navajo Literacy Program for Staff
- w Gifted Educational Program K-6
- w Collaborative Literacy Interven. Program
- w Individual Student Assistance Program
- w On-site Special Education--Inclusion

School/Academic Goals

- w By the end of five years, students will demonstrate an increase in reading proficiency in English by the following: Gains of 10 NCE on the Reading Comprehension subtest of the Stanford 9 and an 80% success rate on the reading components of AIMS/DAP.
- w By the end of five years, students will demonstrate an increase in writing proficiency in English by an 80% success rate on AIMS and the DAP.
- w By the end of five years, students will demonstrate an increase in mathematics achievement by the following: Gains of 10 NCE on the mathematics components of the Stanford 9 and an 80% success rate on the math components of AIMS and the DAP.
- w By the end of five years, 90% of the students in the Navajo Immersion Program will pass a test of Navajo reading proficiency and a Navajo writing proficiency test.

Enrollment

October 1, 2001 School Year Student Enrollment:	192
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	415

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

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

Council Duties

- w Budget
- w Parent/Educator Relations
- w Curriculum Development
- w Textbook Selection
- w School Safety Issues
- w Extracurricular Activities

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	10.00
Other Professional Staff	11.00	Teacher Aide	8.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

At Leupp Public School, the students have the right to a safe school and safe environment. Students have the right to be respected and treated with kindness. Students have the right to work without being bothered and yet be able to express themselves. Moreover, students are taught with the expectation of reaching their highest potential. By doing so, students will increase the likelihood of being successful and maintain balance with Navajo traditions and Western society.

Parents

Student attendance is a priority. Parents are to see that their child attends school every day and be on time. We ask parents to reinforce our rule of having respect for others and school property. Parents are to support all school rules. We ask parents to see that their child's homework is done and turned in. Also, we expect parents to nurture feelings of success. This will, in turn, foster high self-esteem in their child. We ask that parents be good listeners and good communicators.

∨ **Transportation Policy** ∨

Bus transportation is provided for students who live more than one and one-half miles from school. Riding the bus is a privilege that may be revoked at any time. Approximately one-half of the students enrolled ride the bus. The maximum distance a student may ride is 34 miles round trip. Bus drivers are responsible for control and discipline while the bus is in operation, and reports are turned in to the Building Principal.

∇ Indicators of Success ∇

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|--|---|
| <p>W K-4 curriculum for the Navajo Bilingual Immersion Program is developed and implemented. Grades 5-6 curriculum is developed and will be implemented next year.</p> | <p>W A five-year comprehensive schoolwide plan was developed for the following areas: Curriculum and Academic Expectations, Media and Technology Support, Communication and Collaboration with Stake Holders. This plan was completed by the faculty and staff.</p> |
| <p>W Student exhibition and performance activities were achieved in several categories: Fine Arts Fair; Native American Performance Group performances; Navajo Weaving Unit group presentation; Science Fair; SPARKS, etc.</p> | <p>W Family Fun Nights were held the first Wednesday of each month. Parents, students, and staff members participated in Make and Take Educational Projects. This, in turn, reinforced student learning.</p> |

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	35.4 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.3 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	10.2 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	96.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	4.0 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∇ School Honors ∇

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Navajo Nation Summer Child Care Grant	1999
Arizona Community Grant	2000
National Science Foundation Grant	2000
State Heritage Fund Grant	2000

∨ 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	School 12	508	8%	25%	67%	0%
	State	58840	524	9%	17%	45%	29%
Writing	School	11	511	18%	9%	73%	0%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	11	502	9%	27%	55%	9%
	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	11	490	45%	27%	27%	0%
	State	61305	505	21%	20%	43%	15%
Writing	School	**	**	**	**	**	**
	State	59599	512	17%	26%	42%	16%
Mathematics	School	**	**	**	**	**	**
	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	--	--	--	--	--	--	--	--	--	76	51	60	--	--	--
2	Reading	--	--	--	100	**	50	100	54	52	44	72	53	--	--	57
	Language	--	--	--	100	9	40	100	44	43	44	52	44	--	--	48
	Mathematics	--	--	--	100	**	51	100	62	55	39	71	57	--	--	61
3	Reading	100	24	47	100	**	47	100	**	48	67	41	50	--	--	50
	Language	100	22	49	100	**	51	100	**	54	59	57	56	--	--	57
	Mathematics	100	32	46	100	**	49	97	**	52	67	64	54	--	--	56
4	Reading	100	25	53	100	32	54	94	46	54	28	65	55	--	--	55
	Language	100	22	47	100	30	49	94	52	48	28	64	50	--	--	50
	Mathematics	100	24	51	100	38	54	100	49	55	39	61	57	--	--	58
5	Reading	100	30	51	100	26	51	100	30	51	100	29	51	--	--	53
	Language	100	32	42	100	20	44	100	28	45	100	34	45	--	--	47
	Mathematics	100	30	51	100	32	54	100	44	55	100	61	57	--	--	59
6	Reading	100	28	53	100	32	54	100	32	53	84	42	54	--	--	56
	Language	100	24	41	100	24	44	100	23	44	84	39	45	--	--	47
	Mathematics	100	30	57	100	32	59	100	33	60	84	67	63	--	--	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	*	*
Grades 3-4	*	*
Grades 4-5	*	*
Grades 5-6	80	70
Grades 6-7	53	33

*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

To promote a safe and orderly climate, the school provides the following: Emergency Response Plan with emergency procedures; Student Handbook with comprehensive District Discipline Policies; fire, bus and lock-down drills; visitors are required to check-in; school works in collaboration with the Navajo Police and Fire Departments; DARE, CHAMPS and counseling services by school and community.

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).

4

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$5,657	\$1,239,287
Classroom Supplies	\$17	\$3,678
Administration	\$720	\$157,660
Support Services-Students	\$325	\$71,109
Other Support Services and Operations	\$1,055	\$231,118
Total Expenditures- All Categories 2000-2001	\$7,773	\$1,702,852

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	Louise Scott	(928) 686-6266	
Transportation Policy	Fred Fennell	(928) 773-4171	
Community Resources	Patsy Schultz	(928) 686-6266	
School Nutrition Programs	Luis Benavides	(928) 527-6090	
Parent Organization	Bahe Katenay	(928) 686-6266	
Student Health/Nurse	Gail Bell	(928) 686-6266	

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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