

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Le Pera Elementary School

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

**Parker Unified School District**  
**Tahbo Road and Mohave Road, Poston, AZ 85377**  
**Mailing Address: Rte. 1, Box 169, Parker, AZ 85344**

**Principal: Mr. Gary Witherspoon**

**Schedule: 7:30 AM to 4:00 PM**

**Web Address: [www.parkerusd.k12.az.us](http://www.parkerusd.k12.az.us)**

**E-mail: [gwitherspoon@parkerusd.k12.az.us](mailto:gwitherspoon@parkerusd.k12.az.us)**

**Grades: K-8**

**2002 Enrollment: 360**

**Phone: (928) 662-4306**

**Fax: (928) 662-4308**

## ∨ School Overview ∨

### Mission

The mission of Le Pera Elementary is to educate ALL children in a nurturing, challenging and disciplined environment so their performance and development is a credit to themselves, the community and society. Providing a safe and stable environment for this to occur is the goal of this veteran staff. Le Pera is a traditional K-8 school that additionally provides services to English learners.

### Organization and Philosophy

- w Traditional
- w Self-contained K-6
- w Departmentalized Classes 7-8
- w Full-day Kindergarten

### Instructional Programs

- w On-site Special Education
- w EL
- w Title I
- w K-3 Assistance Program
- w Title IX Tutoring
- w Afterschool Tutoring
- w DIBELS Reading Program (K-3)
- w Family Literacy Program

### School/Academic Goals

- w Students will attain a mastery level in the essential skills in reading, writing and math as set by the District Assessment Plan, which is aligned to State standards.
- w Running Records will be used to individually assess students in reading along with our DIBELS (K-3) program.  
Grade level feedback forms focusing on data-driven decision making will be used to target academic weaknesses, as well as strengths.
- w Students will attain an acceptable level of achievement in the basic skills subjects of reading, writing and math. At least 40% of our students will score at or above the 50 national percentile on the SAT 9 Achievement Test.
- w Students in grades 4-8 will also be expected to attain an acceptable level of achievement in science and social studies to the extent that they use metacognitive thinking skills associated with effective problem solving.

### Enrollment

October 1, 2001 School Year Student Enrollment:	372
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	83

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 1 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

**Council Duties**

- w Instructional Strategies
- w Curriculum Development
- w School Safety Issues
- w Student Discipline
- w Extracurricular Activities
- w Promotion/Retention Issues

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	26.00
Other Professional Staff	1.00	Teacher Aide	11.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	3	0	0	0
7 to 9 years	0	0	0	0
10 or more years	12	4	0	0

∨ **Shared Responsibilities** ∨

**School**

Each child is seen as an individual with special needs. As such, academic standards and goals are established to meet the individualized needs of each child. Le Pera Elementary provides every student with textbooks, work-books and other supplemental materials required for the entire spectrum of academic studies. The staff takes every precaution to ensure that each child is afforded a safe and stable environment in which to learn.

**Parents**

It is the responsibility of each parent of students enrolled at Le Pera Elementary to stay abreast of the educational progress of their child. Attendance is absolutely paramount for the success of children. Parents are asked to see that their child is in attendance a minimum of 90% of the days school is in session. Parents are asked to see that their children are well-rested and come to school alert and eager to learn.

∨ **Transportation Policy** ∨

Le Pera Elementary School's boundary extends south of Burns Road to the southern boundary of the Colorado River Indian Reservation and from the Colorado River to the eastern district boundary. Any student living within these boundaries will have district transportation provided.

∨ **Calendar Information** ∨

**Number of Instruction Days:** 178                      **First Day of School:** 8/5/02  
**Average Daily Instruction Time:** 6 hrs. 10 min.      **Last Day of School:** 5/30/03  
**Operates on Extended Schedule**

**Report Card Release Dates**

10/16/02                      1/8/03                      3/26/03                      5/30/03

**Additional Calendar/Report Card Information**

Parent conferences are conducted at the midterm date of the first and third grading periods.

∨ **Resources Available at School Site** ∨

**Nutrition Programs**

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes                      Lunch - Yes                      Summer Food - No

<sup>3</sup> 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 Networked Macintosh/PC Labs
- W Science Room with Lab Stations
- W Separate Band/Chorus Facility
- W Full-sized Gym with Stage

**Extracurricular Activities**

- W Junior High Volleyball
- W Junior High Basketball
- W Student Council
- W Junior High Football
- W Cheerleading

**School/Community Resources**

- W Counseling Services
- W Clothing/Food Banks
- W DES Services
- W Breakfast Program
- W Health Services
- W Afterschool Program
- W Youth Center

## ∨ 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 Le Pera Elementary School provides both a student and an adult Family Literacy Program designed to help improve reading, writing, and study skills for its students, as well as improving literacy among the adult community.

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	93.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	19.3 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	5.8 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	6.0 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	94.7 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	5.3 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	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.**

<sup>4</sup> 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.

<sup>5</sup> 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.

<sup>6</sup> 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.

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

<sup>8</sup> 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.

<sup>9</sup> 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
Le Pera School Teacher of the Year	2002

## ∨ 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 <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>42</b>	<b>499</b>	<b>17%</b>	<b>45%</b>	<b>29%</b>	<b>10%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>40</b>	<b>519</b>	<b>10%</b>	<b>15%</b>	<b>70%</b>	<b>5%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>44</b>	<b>503</b>	<b>7%</b>	<b>45%</b>	<b>36%</b>	<b>11%</b>
	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

<b>Reading</b>	<b>School</b>	<b>29</b>	<b>508</b>	<b>28%</b>	<b>17%</b>	<b>34%</b>	<b>21%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>28</b>	<b>517</b>	<b>7%</b>	<b>46%</b>	<b>32%</b>	<b>14%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>32</b>	<b>493</b>	<b>9%</b>	<b>53%</b>	<b>9%</b>	<b>28%</b>
	State	61760	494	14%	40%	12%	34%

#### Grade 8

<b>Reading</b>	<b>School</b>	<b>26</b>	<b>459</b>	<b>54%</b>	<b>19%</b>	<b>27%</b>	<b>0%</b>
	State	57484	504	24%	20%	40%	16%
<b>Writing</b>	<b>School</b>	<b>24</b>	<b>479</b>	<b>25%</b>	<b>50%</b>	<b>25%</b>	<b>0%</b>
	State	55420	493	15%	42%	41%	2%
<b>Mathematics</b>	<b>School</b>	<b>26</b>	<b>420</b>	<b>73%</b>	<b>27%</b>	<b>0%</b>	<b>0%</b>
	State	57734	459	39%	40%	14%	7%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class 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	--	--	--	--	--	--	--	--	--	82	52	60	--	--	--
2	Reading	--	--	--	100	35	50	94	42	52	80	38	53	39	59	57
	Language	--	--	--	100	26	40	96	27	43	87	23	44	48	37	48
	Mathematics	--	--	--	100	35	51	98	44	55	93	38	57	50	65	61
3	Reading	94	20	47	100	30	47	100	40	48	91	25	50	69	33	50
	Language	97	33	49	100	39	51	100	51	54	89	32	56	60	39	57
	Mathematics	97	36	46	100	41	49	100	56	52	91	40	54	58	49	56
4	Reading	100	22	53	100	22	54	80	35	54	75	52	55	74	31	55
	Language	100	21	47	100	27	49	96	41	48	75	50	50	77	36	50
	Mathematics	100	29	51	100	30	54	98	43	55	75	58	57	79	37	58
5	Reading	94	39	51	100	30	51	100	35	51	85	41	51	76	45	53
	Language	94	35	42	100	30	44	100	44	45	90	43	45	82	49	47
	Mathematics	94	40	51	100	40	54	97	47	55	85	51	57	76	67	59
6	Reading	75	32	53	100	42	54	86	30	53	97	33	54	80	44	56
	Language	85	22	41	100	35	44	86	29	44	100	26	45	80	30	47
	Mathematics	88	33	57	100	40	59	89	38	60	100	42	63	83	49	65
7	Reading	100	40	52	100	36	53	88	49	52	83	37	53	100	45	55
	Language	100	42	52	100	35	54	85	45	54	86	38	55	100	41	58
	Mathematics	100	39	53	100	33	55	91	40	56	86	40	58	100	47	60
8	Reading	86	30	54	100	32	54	83	40	53	89	45	55	80	38	56
	Language	86	25	46	100	32	49	79	30	49	84	39	50	87	28	52
	Mathematics	87	35	52	100	37	54	83	37	56	89	40	58	83	38	59

## ∨ 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 Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>32</b>	<b>58</b>
<b>Grades 3-4</b>	<b>71</b>	<b>50</b>
<b>Grades 4-5</b>	<b>57</b>	<b>82</b>
<b>Grades 5-6</b>	<b>90</b>	<b>69</b>
<b>Grades 6-7</b>	<b>85</b>	<b>62</b>
<b>Grades 7-8</b>	<b>70</b>	<b>74</b>

\*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

All fifth grade students will participate in DARE. Primary grades will participate in a Fire Safety Program out of Beaver Insurance.

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).

3

**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	\$3,692	\$1,303,080
Classroom Supplies	\$45	\$15,809
Administration	\$740	\$261,297
Support Services-Students	\$170	\$59,878
Other Support Services and Operations	\$1,052	\$371,280
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$5,699</b>	<b>\$2,011,344</b>

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
<b>School Site Council</b>	Gary Witherspoon	(928) 662-4306	
<b>Transportation Policy</b>	Pete Eldred	(928) 669-2446	
<b>Community Resources</b>	Gary Witherspoon	(928) 662-4306	
<b>School Nutrition Programs</b>	Jubie Baeza	(928) 662-4310	
<b>Parent Organization</b>	Janet Carlson	(928) 669-8203	
<b>Student Health/Nurse</b>	Carmen Barrios	(928) 662-4306	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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