

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

Mohave and Tahbo Road, Poston, AZ 85311

Parker Unified School 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 : Mr. Gary Witherspoon
 Schedule : 07:00 AM to 04:00 PM
 Grades : K-8
 2005 Enrollment : 351
 Web Address : parkerusd.k12.az.us
 Phone Number : (928) 662-4306
 Fax Number : (928) 662-4308
 E-mail : gwitherspoon@parkerusd.k12.az.us

Mission

The mission of Le Pera Elementary is to educate ALL children in a nurturing, challenging and disciplined environment, so that through their development and performance they become assets to themselves, their community and society.

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 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.
- ü Fluecny tests will be used to individually assess students in reading along with the DIBELS (K-3) assessments. Grade level feedback forms focusing on data-driven decision-making will be used to target academic weaknesses, as well as strengths.

Enrollment

October 1, 2004 School Year Student Enrollment : 362
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 101

Instructional Programs

- Ü On-Site Special Education
- Ü EL
- Ü Title I
- Ü K-3 Assistance Program/Reading First
- Ü Gifted and Talented Program
- Ü National Junior High Honor Society
- Ü Student Council - Government
- Ü After School Tutoring

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 10 minutes
First Day of School :	8/1/2005
Last Day of School :	6/1/2006

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 School provides a quality level of education in a safe environment.

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. Parents are also asked to see that their children are well-rested and are in attendance each and every day.

Transportation Policy

All students within the boundaries of the Colorado River Indian Reservation south of Burns road are provided with district transportation. Students outside Le Pera Elementary school boundaries are also afforded district transportation.

School Honors

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

Award/Honor	Year
Ü Le Pera School Teacher of the Year	2002
Ü Student Presidential Award Winner	2005
Ü La Paz County Spelling Bee Champion	2004

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	45	151	79306	100	100	99	409	433	445	8	7	10	43	26	18	50	52	51	0	14	20
All Students (Prior Year)	39	144	75509	100	100	100	501	507	521	15	10	13	35	38	23	31	32	33	19	20	31
Female	26	72	38691	100	100	99	407	425	446	9	11	10	32	21	18	59	56	52	0	13	20
Male	19	79	40583	100	100	99	411	441	445	6	4	11	56	31	18	39	49	50	0	15	21
African American	--	NC	4041	--	NC	99	--	NC	426	--	NC	17	--	NC	23	--	NC	50	--	NC	10
Hispanic	26	55	32869	100	100	99	397	422	429	8	4	15	54	38	25	38	52	51	0	6	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	18	56	4264	100	100	100	425	422	419	7	12	19	27	23	30	67	58	45	0	8	6
White	NC	37	36197	NC	100	99	NC	472	463	NC	3	5	NC	13	11	NC	45	53	NC	39	31
Students with Disabilities	NC	26	10321	NC	100	100	NC	370	389	NC	29	30	NC	33	27	NC	38	34	NC	0	9
Students without Disabilities	41	125	69060	100	99	98	421	447	454	6	3	7	42	25	17	53	55	54	0	17	22
Limited English Proficient Students	10	19	15509	100	100	100	393	405	406	12	6	20	41	27	30	47	64	45	0	3	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	43	124	39415	100	99	96	419	433	431	8	8	15	42	30	25	50	51	50	0	11	10
Non-Economically Disadvantaged	NC	27	39966	NC	100	100	NC	434	459	NC	4	6	NC	8	12	NC	58	52	NC	29	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	44	150	79395	100	0	99	410	437	446	8	6	9	51	30	25	41	58	55	0	6	11
All Students (Prior Year)	36	141	75492	92	98	100	505	507	519	19	14	12	23	28	16	42	43	47	15	14	24
Female	26	72	38743	100	0	100	408	430	451	5	6	7	55	30	24	41	59	57	0	5	12
Male	18	78	40618	95	0	99	412	443	440	12	6	11	47	30	27	41	57	53	0	7	9
African American	--	NC	4052	--	NC	100	--	NC	434	--	NC	11	--	NC	29	--	NC	54	--	NC	6
Hispanic	25	54	32915	100	0	99	400	424	426	4	2	15	65	49	35	30	49	47	0	0	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	18	56	4271	100	0	100	418	424	420	13	8	15	33	31	42	53	62	41	0	0	2
White	NC	37	36221	NC	0	99	NC	479	465	NC	6	4	NC	3	15	NC	65	63	NC	26	17
Students with Disabilities	NC	26	10331	NC	0	100	NC	377	388	NC	25	25	NC	33	37	NC	42	34	NC	0	4
Students without Disabilities	40	124	69139	98	0	99	425	450	454	3	2	7	54	29	24	43	61	58	0	7	11
Limited English Proficient Students	10	19	15545	100	0	100	394	408	399	0	0	21	76	48	42	24	52	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	42	123	39484	98	0	96	422	438	429	5	6	14	54	37	35	41	53	47	0	5	4
Non-Economically Disadvantaged	NC	27	39986	NC	0	100	NC	429	461	NC	8	4	NC	0	16	NC	79	63	NC	13	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	45	150	78869	100	100	99	393	439	442	15	5	6	28	19	21	58	71	63	0	6	10
All Students (Prior Year)	36	141	75053	92	98	99	523	585	597	4	7	7	23	13	12	73	71	72	0	8	9
Female	26	72	38536	100	100	99	410	447	458	9	3	4	18	16	15	73	70	67	0	11	14
Male	19	78	40302	100	99	99	374	433	428	22	6	8	39	21	26	39	71	60	0	1	7
African American	--	NC	4015	--	NC	99	--	NC	430	--	NC	8	--	NC	24	--	NC	61	--	NC	7
Hispanic	26	55	32606	100	100	98	410	439	426	4	2	8	25	17	27	71	79	60	0	2	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	18	56	4245	100	100	100	359	417	423	33	10	9	33	21	26	33	63	61	0	6	4
White	NC	36	36078	NC	100	99	NC	476	459	NC	0	4	NC	17	16	NC	70	66	NC	13	14
Students with Disabilities	NC	25	10246	NC	100	100	NC	382	367	NC	4	18	NC	48	39	NC	43	40	NC	4	4
Students without Disabilities	41	125	68697	100	99	98	410	451	454	14	5	4	25	13	18	61	76	67	0	6	11
Limited English Proficient Students	10	19	15339	100	100	100	404	421	399	6	3	11	24	18	31	71	73	54	0	6	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	43	124	39106	100	99	95	409	442	427	13	5	8	29	22	28	58	69	59	0	5	5
Non-Economically Disadvantaged	NC	26	39837	NC	100	100	NC	426	457	NC	4	4	NC	4	14	NC	78	67	NC	13	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	39	142	78906	100	100	99	499	494	498	14	14	13	31	21	19	31	48	48	23	17	20
All Students (Prior Year)	46	165	76019	100	99	100	472	477	499	15	19	14	62	51	39	15	15	14	8	16	33
Female	19	73	38644	100	100	99	474	481	500	22	15	12	44	28	19	28	49	49	6	9	19
Male	20	69	40236	100	100	99	525	509	497	6	13	15	18	14	19	35	48	46	41	25	20
African American	--	NC	4087	--	NC	99	--	NC	481	--	NC	20	--	NC	24	--	NC	45	--	NC	11
Hispanic	24	54	31938	100	100	99	490	494	481	19	13	19	33	27	25	29	46	46	19	15	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	13	54	4593	100	100	100	504	477	467	8	15	26	31	26	29	38	51	39	23	8	6
White	NC	33	36483	NC	100	99	NC	525	517	NC	14	7	NC	3	13	NC	48	51	NC	34	30
Students with Disabilities	NC	22	10664	NC	100	100	NC	432	430	NC	45	42	NC	30	27	NC	20	26	NC	5	5
Students without Disabilities	33	120	68310	100	99	98	507	506	509	13	8	9	27	20	18	33	53	51	27	19	22
Limited English Proficient Students	NC	17	12573	NC	100	100	NC	463	454	NC	13	27	NC	42	30	NC	38	38	NC	8	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	33	114	38679	100	98	96	495	495	483	17	14	20	33	23	25	30	49	45	20	14	10
Non-Economically Disadvantaged	NC	28	40295	NC	100	100	NC	494	513	NC	12	7	NC	16	13	NC	44	50	NC	28	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	39	141	78908	100	0	99	479	464	484	9	11	10	37	41	23	46	45	58	9	3	9
All Students (Prior Year)	46	165	76020	100	99	100	492	492	503	26	33	25	49	36	23	21	28	40	5	3	12
Female	19	72	38648	100	0	99	465	456	489	17	12	8	39	40	22	39	46	61	6	1	10
Male	20	69	40233	100	0	99	494	472	479	0	10	12	35	41	25	53	44	55	12	5	8
African American	--	NC	4092	--	NC	99	--	NC	473	--	NC	12	--	NC	28	--	NC	54	--	NC	5
Hispanic	24	54	31940	100	0	99	476	468	465	10	6	16	38	50	32	43	40	49	10	4	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	13	53	4569	100	0	100	482	447	457	8	15	18	38	46	39	46	37	41	8	2	2
White	NC	33	36502	NC	0	99	NC	487	502	NC	10	4	NC	17	14	NC	69	67	NC	3	15
Students with Disabilities	NC	21	10665	NC	0	100	NC	411	423	NC	37	30	NC	47	36	NC	16	31	NC	0	2
Students without Disabilities	33	120	68312	100	0	98	487	473	493	3	6	7	33	40	21	53	50	62	10	4	10
Limited English Proficient Students	NC	17	12556	NC	0	100	NC	435	436	NC	13	24	NC	50	40	NC	38	35	NC	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	33	113	38662	100	0	96	476	466	468	10	10	16	37	42	32	43	46	49	10	3	3
Non-Economically Disadvantaged	NC	28	40315	NC	0	100	NC	455	498	NC	16	5	NC	36	15	NC	44	66	NC	4	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	36	140	78750	95	100	99	497	481	500	9	8	6	24	35	29	67	57	63	0	0	2
All Students (Prior Year)	46	165	75673	100	99	100	525	503	530	8	14	12	31	29	25	62	57	58	0	1	4
Female	17	71	38586	89	99	99	483	480	515	13	8	4	31	30	22	56	62	71	0	0	3
Male	19	69	40135	100	100	99	511	483	486	6	8	8	18	41	35	76	52	56	0	0	1
African American	--	NC	4081	--	NC	99	--	NC	488	--	NC	8	--	NC	32	--	NC	59	--	NC	2
Hispanic	22	52	31841	92	96	99	497	480	483	10	13	8	20	34	36	70	53	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	12	54	4586	92	100	100	497	474	481	8	6	8	33	40	37	58	55	54	0	0	1
White	NC	33	36440	NC	100	99	NC	499	516	NC	3	3	NC	28	22	NC	69	71	NC	0	4
Students with Disabilities	NC	22	10622	NC	100	100	NC	412	415	NC	25	21	NC	45	50	NC	30	28	NC	0	1
Students without Disabilities	30	118	68196	91	98	98	514	494	513	4	5	3	21	34	25	75	62	69	0	0	3
Limited English Proficient Students	NC	16	12504	NC	100	100	NC	445	451	NC	17	12	NC	29	44	NC	54	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	30	112	38558	91	97	96	496	485	485	11	9	8	18	33	37	71	58	54	0	0	1
Non-Economically Disadvantaged	NC	28	40260	NC	100	100	NC	466	514	NC	4	3	NC	44	21	NC	52	72	NC	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	32	144	78250	97	100	99	521	548	548	37	19	21	17	19	18	30	44	48	17	18	13
All Students (Prior Year)	42	164	75001	100	99	99	449	478	468	61	31	37	24	39	36	12	13	16	3	16	10
Female	16	79	38071	100	100	99	491	535	549	50	23	20	13	16	19	25	47	49	13	15	12
Male	16	65	40126	94	98	99	555	565	547	21	15	23	21	22	17	36	42	46	21	22	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	16	50	29129	94	100	99	539	548	527	29	22	32	21	22	23	36	42	40	14	13	6
Asian/Pacific Islander	--	NC	1747	--	NC	100	--	NC	589	--	NC	9	--	NC	9	--	NC	50	--	NC	32
American Indian/Alaskan Native	14	60	4996	100	100	100	493	521	518	43	22	36	14	21	25	29	47	36	14	10	4
White	NC	33	38320	NC	100	99	NC	597	568	NC	10	12	NC	10	14	NC	45	55	NC	35	19
Students with Disabilities	NC	23	9329	NC	100	100	NC	440	454	NC	48	64	NC	33	18	NC	14	16	NC	5	2
Students without Disabilities	29	121	68996	97	98	99	543	568	561	30	14	16	19	16	18	33	50	52	19	20	14
Limited English Proficient Students	NC	NC	10133	NC	NC	100	NC	NC	488	NC	NC	45	NC	NC	25	NC	NC	28	NC	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	26	99	33388	96	99	94	527	553	530	38	22	32	21	19	22	33	45	40	8	14	5
Non-Economically Disadvantaged	NC	45	44937	NC	100	100	NC	540	561	NC	14	13	NC	18	15	NC	43	54	NC	25	18

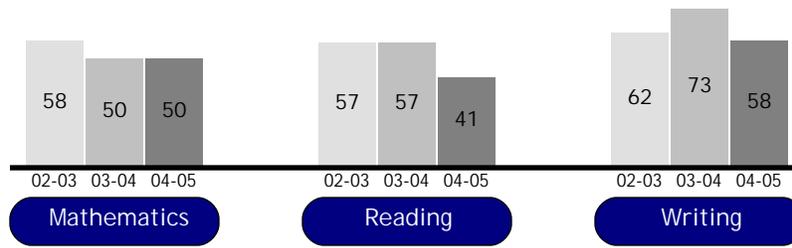
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	32	144	78302	97	0	99	501	509	512	3	6	11	40	26	25	40	62	57	17	6	7
All Students (Prior Year)	42	164	74918	100	99	99	486	498	497	41	34	32	22	14	19	31	34	35	6	18	15
Female	16	79	38082	100	0	99	483	502	518	0	4	8	50	29	24	31	61	61	19	5	7
Male	16	65	40166	94	0	99	522	519	507	7	8	14	29	22	26	50	63	54	14	7	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	16	50	29152	94	0	99	507	512	492	7	4	17	29	29	34	64	67	46	0	0	2
Asian/Pacific Islander	--	NC	1746	--	NC	100	--	NC	542	--	NC	5	--	NC	13	--	NC	66	--	NC	16
American Indian/Alaskan Native	14	60	4993	100	0	100	487	488	484	0	7	19	50	33	38	21	53	42	29	7	1
White	NC	33	38347	NC	0	99	NC	543	531	NC	6	5	NC	10	17	NC	71	68	NC	13	10
Students with Disabilities	NC	23	9353	NC	0	100	NC	416	429	NC	24	40	NC	48	38	NC	29	22	NC	0	1
Students without Disabilities	29	121	69024	97	0	99	523	527	524	4	3	7	33	22	23	44	68	62	19	7	7
Limited English Proficient Students	NC	NC	10140	NC	NC	100	NC	NC	451	NC	NC	28	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	26	99	33398	96	0	94	506	512	495	4	7	18	42	30	35	46	60	46	8	3	2
Non-Economically Disadvantaged	NC	45	44979	NC	0	100	NC	503	525	NC	5	6	NC	18	18	NC	66	66	NC	11	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	32	144	78094	97	100	99	522	540	545	10	4	3	10	13	18	80	83	77	0	1	2
All Students (Prior Year)	42	162	74503	100	98	99	500	506	491	16	5	9	16	24	32	59	65	51	9	5	8
Female	16	79	38025	100	100	99	510	541	558	13	4	2	6	9	13	81	85	82	0	1	2
Male	16	65	40013	94	98	99	535	538	534	7	3	5	14	17	23	79	80	71	0	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	16	50	29068	94	100	99	543	555	523	7	2	5	7	7	27	86	89	67	0	2	1
Asian/Pacific Islander	--	NC	1743	--	NC	100	--	NC	577	--	NC	2	--	NC	9	--	NC	82	--	NC	8
American Indian/Alaskan Native	14	60	4981	100	100	100	498	515	526	14	7	4	7	16	25	79	78	70	0	0	0
White	NC	33	38265	NC	100	99	NC	561	564	NC	0	2	NC	16	11	NC	84	84	NC	0	3
Students with Disabilities	NC	23	9275	NC	100	100	NC	446	444	NC	10	14	NC	38	46	NC	52	39	NC	0	1
Students without Disabilities	29	121	68892	97	98	98	543	557	559	7	3	2	7	8	14	85	89	82	0	1	2
Limited English Proficient Students	NC	NC	10084	NC	NC	100	NC	NC	474	NC	NC	10	NC	NC	39	NC	NC	50	NC	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	26	99	33296	96	99	94	529	547	527	8	3	5	13	13	27	79	82	67	0	1	0
Non-Economically Disadvantaged	NC	45	44871	NC	100	100	NC	525	559	NC	5	2	NC	11	12	NC	84	84	NC	0	3

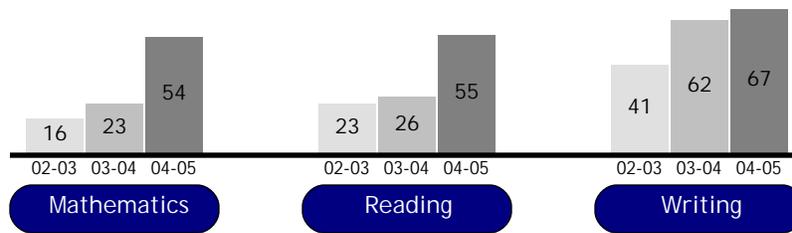
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

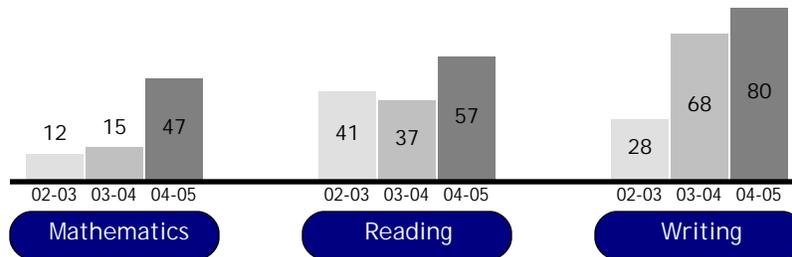
3rd Grade Proficiency



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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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	90	38	47	50	100	40	NA	58	100	36	45	47
	Language	90	30	39	43	100	18	38	50	100	43	53	47
	Mathematics	100	46	60	57	100	31	47	64	97	34	48	50
3	Reading	97	36	33	47	90	38	NA	55	98	27	40	44
	Language	100	44	42	54	95	46	54	61	98	31	45	44
	Mathematics	97	47	48	54	95	48	51	61	100	27	45	51
4	Reading	95	27	38	52	92	42	NA	56	100	38	39	48
	Language	98	31	38	48	100	45	39	52	100	43	38	49
	Mathematics	100	36	47	57	100	52	51	61	98	46	44	53
5	Reading	94	33	37	50	100	36	NA	55	100	43	39	50
	Language	100	34	34	46	100	32	36	49	100	48	45	50
	Mathematics	94	43	46	57	100	44	50	63	100	44	42	49
6	Reading	94	52	46	53	93	32	NA	56	98	37	43	51
	Language	94	41	40	45	95	24	32	48	98	35	37	47
	Mathematics	94	63	52	62	93	44	51	66	98	36	44	52
7	Reading	93	38	47	51	100	54	NA	54	98	44	43	50
	Language	90	35	50	54	100	60	59	58	98	46	47	52
	Mathematics	95	40	51	58	100	58	53	62	98	41	47	50
8	Reading	97	45	43	53	98	47	NA	55	94	51	56	51
	Language	94	35	41	49	100	39	53	52	94	50	53	50
	Mathematics	100	50	56	58	100	46	63	61	94	45	53	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)
- 6 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	26.00
Other Professional Staff	3.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	0	0	0
4 to 6 years	1	0	0	0
7 to 9 years	1	0	0	0
10 or more years	13	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	53
Teachers with Emergency Certificaton.	12
Percent of teachers in the school with Emergency/Provisional Certification	46%
Percent of core classes not taught by Highly Qualified Teachers	39%

Resources Available at School Site

Special Facilities

- ü 2 Networked PC Labs
- ü Separate Band/Chorus Facility
- ü Library

Extracurricular Activities

- ü Junior High Volleyball
- ü Junior High Football
- ü Junior High Basketball
- ü Cheerleading
- ü National Junior High Honor Society

Social Services

- ü Counseling Services
- ü Health Services
- ü Clothing/Food Banks
- ü After School Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü 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.

- ü Le Pera School is one of 70 elementary Reading First School's in the state. Ongoing and intensive training of staff occur to provide a quality level of reading education so that all students are reading at grade level by the end of 3rd grade.

- ü Le Pera Elementary School was again the top Reading First School in the state of Arizona at the kindergarten level with students making an 100 percent gain on the DIBELS reading assessment.

- ü Le Pera Elementary has maintained it's label of "performing" as determined by the Arizona Department of Education and has also achieved AYP or Adequate Yearly Progress over the past two years.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Transfers Out Rates ⁵	7	12	12	17
Transfers In Rate ⁶	33	28	28	37
Stability Rate ⁷	92	87	87	82
Promotion Rate ⁸	91	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	2	0	1	6
Status Unknown ¹¹	1	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

Primary and intermediate grades will participate Second Step Violence Prevention Curriculum. Sixth and seventh grade students will participate in the School Safety Violence Prevention program. 4th and 6th grade classes will also receive Tobacco Prevention Education as provided by the La Paz County Health Department. In addition Health and Safety classes will be provided by teachers as well.

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) :

2

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	Gary Witherspoon	(928) 662-4306
Transportation Policy	Robb Cozby	(928) 669-2446
Community Resources	Gary Witherspoon	(928) 662-4306
School Nutrition Programs	Linda Chrismer	(928) 662-4306
Parent Organization	Patricia Solaiza	(928) 669-0119
Student Health/Nurse	Mariana Cabrera	(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 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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** Due to booklet size printing, print copies are produced in multiples of 4.