

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Laugharn Elementary School

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

Clifton Unified District
110 Hill Street, Clifton, AZ 85533
Mailing Address: P.O. Box 1567, Clifton, AZ 85533

Administrator: Ms. Esther Valdez-Montoya
Schedule: 7:30 AM to 4:30 PM
Web Address: Unpublished or Unavailable
E-mail: evmontoya@clifton.k12.az.us

Grades: Pre-K-8
2002 Enrollment: 136
Phone: (928) 865-4917 x 2107
Fax: (928) 865-2792

∨ School Overview ∨

Mission

The Mission of Laugharn Elementary School is to provide comprehensive, success-oriented learning activities for young people in our schools. These opportunities must be designed to develop the person's potential in the areas of academic ability and vocational awareness, cultural appreciation, physical well-being, social development and community contribution.

Organization and Philosophy

- w Self-contained classrooms
- w Small classes
- w Traditional
- w After-school activities

Instructional Programs

- w On-site preschool
- w After-school tutoring
- w Standards based curriculum

School/Academic Goals

- w The Laugharn Elementary School will assure that all students K-8 are provided instruction by teachers who have prepared curriculum in full alignment with the Arizona Academic Standards.
- w All students will demonstrate academic progress and achievement as demonstrated in standardized and norm-reference test - Stanford 9 and AIMS in grades 3, 5 and 8.
- w A concentrated effort will be place on our elementary students to emphasize reading preparation and proficiency as part of our K-3 Literacy program.
- w All students will develop a sense of responsibility for academic learning and achievement.

Enrollment

October 1, 2001 School Year Student Enrollment:	136
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	7

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

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

Council Duties

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	9.50
Other Professional Staff	0.33	Teacher Aide	4.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

It is our school's responsibility to the parents of this community to educate their children and prepare them to be active participants in our society. It is extremely important that communication between the school and parent always be open. Parents need assurances that their children are in an environment where learning and teaching is a top priority. Parents also need to feel that the environment is safe and conducive to learning.

Parents

A key ingredient to success in our school is parental involvement. Parents have the responsibility of sending their children to school with the understanding that they (the children) will support the school's philosophy that all students can learn - and at no time will their child either keep a teacher from teaching or another child from learning. Parents sending students to school prepared to learn will see the greatest benefit of the educational experiences in the Laugharn Elementary School.

∨ **Transportation Policy** ∨

Transportation of students is a privilege extended to students in the district and is not a statutory requirement except for necessary transportation of handicapped students as indicated in their respective individual educational programs. The responsibility for the operation of student transportation is vested in the Superintendent. Reasonable efforts are always taken to eliminate any particular hazards that might adversely affect the safety and welfare of any student utilizing school buses.

∨ Calendar Information ∨

Number of Instruction Days:	178	First Day of School:	8/15/02
Average Daily Instruction Time:	5 hrs. 45 min.	Last Day of School:	5/30/03

Operates on Traditional Schedule

Report Card Release Dates

10/23/02	1/15/03	3/26/03	5/30/03
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Additional Calendar/Report Card Information

The Laugharn Elementary School also provides four progress reports between each of the report card release dates - September 18, 2002, November 27, 2002, February 19, 2003 and April 30, 2003.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ 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 28 station updated and new computer lab	W New Multi-purpose elementary facility
W All classrooms equipped with multi-media	

Extracurricular Activities

W Elementary Student Government	W Junior High School Honor Society
W Card Trading Club	W Trojanette Spirit program
W 7-8 Interscholastic athletics	

School/Community Resources

W Counseling services	W Department of Economic Security Services
W Town of Clifton Recreational Activities	W Crisis Intervention Services
W Greenlee County Health Services	

∨ 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 The majority of the students of Laugharn Elementary continue to achieve higher each year on the standardized norm-referenced tests.
- W One hundred percent of the third grade students taking the AIMS, score at proficiency level or higher in all three content areas - reading, writing and mathematics.

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	22.7 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	2.9 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	97.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	3.0 %	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
Best School Award (Fourth Grade) - Festival of Lights	2001
Greenlee County Spelling Bee Runner-Up	2000
Special Recognition for Third Grade AIMS Performance	2000
Junior High Athletic Champions - Football/Baseball	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 State	58840	524	9%	17%	45%	29%
Writing	School	**	**	**	**	**	**
	State	57282	541	10%	12%	63%	16%
Mathematics	School	**	**	**	**	**	**
	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	14	494	43%	14%	36%	7%
	State	61305	505	21%	20%	43%	15%
Writing	School	14	475	36%	29%	36%	0%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	13	464	38%	46%	0%	15%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	18	491	33%	39%	17%	11%
	State	57484	504	24%	20%	40%	16%
Writing	School	18	491	6%	50%	44%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	17	432	59%	29%	12%	0%
	State	57734	459	39%	40%	14%	7%

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	--	--	--	--	--	--	--	--	--	93	75	60	--	--	--
2	Reading	--	--	--	100	50	50	90	41	52	100	21	53	85	36	57
	Language	--	--	--	100	27	40	83	28	43	100	15	44	85	35	48
	Mathematics	--	--	--	100	45	51	90	41	55	100	26	57	85	39	61
3	Reading	75	37	47	100	21	47	100	46	48	100	46	50	90	44	50
	Language	100	25	49	100	26	51	100	55	54	100	49	56	90	53	57
	Mathematics	100	16	46	100	12	49	100	51	52	100	56	54	90	65	56
4	Reading	100	50	53	100	54	54	100	35	54	100	31	55	100	42	55
	Language	100	47	47	100	42	49	100	28	48	100	23	50	100	36	50
	Mathematics	100	41	51	100	58	54	90	27	55	100	23	57	100	52	58
5	Reading	89	30	51	100	35	51	95	46	51	79	34	51	93	40	53
	Language	93	22	42	100	23	44	100	36	45	71	19	45	93	28	47
	Mathematics	93	35	51	100	29	54	100	53	55	79	18	57	93	32	59
6	Reading	100	41	53	100	33	54	100	75	53	86	42	54	89	62	56
	Language	100	27	41	100	24	44	100	56	44	86	24	45	89	33	47
	Mathematics	100	42	57	100	36	59	100	82	60	86	42	63	89	47	65
7	Reading	100	33	52	100	33	53	94	29	52	95	53	53	80	60	55
	Language	100	34	52	100	33	54	94	26	54	95	47	55	80	52	58
	Mathematics	100	37	53	100	35	55	83	28	56	95	39	58	80	45	60
8	Reading	100	37	54	100	39	54	100	38	53	94	51	55	90	51	56
	Language	100	24	46	100	21	49	100	29	49	94	27	50	90	46	52
	Mathematics	100	41	52	100	35	54	100	30	56	94	67	58	90	48	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 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	70	70
Grades 5-6	*	*
Grades 6-7	100	64
Grades 7-8	64	86

*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

Our school has a zero tolerance for certain student misbehavior incidents - drugs, weapons, or death threats. The school is developing a complete emergency plan to address as many issues as possible of any nature which would place our students in harm's way. The school has a circulated behavior policy that is available to all students and parents and is strictly enforced.

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).

2

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	\$2,917	\$418,734
Classroom Supplies	\$40	\$5,712
Administration	\$835	\$119,893
Support Services-Students	\$121	\$17,431
Other Support Services and Operations	\$1,198	\$172,064
Total Expenditures- All Categories 2000-2001	\$5,111	\$733,834

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	NDS		
Transportation Policy	Kathryn Cue	(928) 865-2752	1101
Community Resources	Esther Valdez-Montoya	(928) 865-4917	2107
School Nutrition Programs	Maria Barquin	(928) 865-2752	1106
Parent Organization	NDS		
Student Health/Nurse	Annette Newman	(928) 865-4917	2400

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

"The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."