

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Laird Elementary School

Tempe Elementary District
1500 N. Scovel Street, Tempe, AZ 85281-1698

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

Principal: Dr. Frank Klajda
Schedule: 8:00 AM to 4:00 PM
Web Address: www.tempeschools.org
E-mail: fkajda@tempeschools.org

Grades: K-5
2002 Enrollment: 505
Phone: (480) 941-2440 x 6205
Fax: (480) 970-4231

∨ School Overview ∨

Mission

To provide a child-centered learning environment while honoring cultural diversity and the uniqueness of each student. Working in collaboration with parents and community, the enhancement of each child's self-esteem and learning potential will foster a lifelong love of learning.

Organization and Philosophy

- w Math/Science/Technology Focus
- w Inclusion: Reading/Math Specialists
- w Self-contained Classrooms
- w Extended: Summer/Afterschool

Instructional Programs

- w Computer Instruction
- w Full-day Kindergarten
- w General Music/Band/Orchestra/Chorus
- w On-site Special Education/Gifted
- w Peer & CPLC Afterschool Tutors
- w Career Awareness/Technology Grant Class
- w Title I Reading/Math

School/Academic Goals

- w To improve reading proficiency to 75%, as assessed by the DAP.
- w To improve writing proficiency to 75%, as assessed by the DAP.
- w To improve mathematics proficiency to 75%, as assessed by the DAP.
- w To focus on the math/science/technology curriculum.

Enrollment

October 1, 2001 School Year Student Enrollment:	541
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	25

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

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

Council Duties

- w Budget
- w Curriculum Development
- w Facilities/Safety
- w Funding/Grants
- w Parent/Educator Relations
- w Textbook Selection

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	24.00
Other Professional Staff	10.60	Teacher Aide	10.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

Communications: Surveys and newsletters in English/Spanish; translators used for conferences, curriculum nights, PTA, and school forms; phones in classrooms; transportation and child care available for parents; home visits made at flexible times for parents and survey input. Parent Involvement: Parent Night, Site-based Council; Goals 2000; Schoolwide Program; PTA and Homework Plan Implementation. Safe environment: Parent Compact; Discipline Parent Form and celebration of cultural differences.

Parents

Parent Compact: Parents have signed an agreement to attend curriculum nights; attend conferences; attend PTA meetings; assist with homework; attend Meet the Teacher and child's grade-level functions; support the school discipline policy and support classroom teacher/parent communication methods.

∨ **Transportation Policy** ∨

Our school follows a standardized districtwide policy on transportation safety and behavior. Violations of transportation policies are referred to the school for corrective or disciplinary action. Busing boundaries are established for each school and approved by the Governing Board. Our boundaries are McKellips, McClintock, Apache Blvd. and Rural Road. Primary considerations for busing are distance and major street locations. No standard distance is used in determining busing requirements.

∨ Calendar Information ∨

Number of Instruction Days:	176	First Day of School:	8/12/02
Average Daily Instruction Time:	6 hrs. 30 min.	Last Day of School:	5/23/03
Operates on Traditional Schedule			

Report Card Release Dates

10/11/02	12/21/02	3/14/03	5/23/03
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Additional Calendar/Report Card Information

Two formal Parent/Teacher conferences are scheduled every year with additional ones available as needed. Parents can leave messages for teachers through voice mail.

∨ 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 Computer Lab	W Media Center/Library
W Music Rooms/Stage	

Extracurricular Activities

W Student Council/Boys & Girls Club	W Martial Arts/Garden/Stitching Clubs
W Math/Science/Newspaper Clubs	W Kid Zone/Tutoring
W Sports/Golf/Baseball Clubs	W Chess/Video/Computer/Internet Clubs
W Cooking/Memory Book/Dance/Crafts Clubs	W Algebra/Homework/MESA

School/Community Resources

W Afterschool Program/CPLC	W Summer School
W Business Partners	W Parent Nights/Boys & Girls Clubs
W Counseling Services/Big Bros/Big Sisters	W Interventions/Police Liaison
W Kid Zone--Before/After School Care	W YMCA/Parks & Recreation Activities

∨ 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 More students are learning their math basic skills by following the grade level benchmarks. AlphaSmarts are being used by students for keyboarding/writing. Stanford 9 scores have increased in reading, writing and math.</p> | <p>w Funding is directed to activities with math/science/technology focus. Field trips are taken: Arizona Science Center, Lowell Observatory, Dons of Arizona Day Camp, Prescott Pines Camp; all grade levels participated in the Celebrate Learning Night.</p> |
| <p>w Our math/science/technology focus is supported by our business partners. Students are participating in the MESA Program. Gifted program members have increased. We have the lowest absence rate of District Title I schools.</p> | <p>w Extracurricular activities link toward our math/science/technology focus. More parents attended the technology classes offered at the Parent Night. More than 50% of students attend extracurricular activities.</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	26.3 %	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	14.9 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.6 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.4 %	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
Diablos Ed. Excellence Awards	1998
Salt River Project Teacher Venture Grant	1999
Regional Chess Tournament Awards	1999
Wells Fargo Bank Chess Club Grant	1999

∨ 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	51	512	16%	18%	49%	18%
	School State	58840	524	9%	17%	45%	29%
Writing	School	50	527	16%	16%	60%	8%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	52	498	15%	37%	38%	10%
	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	50	503	20%	32%	38%	10%
	State	61305	505	21%	20%	43%	15%
Writing	School	46	501	17%	35%	41%	7%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	51	475	27%	37%	16%	20%
	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	--	--	--	--	--	--	--	--	--	52	53	60	--	--	--
2	Reading	--	--	--	100	42	50	51	44	52	55	48	53	36	28	57
	Language	--	--	--	100	29	40	53	47	43	58	28	44	36	22	48
	Mathematics	--	--	--	100	39	51	53	51	55	58	44	57	36	32	61
3	Reading	93	51	47	100	53	47	75	40	48	48	37	50	71	40	50
	Language	93	51	49	100	59	51	78	48	54	75	39	56	71	51	57
	Mathematics	93	44	46	100	61	49	78	41	52	78	37	54	71	41	56
4	Reading	80	49	53	100	53	54	68	55	54	69	50	55	52	40	55
	Language	81	46	47	100	52	49	69	54	48	69	47	50	51	38	50
	Mathematics	80	53	51	100	57	54	67	61	55	73	50	57	51	39	58
5	Reading	100	48	51	100	40	51	78	49	51	78	45	51	59	42	53
	Language	100	40	42	100	40	44	77	43	45	79	39	45	61	32	47
	Mathematics	100	38	51	100	45	54	79	50	55	84	40	57	61	41	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	53	69
Grades 3-4	83	83
Grades 4-5	71	59
Grades 5-6	***	***

*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

Laird faculty and staff strives to create and maintain a safe and orderly learning environment for our students. School Discipline Procedures, in conjunction with the District Discipline Policy, are the foundation for a welcoming/comfortable teaching and learning environment for students, staff and parents. The School Site Safety Committee, comprised of Student Council, parent and community representation, addresses issues related to the school site and neighborhood.

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	\$3,835	\$1,680,340
Classroom Supplies	\$29	\$12,596
Administration	\$565	\$247,513
Support Services-Students	\$222	\$97,163
Other Support Services and Operations	\$845	\$370,186
Total Expenditures- All Categories 2000-2001	\$5,495	\$2,407,798

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	Barbara Pashkowski	(480) 941-2440	
Transportation Policy	Paul Novak	(480) 350-9006	
Community Resources	Frank Klajda	(480) 941-2440	6205
School Nutrition Programs	Pam Gorowara	(480) 774-2126	
Parent Organization	Karla Ramirez	(480) 941-2440	
Student Health/Nurse	Pat Thornton	(480) 941-2440	6203

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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