

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Marjorie W. Estes Elementary School

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

Marana Unified District
11279 W. Grier Road, Suite 100, Marana, AZ 85653-9722

Principal: Mr. Albert Siqueiros

Schedule: 7:30 AM to 4:00 PM

Web Address: www.maranausd.org/ee/index.htm

E-mail: A.F.Siqueiros@maranausd.org

Grades: Pre-K-6

2002 Enrollment: 388

Phone: (520) 682-4738

Fax: (520) 682-9247

∨ School Overview ∨

Mission

Estes is committed to providing a positive atmosphere for learning so that students become aware of, and capable of, using their skills to prepare for life and to develop acceptable behavior in a democratic society. Each student is viewed as a unique person whose physical, intellectual, emotional and societal development is continuous and ever expanding. To meet the needs of each student, the organizational arrangement for instruction, curricular offerings and teaching methods will be varied.

Organization and Philosophy

- w Self-contained Classrooms
- w Team Teaching
- w Special Ed. Inclusion/Mainstreaming
- w Targeted Assistance Title I

School/Academic Goals

- w To attain a mastery of basic skills in communication, computation, thinking skills and be able to apply these skills toward understanding other bodies of knowledge.
- w To develop critical thinking and processing skills.

Instructional Programs

- w Title I Team Teaching
- w Gifted
- w ELL Program
- w On-site Special Education
- w Profoundly Disabled
- w At-risk Preschool
- w School-to-Work
- w Special Education Preschool

- w To recognize and weigh alternative actions and consequences as a process in decision making.
- w To develop an understanding of, and a respect for, work required to attain goals.

Enrollment

October 1, 2001 School Year Student Enrollment:	408
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	74

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

Council Duties

- w Parent/Educator Relations
- w Curriculum Development
- w School Safety Issues
- w Title I Program
- w Extracurricular Activities
- w Strategic Planning

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	23.50
Other Professional Staff	9.00	Teacher Aide	31.50

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	3	0	0
4 to 6 years	2	1	0	0
7 to 9 years	0	1	0	0
10 or more years	4	14	0	0

∨ **Shared Responsibilities** ∨

School

Estes takes pride in creating an interactive learning environment which meets the needs of all students. Estes provides a link between home and school by regularly informing parents of curriculum taught; providing Parent Involvement Nights which focus on parent/child activities and fostering an environment which emphasizes active parent participation. Estes communicates with parents through Standards Reports, progress reports, phone calls, conferences and weekly/monthly newsletters.

Parents

It is essential that we form a cooperative partnership with parents. Parents are expected to: Ensure that their children are punctual and attend school regularly; encourage their children to put forth the effort to produce quality outcomes; spend quality time with their children daily; read with their child daily; make homework a priority; and, support the school in its programs and policies. We believe that when parents take an active role in school, their children are more successful!

∨ **Transportation Policy** ∨

Safe transportation of school children is a vital concern. MUSD transportation is dedicated to the selection, training, supervision and retention of professional staff members. Fourteen school buses transport to and from school. Estes serves a large geographic area. We cover sixteen miles north to south and ten miles east to west. Most of our student population is bused into the school.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/15/02
Average Daily Instruction Time:	5 hrs. 25 min.	Last Day of School:	5/22/03

Operates on Traditional Schedule

Report Card Release Dates

11/13/02	2/26/03	5/28/03
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Additional Calendar/Report Card Information

In addition to the Standards Report release dates, progress reports are mailed to the parents of each student three times during the school year. Also, parent-teacher conferences are held during September and February.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

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 Classroom Internet Access
W Special Education Room	W Title I Literacy Lab

Extracurricular Activities

W After School Tutoring	W Before School Homework Help
W Student Council	W Good News Club
W Eagles' Nest Bookstore	W Boy Scouts
W Girl Scouts	W Builder's Club

School/Community Resources

W After School Recreation Program	W Counseling Services
W DARE	W Mentor/Tutor Program
W Breakfast/Lunch Programs	W Business/Community Partnerships
W Health Services	W Family Builders

∨ 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 Estes implemented a school wide plan to improve spelling in all grades during the 2001-02 school year. Each grade level demonstrated gains in the area of spelling, as measured by a pre-test and a post-test.</p> | <p>W Estes continued to demonstrate growth in AIMS, with scores above the State averages in both third grade and fifth grade.</p> |
| <p>W Estes successfully provided inclusion of Special Education students in K-6 classrooms.</p> | <p>W Estes successfully implemented a School-Wide Title I Reading Program in a team teaching approach.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	93.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	24.2 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.3 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	9.7 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.8 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.3 %	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
Southern Arizona Science Project Winners	2001
MFEE Educational Excellence Award	2002
MUSD Ambassador of Excellence Award	2000
Pima County Fair Best of Class, 5th Grade Project	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 ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	56	531	5%	9%	52%	34%
	School State	58840	524	9%	17%	45%	29%
Writing	School	54	563	2%	19%	59%	20%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	56	525	5%	14%	52%	29%
	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	52	505	19%	13%	52%	15%
	State	61305	505	21%	20%	43%	15%
Writing	School	51	507	20%	27%	41%	12%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	52	503	8%	35%	25%	33%
	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	--	--	--	--	--	--	--	--	--	73	66	60	--	--	--
2	Reading	--	--	--	100	32	50	100	36	52	79	53	53	73	49	57
	Language	--	--	--	100	34	40	100	35	43	82	42	44	80	41	48
	Mathematics	--	--	--	100	40	51	100	46	55	82	58	57	80	60	61
3	Reading	100	45	47	100	41	47	100	37	48	73	54	50	100	44	50
	Language	100	49	49	100	45	51	100	41	54	73	51	56	97	50	57
	Mathematics	100	32	46	100	43	49	100	41	52	76	62	54	100	51	56
4	Reading	100	50	53	100	50	54	100	56	54	96	56	55	86	50	55
	Language	100	45	47	100	52	49	100	51	48	93	49	50	86	46	50
	Mathematics	100	52	51	100	44	54	99	52	55	95	52	57	86	53	58
5	Reading	93	51	51	100	49	51	89	55	51	84	45	51	91	49	53
	Language	92	48	42	100	44	44	89	47	45	82	44	45	90	45	47
	Mathematics	98	47	51	100	50	54	91	51	55	85	48	57	91	57	59
6	Reading	93	48	53	100	49	54	99	55	53	85	58	54	88	49	56
	Language	90	40	41	100	44	44	97	48	44	85	46	45	86	40	47
	Mathematics	96	50	57	100	50	59	100	59	60	94	61	63	88	61	65

∨ **Measure of Academic Progress** ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 2-3	52	54
Grades 3-4	75	65
Grades 4-5	60	77
Grades 5-6	88	93
Grades 6-7	***	***

*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

Estes promotes a safe and orderly learning environment in a variety of ways: We integrate the PeaceBuilders Program along with Life Skills throughout campus; we work collaboratively with the Marana Police Department in teaching drug and gang awareness through DARE; and we team with the Northwest Fire Department in providing safety classes to students. Additionally, the Estes staff works diligently at ensuring that we provide students with a safe and caring learning environment at all times.

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	\$2,603	\$1,100,379
Classroom Supplies	\$13	\$5,703
Administration	\$428	\$180,964
Support Services-Students	\$561	\$237,325
Other Support Services and Operations	\$926	\$391,470
Total Expenditures- All Categories 2000-2001	\$4,532	\$1,915,841

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	Albert Siqueiros	(520) 682-4738	
Transportation Policy	Bob Thomas	(520) 682-4789	
Community Resources	Christina Noriega	(520) 579-4920	
School Nutrition Programs	James Remete	(520) 682-4737	
Parent Organization	Rita Berkley	(520) 682-4738	
Student Health/Nurse	Carol Duncan	(520) 682-4770	

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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