

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

11279 W. Grier Road, Suite 100, Marana, AZ 85653

Marana Unified 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 LEARNS<sup>1</sup>

#### 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. Rocco Sugameli  
 Schedule : 07:30 AM to 04:15 PM  
 Grades : Pre-K-6  
 2005 Enrollment : 515  
 Web Address : www.maranausd.org/ee  
 Phone Number : (520) 682-4738  
 Fax Number : (520) 682-9247  
 E-mail : R.J.Sugameli@maranausd.org

### Mission

Estes Elementary School's mission is to provide a progressive educational experience where students will realize their academic and social potential for success.

Guiding Principles:

The Estes staff values every child.

The staff is committed to the Estes Community.

Children are valued as human beings, as individual learners, and each child is special.

### 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

Academic expectations will be high and learning goals will be challenging. To strive to have all students master all performance objectives as defined by the Arizona Academic Standards. Building a strong sense of community and unity will be a priority.

- ü To have 90% of our students on grade level benchmarks or above as measured by the DIBELS reading assessment.

- ü To implement the Houghton-Mifflin Core Reading Program new to our school district this year. This includes a focus on the 5, researched based components of reading.

- ü The Estes professional development program will match our school learning goals in providing an enriching academic program for our students.

### Enrollment

October 1, 2004 School Year Student Enrollment : 432  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 59

Instructional Programs

- Title I Targeted Assistance
- Gifted Education
- ELL Program
- On-site Special Education
- Curriculum aligned to state standards
- Success maker software for all children
- On-going reading assessment
- Research based math/lang arts programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 25 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Estes creates an interactive learning environment which meets the needs of students. We link home and school by regularly informing parents of what is taught and by hosting Family Fun Nights which promote and encourage active parent participation. One of our school goals this year is to actively focus on the building of community as our school welcomes many new families as a result of new housing in our area.

Parents

It is clear that it is vital for parents to be involved in their child's learning in order for that child to reach his or her maximum potential. To that end, it is our hope that all of our parents will: Send their children to school regularly; encourage their children to produce quality outcomes; spend quality time with their children; read with their children daily; make homework a priority; and support our school community.

Transportation Policy

MUSD transportation is dedicated to the selection, training, supervision and retention of professional staff members. Riding a bus to and from school is a privilege not to be taken lightly. Students are expected to observe rules at all times.

School Honors

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

Award/Honor	Year
• Southern Arizona Science Project Winners	2004
• River of Words Poetry Winners	2004
• MFEE Educational Excellence Award	2003
• Arizona Elementary School Principal of the Year	2000

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	52	985	79306	100	100	99	423	462	445	16	6	10	18	10	18	53	53	51	13	32	20
All Students (Prior Year)	38	956	75509	100	100	100	510	537	521	3	8	13	44	18	23	31	33	33	22	41	31
Female	26	465	38691	100	100	99	397	459	446	22	8	10	22	8	18	48	56	52	9	28	20
Male	26	520	40583	100	99	99	450	464	445	9	4	11	14	12	18	59	50	50	18	34	21
African American	NC	34	4041	NC	100	99	NC	435	426	NC	6	17	NC	15	23	NC	70	50	NC	9	10
Hispanic	21	254	32869	95	100	99	411	450	429	16	8	15	32	14	25	42	54	51	11	24	10
Asian/Pacific Islander	NC	23	1935	NC	100	99	NC	447	474	NC	5	3	NC	10	9	NC	45	48	NC	40	40
American Indian/Alaskan Native	NC	16	4264	NC	89	100	NC	440	419	NC	8	19	NC	31	30	NC	46	45	NC	15	6
White	26	658	36197	100	100	99	431	469	463	14	5	5	9	8	11	59	52	53	18	36	31
Students with Disabilities	NC	161	10321	NC	100	100	NC	399	389	NC	24	30	NC	22	27	NC	42	34	NC	12	9
Students without Disabilities	43	824	69060	100	99	98	449	474	454	5	2	7	19	8	17	62	55	54	14	35	22
Limited English Proficient Students	NC	33	15509	NC	100	100	NC	355	406	NC	11	20	NC	18	30	NC	58	45	NC	13	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	36	345	39415	90	96	96	443	452	431	9	10	15	25	13	25	50	54	50	16	23	10
Non-Economically Disadvantaged	16	640	39966	100	100	100	373	467	459	31	4	6	0	8	12	62	52	52	8	36	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	52	985	79395	100	0	99	422	458	446	13	6	9	27	15	25	53	65	55	7	14	11
All Students (Prior Year)	38	953	75492	100	100	100	514	523	519	11	8	12	22	14	16	50	49	47	17	29	24
Female	26	463	38743	100	0	100	411	463	451	17	6	7	22	12	24	48	67	57	13	15	12
Male	26	522	40618	100	0	99	434	453	440	9	7	11	32	18	27	59	62	53	0	12	9
African American	NC	33	4052	NC	0	100	NC	430	434	NC	6	11	NC	22	29	NC	69	54	NC	3	6
Hispanic	21	255	32915	95	0	99	414	450	426	16	7	15	32	19	35	42	65	47	11	9	4
Asian/Pacific Islander	NC	23	1936	NC	0	99	NC	445	468	NC	0	3	NC	10	14	NC	70	63	NC	20	19
American Indian/Alaskan Native	NC	16	4271	NC	0	100	NC	431	420	NC	23	15	NC	15	42	NC	54	41	NC	8	2
White	26	658	36221	100	0	99	426	463	465	14	6	4	23	14	15	59	64	63	5	16	17
Students with Disabilities	NC	161	10331	NC	0	100	NC	390	388	NC	26	25	NC	33	37	NC	36	34	NC	5	4
Students without Disabilities	43	824	69139	100	0	99	448	471	454	5	3	7	27	12	24	62	70	58	5	15	11
Limited English Proficient Students	NC	33	15545	NC	0	100	NC	344	399	NC	16	21	NC	27	42	NC	51	35	NC	7	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	36	344	39484	90	0	96	440	448	429	9	11	14	31	19	35	50	59	47	9	10	4
Non-Economically Disadvantaged	16	641	39986	100	0	100	380	463	461	23	4	4	15	13	16	62	67	63	0	16	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	52	984	78869	100	100	99	409	450	442	7	3	6	38	20	21	53	67	63	2	10	10
All Students (Prior Year)	38	951	75053	100	99	99	552	603	597	11	7	7	19	11	12	69	74	72	0	9	9
Female	26	464	38536	100	100	99	402	465	458	9	2	4	22	13	15	70	70	67	0	15	14
Male	26	520	40302	100	99	99	417	437	428	5	3	8	55	26	26	36	64	60	5	7	7
African American	NC	33	4015	NC	100	99	NC	436	430	NC	0	8	NC	19	24	NC	78	61	NC	3	7
Hispanic	21	255	32606	95	100	98	404	448	426	11	2	8	32	26	27	58	62	60	0	10	5
Asian/Pacific Islander	NC	23	1925	NC	100	99	NC	452	471	NC	0	3	NC	10	11	NC	70	64	NC	20	22
American Indian/Alaskan Native	NC	16	4245	NC	89	100	NC	459	423	NC	0	9	NC	31	26	NC	46	61	NC	23	4
White	26	657	36078	100	99	99	407	451	459	5	4	4	41	18	16	55	68	66	0	10	14
Students with Disabilities	NC	158	10246	NC	100	100	NC	382	367	NC	10	18	NC	41	39	NC	48	40	NC	1	4
Students without Disabilities	43	826	68697	100	99	98	434	463	454	3	2	4	35	16	18	59	70	67	3	12	11
Limited English Proficient Students	NC	33	15339	NC	100	100	NC	347	399	NC	9	11	NC	29	31	NC	58	54	NC	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	36	343	39106	90	96	95	429	436	427	3	4	8	34	29	28	59	62	59	3	5	5
Non-Economically Disadvantaged	16	641	39837	100	100	100	361	458	457	15	3	4	46	15	14	38	69	67	0	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	48	1000	78906	100	99	99	465	502	498	18	9	13	25	14	19	43	55	48	14	21	20
All Students (Prior Year)	44	1011	76019	98	99	100	486	508	499	13	8	14	53	35	39	8	15	14	26	41	33
Female	23	486	38644	100	100	99	435	501	500	25	9	12	30	14	19	35	58	49	10	19	19
Male	25	514	40236	100	99	99	491	502	497	13	9	15	21	15	19	50	53	46	17	23	20
African American	NC	29	4087	NC	100	99	NC	425	481	NC	28	20	NC	24	24	NC	40	45	NC	8	11
Hispanic	18	251	31938	100	99	99	482	489	481	12	12	19	24	18	25	59	56	46	6	14	10
Asian/Pacific Islander	NC	21	1805	NC	100	98	NC	525	536	NC	5	5	NC	5	8	NC	63	45	NC	26	42
American Indian/Alaskan Native	NC	19	4593	NC	100	100	NC	464	467	NC	35	26	NC	24	29	NC	41	39	NC	0	6
White	20	680	36483	100	99	99	508	509	517	0	7	7	33	13	13	39	56	51	28	25	30
Students with Disabilities	NC	130	10664	NC	100	100	NC	413	430	NC	35	42	NC	29	27	NC	34	26	NC	2	5
Students without Disabilities	41	870	68310	95	98	98	487	515	509	16	6	9	24	12	18	43	58	51	16	24	22
Limited English Proficient Students	NC	31	12573	NC	100	100	NC	347	454	NC	28	27	NC	28	30	NC	43	38	NC	2	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	29	340	38679	94	95	96	474	493	483	24	16	20	28	19	25	40	52	45	8	13	10
Non-Economically Disadvantaged	19	660	40295	100	100	100	454	506	513	11	6	7	21	12	13	47	57	50	21	25	30

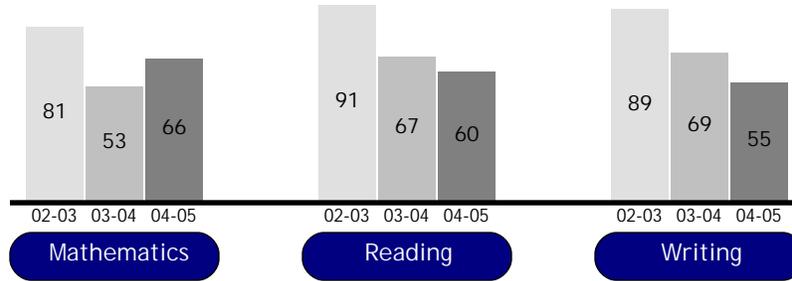
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	48	1002	78908	100	0	99	462	493	484	16	6	10	16	17	23	61	66	58	7	12	9
All Students (Prior Year)	44	1010	76020	98	99	100	501	509	503	18	18	25	32	24	23	42	43	40	8	15	12
Female	23	487	38648	100	0	99	445	497	489	20	5	8	10	13	22	60	69	61	10	13	10
Male	25	515	40233	100	0	99	477	489	479	13	6	12	21	20	25	63	63	55	4	11	8
African American	NC	29	4092	NC	0	99	NC	421	473	NC	16	12	NC	20	28	NC	60	54	NC	4	5
Hispanic	18	251	31940	100	0	99	482	483	465	12	7	16	6	20	32	82	65	49	0	8	3
Asian/Pacific Islander	NC	21	1805	NC	0	98	NC	505	507	NC	5	4	NC	11	13	NC	63	65	NC	21	18
American Indian/Alaskan Native	NC	19	4569	NC	0	100	NC	464	457	NC	18	18	NC	35	39	NC	47	41	NC	0	2
White	20	682	36502	100	0	99	498	499	502	6	4	4	22	15	14	56	67	67	17	14	15
Students with Disabilities	NC	131	10665	NC	0	100	NC	410	423	NC	24	30	NC	36	36	NC	38	31	NC	3	2
Students without Disabilities	41	871	68312	95	0	98	488	505	493	11	3	7	11	14	21	70	70	62	8	13	10
Limited English Proficient Students	NC	31	12556	NC	0	100	NC	341	436	NC	21	24	NC	26	40	NC	51	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	29	341	38662	94	0	96	474	487	468	20	9	16	8	22	32	72	61	49	0	9	3
Non-Economically Disadvantaged	19	661	40315	100	0	100	448	496	498	11	4	5	26	14	15	47	68	66	16	13	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	48	1004	78750	100	100	99	475	505	500	9	4	6	36	24	29	55	71	63	0	2	2
All Students (Prior Year)	43	1009	75673	96	99	100	505	522	530	11	13	12	30	26	25	59	58	58	0	3	4
Female	23	487	38586	100	100	99	457	518	515	10	2	4	35	17	22	55	79	71	0	2	3
Male	25	517	40135	100	99	99	490	493	486	8	5	8	38	30	35	54	63	56	0	1	1
African American	NC	29	4081	NC	100	99	NC	448	488	NC	12	8	NC	20	32	NC	68	59	NC	0	2
Hispanic	18	250	31841	100	98	99	493	500	483	6	4	8	47	30	36	47	65	55	0	1	1
Asian/Pacific Islander	NC	21	1802	NC	100	98	NC	530	533	NC	0	2	NC	16	16	NC	79	75	NC	5	7
American Indian/Alaskan Native	NC	19	4586	NC	100	100	NC	487	481	NC	6	8	NC	41	37	NC	53	54	NC	0	1
White	20	685	36440	100	100	99	512	509	516	0	3	3	33	22	22	67	73	71	0	2	4
Students with Disabilities	NC	131	10622	NC	100	100	NC	403	415	NC	19	21	NC	42	50	NC	34	28	NC	5	1
Students without Disabilities	41	873	68196	95	98	98	504	520	513	5	1	3	30	21	25	65	76	69	0	1	3
Limited English Proficient Students	NC	31	12504	NC	100	100	NC	348	451	NC	13	12	NC	45	44	NC	30	43	NC	13	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	29	342	38558	94	95	96	484	496	485	8	6	8	40	34	37	52	59	54	0	0	1
Non-Economically Disadvantaged	19	662	40260	100	100	100	464	510	514	11	2	3	32	19	21	58	76	72	0	2	4

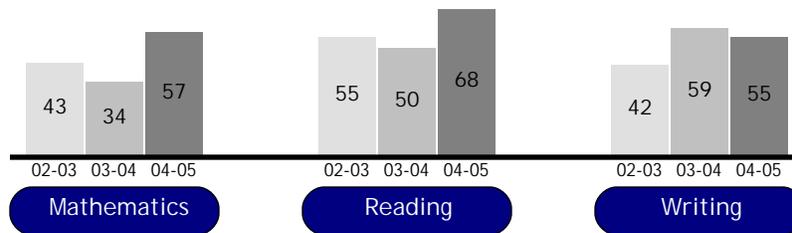
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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	95	38	63	50	100	57	NA	58	98	41	53	47
	Language	98	31	57	43	100	50	50	50	98	43	50	47
	Mathematics	100	41	71	57	100	64	67	64	98	49	59	50
3	Reading	97	49	61	47	97	39	NA	55	96	39	52	44
	Language	100	54	65	54	100	43	64	61	96	37	48	44
	Mathematics	100	58	69	54	100	39	68	61	96	49	61	51
4	Reading	91	49	66	52	98	53	NA	56	100	41	54	48
	Language	100	41	58	48	98	48	56	52	100	44	55	49
	Mathematics	100	45	67	57	98	54	66	61	100	41	59	53
5	Reading	98	42	61	50	100	49	NA	55	96	48	57	50
	Language	94	34	53	46	100	46	51	49	96	49	56	50
	Mathematics	96	48	66	57	100	54	67	63	96	44	56	49
6	Reading	98	53	64	53	96	53	NA	56	85	52	59	51
	Language	100	44	56	45	95	43	51	48	85	50	53	47
	Mathematics	100	60	73	62	95	65	71	66	89	53	60	52

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/](http://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

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

Council Duties

- Ü Parent/School Partnership
- Ü Curriculum Development
- Ü School Safety Issues
- Ü Title I Program
- Ü School Budget
- Ü Strategic Planning

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	31.00
Other Professional Staff	9.50	Teacher Aide	37.50

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	24
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Classroom Internet Access
- Ü Profoundly Handicapped Facilities
- Ü Library

Extracurricular Activities

- Ü After School Tutoring
- Ü Before School Homework Help
- Ü Student Council
- Ü After School Enrichment Classes
- Ü Before school Title I services
- Ü Parks and Recreation

Social Services

- Ü Counseling Services
- Ü DARE
- Ü Tutor Program
- Ü Parenting Classes
- Ü Dental Program
- Ü Free breakfast for all students
- Ü Crisis Intervention Plan

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Estes has taken the lead in assessing each of our students on reading benchmarks three times per year. We utilize the Dibels reading assessment for this purpose. Data is used to plan for each individual child's instructional program.
  
- ü Parent participation has increased at Estes Elementary with a growing population serving to add vitality and support to our school.
  
- ü Estes Elementary School has met our 'adequate yearly progress' goals for the second year in a row.
  
- ü The school's principal was recently elected as president-elect of the Arizona School Administrators Association which will enable the school administration and staff to stay current in the latest educational research and strategies.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Transfers Out Rates <sup>5</sup>	13	12	12	17
Transfers In Rate <sup>6</sup>	38	28	28	37
Stability Rate <sup>7</sup>	86	87	87	82
Promotion Rate <sup>8</sup>	95	96	95	81
Retention Rate <sup>9</sup>	2	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	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

Estes works diligently at ensuring that students are provided a safe and caring learning environment by being attentive to the needs of all students. Students are taught life skills and decision making strategies through the counseling and DARE programs. Our Positive Behavior Support program consistently reinforces and recognizes students for being: Safe, Responsible, and Respectful.

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
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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	Rocco Sugameli	(520) 682-4738
Transportation Policy	Don Powers	(520) 682-4789
Community Resources	Christina Noriega	(520) 579-4920
School Nutrition Programs	James Remete	(520) 682-4737
Parent Organization	Marcia Greenwood	(520) 682-4738
Student Health/Nurse	Judie Crawford	(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](http://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](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.

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](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.