

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Nancy Paddock
 Schedule : 07:30 AM to 04:15 PM
 Grades : Pre-K-6
 Web Address : www.maranausd.org/ee
 Phone Number : (520) 682-4738
 Fax Number : (520) 682-9247
 E-mail : N.L.Paddock@maranausd.org

Mission

Vision: Empowering students to reach tomorrow's horizons.

Estes Elementary School's mission is to provide dynamic educational experiences where students will realize and achieve their academic and social successes through innovative instruction.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To strive to have all students master all performance objectives as defined by the Arizona Academic Standards.
- ü To have 90% of our students on grade level benchmarks or above as measured by the DIBELS reading assessment.
- ü Introducing Professional Learning Communities as a resource in utilizing data to drive instruction toward increased student learning
- ü The Estes professional development program will match our school learning goals in providing an enriching academic program for our students.

Enrollment

October 1, 2005 School Year Student Enrollment : 514
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 54

Instructional Programs

- Title I Targeted Assistance
- Gifted Education
- ELL Program
- On-site Special Education
- Curriculum aligned to state standards
- Aligned Professional Development
- DIBELS progress monitoring- reading
- 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 :	8/14/2005
Last Day of School :	5/24/2006

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
• Teacher applying for National Board CertificationSouthe	2006
• Marana Foundation Grant winner	2006
• Southern Arizona Science Project Winners	2004
• River of Words Poetry Winners	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	1002	80010	99	99	99	445	464	447	11	5	10	17	11	18	57	58	53	14	27	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	480	38935	100	100	99	445	465	447	9	4	9	29	10	19	46	59	55	17	27	17
Male	35	522	40974	97	99	98	445	463	448	14	5	11	6	11	18	69	57	52	11	27	19
African American	NC	37	4201	NC	100	99	NC	441	430	NC	14	17	NC	11	23	NC	62	51	NC	14	9
Hispanic	28	261	34545	97	99	99	429	453	432	14	6	14	25	15	24	54	61	53	7	18	9
Asian/Pacific Islander	--	23	2068	--	96	99	--	470	474	--	9	4	--	9	10	--	52	50	--	30	36
American Indian/Alaskan Native	NC	22	3979	NC	96	96	NC	461	424	NC	NA	17	NC	14	30	NC	68	47	NC	18	6
White	31	659	35142	100	100	99	458	469	465	10	4	5	10	9	11	61	56	56	19	31	28
Students with Disabilities	12	145	10161	92	96	93	404	434	419	33	16	28	33	24	28	33	48	36	NA	12	8
Students without Disabilities	58	857	69849	100	100	100	453	469	451	7	3	7	14	8	17	62	60	56	17	29	19
Limited English Proficient Students	NC	32	14013	NC	100	97	NC	425	413	NC	19	24	NC	28	34	NC	50	39	NC	3	3
Migrant Students	NC	NC	603	NC	NC	96	NC	NC	417	NC	NC	22	NC	NC	32	NC	NC	42	NC	NC	4
Economically Disadvantaged	34	317	39029	100	98	98	433	451	432	12	7	14	26	18	25	56	58	52	6	17	9
Non-Economically Disadvantaged	36	685	40981	97	100	100	457	470	462	11	4	6	8	7	13	58	58	54	22	31	27

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	71	1000	79438	100	99	98	460	469	451	3	3	9	24	17	24	62	64	56	11	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	480	38775	100	100	99	460	476	457	3	3	7	26	14	22	60	65	58	11	19	13
Male	36	520	40560	100	99	97	460	462	446	3	4	12	22	20	25	64	63	54	11	12	9
African American	NC	37	4178	NC	100	98	NC	452	439	NC	5	13	NC	30	29	NC	46	52	NC	19	6
Hispanic	29	262	34297	100	99	99	443	459	434	3	5	14	34	22	31	59	63	50	3	10	5
Asian/Pacific Islander	--	22	2063	--	92	98	--	485	475	--	NA	3	--	14	15	--	45	63	--	41	20
American Indian/Alaskan Native	NC	22	3940	NC	96	95	NC	465	429	NC	NA	14	NC	18	36	NC	82	47	NC	NA	3
White	31	657	34887	100	99	98	477	473	471	3	3	4	13	15	15	65	65	63	19	18	18
Students with Disabilities	13	142	9588	100	94	88	430	428	416	8	14	30	46	39	32	38	39	34	8	7	5
Students without Disabilities	58	858	69850	100	100	100	467	475	456	2	2	7	19	13	23	67	68	59	12	17	12
Limited English Proficient Students	NC	32	13856	NC	100	96	NC	421	407	NC	22	27	NC	31	43	NC	47	29	NC	NA	1
Migrant Students	NC	NC	600	NC	NC	96	NC	NC	418	NC	NC	22	NC	NC	38	NC	NC	39	NC	NC	2
Economically Disadvantaged	34	316	38685	100	98	97	449	453	435	6	8	14	29	23	32	56	62	50	9	8	5
Non-Economically Disadvantaged	37	684	40753	100	100	99	471	476	467	NA	1	5	19	14	16	68	65	62	14	19	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	71	998	79971	100	99	99	420	431	423	7	4	8	44	40	41	48	53	49	1	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	481	38974	100	100	99	431	446	437	3	2	5	40	29	33	54	66	57	3	4	4
Male	36	517	40895	100	98	98	409	417	410	11	6	10	47	50	47	42	42	41	NA	2	2
African American	NC	37	4203	NC	100	99	NC	403	411	NC	11	11	NC	51	45	NC	38	43	NC	NA	2
Hispanic	29	262	34481	100	99	99	399	425	410	14	5	10	45	42	46	41	49	43	NA	3	1
Asian/Pacific Islander	--	23	2067	--	96	99	--	447	449	--	9	4	--	17	28	--	74	60	--	NA	8
American Indian/Alaskan Native	NC	22	3995	NC	96	96	NC	438	409	NC	NA	10	NC	27	47	NC	73	42	NC	NA	1
White	31	654	35150	100	99	99	432	434	437	3	3	5	45	39	35	48	55	56	3	3	5
Students with Disabilities	13	140	10258	100	93	94	405	388	377	15	16	23	38	53	51	46	30	25	NA	1	1
Students without Disabilities	58	858	69713	100	100	100	423	438	429	5	2	5	45	38	39	48	57	52	2	3	3
Limited English Proficient Students	NC	30	13985	NC	94	97	NC	404	382	NC	10	18	NC	53	54	NC	37	27	NC	NA	0
Migrant Students	NC	NC	608	NC	NC	97	NC	NC	389	NC	NC	16	NC	NC	50	NC	NC	33	NC	NC	0
Economically Disadvantaged	34	314	38994	100	98	98	425	419	409	6	6	10	38	46	47	56	46	41	NA	1	1
Non-Economically Disadvantaged	37	684	40977	100	100	100	415	436	437	8	3	5	49	37	34	41	57	56	3	3	5

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

4th 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	64	1005	80147	93	99	99	480	495	482	11	5	11	17	11	17	58	54	49	14	30	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	486	39281	97	99	99	485	496	483	11	4	9	18	10	17	61	56	50	11	29	24
Male	36	519	40780	90	98	98	476	494	482	11	6	12	17	11	17	56	52	48	17	31	24
African American	NC	41	4249	NC	98	99	NC	473	464	NC	7	17	NC	15	22	NC	71	48	NC	7	13
Hispanic	25	253	33494	86	98	99	473	489	466	8	6	15	28	15	23	52	53	49	12	26	14
Asian/Pacific Islander	NC	24	2103	NC	100	99	NC	499	515	NC	NA	4	NC	8	8	NC	71	44	NC	21	45
American Indian/Alaskan Native	NC	15	4117	NC	94	96	NC	485	456	NC	7	19	NC	20	27	NC	47	46	NC	27	8
White	32	672	36122	100	99	99	485	499	501	13	5	5	9	9	10	63	53	50	16	34	35
Students with Disabilities	NC	140	10295	NC	92	92	NC	453	443	NC	24	33	NC	25	26	NC	41	33	NC	9	8
Students without Disabilities	58	865	69852	100	100	100	484	502	488	5	2	7	16	8	16	64	56	51	16	34	26
Limited English Proficient Students	NC	27	12722	NC	93	97	NC	456	441	NC	22	27	NC	19	33	NC	48	37	NC	11	3
Migrant Students	NC	NC	622	NC	NC	97	NC	NC	454	NC	NC	19	NC	NC	30	NC	NC	43	NC	NC	8
Economically Disadvantaged	30	333	38371	97	99	97	480	479	465	10	8	15	23	18	23	53	56	49	13	17	13
Non-Economically Disadvantaged	34	672	41776	89	99	100	480	503	498	12	4	6	12	7	11	62	52	49	15	37	33

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	67	1003	79686	97	99	98	468	484	470	13	5	11	22	16	24	57	69	57	7	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	483	39163	97	98	99	485	490	475	11	3	9	14	14	22	64	71	60	11	13	10
Male	39	520	40438	98	99	97	456	478	465	15	7	13	28	18	25	51	67	54	5	8	7
African American	NC	41	4228	NC	98	98	NC	474	458	NC	5	15	NC	22	28	NC	66	53	NC	7	4
Hispanic	28	253	33299	97	98	98	452	475	452	21	8	17	29	19	32	43	66	47	7	7	3
Asian/Pacific Islander	NC	24	2097	NC	100	99	NC	484	490	NC	NA	5	NC	17	13	NC	75	68	NC	8	14
American Indian/Alaskan Native	NC	15	4087	NC	94	96	NC	479	446	NC	13	16	NC	20	38	NC	60	44	NC	7	2
White	32	670	35914	100	99	98	479	487	489	6	4	5	19	14	15	69	70	67	6	12	14
Students with Disabilities	NC	137	9808	NC	90	87	NC	440	432	NC	26	35	NC	34	32	NC	39	30	NC	1	3
Students without Disabilities	58	866	69878	100	100	100	478	490	475	3	2	8	22	13	23	66	73	61	9	12	9
Limited English Proficient Students	NC	29	12594	NC	100	96	NC	435	422	NC	21	34	NC	45	45	NC	34	21	NC	NA	0
Migrant Students	NC	NC	611	NC	NC	95	NC	NC	439	NC	NC	22	NC	NC	39	NC	NC	37	NC	NC	2
Economically Disadvantaged	31	331	38095	100	98	97	461	470	452	16	9	17	29	23	32	52	63	48	3	6	3
Non-Economically Disadvantaged	36	672	41591	95	99	99	473	490	486	11	3	6	17	12	16	61	72	65	11	13	13

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	66	998	80372	96	98	99	486	486	475	3	3	4	26	25	30	65	70	64	6	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	484	39452	100	99	99	499	498	488	7	2	3	14	17	22	69	78	72	10	3	3
Male	37	514	40836	93	98	98	476	474	464	NA	3	6	35	33	37	62	62	56	3	1	1
African American	NC	41	4264	NC	98	99	NC	472	465	NC	2	5	NC	29	35	NC	68	59	NC	NA	1
Hispanic	27	252	33608	93	97	99	487	482	462	4	2	6	30	31	36	59	64	57	7	2	1
Asian/Pacific Islander	NC	24	2098	NC	100	99	NC	495	500	NC	NA	2	NC	25	16	NC	67	75	NC	8	7
American Indian/Alaskan Native	NC	15	4128	NC	94	97	NC	495	464	NC	NA	4	NC	13	39	NC	87	56	NC	NA	1
White	32	666	36213	100	98	99	487	487	489	3	3	2	22	23	22	72	72	72	3	2	3
Students with Disabilities	NC	132	10526	NC	87	94	NC	443	427	NC	11	15	NC	56	53	NC	31	31	NC	2	1
Students without Disabilities	58	866	69846	100	100	100	493	492	482	NA	1	3	19	21	26	74	76	69	7	2	2
Limited English Proficient Students	NC	27	12747	NC	93	97	NC	439	432	NC	4	12	NC	67	52	NC	30	36	NC	NA	0
Migrant Students	NC	NC	621	NC	NC	97	NC	NC	452	NC	NC	9	NC	NC	40	NC	NC	51	NC	NC	0
Economically Disadvantaged	31	329	38521	100	98	98	478	470	461	6	4	6	32	33	38	55	62	55	6	1	1
Non-Economically Disadvantaged	35	669	41851	92	98	100	493	493	489	NA	2	3	20	22	22	74	74	72	6	3	4

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	57	1027	79306	100	99	99	482	512	504	19	8	13	25	17	20	49	54	49	7	21	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	486	38845	100	99	99	483	509	505	17	8	11	31	18	20	42	54	50	11	20	18
Male	21	541	40383	100	99	98	482	514	504	24	8	14	14	15	19	62	54	47	NA	23	19
African American	NC	33	4171	NC	97	98	NC	499	485	NC	12	20	NC	24	26	NC	45	44	NC	18	10
Hispanic	24	243	32673	100	98	99	474	504	487	17	9	18	29	17	25	50	58	46	4	16	10
Asian/Pacific Islander	NC	28	2147	NC	100	99	NC	523	539	NC	4	5	NC	21	10	NC	43	46	NC	32	40
American Indian/Alaskan Native	NC	24	4034	NC	100	97	NC	499	479	NC	17	22	NC	8	29	NC	58	43	NC	17	7
White	24	699	36234	100	99	99	494	515	523	13	7	6	25	16	13	54	53	52	8	23	28
Students with Disabilities	NC	169	10286	NC	95	91	NC	471	462	NC	28	41	NC	31	27	NC	35	27	NC	6	5
Students without Disabilities	49	858	69020	100	100	100	488	519	510	16	4	9	22	14	18	53	58	52	8	24	21
Limited English Proficient Students	NC	23	10291	NC	100	96	NC	455	458	NC	35	38	NC	39	34	NC	26	26	NC	NA	2
Migrant Students	NC	NC	630	NC	NC	95	NC	NC	478	NC	NC	24	NC	NC	27	NC	NC	43	NC	NC	6
Economically Disadvantaged	33	283	37437	100	98	97	470	490	486	24	16	19	27	22	26	48	52	46	NA	10	9
Non-Economically Disadvantaged	24	744	41869	100	100	100	500	520	521	13	5	7	21	15	14	50	55	51	17	26	27

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	57	1016	79000	100	98	98	488	502	489	5	4	10	26	18	24	65	66	58	4	12	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	482	38774	100	99	99	490	504	494	8	4	7	22	16	22	67	69	61	3	12	10
Male	21	534	40150	100	97	98	485	500	485	NA	5	12	33	20	25	62	63	55	5	12	8
African American	NC	34	4153	NC	100	98	NC	489	476	NC	6	13	NC	26	30	NC	62	53	NC	6	4
Hispanic	24	236	32508	100	95	98	483	494	472	4	5	15	33	25	33	63	61	49	NA	9	3
Asian/Pacific Islander	NC	28	2142	NC	100	99	NC	521	510	NC	NA	4	NC	7	14	NC	79	67	NC	14	16
American Indian/Alaskan Native	NC	24	4016	NC	100	96	NC	490	467	NC	8	14	NC	25	37	NC	63	46	NC	4	2
White	24	694	36135	100	99	98	495	505	508	4	4	4	13	16	14	79	67	67	4	13	15
Students with Disabilities	NC	159	9991	NC	90	88	NC	461	449	NC	16	33	NC	45	36	NC	38	29	NC	NA	2
Students without Disabilities	49	857	69009	100	100	100	492	509	495	4	2	6	22	13	22	69	71	62	4	14	10
Limited English Proficient Students	NC	21	10199	NC	91	95	NC	440	439	NC	29	35	NC	62	47	NC	10	18	NC	NA	0
Migrant Students	NC	NC	629	NC	NC	95	NC	NC	457	NC	NC	22	NC	NC	41	NC	NC	37	NC	NC	1
Economically Disadvantaged	33	274	37234	100	94	97	478	482	472	6	9	15	36	29	33	58	57	50	NA	5	3
Non-Economically Disadvantaged	24	742	41766	100	99	99	502	509	505	4	2	5	13	14	16	75	69	65	8	14	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	57	1028	79611	100	99	99	507	509	496	2	3	7	37	32	37	58	64	56	4	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	487	39016	100	100	99	519	524	511	3	2	4	25	22	29	67	75	66	6	2	1
Male	21	541	40519	100	99	98	487	497	482	NA	4	10	57	41	44	43	54	46	NA	0	0
African American	NC	33	4188	NC	97	98	NC	508	486	NC	NA	9	NC	36	40	NC	64	50	NC	NA	0
Hispanic	24	244	32855	100	98	99	512	503	481	NA	5	10	33	32	43	67	62	47	NA	0	0
Asian/Pacific Islander	NC	28	2149	NC	100	100	NC	531	519	NC	NA	4	NC	14	24	NC	79	70	NC	7	2
American Indian/Alaskan Native	NC	24	3992	NC	100	96	NC	503	478	NC	4	10	NC	33	46	NC	63	44	NC	NA	0
White	24	699	36380	100	99	99	508	511	511	4	3	4	33	32	30	58	64	65	4	1	1
Students with Disabilities	NC	171	10664	NC	97	94	NC	465	440	NC	11	23	NC	64	54	NC	26	22	NC	NA	1
Students without Disabilities	49	857	68947	100	100	100	513	518	504	2	2	4	31	25	34	63	72	61	4	1	1
Limited English Proficient Students	NC	23	10362	NC	100	97	NC	453	438	NC	13	22	NC	74	57	NC	13	21	NC	NA	NA
Migrant Students	NC	NC	636	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	47	NC	NC	38	NC	NC	0
Economically Disadvantaged	33	286	37626	100	99	98	491	492	479	3	7	10	48	42	45	48	51	45	NA	NA	0
Non-Economically Disadvantaged	24	742	41985	100	99	100	530	516	511	NA	2	4	21	28	30	71	69	65	8	1	1

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

6th 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	64	1019	79327	98	100	98	513	530	518	23	12	19	14	16	20	50	51	46	13	21	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	502	38961	100	100	98	521	532	520	20	12	16	17	15	20	50	53	48	13	21	16
Male	33	516	40295	94	99	97	506	529	516	27	12	21	12	18	19	48	49	44	12	21	16
African American	NC	25	4247	NC	89	98	NC	516	499	NC	20	27	NC	16	24	NC	56	41	NC	8	8
Hispanic	24	263	32327	96	99	98	497	519	499	25	16	27	21	18	25	50	49	41	4	17	8
Asian/Pacific Islander	NC	21	1939	NC	100	99	NC	557	556	NC	5	6	NC	NA	10	NC	52	47	NC	43	36
American Indian/Alaskan Native	NC	17	4391	NC	100	96	NC	483	489	NC	47	32	NC	12	27	NC	41	36	NC	NA	4
White	28	692	36373	97	100	98	534	535	538	14	9	10	7	16	14	57	52	52	21	23	25
Students with Disabilities	12	131	9321	92	97	87	457	471	467	75	46	54	8	31	22	17	21	21	NA	3	3
Students without Disabilities	52	888	70006	100	100	100	520	538	524	12	7	14	15	14	19	58	56	49	15	24	18
Limited English Proficient Students	NC	21	9431	NC	95	95	NC	470	466	NC	43	53	NC	33	27	NC	24	18	NC	NA	1
Migrant Students	NC	NC	635	NC	NC	94	NC	NC	488	NC	NC	31	NC	NC	29	NC	NC	36	NC	NC	4
Economically Disadvantaged	31	305	37097	97	99	97	502	512	498	32	18	27	16	23	25	42	46	41	10	13	7
Non-Economically Disadvantaged	33	714	42230	100	100	99	522	538	535	15	9	11	12	14	15	58	53	50	15	24	24

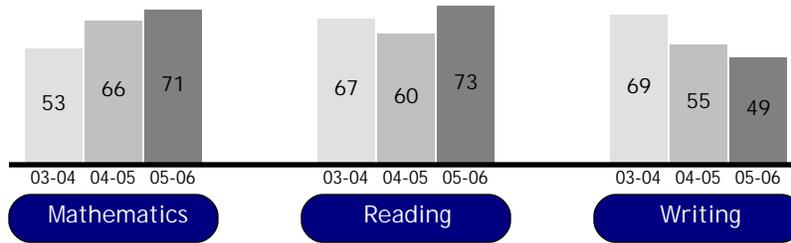
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	1012	79501	100	99	98	492	513	497	18	5	10	26	19	25	52	69	60	3	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	498	39062	100	99	99	507	520	502	10	4	8	23	16	23	63	72	64	3	8	5
Male	34	513	40368	97	98	98	480	507	491	26	7	13	26	22	27	44	66	57	3	6	3
African American	NC	26	4279	NC	93	99	NC	509	485	NC	8	14	NC	12	30	NC	77	54	NC	4	2
Hispanic	24	257	32389	96	97	98	475	503	478	21	7	16	38	25	34	42	63	48	NA	5	1
Asian/Pacific Islander	NC	21	1936	NC	100	99	NC	528	519	NC	NA	3	NC	10	14	NC	81	73	NC	10	9
American Indian/Alaskan Native	NC	16	4401	NC	94	96	NC	473	473	NC	25	17	NC	25	40	NC	50	43	NC	NA	1
White	29	691	36446	100	100	99	512	518	516	14	4	4	14	17	15	66	71	73	7	8	7
Students with Disabilities	13	124	9411	100	92	88	433	464	453	69	26	36	23	44	36	8	31	26	NA	NA	1
Students without Disabilities	52	888	70090	100	100	100	501	519	502	6	2	7	27	15	24	63	74	65	4	8	5
Limited English Proficient Students	NC	21	9401	NC	95	94	NC	437	443	NC	43	40	NC	57	46	NC	NA	14	NC	NA	0
Migrant Students	NC	NC	642	NC	NC	95	NC	NC	465	NC	NC	24	NC	NC	41	NC	NC	35	NC	NC	0
Economically Disadvantaged	32	299	37183	100	97	97	485	501	479	25	8	16	28	27	34	44	62	49	3	4	1
Non-Economically Disadvantaged	33	713	42318	100	100	99	499	518	513	12	4	5	24	15	17	61	72	70	3	9	7

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	64	1019	80000	98	100	99	559	577	564	9	2	3	11	8	11	75	75	75	5	15	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	502	39288	100	100	99	583	593	579	10	2	2	NA	3	6	83	73	77	7	22	16
Male	33	516	40644	94	99	98	538	562	549	9	3	4	21	12	15	67	77	74	3	8	7
African American	NC	27	4307	NC	96	99	NC	567	551	NC	4	4	NC	15	13	NC	74	75	NC	7	7
Hispanic	24	263	32672	96	99	99	548	570	548	13	3	4	13	10	14	71	76	76	4	11	6
Asian/Pacific Islander	NC	21	1945	NC	100	99	NC	612	592	NC	NA	1	NC	NA	4	NC	67	69	NC	33	25
American Indian/Alaskan Native	NC	17	4424	NC	100	97	NC	554	549	NC	NA	3	NC	6	14	NC	94	77	NC	NA	5
White	28	690	36602	97	100	99	567	580	579	7	2	2	14	7	7	71	74	75	7	16	16
Students with Disabilities	12	132	9919	92	98	93	497	516	505	42	9	9	33	33	35	25	56	54	NA	2	2
Students without Disabilities	52	887	70081	100	100	100	568	586	571	2	1	2	6	4	7	87	78	79	6	17	12
Limited English Proficient Students	NC	21	9571	NC	95	96	NC	498	502	NC	10	10	NC	33	29	NC	57	60	NC	NA	1
Migrant Students	NC	NC	654	NC	NC	97	NC	NC	534	NC	NC	7	NC	NC	16	NC	NC	74	NC	NC	3
Economically Disadvantaged	31	305	37534	97	99	98	549	562	547	13	4	4	10	10	15	77	76	76	NA	10	5
Non-Economically Disadvantaged	33	714	42466	100	100	100	568	584	578	6	1	2	12	7	7	73	75	75	9	17	16

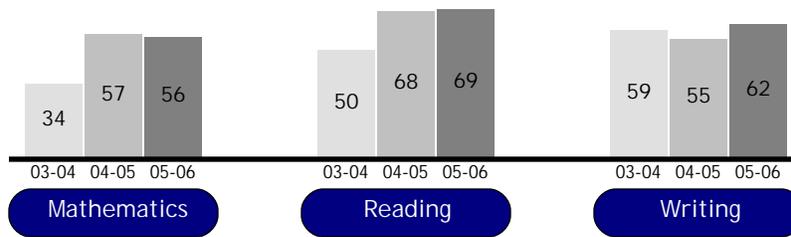
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2005-06

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	57	NA	58	98	41	53	47	99	56	58	46
	Language	100	50	50	50	98	43	50	47	99	44	50	48
	Mathematics	100	64	67	64	98	49	59	50	99	52	61	52
3	Reading	97	39	NA	55	96	39	52	44	100	50	56	46
	Language	100	43	64	61	96	37	48	44	100	44	50	46
	Mathematics	100	39	68	61	96	49	61	51	99	56	65	52
4	Reading	98	53	NA	56	100	41	54	48	94	46	59	52
	Language	98	48	56	52	100	44	55	49	93	54	59	52
	Mathematics	98	54	66	61	100	41	59	53	90	52	65	58
5	Reading	100	49	NA	55	96	48	57	50	100	52	65	56
	Language	100	46	51	49	96	49	56	50	100	39	59	54
	Mathematics	100	54	67	63	96	44	56	49	100	39	59	52
6	Reading	96	53	NA	56	85	52	59	51	92	54	67	56
	Language	95	43	51	48	85	50	53	47	91	46	59	50
	Mathematics	95	65	71	66	89	53	60	52	91	50	67	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 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.	32
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	6%

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 After school Title I services
- Ü Parks and Recreation
- Ü Noon study hall
- Ü Life Skills after school

Social Services

- Ü Counseling Services
- Ü DARE
- Ü Tutor Program
- Ü Parenting Classes
- Ü Dental Program
- Ü Life skills after school
- Ü Crisis Intervention Plan

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- 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, and has increased one level in our Arizona State School Label.

- ü Estes is currently applying for A+ school recognition through the Arizona Education Foundation.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	89	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Nancy Paddock	(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	Rosa Islas	(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 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.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 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.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** 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.