

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Esperero Canyon Middle School

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

Catalina Foothills Unified District
5801 N. Sabino Canyon Road, Tucson, AZ 85750-0958

Principal: Ms. Elizabeth Goettl
Schedule: 7:00 AM to 3:45 PM
Web Address: www.cfsd.k12.az.us/~ecwww/
E-mail: EGoettl@fc.cfsd.k12.az.us

Grades: 6-8
2002 Enrollment: 605
Phone: (520) 577-5330
Fax: (520) 577-5334

∨ School Overview ∨

Mission

Esperero Canyon Middle School, our learning community focused on the transitional needs of adolescents, inspires and empowers all students to achieve their academic and personal best through enriching, dynamic programs which develop character, responsible citizenship and a desire for lifelong learning.

Organization and Philosophy

- w Middle School Concept
- w Grade-level Teams
- w Interdisciplinary Focus
- w Student-centered

Instructional Programs

- w Gifted Program
- w On-site Special Education
- w Foreign Language Requirement (6-8)
- w Fine Arts Program (6-8)
- w Technology Support
- w Information Literacy
- w PE/Health Integration
- w Support Programs for At-risk Students

School/Academic Goals

- w We will implement Seminar, an interdisciplinary curriculum to extend and refine learning.
- w We will create a plan to teach and support students in the development of personal responsibility, character and citizenship, and to enhance each child's sense of belonging.
- w We will develop and implement a site-based staff development program.
- w We will continue to meet the needs of all learners through differentiated instruction.

Enrollment

October 1, 2001 School Year Student Enrollment:	606
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	10

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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 3 Student(s)

Council Duties

- w School Strategic Planning
- w School Goals
- w School/Community Relations

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	40.00
Other Professional Staff	4.00	Teacher Aide	9.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

The school is responsible for providing a safe environment and for meeting the academic needs of our students. The following programs are in place: orientations; transition programs; individual counseling; differentiated instruction; E-mail access to staff; Internet homework hotline; open houses; weekly news-letters; parent/student/teacher conferences; quarterly progress reports; quarterly report cards; published discipline matrix; drug- and weapons-free campus; student-parent handbook.

Parents

Our parents and staff are partners in the educational process. An overriding parental obligation is to provide a physically and psychologically safe home environment for their children. Specific responsibilities include proper clothing and nourishment, student attendance, and where applicable, transportation to and from school. Parents are encouraged to model and inculcate a love of learning, support the development of good study habits and nurture each child's personal excellence.

∨ **Transportation Policy** ∨

Transportation is provided to and from the school for students with disabilities who require transportation as indicated in their respective Individual Education Programs, and for students who are residents within a school attendance area and who live more than 3/4 mile from the school.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/13/02
Average Daily Instruction Time:	6 hrs. 10 min.	Last Day of School:	5/21/03

Operates on Traditional Schedule

Report Card Release Dates

10/18/02	1/10/03	3/21/03	5/30/03
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Additional Calendar/Report Card Information

In addition to the report card dates indicated above, progress reports communicating student grades in each class are issued at the mid-point of each quarter.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - No Lunch - No 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 Library	W Computer Labs (2)
W Athletic Facilities	W Band, Music and Drama Rooms

Extracurricular Activities

W Interscholastic Athletics	W Intramural Sports
W Extended-day Classes	W Yearbook
W Student Council	W Peer Tutoring
W Chess	W Future Problem Solvers

School/Community Resources

W Afterschool Study Hall	W Afterschool Athletic Program
W Counseling Services	W Health Services
W Crisis Intervention	

∨ 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 As part of our Strategic Plan, the faculty of ECMS has been organized around a team concept which supports a smaller teacher/student ratio and facilitates interdisciplinary instruction.</p> | <p>W Also as part of our Strategic Plan, a new schedule was developed and implemented. It reduces the transition time needed to get from class to class and also increases academic learning time by 90 minutes per week in math, social studies and science.</p> |
| <p>W We developed, implemented and continue to utilize a plan to teach and support students in the development of personal responsibility, character, and citizenship, and to enhance each child's sense of belonging.</p> | <p>W A summer school program was again offered to students who were unsuccessful in mathematics and language arts courses during the regular school year.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	96.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	11.4 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	9.9 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	100.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.0 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Arizona Educational Foundation A+ School Award	2001
NAESP National Distinguished Principal Award	2001
Master Student Council Award	2001
USDE National Blue Ribbon Schools Award	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

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	188	532	10%	11%	44%	36%
	State	57484	504	24%	20%	40%	16%
Writing	School	188	523	5%	21%	68%	7%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	178	499	12%	33%	38%	17%
	State	57734	459	39%	40%	14%	7%

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

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												
6	Reading	94	73	53	100	78	54	100	76	53	94	84	54	87	83	56
	Language	96	63	41	100	69	44	100	72	44	92	77	45	87	76	47
	Mathematics	96	74	57	100	88	59	100	84	60	94	88	63	89	91	65
7	Reading	95	73	52	100	78	53	95	80	52	93	80	53	87	87	55
	Language	96	71	52	100	80	54	96	81	54	92	82	55	87	89	58
	Mathematics	95	71	53	100	79	55	96	83	56	90	88	58	90	92	60
8	Reading	93	79	54	100	77	54	97	76	53	92	79	55	89	77	56
	Language	94	76	46	100	74	49	96	75	49	94	79	50	92	79	52
	Mathematics	94	70	52	100	75	54	96	77	56	92	84	58	91	85	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 5-6	86	89
Grades 6-7	81	94
Grades 7-8	70	75

*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

The staff and administration of Esperero Canyon MS are committed to providing the highest possible level of security on our campus. Campus security is enhanced through a variety of traditional and forward-looking measures that include intervention programs for at-risk students or students in crisis; increased physical security; increased ability to communicate with Police and Fire Departments; establishment of secure lock-down areas and establishment of effective evacuation routes.

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).

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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	\$2,846	\$1,719,691
Classroom Supplies	\$31	\$18,764
Administration	\$594	\$359,101
Support Services-Students	\$253	\$152,776
Other Support Services and Operations	\$771	\$465,570
Total Expenditures- All Categories 2000-2001	\$4,495	\$2,715,902

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	Brian Lorimer	(520) 577-5330	
Transportation Policy	Lee Bergman	(520) 299-6446	
Community Resources	Joan Marrs	(520) 577-5304	
School Nutrition Programs	Jeff Taylor	(520) 577-5078	
Parent Organization	Mary Glynn	(520) 577-5330	
Student Health/Nurse	Linda Lorimer	(520) 577-5330	

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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