

Esperero Canyon Middle School

ARIZONA SCHOOL REPORT CARD 2003-04

5801 N. Sabino Canyon Road, Tucson, AZ 85750

Catalina Foothills Unified District

AZ LEARNS¹

Elementary
Achievement Profile *

Excelling*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

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.

School Overview

Principal/Administrator : Ms. Elizabeth Goettl
Schedule : 7:00 AM to 3:45 PM
Grades : 6-8
2003 Enrollment : 616
Web Address : www.cfsd.k12.az.us/~ecwww/
Phone Number : (520) 577-5330
Fax Number : (520) 577-5334
E-mail : EGoettl@fc.cfsd.k12.az.us

Mission

ECMS focuses on adolescents' transitional needs and 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.

School / Academic Goals

ü 100% of students will earn at least 4 on the 6 point Six Traits rubric, on traits emphasized at respective grade levels: Grade 6: Ideas and Content, Organization, Conventions. Grade 7: add Sentence Fluency and Word Choice. Grade 8: add Voice.

ü Implement, monitor and assess Accelerated Reader as part of Seminar class.

Instructional Programs

ü Gifted Program
ü On-site Special Education
ü Foreign Language Requirement (6-8)
ü Fine Arts Program (6-8)

Enrollment

October 1, 2002 School Year Student Enrollment : 614
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 17

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 10 minutes
First Day of School : 8/13/2003
Last Day of School : 5/21/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- Ü School Strategic Planning
- Ü School Goals
- Ü School/Community Relations
- Ü Student Code of Honor

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	38.00
Other Professional Staff	4.50	Teacher Aide	5.40

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	3	0	0
4 to 6 years	3	4	0	0
7 to 9 years	2	6	0	0
10 or more years	3	19	0	0

Shared Responsibilities

School

The school supports students through orientations; transition programs; counseling; differentiated instruction; open houses; weekly newsletters; conferences with teachers; progress & quarterly reports; drug and weapons-free campus; student handbook.

Parents

Parents should provide a safe home environment that supports a love of learning and development of good study habits. Parents are responsible for proper clothing and nourishment, student attendance, and transportation to and from school if applicable.

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Computer Labs (2)

Extracurricular Activities

- Ü Interscholastic Athletics
- Ü Intramural Sports
- Ü Extended-day Classes
- Ü Trial of Activities for Adolescent Girls

Social Services

- Ü After School Study Hall
- Ü After School Athletic Program
- Ü Counseling Services
- Ü Health Services

Transportation Policy

Transportation is provided to and from the school for students with disabilities who require transportation as indicated by their needs, and for students residing within a school attendance area living more than 3/4 mile from the school.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Goal 1- Seminar: Early release time was allocated to Seminar planning since seminar was a new structure to our teachers. Seminar instruction was matched to curriculum standards and benchmarks. A grading rubric was developed for Seminar.

- ü Goal 2- Staff Development:
Site-based staff development in Six Traits and writing instruction was provided. Teachers also received training in powerful instructional strategies contained within the Dimensions of Learning model.

School Honors

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

Award/Honor	Year
ü Arizona Educational Foundation A+ School Award	2001
ü NAESP National Distinguished Principal Award	2001
ü Student Council Honor Council Award	2003
ü USDE National Blue Ribbon Schools Award	2002

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	96	95	94	96
Transfers Out ³	13	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	5	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 5-6	89	93
Grades 6-7	74	84
Grades 7-8	74	83

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 2002-03. 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 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

8th 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	209	454	71167	100	101	99	522	522	463	3	4	38	34	31	41	25	27	14	38	38	7
All Students (Prior Year)	190	441	66213	NA	NA	NA	499	504	459	12	11	39	33	33	40	38	33	14	17	23	7
Female	105	222	34825	100	100	99	522	523	462	3	4	38	36	31	42	26	28	14	34	37	6
Male	104	232	36047	101	103	99	522	522	464	3	4	38	31	32	39	24	25	15	41	39	8
African American	NC	NC	3225	NC	NC	95	NC	NC	441	NC	NC	57	NC	NC	34	NC	NC	6	NC	NC	2
Hispanic	13	31	23643	100	100	97	511	509	445	0	0	53	46	53	37	15	17	8	38	30	2
Asian/Pacific Islander	15	34	1503	107	110	100	563	550	493	0	0	18	7	24	40	13	12	23	80	64	19
American Indian/Alaskan Native	NC	NC	5161	NC	NC	103	NC	NC	435	NC	NC	63	NC	NC	30	NC	NC	5	NC	NC	2
White	175	380	35245	100	101	95	520	521	476	4	5	26	35	30	45	27	29	19	34	36	10
Students with Disabilities	20	44	8095	100	86	104	477	468	426	8	21	69	75	65	25	8	12	5	8	3	1
Students without Disabilities	189	410	63072	101	103	99	525	527	464	3	3	37	31	29	41	26	28	15	40	41	7
Limited English Proficient Students	--	NC	10317	--	NC	111	--	NC	426	--	NC	72	--	NC	25	--	NC	2	--	NC	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	--	--	17057				--	--	440	--	--	58	--	--	34	--	--	6	--	--	2
Non-Economically Disadvantaged	209	454	54110				522	522	468	3	4	33	34	31	43	25	27	16	38	38	8

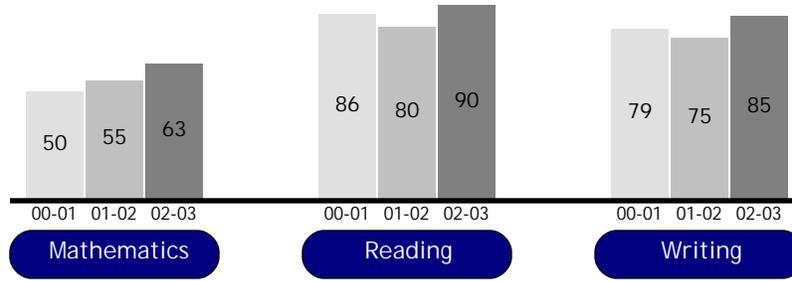
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	207	452	71100	100	101	99	544	539	502	3	5	25	7	9	21	44	45	40	46	41	15
All Students (Prior Year)	192	441	66144	NA	NA	NA	532	536	504	10	8	24	11	11	20	44	44	40	36	37	16
Female	105	222	34801	100	100	99	549	543	505	2	4	21	4	9	22	45	44	42	50	43	15
Male	102	230	36010	99	102	99	539	535	499	4	6	28	10	9	20	44	46	38	42	39	14
African American	NC	NC	3219	NC	NC	95	NC	NC	486	NC	NC	38	NC	NC	24	NC	NC	31	NC	NC	7
Hispanic	12	30	23630	92	97	96	538	525	485	8	17	37	0	7	25	42	38	32	50	38	6
Asian/Pacific Islander	15	34	1509	107	110	100	562	549	522	0	0	12	7	9	14	20	36	46	73	55	28
American Indian/Alaskan Native	NC	NC	5144	NC	NC	102	NC	NC	478	NC	NC	46	NC	NC	24	NC	NC	25	NC	NC	5
White	174	379	35198	99	101	95	543	539	515	3	4	15	7	9	18	47	46	47	43	40	21
Students with Disabilities	19	43	8121	95	84	105	509	500	470	11	22	55	32	27	20	42	39	21	16	12	4
Students without Disabilities	188	409	62979	100	103	99	547	543	503	2	3	23	4	7	21	45	46	41	49	44	15
Limited English Proficient Students	--	NC	10304	--	NC	110	--	NC	462	--	NC	63	--	NC	23	--	NC	13	--	NC	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	--	--	17040				--	--	483	--	--	40	--	--	25	--	--	29	--	--	6
Non-Economically Disadvantaged	207	452	54060				544	539	507	3	5	20	7	9	20	44	45	43	46	41	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	209	451	69001	100	101	96	527	521	490	2	2	17	12	18	37	81	76	45	4	3	1
All Students (Prior Year)	192	436	63579	NA	NA	NA	523	526	493	5	3	15	21	23	42	68	65	41	7	9	2
Female	105	220	34086	100	99	97	534	527	496	0	0	13	4	11	36	92	87	51	4	2	1
Male	104	231	34644	101	102	95	520	515	484	4	4	22	21	26	39	70	66	38	5	4	0
African American	NC	NC	3115	NC	NC	92	NC	NC	478	NC	NC	25	NC	NC	44	NC	NC	31	NC	NC	0
Hispanic	13	30	22656	100	97	92	520	510	476	8	3	27	8	27	43	85	70	30	0	0	0
Asian/Pacific Islander	15	34	1472	107	110	98	545	535	507	0	3	8	0	9	30	100	85	60	0	3	2
American Indian/Alaskan Native	NC	NC	4940	NC	NC	98	NC	NC	469	NC	NC	34	NC	NC	43	NC	NC	23	NC	NC	0
White	175	378	34501	100	100	93	527	521	500	2	2	10	14	19	34	79	76	55	5	3	1
Students with Disabilities	20	43	7386	100	84	95	482	484	459	15	10	46	60	62	37	25	29	17	0	0	0
Students without Disabilities	189	408	61615	101	103	97	532	525	491	1	1	16	7	14	37	87	81	45	5	3	1
Limited English Proficient Students	--	NC	9662	--	NC	104	--	NC	454	--	NC	51	--	NC	40	--	NC	9	--	NC	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	--	--	16383				--	--	472	--	--	30	--	--	43	--	--	26	--	--	0
Non-Economically Disadvantaged	209	451	52618				527	521	494	2	2	14	12	18	36	81	76	49	4	3	1

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)

8th 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.

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?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	94	84	83	54	93	80	78	49	96	83	83	53
	Language	92	77	78	46	93	73	75	42	99	79	78	45
	Mathematics	94	88	86	61	96	89	86	58	99	92	91	62
7	Reading	95	80	81	53	96	82	78	48	96	80	78	51
	Language	93	82	85	55	93	86	84	51	98	82	81	54
	Mathematics	92	88	86	57	97	90	83	54	98	91	89	58
8	Reading	96	79	80	55	97	69	71	49	98	84	81	53
	Language	98	79	80	50	96	74	76	46	99	84	82	49
	Mathematics	96	84	86	57	96	80	79	54	99	90	90	58

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 Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Security is enhanced through intervention programs for at-risk students and students in crisis; increased physical security; enhanced ability to communicate with Police & Fire Departments; establishment of secure lock-down areas & 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) :

1

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.

Contacts

	Name	Phone Number
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	Al Delgato	(520) 577-5078
Parent Organization	Cassa Palmer	(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. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 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 2002-03 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 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled 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. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards