

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Esperanza Elementary School

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

Deer Valley Unified District
251 W. Mohawk, Phoenix, AZ 85027

Principal: Mrs. Lynn Byrn
Schedule: 8:00 AM to 4:30 PM
Web Address: esperanza.dvusd.org/
E-mail: lbyrn@es.dvusd.org

Grades: K-6
2002 Enrollment: 891
Phone: (623) 445-3700
Fax: (623) 445-3780

∨ School Overview ∨

Mission

Esperanza Elementary School believes that all students must achieve mastery of Essential Skills. We will provide a level of education which meets or exceeds district and state guidelines, while encouraging positive development in social and emotional behaviors. We accept the responsibility to teach all students.

Organization and Philosophy

- w Multicultural Diversity
- w Career-related Opportunity/Partnerships
- w Awareness of Social/Emotional Needs
- w Technology Utilized in All Areas

Instructional Programs

- w Schoolwide Title I Program
- w Content Mastery Lab
- w ELL Program
- w Multiage Classes
- w Head Start Preschool
- w Gifted Program
- w On-site Special Education
- w Technology Education for Students/Staff

School/Academic Goals

- w Raising Expectations: All students at Esperanza will improve their reading ability, writing skills and math skills.
- w District Image: Esperanza will provide an inviting campus that is safe and orderly.
- w Alternatives, Options and Choices: Esperanza will provide learning opportunities and environments for all students.
- w Parent/Community Involvement: Esperanza will establish and maintain partnerships with parents and community.

Enrollment

October 1, 2001 School Year Student Enrollment:	821
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	2

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

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

Council Duties

W Facilitate School Improvement
 W Participate in Informed Decision Making
 W Implement Strategic Plan of School
 W Encourage Team Building Among Community
 W Analyze School Data
 W Communicate with Esperanza Community

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	45.00
Other Professional Staff	8.00	Teacher Aide	6.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	1	0	0
4 to 6 years	6	2	0	0
7 to 9 years	4	6	0	0
10 or more years	4	15	0	0

∨ **Shared Responsibilities** ∨

School

We follow the correlates of Effective Schools: Providing a safe and orderly climate; maintaining high expectations; providing instructional leadership; creating a mission; monitoring student progress; establishing positive home/school relations; increasing time-on-task for students.

Parents

Parents are responsible for praising their children; maintaining high expectations for their children; communicating and partnering with the school; keeping well-informed of school activities; fostering excellent study habits; encouraging reading activities; promoting organizational skills.

∨ **Transportation Policy** ∨

District buses transport Kindergarten students that live more than one-half mile from school. Students that attend grades 1-6 are transported by district buses if they live more than one mile from the school. Students with special needs are transported by district buses, if necessary.

∨ 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 Esperanza provided choices for academic learning opportunities beyond a typical school day which resulted in an increase in math scores of 22%.</p> | <p>W Esperanza implemented a schoolwide social skills program which resulted in a decrease in office referrals.</p> |
| <p>W Esperanza provided technology support for students and staff which resulted in an increase in technology skills and integration into all curricular areas.</p> | <p>W Esperanza provided early intervention strategies to meet the needs of our K-3 population by implementing Reading Programs which increased students' reading and writing skills.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	26.2 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.7 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	9.3 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.3 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.7 %	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
AzTEA Website Award	2002
AGCS Business Partnership Grant \$15,000	2002
Cox Communication Technology Teacher Award	2000
Teacher Exchanges with Chengdu, China	2000

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	107	521	7%	19%	48%	27%
	School State	58840	524	9%	17%	45%	29%
Writing	School	103	547	4%	14%	64%	18%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	105	519	7%	32%	32%	29%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	99	503	17%	30%	44%	8%
	State	61305	505	21%	20%	43%	15%
Writing	School	97	509	11%	32%	43%	13%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	100	514	6%	34%	11%	49%
	State	61760	494	14%	40%	12%	34%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	73	64	60	--	--	--
2	Reading	--	--	--	100	61	50	91	57	52	83	62	53	76	53	57
	Language	--	--	--	100	65	40	95	59	43	83	65	44	79	57	48
	Mathematics	--	--	--	100	71	51	92	70	55	82	65	57	82	67	61
3	Reading	94	60	47	100	57	47	88	51	48	74	50	50	83	51	50
	Language	96	60	49	100	66	51	91	57	54	73	55	56	83	58	57
	Mathematics	94	61	46	100	57	49	87	56	52	76	61	54	82	55	56
4	Reading	95	72	53	100	68	54	87	62	54	73	59	55	75	48	55
	Language	99	67	47	100	59	49	89	55	48	75	54	50	75	47	50
	Mathematics	100	73	51	100	73	54	95	66	55	76	65	57	76	54	58
5	Reading	100	60	51	100	63	51	90	55	51	84	55	51	72	52	53
	Language	100	48	42	100	52	44	92	51	45	86	53	45	76	41	47
	Mathematics	100	55	51	100	67	54	95	65	55	87	67	57	76	59	59
6	Reading	100	58	53	100	58	54	90	56	53	74	58	54	80	61	56
	Language	98	51	41	100	50	44	89	52	44	77	46	45	80	62	47
	Mathematics	98	65	57	100	63	59	93	71	60	74	72	63	80	77	65

∨ **Measure of Academic Progress** ∨

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

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

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

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	54	63
Grades 3-4	71	68
Grades 4-5	52	57
Grades 5-6	76	84
Grades 6-7	***	***

*Less than 10 students matched

**No information available

***Not applicable

∨ **School Safety** ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

During the 2002-03 school year, Esperanza will implement student support groups; form a crisis team; provide a variety of prevention and self-esteem building activities; implement a violence prevention curriculum; continue a liaison with CPS and implement a staff/student mentor program. The goal is to increase resiliency building strategies for all students.

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).

0

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	\$2,804	\$2,609,522
Classroom Supplies	\$10	\$9,297
Administration	\$418	\$389,201
Support Services-Students	\$147	\$136,755
Other Support Services and Operations	\$603	\$560,863
Total Expenditures- All Categories 2000-2001	\$3,982	\$3,705,638

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	Lynn Byrn	(623) 445-3700	
Transportation Policy	Tia Faulconer	(623) 467-5090	
Community Resources	Marolyn Haws	(623) 445-3700	
School Nutrition Programs	Catherine Hamilton	(623) 445-3714	
Parent Organization	Debra Campbell	(623) 445-3700	
Student Health/Nurse	Cleone Levos	(623) 445-3710	

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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