



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

251 West Mohawk Ln, Phoenix, AZ 85027

Deer Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Lynn Byrn
Schedule : 07:30 AM to 04:30 PM
Grades : Pre-K-6
Web Address : esperanza.dvUSD.org/
Phone Number : (623) 445-3700
Fax Number : (623) 445-3780
E-mail : lynnette.byrn@es.dvUSD.org

Mission

Esperanza believes all students must achieve mastery of Essential Skills. We provide a level of education which meets or exceeds district and state guidelines. We accept the responsibility to teach all students.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
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 Raising Expectations: All students at Esperanza will improve their reading ability, writing skills and math skills.
ü District Image: Esperanza will provide an inviting campus that is safe and orderly.

Enrollment

October 1, 2005 School Year Student Enrollment : 599
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 25

Instructional Programs

- ü Schoolwide Title I Program
- ü Content Mastery Lab
- ü ELL Program
- ü Reading Program
- ü Head Start
- ü Gifted
- ü On-site Special Education

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We follow the correlates of Effective Schools: Providing a safe and orderly climate; maintain high expectations; provide instructional leadership; monitor student progress; establish positive home/school relations; increase time-on-task for students.

Parents

Parents are responsible for maintaining high expectations for their children; communicating with and supporting the school; keeping informed of school activities; fostering study habits; encourage reading activities; promoting organizational skills.

Transportation Policy

District buses transport Kindergarten students that live more than one-half mile from school. Students in grades 1-6 are transported by district buses if they live more than one mile from the school.

School Honors

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

Award/Honor	Year
ü Learn and Serve Adult Volunteer Grant Recipient	2003
ü Superintendent's Award for the Volunteer Program	2006

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	86	2658	80010	97	99	99	451	460	447	3	5	10	12	11	18	73	61	53	12	23	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1252	38935	98	99	99	452	458	447	NA	4	9	15	12	19	78	63	55	7	21	17
Male	45	1406	40974	96	99	98	450	462	448	7	5	11	9	11	18	69	59	52	16	25	19
African American	NC	84	4201	NC	99	99	NC	439	430	NC	11	17	NC	21	23	NC	60	51	NC	8	9
Hispanic	23	406	34545	96	97	99	449	441	432	NA	11	14	13	19	24	78	57	53	9	14	9
Asian/Pacific Islander	NC	97	2068	NC	100	99	NC	473	474	NC	2	4	NC	8	10	NC	55	50	NC	35	36
American Indian/Alaskan Native	NC	18	3979	NC	90	96	NC	434	424	NC	11	17	NC	17	30	NC	67	47	NC	6	6
White	52	2053	35142	96	99	99	454	465	465	4	4	5	12	10	11	69	62	56	15	25	28
Students with Disabilities	NC	327	10161	NC	92	93	NC	430	419	NC	21	28	NC	23	28	NC	46	36	NC	10	8
Students without Disabilities	77	2331	69849	99	100	100	454	464	451	3	3	7	9	10	17	77	63	56	12	25	19
Limited English Proficient Students	NC	134	14013	NC	92	97	NC	409	413	NC	25	24	NC	37	34	NC	39	39	NC	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	14	261	39029	100	95	98	449	441	432	NA	11	14	29	20	25	50	54	52	21	15	9
Non-Economically Disadvantaged	72	2397	40981	96	99	100	451	462	462	4	4	6	8	10	13	78	61	54	10	24	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	88	2643	79438	99	98	98	471	470	451	1	4	9	14	14	24	69	65	56	16	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1248	38775	98	99	99	477	475	457	NA	3	7	7	12	22	71	66	58	22	19	13
Male	47	1395	40560	100	98	97	465	465	446	2	5	12	19	16	25	68	65	54	11	14	9
African American	NC	83	4178	NC	98	98	NC	454	439	NC	6	13	NC	18	29	NC	66	52	NC	10	6
Hispanic	23	402	34297	96	96	98	474	449	434	NA	10	14	4	23	31	78	54	50	17	12	5
Asian/Pacific Islander	NC	98	2063	NC	100	99	NC	483	475	NC	1	3	NC	11	15	NC	63	63	NC	24	20
American Indian/Alaskan Native	NC	18	3940	NC	90	95	NC	445	429	NC	NA	14	NC	39	36	NC	61	47	NC	NA	3
White	54	2042	34887	100	99	98	469	474	471	2	3	4	19	12	15	61	68	63	19	17	18
Students with Disabilities	11	311	9588	100	88	88	428	437	416	9	14	30	45	32	32	45	47	34	NA	7	5
Students without Disabilities	77	2332	69850	99	100	100	477	474	456	NA	2	7	9	12	23	73	68	59	18	18	12
Limited English Proficient Students	NC	134	13856	NC	92	96	NC	402	407	NC	27	27	NC	47	43	NC	26	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	14	261	38685	100	95	97	469	445	435	NA	11	14	14	25	32	79	55	50	7	10	5
Non-Economically Disadvantaged	74	2382	40753	99	99	99	471	472	467	1	3	5	14	13	16	68	66	62	18	17	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	86	2647	79971	97	98	99	448	437	423	NA	4	8	28	34	41	67	59	49	5	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1251	38974	98	99	99	462	451	437	NA	3	5	20	25	33	73	67	57	7	5	4
Male	45	1396	40895	96	98	98	436	425	410	NA	5	10	36	42	47	62	51	41	2	2	2
African American	NC	84	4203	NC	99	99	NC	426	411	NC	5	11	NC	42	45	NC	52	43	NC	1	2
Hispanic	23	403	34481	96	96	99	465	422	410	NA	7	10	13	39	46	83	52	43	4	2	1
Asian/Pacific Islander	NC	98	2067	NC	100	99	NC	449	449	NC	3	4	NC	31	28	NC	56	60	NC	10	8
American Indian/Alaskan Native	NC	19	3995	NC	95	96	NC	416	409	NC	11	10	NC	37	47	NC	53	42	NC	NA	1
White	52	2043	35150	96	99	99	443	440	437	NA	3	5	33	33	35	63	60	56	4	4	5
Students with Disabilities	NC	328	10258	NC	92	94	NC	398	377	NC	14	23	NC	53	51	NC	31	25	NC	2	1
Students without Disabilities	77	2319	69713	99	99	100	453	442	429	NA	3	5	23	31	39	71	63	52	5	4	3
Limited English Proficient Students	NC	132	13985	NC	91	97	NC	383	382	NC	16	18	NC	57	54	NC	27	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	14	258	38994	100	93	98	439	414	409	NA	11	10	36	38	47	64	50	41	NA	2	1
Non-Economically Disadvantaged	72	2389	40977	96	99	100	450	440	437	NA	3	5	26	33	34	68	60	56	6	4	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	70	2846	80147	85	98	99	472	499	482	6	5	11	29	11	17	54	50	49	11	33	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	1403	39281	84	99	99	472	497	483	6	5	9	25	11	17	59	53	50	9	31	24
Male	38	1443	40780	86	98	98	472	501	482	5	6	12	32	11	17	50	47	48	13	36	24
African American	NC	84	4249	NC	99	99	NC	486	464	NC	8	17	NC	15	22	NC	50	48	NC	26	13
Hispanic	14	405	33494	88	96	99	460	474	466	7	11	15	36	20	23	50	54	49	7	16	14
Asian/Pacific Islander	NC	116	2103	NC	98	99	NC	520	515	NC	1	4	NC	3	8	NC	50	44	NC	46	45
American Indian/Alaskan Native	NC	25	4117	NC	96	96	NC	474	456	NC	16	19	NC	24	27	NC	36	46	NC	24	8
White	47	2215	36122	84	98	99	476	503	501	6	4	5	26	9	10	55	50	50	13	36	35
Students with Disabilities	12	362	10295	60	89	92	442	458	443	17	22	33	50	29	26	33	34	33	NA	15	8
Students without Disabilities	58	2484	69852	94	100	100	478	505	488	3	3	7	24	8	16	59	53	51	14	36	26
Limited English Proficient Students	NC	107	12722	NC	94	97	NC	438	441	NC	30	27	NC	30	33	NC	38	37	NC	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	18	291	38371	86	95	97	476	479	465	6	11	15	28	18	23	56	51	49	11	21	13
Non-Economically Disadvantaged	52	2555	41776	85	99	100	471	501	498	6	5	6	29	10	11	54	50	49	12	35	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	73	2836	79686	89	98	98	473	488	470	3	5	11	27	15	24	64	67	57	5	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	1404	39163	89	99	99	480	491	475	3	4	9	24	14	22	62	68	60	12	15	10
Male	39	1432	40438	89	97	97	468	485	465	3	6	13	31	16	25	67	67	54	NA	11	7
African American	NC	82	4228	NC	96	98	NC	479	458	NC	5	15	NC	16	28	NC	74	53	NC	5	4
Hispanic	14	405	33299	88	96	98	468	467	452	NA	9	17	21	26	32	79	59	47	NA	6	3
Asian/Pacific Islander	NC	115	2097	NC	97	99	NC	498	490	NC	3	5	NC	10	13	NC	69	68	NC	19	14
American Indian/Alaskan Native	NC	24	4087	NC	92	96	NC	461	446	NC	13	16	NC	33	38	NC	50	44	NC	4	2
White	51	2209	35914	91	98	98	476	492	489	4	4	5	27	13	15	61	69	67	8	15	14
Students with Disabilities	15	350	9808	75	86	87	439	449	432	7	22	35	60	31	32	33	41	30	NA	6	3
Students without Disabilities	58	2486	69878	94	100	100	482	493	475	2	2	8	19	13	23	72	71	61	7	14	9
Limited English Proficient Students	NC	106	12594	NC	93	96	NC	421	422	NC	31	34	NC	46	45	NC	23	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	18	289	38095	86	94	97	470	468	452	NA	9	17	33	24	32	61	62	48	6	6	3
Non-Economically Disadvantaged	55	2547	41591	90	98	99	474	490	486	4	4	6	25	14	16	65	68	65	5	14	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	75	2871	80372	91	99	99	473	490	475	1	2	4	37	20	30	60	75	64	1	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	1417	39452	92	100	99	486	501	488	3	1	3	26	13	22	69	81	72	3	4	3
Male	40	1454	40836	91	99	98	461	479	464	NA	3	6	48	26	37	53	70	56	NA	2	1
African American	NC	86	4264	NC	100	99	NC	489	465	NC	1	5	NC	19	35	NC	80	59	NC	NA	1
Hispanic	13	408	33608	81	97	99	478	477	462	NA	4	6	31	25	36	69	70	57	NA	1	1
Asian/Pacific Islander	NC	116	2098	NC	98	99	NC	509	500	NC	NA	2	NC	13	16	NC	78	75	NC	9	7
American Indian/Alaskan Native	NC	25	4128	NC	96	97	NC	462	464	NC	4	4	NC	32	39	NC	64	56	NC	NA	1
White	53	2235	36213	95	99	99	472	491	489	2	2	2	38	19	22	58	76	72	2	3	3
Students with Disabilities	17	385	10526	85	94	94	446	446	427	6	9	15	59	46	53	35	43	31	NA	1	1
Students without Disabilities	58	2486	69846	94	100	100	480	496	482	NA	1	3	31	16	26	67	80	69	2	3	2
Limited English Proficient Students	NC	108	12747	NC	95	97	NC	434	432	NC	13	12	NC	48	52	NC	39	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	17	295	38521	81	96	98	482	477	461	NA	3	6	29	27	38	65	68	55	6	1	1
Non-Economically Disadvantaged	58	2576	41851	95	99	100	470	491	489	2	2	3	40	19	22	59	76	72	NA	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	92	2780	79306	90	98	99	512	517	504	7	7	13	11	13	20	70	58	49	13	22	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1359	38845	90	98	99	517	516	505	3	5	11	16	14	20	63	62	50	18	19	18
Male	53	1416	40383	88	98	98	509	518	504	9	8	14	8	13	19	74	55	47	9	25	19
African American	NC	109	4171	NC	98	98	NC	505	485	NC	8	20	NC	22	26	NC	54	44	NC	16	10
Hispanic	17	398	32673	85	98	99	505	498	487	6	11	18	18	23	25	65	51	46	12	15	10
Asian/Pacific Islander	NC	102	2147	NC	100	99	NC	537	539	NC	1	5	NC	12	10	NC	56	46	NC	31	40
American Indian/Alaskan Native	NC	15	4034	NC	100	97	NC	488	479	NC	13	22	NC	20	29	NC	60	43	NC	7	7
White	67	2153	36234	92	98	99	518	521	523	6	6	6	7	11	13	72	60	52	15	23	28
Students with Disabilities	14	350	10286	88	91	91	481	472	462	36	29	41	NA	30	27	57	36	27	7	5	5
Students without Disabilities	78	2430	69020	91	100	100	518	523	510	1	3	9	13	11	18	72	61	52	14	24	21
Limited English Proficient Students	NC	92	10291	NC	92	96	NC	462	458	NC	34	38	NC	41	34	NC	20	26	NC	5	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	13	263	37437	81	95	97	498	499	486	8	13	19	23	21	26	62	51	46	8	15	9
Non-Economically Disadvantaged	79	2517	41869	92	99	100	515	519	521	6	6	7	9	13	14	71	59	51	14	23	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	92	2775	79000	90	98	98	499	505	489	3	5	10	21	15	24	65	68	58	11	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1360	38774	90	98	99	510	510	494	3	4	7	13	12	22	71	70	61	13	14	10
Male	53	1411	40150	88	98	98	491	500	485	4	6	12	26	17	25	60	65	55	9	11	8
African American	NC	111	4153	NC	100	98	NC	493	476	NC	5	13	NC	23	30	NC	68	53	NC	4	4
Hispanic	17	398	32508	85	98	98	493	483	472	6	12	15	24	25	33	65	56	49	6	6	3
Asian/Pacific Islander	NC	101	2142	NC	100	99	NC	511	510	NC	NA	4	NC	14	14	NC	72	67	NC	14	16
American Indian/Alaskan Native	NC	15	4016	NC	100	96	NC	478	467	NC	13	14	NC	40	37	NC	40	46	NC	7	2
White	67	2148	36135	92	98	98	504	509	508	3	4	4	16	12	14	67	70	67	13	14	15
Students with Disabilities	14	347	9991	88	90	88	462	460	449	7	21	33	64	40	36	14	35	29	14	4	2
Students without Disabilities	78	2428	69009	91	100	100	506	511	495	3	2	6	13	11	22	74	72	62	10	14	10
Limited English Proficient Students	NC	91	10199	NC	91	95	NC	439	439	NC	38	35	NC	45	47	NC	14	18	NC	2	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	13	260	37234	81	94	97	483	488	472	8	9	15	46	28	33	38	55	50	8	8	3
Non-Economically Disadvantaged	79	2515	41766	92	99	99	502	507	505	3	4	5	16	13	16	70	69	65	11	13	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	2787	79611	87	99	99	496	515	496	2	3	7	44	26	37	54	70	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1367	39016	90	99	99	512	528	511	3	2	4	26	17	29	71	80	66	NA	1	1
Male	50	1415	40519	83	98	98	484	503	482	2	4	10	58	36	44	40	60	46	NA	0	0
African American	NC	111	4188	NC	100	98	NC	508	486	NC	6	9	NC	23	40	NC	71	50	NC	NA	0
Hispanic	17	402	32855	85	99	99	490	498	481	NA	6	10	53	35	43	47	58	47	NA	1	0
Asian/Pacific Islander	NC	103	2149	NC	100	100	NC	519	519	NC	4	4	NC	24	24	NC	71	70	NC	1	2
American Indian/Alaskan Native	NC	15	3992	NC	100	96	NC	507	478	NC	7	10	NC	40	46	NC	53	44	NC	NA	0
White	65	2153	36380	89	98	99	498	518	511	3	2	4	42	25	30	55	72	65	NA	1	1
Students with Disabilities	11	360	10664	69	94	94	481	468	440	NA	11	23	73	56	54	27	32	22	NA	1	1
Students without Disabilities	78	2427	68947	91	99	100	499	521	504	3	2	4	40	22	34	58	76	61	NA	1	1
Limited English Proficient Students	NC	96	10362	NC	96	97	NC	453	438	NC	18	22	NC	59	57	NC	23	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	13	265	37626	81	96	98	473	493	479	8	8	10	46	32	45	46	60	45	NA	NA	0
Non-Economically Disadvantaged	76	2522	41985	88	99	100	500	517	511	1	2	4	43	26	30	55	71	65	NA	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	82	2934	79327	95	99	98	534	537	518	13	9	19	9	13	20	61	56	46	17	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	1475	38961	89	99	98	532	540	520	15	8	16	12	13	20	50	56	48	24	24	16
Male	48	1456	40295	100	98	97	535	534	516	13	11	21	6	13	19	69	55	44	13	21	16
African American	NC	98	4247	NC	100	98	NC	508	499	NC	23	27	NC	19	24	NC	48	41	NC	9	8
Hispanic	18	430	32327	100	99	98	532	515	499	11	19	27	22	19	25	44	50	41	22	12	8
Asian/Pacific Islander	NC	91	1939	NC	100	99	NC	575	556	NC	1	6	NC	5	10	NC	47	47	NC	46	36
American Indian/Alaskan Native	NC	22	4391	NC	85	96	NC	521	489	NC	14	32	NC	18	27	NC	59	36	NC	9	4
White	58	2288	36373	95	98	98	535	541	538	12	7	10	5	12	14	67	57	52	16	24	25
Students with Disabilities	17	345	9321	85	91	87	503	486	467	29	39	54	12	24	22	53	31	21	6	6	3
Students without Disabilities	65	2589	70006	98	100	100	542	543	524	9	6	14	8	11	19	63	59	49	20	24	18
Limited English Proficient Students	NC	91	9431	NC	98	95	NC	473	466	NC	56	53	NC	21	27	NC	18	18	NC	5	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	15	263	37097	88	93	97	539	513	498	7	21	27	7	17	25	73	50	41	13	12	7
Non-Economically Disadvantaged	67	2671	42230	97	99	99	532	539	535	15	8	11	9	13	15	58	56	50	18	23	24

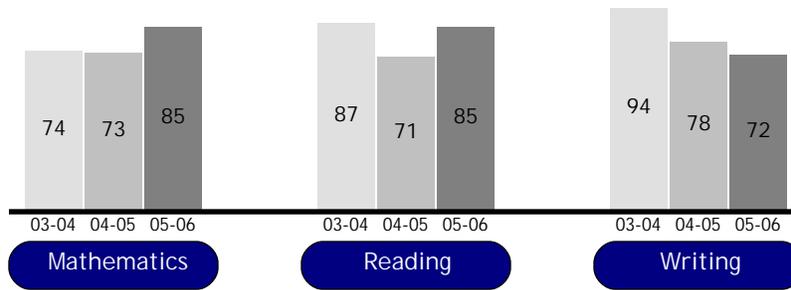
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	2939	79501	97	99	98	502	514	497	7	5	10	19	16	25	73	73	60	NA	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	1477	39062	92	99	99	508	522	502	6	3	8	14	12	23	80	76	64	NA	8	5
Male	48	1458	40368	100	99	98	498	507	491	8	6	13	23	20	27	69	69	57	NA	5	3
African American	NC	97	4279	NC	99	99	NC	496	485	NC	7	14	NC	26	30	NC	63	54	NC	4	2
Hispanic	18	423	32389	100	97	98	500	496	478	11	11	16	17	24	34	72	62	48	NA	3	1
Asian/Pacific Islander	NC	91	1936	NC	100	99	NC	531	519	NC	NA	3	NC	14	14	NC	71	73	NC	14	9
American Indian/Alaskan Native	NC	23	4401	NC	88	96	NC	499	473	NC	13	17	NC	13	40	NC	70	43	NC	4	1
White	60	2300	36446	98	99	99	503	518	516	7	3	4	20	14	15	73	75	73	NA	7	7
Students with Disabilities	18	350	9411	90	93	88	465	469	453	28	25	36	33	38	36	39	35	26	NA	3	1
Students without Disabilities	65	2589	70090	98	100	100	512	520	502	2	2	7	15	13	24	83	78	65	NA	7	5
Limited English Proficient Students	NC	87	9401	NC	94	94	NC	445	443	NC	41	40	NC	43	46	NC	16	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	15	263	37183	88	93	97	496	493	479	7	11	16	13	25	34	80	62	49	NA	2	1
Non-Economically Disadvantaged	68	2676	42318	99	99	99	503	517	513	7	4	5	21	15	17	72	74	70	NA	7	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	84	2943	80000	98	99	99	565	582	564	4	2	3	7	6	11	81	76	75	8	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	1484	39288	92	99	99	580	597	579	3	2	2	3	2	6	83	72	77	11	25	16
Male	49	1455	40644	100	98	98	555	566	549	4	2	4	10	9	15	80	79	74	6	9	7
African American	NC	98	4307	NC	100	99	NC	569	551	NC	4	4	NC	6	13	NC	74	75	NC	15	7
Hispanic	18	429	32672	100	98	99	549	564	548	11	5	4	NA	10	14	83	75	76	6	11	6
Asian/Pacific Islander	NC	91	1945	NC	100	99	NC	599	592	NC	1	1	NC	1	4	NC	69	69	NC	29	25
American Indian/Alaskan Native	NC	23	4424	NC	88	97	NC	592	549	NC	NA	3	NC	9	14	NC	78	77	NC	13	5
White	60	2297	36602	98	99	99	573	585	579	NA	1	2	10	5	7	80	76	75	10	18	16
Students with Disabilities	19	358	9919	95	95	93	497	530	505	11	7	9	32	23	35	58	67	54	NA	4	2
Students without Disabilities	65	2585	70081	98	100	100	585	588	571	2	1	2	NA	3	7	88	77	79	11	19	12
Limited English Proficient Students	NC	88	9571	NC	95	96	NC	503	502	NC	13	10	NC	26	29	NC	60	60	NC	1	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	15	265	37534	88	94	98	538	559	547	13	5	4	7	11	15	67	74	76	13	10	5
Non-Economically Disadvantaged	69	2678	42466	100	99	100	571	584	578	1	2	2	7	5	7	84	76	75	7	18	16

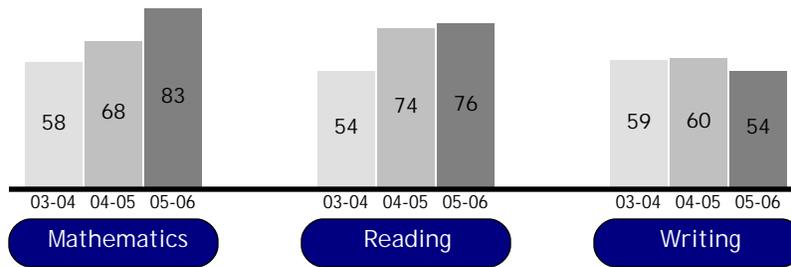
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

**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	91	60	NA	58	98	56	57	47	100	46	59	46
	Language	97	57	61	50	98	61	58	47	100	58	63	48
	Mathematics	99	68	72	64	98	58	62	50	99	48	65	52
3	Reading	96	68	NA	55	99	46	55	44	99	59	59	46
	Language	100	71	70	61	99	50	53	44	97	61	58	46
	Mathematics	100	73	69	61	99	52	60	51	97	63	65	52
4	Reading	94	59	NA	56	97	55	57	48	90	52	63	52
	Language	99	55	63	52	97	61	59	49	93	54	65	52
	Mathematics	97	66	74	61	95	62	63	53	87	61	70	58
5	Reading	100	57	NA	55	99	53	60	50	90	68	67	56
	Language	100	58	60	49	99	54	59	50	87	65	65	54
	Mathematics	100	68	75	63	99	50	58	49	90	61	63	52
6	Reading	99	59	NA	56	98	57	61	51	97	58	67	56
	Language	99	51	60	48	98	58	58	47	98	52	61	50
	Mathematics	99	78	79	66	99	64	66	52	95	65	70	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/](http://www.ade.az.gov/standards/)

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

School Site Council

Council Composition

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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	39.60
Other Professional Staff	2.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	30
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Video Tree
- Ü Televised Daily Announcements

Extracurricular Activities

- Ü Student Council
- Ü Library Assistants
- Ü Intermediate/Advanced Band
- Ü Intramurals
- Ü Choir
- Ü Chess Club
- Ü Handbells

Social Services

- Ü Breakfast/Lunch Programs
- Ü Business Partnerships
- Ü Day Care
- Ü Free Dental Care

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Esperanza provided choices for academic learning opportunities beyond a typical school day such as Homework Clubs, Reading and Math Tutoring and Summer School.
  
- ü Esperanza implemented a schoolwide social skills program which resulted in a decrease in office referrals.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	94	89	88	73
Graduation Rate <sup>6</sup>	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

During the the 2005-2006 school year, Esperanza will implement the Kid's At Hope Philosophy along with a new Student Code Of Conduct. Monthly events will recognize the efforts of students that demonstrate appropriate campus behavior. A Bullying Prevention Program will be developed and implemented also.

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) :

0

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	Lynn Byrn	(623) 445-3700
Transportation Policy	Transportation-Office	(602) 467-5090
Community Resources	Susan Neary	(623) 445-3710
School Nutrition Programs	Catherine Hamilton	(623) 445-3714
Parent Organization	Dominique Del Rae Hadden	(623) 445-3700
Student Health/Nurse	Susan Neary	(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](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

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

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

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

5 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](http://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.