

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3025 W. McDowell Road, Phoenix, AZ 85009

Isaac Elementary District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Miss Amanda Guerrero
 Schedule : 07:00 AM to 04:30 PM
 Grades : K-5
 Web Address : www.isaacschools.org
 Phone Number : (602) 442-2800
 Fax Number : (602) 442-2899
 E-mail : aguerrero@isaacschools.org

Mission

Esperanza is committed to improving student achievement of Arizona State Standards by providing a standard-based instructional program using scientifically-based researched programs. Goals include increasing parent education and involvement.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü Increase student achievement in reading by implementing a comprehensive reading program based upon scientific research contained in the National Reading Panel's Report, Teaching Children to Read.
- ü Develop a comprehensive professional development program to increase student achievement of English language learners by focusing on the implementation of effective sheltered instruction as measured by the Sheltered Instruction Observation Protocol.
- ü Integrate parents and community. Monthly Library Nights are held to involve parents in their child's academics. Twice monthly 'Coffee with the Principal' is held with parents to increase communication and parental involvement.

Enrollment

October 1, 2005 School Year Student Enrollment : 425
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 38

Instructional Programs

- Ü Standards-based Instruction/SRA Reading
- Ü Full Day Kindergarten Program
- Ü Sheltered English Instruction
- Ü Parenting Program/ESL Classes
- Ü Character Education
- Ü ScottForesman Reading
- Ü Houghton Miffling Math/Social Studies
- Ü Harcourt Brace Science

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Esperanza staff is responsible for meeting the requirements established by the No Child Left Behind Act of 2001 by providing students with a scientifically researched-based instructional program, standards-based instruction and frequent assessment.

Parents

Parent responsibilities include being a partner in educational program by holding their children accountable for mastering the Arizona State Standards, monitoring daily homework, attending parent teacher conferences and parent education programs.

Transportation Policy

Transportation is provided for students in Kindergarten through second grade who live north of McDowell Road and south of Holly Street. Parents of children attending under open enrollment are responsible for providing their child's transportation.

School Honors

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

Award/Honor	Year
Ü Project GOAL (Grade One At the Library)	2004
Ü Radio Unica Student Recognition Program	2004
Ü Hispanic Teacher of the Year	2003
Ü Westmar - Best of the West - Esperanza Project Leap	2003

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	90	1014	80010	100	99	99	431	428	447	13	16	10	20	26	18	59	50	53	8	7	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	499	38935	100	100	99	423	428	447	21	15	9	19	27	19	54	51	55	6	7	17
Male	38	514	40974	100	98	98	444	427	448	3	18	11	21	25	18	66	49	52	11	7	19
African American	--	12	4201	--	100	99	--	402	430	--	25	17	--	50	23	--	25	51	--	NA	9
Hispanic	88	968	34545	100	99	99	432	428	432	13	16	14	20	26	24	59	51	53	8	7	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	NC	21	35142	NC	100	99	NC	431	465	NC	19	5	NC	14	11	NC	52	56	NC	14	28
Students with Disabilities	NC	137	10161	NC	94	93	NC	399	419	NC	40	28	NC	34	28	NC	23	36	NC	4	8
Students without Disabilities	85	877	69849	100	100	100	433	432	451	13	13	7	18	25	17	61	55	56	8	8	19
Limited English Proficient Students	31	446	14013	100	98	97	401	407	413	35	29	24	26	35	34	39	35	39	NA	2	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	90	1004	39029	100	98	98	431	428	432	13	16	14	20	26	25	59	50	52	8	7	9
Non-Economically Disadvantaged	--	10	40981	--	NA	100	--	NA	462	--	NA	6	--	NA	13	--	NA	54	--	NA	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	90	1010	79438	100	98	98	443	428	451	10	17	9	26	34	24	60	46	56	4	3	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	498	38775	100	100	99	442	434	457	12	13	7	27	33	22	56	50	58	6	3	13
Male	38	511	40560	100	97	97	445	421	446	8	22	12	24	34	25	66	42	54	3	2	9
African American	--	12	4178	--	100	98	--	406	439	--	25	13	--	50	29	--	25	52	--	NA	6
Hispanic	88	964	34297	100	98	98	443	427	434	10	18	14	25	33	31	60	47	50	5	2	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	NC	21	34887	NC	100	98	NC	441	471	NC	10	4	NC	43	15	NC	33	63	NC	14	18
Students with Disabilities	NC	133	9588	NC	91	88	NC	390	416	NC	47	30	NC	35	32	NC	17	34	NC	2	5
Students without Disabilities	85	877	69850	100	100	100	447	433	456	7	13	7	25	34	23	64	51	59	5	3	12
Limited English Proficient Students	31	441	13856	100	96	96	403	400	407	29	32	27	35	45	43	35	23	29	NA	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	90	1000	38685	100	97	97	443	427	435	10	18	14	26	34	32	60	46	50	4	3	5
Non-Economically Disadvantaged	--	10	40753	--	NA	99	--	NA	467	--	NA	5	--	NA	16	--	NA	62	--	NA	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	90	1015	79971	100	99	99	425	405	423	8	11	8	42	50	41	49	38	49	1	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	499	38974	100	100	99	433	418	437	8	9	5	33	44	33	58	46	57	2	1	4
Male	38	515	40895	100	98	98	415	393	410	8	13	10	55	57	47	37	30	41	NA	1	2
African American	--	12	4203	--	100	99	--	348	411	--	33	11	--	42	45	--	25	43	--	NA	2
Hispanic	88	970	34481	100	99	99	424	405	410	8	11	10	43	51	46	48	38	43	1	1	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	NC	20	35150	NC	95	99	NC	411	437	NC	10	5	NC	45	35	NC	45	56	NC	NA	5
Students with Disabilities	NC	138	10258	NC	95	94	NC	360	377	NC	26	23	NC	59	51	NC	13	25	NC	1	1
Students without Disabilities	85	877	69713	100	100	100	429	412	429	7	8	5	40	49	39	52	42	52	1	1	3
Limited English Proficient Students	31	447	13985	100	98	97	390	376	382	16	19	18	48	59	54	35	22	27	NA	0	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	90	1005	38994	100	98	98	425	405	409	8	11	10	42	50	47	49	38	41	1	1	1
Non-Economically Disadvantaged	--	10	40977	--	NA	100	--	NA	437	--	NA	5	--	NA	34	--	NA	56	--	NA	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	61	883	80147	95	99	99	459	464	482	20	14	11	16	22	17	57	52	49	7	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	452	39281	100	99	99	459	466	483	19	12	9	13	24	17	63	53	50	6	11	24
Male	29	430	40780	91	99	98	460	463	482	21	17	12	21	20	17	52	51	48	7	12	24
African American	--	16	4249	--	94	99	--	430	464	--	38	17	--	31	22	--	25	48	--	6	13
Hispanic	60	840	33494	95	99	99	460	465	466	18	14	15	17	23	23	58	52	49	7	11	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	--	21	36122	--	100	99	--	479	501	--	NA	5	--	14	10	--	71	50	--	14	35
Students with Disabilities	NC	88	10295	NC	93	92	NC	425	443	NC	39	33	NC	32	26	NC	28	33	NC	1	8
Students without Disabilities	57	795	69852	100	100	100	461	469	488	18	12	7	16	21	16	60	55	51	7	12	26
Limited English Proficient Students	22	388	12722	88	97	97	430	438	441	41	26	27	27	32	33	32	40	37	NA	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	60	874	38371	94	98	97	460	465	465	20	14	15	15	22	23	58	52	49	7	11	13
Non-Economically Disadvantaged	NC	NC	41776	NC	NC	100	NC	NC	498	NC	NC	6	NC	NC	11	NC	NC	49	NC	NC	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	63	880	79686	98	99	98	437	446	470	29	20	11	29	33	24	43	44	57	NA	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	449	39163	100	98	99	445	450	475	19	17	9	31	33	22	50	46	60	NA	3	10
Male	31	430	40438	97	99	97	428	441	465	39	24	13	26	32	25	35	43	54	NA	1	7
African American	--	15	4228	--	88	98	--	419	458	--	40	15	--	33	28	--	27	53	--	NA	4
Hispanic	62	839	33299	98	99	98	438	446	452	27	21	17	29	33	32	44	44	47	NA	2	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	--	20	35914	--	95	98	--	470	489	--	5	5	--	20	15	--	70	67	--	5	14
Students with Disabilities	NC	86	9808	NC	91	87	NC	399	432	NC	64	35	NC	21	32	NC	15	30	NC	NA	3
Students without Disabilities	57	794	69878	100	99	100	439	450	475	25	16	8	30	34	23	46	48	61	NA	2	9
Limited English Proficient Students	24	387	12594	96	97	96	408	417	422	54	39	34	33	42	45	13	19	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	62	871	38095	97	98	97	438	446	452	27	20	17	29	33	32	44	45	48	NA	2	3
Non-Economically Disadvantaged	NC	NC	41591	NC	NC	99	NC	NC	486	NC	NC	6	NC	NC	16	NC	NC	65	NC	NC	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	63	885	80372	98	99	99	440	460	475	8	7	4	57	36	30	35	57	64	NA	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	452	39452	100	99	99	459	470	488	3	6	3	53	30	22	44	63	72	NA	1	3
Male	31	432	40836	97	99	98	420	450	464	13	8	6	61	42	37	26	50	56	NA	NA	1
African American	--	16	4264	--	94	99	--	432	465	--	13	5	--	44	35	--	44	59	--	NA	1
Hispanic	62	842	33608	98	99	99	440	460	462	8	7	6	56	36	36	35	57	57	NA	0	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	--	21	36213	--	100	99	--	477	489	--	5	2	--	33	22	--	62	72	--	NA	3
Students with Disabilities	NC	91	10526	NC	96	94	NC	406	427	NC	25	15	NC	52	53	NC	23	31	NC	NA	1
Students without Disabilities	57	794	69846	100	99	100	442	466	482	7	5	3	56	34	26	37	61	69	NA	0	2
Limited English Proficient Students	24	388	12747	96	97	97	400	427	432	21	15	12	71	52	52	8	33	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	62	876	38521	97	98	98	443	461	461	6	7	6	58	36	38	35	57	55	NA	0	1
Non-Economically Disadvantaged	NC	NC	41851	NC	NC	100	NC	NC	489	NC	NC	3	NC	NC	22	NC	NC	72	NC	NC	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	66	920	79306	97	98	99	498	481	504	11	20	13	18	28	20	59	46	49	12	6	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	469	38845	100	99	99	492	482	505	13	18	11	20	30	20	60	46	50	7	6	18
Male	36	451	40383	95	97	98	503	481	504	8	21	14	17	27	19	58	46	47	17	6	19
African American	--	13	4171	--	87	98	--	473	485	--	38	20	--	8	26	--	46	44	--	8	10
Hispanic	65	877	32673	97	98	99	498	481	487	11	19	18	18	29	25	58	45	46	12	6	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	--	10	4034	--	91	97	--	NA	479	--	NA	22	--	NA	29	--	NA	43	--	NA	7
White	NC	19	36234	NC	100	99	NC	505	523	NC	5	6	NC	11	13	NC	68	52	NC	16	28
Students with Disabilities	NC	139	10286	NC	90	91	NC	446	462	NC	49	41	NC	32	27	NC	18	27	NC	1	5
Students without Disabilities	61	781	69020	100	100	100	501	487	510	10	14	9	15	27	18	62	51	52	13	7	21
Limited English Proficient Students	21	338	10291	91	96	96	461	453	458	29	40	38	33	38	34	38	22	26	NA	0	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	66	919	37437	97	98	97	498	481	486	11	20	19	18	28	26	59	46	46	12	6	9
Non-Economically Disadvantaged	--	NC	41869	--	NC	100	--	NC	521	--	NC	7	--	NC	14	--	NC	51	--	NC	27

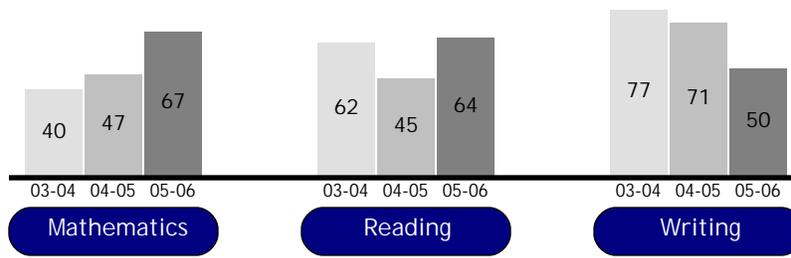
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	920	79000	100	98	98	473	466	489	13	16	10	29	35	24	53	46	58	4	2	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	468	38774	100	99	99	469	470	494	20	13	7	30	35	22	47	50	61	3	2	10
Male	38	452	40150	100	98	98	477	463	485	8	20	12	29	35	25	58	42	55	5	2	8
African American	--	13	4153	--	87	98	--	465	476	--	15	13	--	31	30	--	46	53	--	8	4
Hispanic	67	877	32508	100	98	98	473	466	472	13	16	15	30	35	33	52	46	49	4	2	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	--	10	4016	--	91	96	--	NA	467	--	NA	14	--	NA	37	--	NA	46	--	NA	2
White	NC	19	36135	NC	100	98	NC	487	508	NC	5	4	NC	26	14	NC	63	67	NC	5	15
Students with Disabilities	NC	139	9991	NC	90	88	NC	426	449	NC	48	33	NC	41	36	NC	11	29	NC	NA	2
Students without Disabilities	61	781	69009	100	100	100	479	473	495	10	11	6	26	34	22	59	53	62	5	3	10
Limited English Proficient Students	23	338	10199	100	96	95	430	435	439	39	36	35	61	50	47	NA	14	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	68	919	37234	100	98	97	473	466	472	13	16	15	29	35	33	53	46	50	4	2	3
Non-Economically Disadvantaged	--	NC	41766	--	NC	99	--	NC	505	--	NC	5	--	NC	16	--	NC	65	--	NC	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	68	930	79611	100	99	99	492	479	496	7	10	7	38	43	37	54	47	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	471	39016	100	99	99	497	493	511	10	7	4	30	37	29	60	56	66	NA	NA	1
Male	38	459	40519	100	99	98	487	465	482	5	14	10	45	48	44	50	37	46	NA	NA	0
African American	--	13	4188	--	87	98	--	475	486	--	15	9	--	38	40	--	46	50	--	NA	0
Hispanic	67	886	32855	100	99	99	491	480	481	7	10	10	39	43	43	54	47	47	NA	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	--	11	3992	--	100	96	--	404	478	--	36	10	--	36	46	--	27	44	--	NA	0
White	NC	19	36380	NC	100	99	NC	495	511	NC	NA	4	NC	32	30	NC	68	65	NC	NA	1
Students with Disabilities	NC	148	10664	NC	96	94	NC	426	440	NC	28	23	NC	51	54	NC	20	22	NC	NA	1
Students without Disabilities	61	782	68947	100	100	100	500	489	504	3	7	4	36	41	34	61	52	61	NA	NA	1
Limited English Proficient Students	23	346	10362	100	98	97	445	435	438	22	23	22	61	58	57	17	20	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	68	929	37626	100	99	98	492	479	479	7	10	10	38	43	45	54	47	45	NA	NA	0
Non-Economically Disadvantaged	--	NC	41985	--	NC	100	--	NC	511	--	NC	4	--	NC	30	--	NC	65	--	NC	1

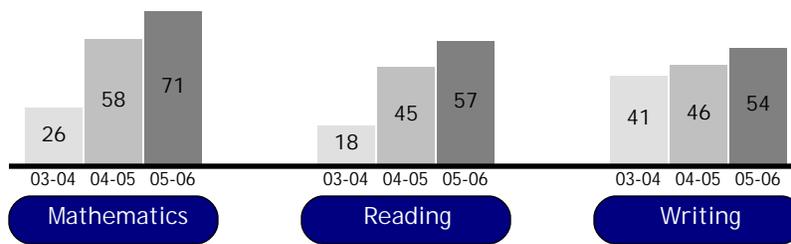
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	42	NA	58	100	37	34	47	100	34	30	46
	Language	97	24	33	50	100	47	41	47	100	46	41	48
	Mathematics	97	40	46	64	100	31	37	50	100	32	37	52
3	Reading	94	31	NA	55	100	27	28	44	98	37	25	46
	Language	100	47	55	61	100	37	32	44	98	43	32	46
	Mathematics	100	33	57	61	99	34	40	51	98	48	37	52
4	Reading	97	35	NA	56	100	34	33	48	100	32	34	52
	Language	97	41	39	52	100	36	36	49	100	37	35	52
	Mathematics	97	40	48	61	100	41	43	53	97	43	46	58
5	Reading	98	23	NA	55	100	40	35	50	100	37	37	56
	Language	100	34	34	49	100	41	37	50	100	39	35	54
	Mathematics	98	50	42	63	100	44	36	49	99	44	34	52

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

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

School Site Council

Council Composition

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

Council Duties

- Ü School Goals/School Improvement
- Ü Budget
- Ü School Safety Issues
- Ü Standard-based Instructional Programs
- Ü Assessment
- Ü Parent Involvement/Education

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	25.00
Other Professional Staff	1.50	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	2	0	0
4 to 6 years	4	1	0	0
7 to 9 years	2	1	0	0
10 or more years	4	3	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	19
Teachers with Emergency Certification.	8
Percent of teachers in the school with Emergency/Provisional Certification	32%
Percent of core classes not taught by Highly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

- Ü Media Center/ Library
- Ü Mobile Mini Computer Lab

Extracurricular Activities

- Ü Esperanza Student Council
- Ü Yearbook Club
- Ü After School Sports Program
- Ü 21st Century Grant After School Academic
- Ü 21st Century Grant Enrichment Classes

Social Services

- Ü Lunch/Breakfast Programs
- Ü Adult ESL Classes
- Ü Academic Tutoring
- Ü Operation School Bell
- Ü Enrichment Classes
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The site team has worked with West ED to develop a comprehensive three year plan to increase student achievement in reading, increase parent education programs and to provide effective sheltered English instruction for English language learners.
- ü Esperanza's professional and paraprofessional staff provide ESL, Family Library nights and bimonthly Parent meetings for each grade level to discuss our instructional focus with an emphasis on increasing student achievement.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	90	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

Staff and student safety is a priority at Esperanza Elementary School. All staff are responsible for maintaining a safe and orderly learning environment. A Safety Team regularly assesses the campus for items that endanger the safety of our staff and students. Fire and lockdown drills are completed on a regular basis. A half-time nurse and counselor regularly instruct classes on topics of health and well being.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

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

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

Contacts

	Name	Phone Number
School Site Council	Amanda Guerrero	(602) 442-2800
Transportation Policy	Antonio Mlynek	(602) 484-4700
Community Resources	JoAnn Valdez	(602) 442-2800
School Nutrition Programs	Sofia Duarte	(602) 442-2800
Parent Organization	JoAnn Valdez	(602) 442-2800
Student Health/Nurse	Rachel De La Huerta	(602) 442-2400

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

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

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 0 Copies = \$0.00

** 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.