

# ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile<sup>1</sup>:

## Esperanza Elementary School

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

Sunnyside Unified District  
2353 E. Bantam, Tucson, AZ 85706

**Principal:** Ms. Emma Carrillo  
**Schedule:** 7:00 AM to 3:30 PM  
**Web Address:** [www.sunnysideud.k12.az.us](http://www.sunnysideud.k12.az.us)  
**E-mail:** Unpublished or Unavailable

**Grades:** Pre-K-5  
**2002 Enrollment:** 795  
**Phone:** (520) 545-2900  
**Fax:** (520) 545-2916

### ∨ School Overview ∨

#### Mission

We at Esperanza believe that all students can and will become lifelong learners and problem solvers. As a result of participation in authentic learning experiences, students will possess the skills necessary to become independent learners and thinkers.

#### Organization and Philosophy

- w Team Planning - Teaching
- w Standard-Based Teaching
- w Integration of Special Education
- w Self-Contained Classrooms

#### School/Academic Goals

- w All students will meet or exceed the Arizona Academic Standards.
- w All students will perform at or above the national average on a national norm-referenced test.
- w The graduation rate will continuously increase to at least 90% with the ethnic distribution of graduates reflecting the student population.

#### Instructional Programs

- w Full-day Kindergarten
- w Sheltered English Immersion
- w On-site Special Education
- w Counseling
- w Fine Arts Programs
- w Technology
- w At-risk Preschool
- w Tutoring

#### Enrollment

October 1, 2001 School Year Student Enrollment:	750
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	10

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

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

∨ **School Site Council** ∨

**Council Composition**

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

**Council Duties**

- w Implement/Monitor NCA/School Improve Pln
- w Goal Setting
- w Shared Decisions
- w Input to District Strategic Plans
- w Parent/Educator Relations
- w Instructional Strategies

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	42.00
Other Professional Staff	5.00	Teacher Aide	18.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	0	0	0
4 to 6 years	8	2	0	0
7 to 9 years	5	1	0	0
10 or more years	11	13	0	0

∨ **Shared Responsibilities** ∨

**School**

We are a success-oriented school that builds a strong academic and emotional foundation in preparation for graduation. Through high academic standards, students work collaboratively, are technologically literate and adaptable to change. A safe, disciplined and productive environment tht allows children to fully engage in learning and to value the purpose and process of education is maintained. Open communication between parents and school reflect mutual respect, support, equity and diversity.

**Parents**

Parents must provide their children with the health-care immunizations required by law. Parents should ensure that children are at the bus stop at the appointed time, attend school daily and complete homework assignments. Proper shelter, clothing and nourishment should be provided. Parent participation by volunteering in classrooms and attending parent-teacher conferences is important.

∨ **Transportation Policy** ∨

Transportation is provided to special education students who require transportation and to K-8 students living beyond a one-mile radius. Esperanza borders from Irvington Road and Benson Highway; southeast to Country Club Road; south to Drexel Road; west to Park Avenue; north to Bantam Road; east to Mountain Avenue; north to Wyoming Street; east to Campbell Avenue; north to Irvington Road; east to Benson Highway.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	179	<b>First Day of School:</b>	8/12/02
<b>Average Daily Instruction Time:</b>	5 hrs. 40 min.	<b>Last Day of School:</b>	5/23/03

**Operates on Traditional Schedule**

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#### Report Card Release Dates

10/16/02	1/8/03	3/19/03	5/23/03
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### Additional Calendar/Report Card Information

In addition, parent conferences are held at the end of the first and third nine-weeks. Throughout the year, midterm progress reports are sent home, as well as calls and home visits to further communicate with parents about their child's progress.

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### ∨ Resources Available at School Site ∨

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#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - Yes

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

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#### Special Facilities

W Technology Center	W Life Skills Center
W Fine Arts Center	W Physical Development Course

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#### Extracurricular Activities

W Band/Orchestra	W Cheerleading Club
W Tutoring	W Student Council
W Safety Patrols	W Afterschool Sports (Basketball/Softball)
W Chorus	W Soccer

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#### School/Community Resources

W Breakfast Program	W Afterschool Program
W Counseling Services	W DES Services
W Lunch Program	W Clothing/Food Banks
W Prenatal/Parenting Assistance	W Health Services

## ∨ 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

- W Exceeded the district average at grade five in AIMS Reading, Math and Writing.
- W Selected teachers were chosen to participate in teacher education programs: Project PRIME, the University of Arizona Algebra Project, Eruditio and Arizona Bar Foundation Project.

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	94.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	18.7 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	2.6 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	6.9 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	96.7 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	3.3 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	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.**

<sup>4</sup> 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.

<sup>5</sup> 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.

<sup>6</sup> 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.

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

<sup>8</sup> 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.

<sup>9</sup> 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
University of Arizona Science Fair	2002
Project PRIME Recipient	2000
Sunnyside Foundation Recipient	2002
Celebration of Young Poets	2002

## ∨ Academic Achievement Indicators ∨

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

### AIMS Results <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>104</b>	<b>510</b>	<b>12%</b>	<b>29%</b>	<b>40%</b>	<b>18%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>105</b>	<b>529</b>	<b>13%</b>	<b>11%</b>	<b>67%</b>	<b>9%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>107</b>	<b>492</b>	<b>22%</b>	<b>33%</b>	<b>34%</b>	<b>11%</b>
	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

<b>Reading</b>	<b>School</b>	<b>94</b>	<b>506</b>	<b>17%</b>	<b>20%</b>	<b>47%</b>	<b>16%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>89</b>	<b>528</b>	<b>10%</b>	<b>22%</b>	<b>44%</b>	<b>24%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>94</b>	<b>519</b>	<b>14%</b>	<b>31%</b>	<b>12%</b>	<b>44%</b>
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class 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	--	--	--	--	--	--	--	--	--	65	58	60	--	--	--
2	Reading	--	--	--	100	37	50	69	41	52	66	41	53	55	55	57
	Language	--	--	--	100	33	40	73	25	43	66	35	44	58	42	48
	Mathematics	--	--	--	100	40	51	73	31	55	66	47	57	53	57	61
3	Reading	77	32	47	100	28	47	83	39	48	58	42	50	69	44	50
	Language	78	35	49	100	32	51	85	40	54	58	51	56	70	45	57
	Mathematics	78	27	46	100	29	49	82	35	52	58	39	54	70	45	56
4	Reading	84	48	53	--	45	54	92	32	54	81	44	55	92	36	55
	Language	84	48	47	--	42	49	96	33	48	82	40	50	92	38	50
	Mathematics	84	57	51	--	49	54	96	41	55	82	49	57	92	49	58
5	Reading	80	29	51	100	41	51	100	41	51	71	47	51	80	59	53
	Language	80	25	42	100	35	44	99	38	45	69	44	45	81	48	47
	Mathematics	80	28	51	100	39	54	100	53	55	77	71	57	88	69	59

## ∨ Measure of Academic Progress ∨

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

<sup>9</sup> 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.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>74</b>	<b>52</b>
<b>Grades 3-4</b>	<b>79</b>	<b>86</b>
<b>Grades 4-5</b>	<b>84</b>	<b>81</b>
<b>Grades 5-6</b>	<b>***</b>	<b>***</b>

\*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

We have zero-tolerance for gangs, weapons and violence. The school is surrounded by a security fence and a monitor patrols the campus. Our School Resource Officer, Prevention Specialist and Counselor help students make good behavioral choices and follow the school rules. Visitors must check-in at the office and wear a badge.

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 ∨

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,366	\$1,705,774
Classroom Supplies	\$32	\$22,892
Administration	\$380	\$274,077
Support Services-Students	\$269	\$194,155
Other Support Services and Operations	\$811	\$584,415
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$3,857</b>	<b>\$2,781,313</b>

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 ∨

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Emma Carrillo	(520) 545-2900	
<b>Transportation Policy</b>	John Smead	(520) 545-2106	
<b>Community Resources</b>	Bertha Rialmo	(520) 545-2915	
<b>School Nutrition Programs</b>	Patricia Lopez	(520) 545-2914	
<b>Parent Organization</b>	Cynthia Estrella	(520) 545-2900	
<b>Student Health/Nurse</b>	Linda Kenney	(520) 545-2921	

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.

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