

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Sandra Day O'Connor Elementary School

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

Mesa Unified District
4840 E. Adobe Road, Mesa, AZ 85205-6301

Principal: Mrs. Debra Lynn Green
Schedule: 7:30 AM to 4:00 PM
Web Address: Unpublished or Unavailable
E-mail: Unpublished or Unavailable

Grades: Pre-K-6
2002 Enrollment: 772
Phone: (480) 472-7850
Fax: (480) 472-7878

∨ School Overview ∨

Mission

O'Connor practices a traditional child-centered school philosophy. The students are provided a rich variety of learning environments from grade to grade. Subjects taught include reading, math, writing, language, science, social studies, computer, study skills and problem-solving skills. Parents and staff work together to improve programs for students. Many improvements for students have occurred through our strong parent and senior volunteer programs.

Organization and Philosophy

- w Self-contained Classrooms
- w Team Teaching
- w Departmentalized Classrooms
- w Special Education Inclusion Programs

School/Academic Goals

- w Students apply math skills, computation, problem solving and critical thinking.
- w Students will apply reading skills in the areas of written and oral language, literature and phonics.

Instructional Programs

- w Literature-based Reading
- w Language Arts and Writing
- w Computer Lab Instruction
- w Gifted Education Program
- w Hands-on Science
- w Special Education Preschool
- w Extended-day Kindergarten
- w Flexible Grouping Instruction

- w Students will apply writing skills as they work through personal narratives, stories, report writing and poetry.
- w Students benefit from hands-on science and health kits which are integrated with social studies and foreign language.

Enrollment

October 1, 2001 School Year Student Enrollment:	794
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	91

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

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

Council Duties

- w Student Discipline
- w School Safety Issues
- w Parent/Educator Relations
- w Funding Allocations
- w Goal Setting
- w Extracurricular Activities

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	37.00
Other Professional Staff	14.00	Teacher Aide	51.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	6	2	0	0
7 to 9 years	2	3	0	0
10 or more years	1	25	1	2

∨ **Shared Responsibilities** ∨

School

O'Connor provides a safe environment in which children can learn to their fullest potential. Staff communicate with parents in the areas of student progress, curriculum, discipline, safety, lunch program, extra activities and field trips. Parents are encouraged to volunteer on campus and in classrooms. Weekly and/or monthly communication is available in print, voice messaging and on our web site.

Parents

Parents are invited to support their child's education by becoming involved as a part of the home/school team. Two-way communication is very important. Parents should read/listen to school information available to them; send communication to the teacher/office when appropriate; maintain up to date emergency information; attend conferences; review homework; encourage good attendance and ensure prompt arrival/departure from school.

∨ **Transportation Policy** ∨

Busing is provided for students living more than one mile from their assigned school. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP. Parents are encouraged to assist their children in choosing transportation which is a safe and efficient means of getting to and from school. Parents may drive their children. Students may ride bikes, take a school bus or walk.

∨ 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 Student Services Award. Teachers and students received this Special Education Award during the 1998-99, 2000-01, 2001-02 school years.
- W O'Connor School received the Target Outstanding School Award, 1998-1999. One of 1000 schools nationwide to receive this award.
- W O'Connor Community received the A+ Schools designation from the Arizona Education Foundation during the 2000-01 school year.

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	23.2 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	3.1 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	3.8 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.1 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.9 %	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
Who's Who in Education	1997
Educator of the Month	2000
Classified Employee of the Month	2001
Citizens' Scholarship Foundation	1998

∨ 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	112	536	2%	10%	56%	32%
	School State	58840	524	9%	17%	45%	29%
Writing	School	99	546	2%	10%	77%	11%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	110	526	4%	25%	44%	28%
	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	100	515	8%	19%	57%	16%
	State	61305	505	21%	20%	43%	15%
Writing	School	99	536	6%	22%	44%	27%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	99	518	6%	32%	11%	51%
	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	--	--	--	--	--	--	--	--	--	96	68	60	--	--	--
2	Reading	--	--	--	100	63	50	100	60	52	82	60	53	84	67	57
	Language	--	--	--	100	51	40	100	48	43	84	43	44	84	57	48
	Mathematics	--	--	--	100	64	51	100	58	55	83	58	57	90	68	61
3	Reading	97	66	47	100	58	47	100	64	48	94	61	50	87	64	50
	Language	95	67	49	100	57	51	100	63	54	93	61	56	87	66	57
	Mathematics	97	67	46	100	63	49	100	66	52	91	64	54	86	70	56
4	Reading	87	69	53	100	66	54	94	58	54	96	64	55	85	66	55
	Language	87	62	47	100	61	49	94	52	48	95	55	50	85	55	50
	Mathematics	86	64	51	100	69	54	94	65	55	95	70	57	86	71	58
5	Reading	85	54	51	100	65	51	99	65	51	91	63	51	89	68	53
	Language	87	41	42	100	59	44	100	54	45	92	53	45	89	57	47
	Mathematics	87	55	51	100	67	54	100	68	55	90	70	57	91	79	59
6	Reading	89	59	53	100	58	54	95	72	53	97	74	54	78	71	56
	Language	91	49	41	100	42	44	97	61	44	97	61	45	80	62	47
	Mathematics	89	74	57	100	67	59	97	80	60	95	82	63	81	85	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	78	82
Grades 3-4	75	77
Grades 4-5	78	86
Grades 5-6	88	95
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

All families receive a copy of the discipline plan. Parents are asked to review the rules with their child. We enforce a no-tolerance drugs/alcohol policy. Teachers, parents and administrator work together to assign consequences for behavior which may be disruptive/dangerous. The principal works with district security to reinforce a safe, orderly & non-threatening environment. Students who engage in disruptive or threatening behavior are dealt with fairly & firmly. We have a counseling program.

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	\$2,921	\$2,343,372
Classroom Supplies	\$31	\$25,015
Administration	\$361	\$289,261
Support Services-Students	\$192	\$153,719
Other Support Services and Operations	\$598	\$479,921
Total Expenditures- All Categories 2000-2001	\$4,102	\$3,291,288

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	Debra Green	(480) 472-7850	
Transportation Policy	Community Relations	(480) 472-0223	
Community Resources	School Office	(480) 472-7850	
School Nutrition Programs	Food and Nutrition Office	(480) 472-0908	
Parent Organization	School Office	(480) 472-7850	7845
Student Health/Nurse	Susan Belshe	(480) 472-7843	

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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