



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

4840 E Adobe Road, Mesa, AZ 85205

Mesa 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 LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Performing
2001-02 Maintaining

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

School Overview

Principal/Administrator : Mrs. Debra Green
Schedule : 7:30 AM to 4:00 PM
Grades : Pre-K-6
2004 Enrollment : 633
Web Address :
Phone Number : (480) 472-7850
Fax Number : (480) 472-7878
E-mail : dgreen@mpsaz.org

Mission

O'Connor practices a traditional child-centered school philosophy. Subjects include reading, math, writing, science, social studies, computer, study skills and problem-solving skills. Parents and staff work together to improve programs for students.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

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

School / Academic Goals

- Students apply math skills, computation, problem solving and critical thinking skills.
Students will apply phonics and reading skills in the areas of written and oral language and in literature appreciation.
Students integrate special area knowledge, i.e., physical wellness, literature appreciation, musical appreciation, visual arts skills, creative problem solving and observation skills as valid components of reading, math and language programs.

Enrollment

October 1, 2003 School Year Student Enrollment : 716
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 102

Instructional Programs

- ü Literature-based Reading
- ü Language Arts and Writing
- ü Computer Lab Instruction
- ü Gifted Education Program
- ü Title I Services for Math
- ü Title I Services for Reading
- ü Homework Club Afterschool
- ü After school Enrichment/Reading & Math

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

O'Connor provides a safe, positive 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

Parents support their child's education by becoming a part of the home/school team. Parents should read and listen to school information available to them; ask questions; maintain up-to-date emergency information; review homework; ensure good attendance. Communication tools include daily and weekly classroom reports, bi-monthly newsletters, web site, phone line, marquee messages, PTO newsletters.

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.

School Honors

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

Award/Honor	Year
ü Who's Who in Education	1997
ü Educator of the Month	2004
ü Classified Employee of the Month	2002
ü Citizens' Scholarship Foundation	1998

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	88	5651	75509	98	98	100	542	532	521	1	9	13	23	19	23	40	33	33	36	39	31
All Students (Prior Year)	80	5599	75372	98	98	100	549	536	523	1	5	9	12	18	25	33	38	36	53	39	30
Female	38	2784	37013	97	98	100	534	534	522	3	9	12	29	19	24	44	34	33	24	39	31
Male	50	2859	38430	98	98	99	548	531	521	0	10	14	17	19	22	37	32	33	46	38	31
African American	NC	218	3660	NC	98	99	NC	509	496	NC	17	24	NC	26	31	NC	32	28	NC	25	18
Hispanic	13	1862	30486	93	99	99	545	515	505	0	13	18	36	25	29	27	35	32	36	27	21
Asian/Pacific Islander	NC	132	1780	NC	100	98	NC	534	549	NC	10	5	NC	13	13	NC	39	33	NC	38	50
American Indian/Alaskan Native	NC	212	4075	NC	98	100	NC	504	486	NC	19	28	NC	28	34	NC	31	26	NC	23	12
White	67	3216	35192	99	98	99	542	544	534	2	6	8	19	15	19	44	32	35	35	46	39
Students with Disabilities	17	599	9708	94	100	100	503	484	489	10	35	32	50	28	27	20	21	24	20	15	17
Students without Disabilities	71	5052	65801	99	98	98	548	537	525	0	7	11	19	18	23	43	34	34	39	41	33
Limited English Proficient Students	NC	1053	16928	NC	100	100	NC	506	485	NC	17	29	NC	27	33	NC	33	26	NC	22	12
Migrant Students	--	37	750				--	522	499	--	3	21	--	20	29	--	40	30	--	37	20
Economically Disadvantaged	32	2909	36411				530	514	503	4	14	19	29	24	29	39	34	32	29	27	20
Non-Economically Disadvantaged	56	2742	39040				549	550	534	0	5	8	19	14	19	40	32	34	40	50	39

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	5641	75492	98	98	100	530	522	519	3	11	12	13	14	16	60	48	47	25	27	24
All Students (Prior Year)	81	5584	75221	99	98	100	534	528	523	0	5	8	8	12	16	61	59	56	32	23	21
Female	38	2785	37014	97	98	100	526	526	523	3	9	10	15	13	15	65	49	48	18	29	27
Male	50	2850	38400	98	98	99	533	518	516	2	13	14	11	16	17	57	48	47	30	24	21
African American	NC	218	3665	NC	98	99	NC	509	505	NC	14	20	NC	22	22	NC	53	43	NC	11	14
Hispanic	13	1851	30438	93	98	99	535	509	508	0	17	17	9	20	21	64	49	47	27	14	15
Asian/Pacific Islander	NC	134	1773	NC	100	98	NC	528	534	NC	6	4	NC	11	10	NC	55	50	NC	28	36
American Indian/Alaskan Native	NC	212	4081	NC	98	100	NC	505	498	NC	20	25	NC	22	26	NC	45	40	NC	13	8
White	67	3215	35177	99	98	99	531	530	528	2	7	8	11	11	13	61	48	49	26	34	31
Students with Disabilities	17	589	9707	94	98	100	511	487	495	10	43	33	10	18	21	80	30	33	0	9	13
Students without Disabilities	71	5052	65785	99	98	98	533	525	522	1	7	10	13	14	16	57	50	49	29	28	26
Limited English Proficient Students	NC	1047	16905	NC	100	100	NC	499	489	NC	25	34	NC	24	28	NC	40	32	NC	11	6
Migrant Students	--	37	763				--	506	499	--	17	21	--	23	30	--	50	40	--	10	8
Economically Disadvantaged	32	2904	36302				517	510	507	7	16	18	21	19	21	57	49	46	14	15	14
Non-Economically Disadvantaged	56	2737	39164				537	534	528	0	5	8	8	10	13	62	48	48	31	37	31

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	87	5611	75053	97	98	99	529	578	597	16	10	7	15	14	12	66	68	72	3	7	9
All Students (Prior Year)	80	5503	73654	98	97	99	530	530	530	3	7	9	9	12	13	85	77	70	3	5	7
Female	38	2774	36872	97	98	99	536	604	621	15	6	5	9	11	9	74	73	74	3	10	12
Male	49	2831	38109	96	97	99	524	552	573	18	14	10	20	17	14	60	64	69	2	4	6
African American	NC	216	3636	NC	97	99	NC	545	568	NC	15	12	NC	18	16	NC	62	67	NC	4	6
Hispanic	13	1847	30235	93	98	98	519	541	575	27	14	9	27	17	14	36	66	70	9	2	6
Asian/Pacific Islander	NC	134	1768	NC	100	98	NC	605	651	NC	8	3	NC	11	5	NC	69	72	NC	12	19
American Indian/Alaskan Native	NC	210	4044	NC	97	99	NC	548	550	NC	15	13	NC	16	17	NC	65	66	NC	3	4
White	66	3193	35028	97	97	99	535	599	613	13	8	6	15	12	10	70	70	73	2	10	11
Students with Disabilities	16	588	9625	89	98	100	448	489	530	33	33	21	22	23	21	44	42	55	0	2	4
Students without Disabilities	71	5023	65428	99	98	98	539	587	604	14	8	6	14	13	11	69	71	73	3	8	10
Limited English Proficient Students	NC	1044	16765	NC	100	100	NC	524	525	NC	16	17	NC	20	20	NC	63	60	NC	1	2
Migrant Students	--	36	752				--	560	562	--	7	9	--	14	18	--	76	68	--	3	5
Economically Disadvantaged	32	2890	36077				492	542	566	25	14	10	18	17	16	57	65	69	0	3	5
Non-Economically Disadvantaged	55	2721	38950				549	613	618	12	6	5	14	11	9	71	71	73	4	12	12

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	103	5809	76019	95	99	100	538	514	499	3	9	14	20	34	39	19	13	14	57	44	33
All Students (Prior Year)	99	5726	76230	96	98	100	534	517	498	1	6	12	26	31	38	10	13	12	63	50	37
Female	62	2821	37207	97	99	100	543	514	499	2	8	12	19	35	41	19	13	14	60	44	33
Male	41	2979	38677	93	99	100	530	515	498	5	11	15	23	32	38	20	13	13	53	45	34
African American	NC	224	3817	NC	98	100	NC	489	475	NC	14	23	NC	49	47	NC	9	11	NC	28	18
Hispanic	23	1790	29458	100	99	100	526	490	480	5	15	20	40	48	48	15	11	12	40	26	20
Asian/Pacific Islander	NC	137	1673	NC	100	99	NC	533	531	NC	5	4	NC	31	29	NC	12	14	NC	52	53
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	476	466	NC	27	28	NC	41	49	NC	11	10	NC	21	13
White	69	3386	35880	95	98	100	549	529	515	0	5	7	15	26	32	21	14	16	64	55	45
Students with Disabilities	NC	619	9786	NC	100	100	NC	460	457	NC	40	39	NC	39	40	NC	7	7	NC	14	13
Students without Disabilities	97	5190	66233	100	98	99	539	519	503	3	6	11	20	33	39	19	14	14	57	47	35
Limited English Proficient Students	NC	972	15206	NC	100	100	NC	477	459	NC	20	31	NC	53	53	NC	10	7	NC	17	9
Migrant Students	--	31	745				--	475	473	--	27	22	--	35	53	--	23	11	--	15	15
Economically Disadvantaged	37	2753	35714				515	493	480	3	15	20	27	44	47	24	12	12	45	29	20
Non-Economically Disadvantaged	66	3056	40266				549	531	513	3	5	9	17	25	33	17	14	15	63	56	43

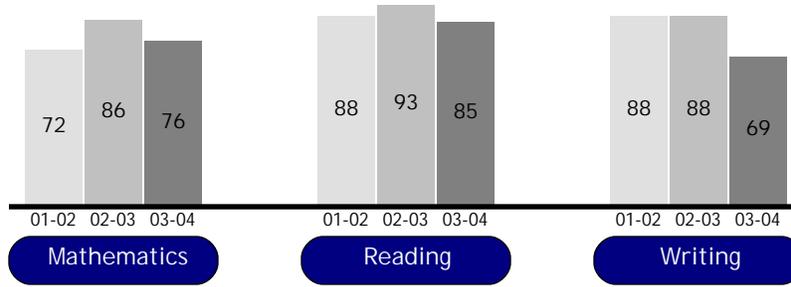
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	5803	76020	95	99	100	516	507	503	8	20	25	22	22	23	49	43	40	20	16	12
All Students (Prior Year)	98	5721	76202	95	98	100	513	510	505	5	11	19	18	21	24	58	53	46	19	14	11
Female	62	2820	37213	97	99	100	519	508	504	5	17	22	24	21	23	47	46	42	24	16	13
Male	41	2973	38666	93	99	100	511	505	501	13	22	29	20	22	22	53	41	38	15	16	12
African American	NC	224	3819	NC	98	100	NC	499	494	NC	28	37	NC	27	26	NC	36	31	NC	10	6
Hispanic	23	1784	29442	100	99	99	514	496	494	10	33	37	35	26	26	35	34	31	20	7	6
Asian/Pacific Islander	NC	137	1672	NC	100	99	NC	518	513	NC	9	12	NC	20	19	NC	50	49	NC	20	20
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	491	489	NC	46	48	NC	25	25	NC	25	24	NC	4	3
White	69	3386	35890	95	98	100	520	513	511	6	12	15	18	19	20	52	48	48	24	21	18
Students with Disabilities	NC	617	9784	NC	100	100	NC	487	485	NC	57	58	NC	18	19	NC	19	19	NC	6	4
Students without Disabilities	97	5186	66236	100	98	99	517	509	504	9	16	23	22	22	23	49	45	42	20	17	13
Limited English Proficient Students	NC	967	15198	NC	100	100	NC	490	483	NC	43	59	NC	28	25	NC	25	14	NC	4	1
Migrant Students	--	31	743				--	501	488	--	54	50	--	15	28	--	23	19	--	8	3
Economically Disadvantaged	37	2745	35703				508	497	494	6	31	37	27	26	26	48	36	31	18	8	6
Non-Economically Disadvantaged	66	3058	40274				520	514	509	9	11	17	20	18	20	49	49	47	22	21	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	103	5771	75673	95	98	100	519	530	530	11	15	12	35	25	25	52	56	58	2	5	4
All Students (Prior Year)	98	5622	74692	95	96	99	523	510	502	3	12	18	32	26	27	50	53	47	15	9	8
Female	62	2805	37099	97	98	100	536	549	548	5	10	8	34	22	22	57	62	64	3	6	6
Male	41	2956	38441	93	98	99	493	511	513	20	19	16	35	27	29	45	50	52	0	3	3
African American	NC	224	3791	NC	98	99	NC	509	506	NC	20	18	NC	24	29	NC	55	50	NC	1	3
Hispanic	23	1776	29305	100	99	99	500	495	507	25	21	16	25	33	31	45	44	51	5	2	2
Asian/Pacific Islander	NC	135	1665	NC	100	99	NC	561	573	NC	7	6	NC	16	16	NC	68	67	NC	9	10
American Indian/Alaskan Native	NC	261	4707	NC	99	100	NC	486	492	NC	23	19	NC	33	33	NC	43	46	NC	1	1
White	69	3366	35760	95	98	99	529	549	550	6	11	9	40	20	21	52	62	64	1	7	6
Students with Disabilities	NC	605	9706	NC	100	100	NC	444	462	NC	48	36	NC	24	32	NC	25	31	NC	2	1
Students without Disabilities	97	5166	65967	100	98	99	521	537	536	12	12	10	34	25	25	52	59	60	2	5	5
Limited English Proficient Students	NC	961	15115	NC	100	100	NC	475	471	NC	28	26	NC	38	38	NC	34	35	NC	0	1
Migrant Students	--	31	738				--	478	488	--	28	23	--	32	33	--	40	43	--	0	1
Economically Disadvantaged	37	2731	35541				493	500	504	18	20	17	33	31	31	48	47	50	0	2	2
Non-Economically Disadvantaged	66	3040	40091				532	553	550	8	10	9	35	19	21	54	63	64	3	7	6

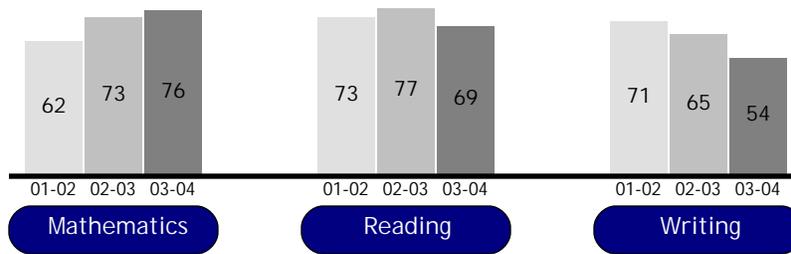
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	54	51	44	88	65	61	50	91	73	NA	58
	Language	99	45	42	39	98	60	49	43	90	60	53	50
	Mathematics	97	65	57	52	98	76	67	57	91	81	71	64
3	Reading	99	61	50	43	100	65	57	47	91	66	NA	55
	Language	99	63	53	50	99	67	61	54	93	73	63	61
	Mathematics	99	66	55	50	99	73	64	54	92	71	66	61
4	Reading	100	57	51	47	95	70	62	52	95	62	NA	56
	Language	100	48	47	45	99	59	54	48	97	62	55	52
	Mathematics	98	66	59	52	95	70	68	57	97	73	68	61
5	Reading	97	65	51	46	99	69	59	50	94	71	NA	55
	Language	97	54	45	43	100	66	53	46	95	68	55	49
	Mathematics	96	79	63	54	100	80	68	57	95	83	71	63
6	Reading	99	60	56	49	99	74	62	53	96	74	NA	56
	Language	99	54	47	42	99	66	53	45	97	68	55	48
	Mathematics	98	79	71	58	98	87	75	62	97	85	76	66

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)
- 5 Teacher(s)
- 6 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

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

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	36.00
Other Professional Staff	17.00	Teacher Aide	51.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	2	2	0	0
7 to 9 years	5	3	0	0
10 or more years	2	15	1	2

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	27
Core academic classes taught by Highly Qualified (NCLB) teachers.	75
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center

Extracurricular Activities

- Ü Band
- Ü Student Council
- Ü After School Tutoring
- Ü Orchestra

Social Services

- Ü Lunch Program
- Ü Adult Education
- Ü After School Program
- Ü Counselor and Nurse On Site

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Student Services Award. Teachers and students received this Special Education Award during the 1998-99, 2000-01, 2001-02, 2002-03, 2003 - 04 school years. Teachers received educator of month awards, 1998-2004.

- ü O'Connor School received the Arizona Education Foundation A+ School Award in 2001.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	3	2	2	2
Transfers In ⁷ (Out of District)	6	10	9	9
Promotion Rate ⁸	96	98	98	94
Retention Rate ⁹	3	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	69	67
Grades 3-4	59	75
Grades 4-5	78	87
Grades 5-6	81	84

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 2003-04. 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 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

School Safety

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. The principal works with district security to reinforce a safe, orderly and non-threatening environment.

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

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.

Contacts

	Name	Phone Number
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) 472-7845
Student Health/Nurse	O'Connor Nurse	(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. "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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled 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. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 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 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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 and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/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.