

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Excelling
2004-05	Highly Performing
2003-04	Performing

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

School Overview

Principal/Administrator : Dr. Debra L. Green
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-6
 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. Extra subjects include, orchestra, band, art and various after school classes. Parents and staff work together to improve programs for students.

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 Students apply math skills, computation, problem solving and critical thinking skills throughout their school day.
- ü Students apply phonics and reading skills in the areas of written and oral language and in literature appreciation.
- ü 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.
- ü Students apply proficient writing skills in all subject areas.

Enrollment

October 1, 2005 School Year Student Enrollment : 676
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 92

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 :	8/15/2005
Last Day of School :	5/25/2006

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. Additional parent resources are available in our front office.

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. Bus riding is a privilege. Students who continually behave in an unsafe manner will be required to find alternative transportation.

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	94	5547	80010	100	98	99	463	453	447	4	8	10	13	16	18	61	56	53	22	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2719	38935	100	98	99	457	452	447	2	8	9	19	17	19	52	56	55	26	19	17
Male	52	2828	40974	100	98	98	468	453	448	6	8	11	8	15	18	67	55	52	19	22	19
African American	NC	236	4201	NC	98	99	NC	437	430	NC	15	17	NC	19	23	NC	56	51	NC	11	9
Hispanic	28	2182	34545	100	98	99	446	434	432	14	12	14	21	23	24	43	56	53	21	8	9
Asian/Pacific Islander	NC	119	2068	NC	98	99	NC	478	474	NC	4	4	NC	9	10	NC	50	50	NC	37	36
American Indian/Alaskan Native	NC	226	3979	NC	97	96	NC	436	424	NC	14	17	NC	23	30	NC	51	47	NC	11	6
White	58	2783	35142	100	98	99	472	469	465	NA	4	5	9	9	11	67	55	56	24	31	28
Students with Disabilities	14	645	10161	100	90	93	473	419	419	29	27	28	7	30	28	29	36	36	36	7	8
Students without Disabilities	80	4902	69849	100	99	100	461	457	451	NA	5	7	14	14	17	66	58	56	20	22	19
Limited English Proficient Students	NC	877	14013	NC	97	97	NC	415	413	NC	20	24	NC	33	34	NC	44	39	NC	2	3
Migrant Students	NC	37	603	NC	93	96	NC	418	417	NC	19	22	NC	43	32	NC	27	42	NC	11	4
Economically Disadvantaged	37	3005	39029	100	97	98	437	437	432	11	11	14	19	22	25	68	57	52	3	10	9
Non-Economically Disadvantaged	57	2542	40981	100	99	100	480	472	462	NA	4	6	9	9	13	56	54	54	35	33	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	94	5457	79438	100	97	98	472	457	451	5	7	9	11	21	24	65	60	56	19	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2686	38775	100	97	99	476	463	457	2	5	7	14	19	22	62	62	58	21	14	13
Male	52	2770	40560	100	96	97	468	452	446	8	8	12	8	23	25	67	58	54	17	10	9
African American	NC	235	4178	NC	98	98	NC	445	439	NC	9	13	NC	28	29	NC	55	52	NC	9	6
Hispanic	28	2140	34297	100	96	98	449	437	434	14	11	14	21	31	31	57	54	50	7	4	5
Asian/Pacific Islander	NC	119	2063	NC	98	99	NC	479	475	NC	2	3	NC	13	15	NC	64	63	NC	22	20
American Indian/Alaskan Native	NC	218	3940	NC	94	95	NC	443	429	NC	10	14	NC	27	36	NC	57	47	NC	6	3
White	58	2744	34887	100	97	98	483	475	471	2	3	4	5	13	15	67	65	63	26	19	18
Students with Disabilities	14	557	9588	100	77	88	463	420	416	21	24	30	14	32	32	21	38	34	43	5	5
Students without Disabilities	80	4900	69850	100	99	100	473	461	456	3	5	7	10	20	23	73	62	59	15	13	12
Limited English Proficient Students	NC	846	13856	NC	93	96	NC	411	407	NC	22	27	NC	44	43	NC	34	29	NC	0	1
Migrant Students	NC	35	600	NC	88	96	NC	422	418	NC	17	22	NC	43	38	NC	40	39	NC	NA	2
Economically Disadvantaged	37	2946	38685	100	95	97	441	441	435	14	10	14	22	29	32	65	55	50	NA	5	5
Non-Economically Disadvantaged	57	2511	40753	100	98	99	492	477	467	NA	3	5	4	12	16	65	65	62	32	20	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	94	5524	79971	100	98	99	412	415	423	7	8	8	56	46	41	36	44	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2715	38974	100	98	99	432	429	437	2	5	5	50	40	33	48	53	57	NA	2	4
Male	52	2808	40895	100	97	98	395	402	410	12	11	10	62	53	47	27	35	41	NA	1	2
African American	NC	235	4203	NC	98	99	NC	408	411	NC	8	11	NC	55	45	NC	34	43	NC	3	2
Hispanic	28	2166	34481	100	97	99	396	399	410	18	12	10	46	53	46	36	35	43	NA	1	1
Asian/Pacific Islander	NC	119	2067	NC	98	99	NC	440	449	NC	2	4	NC	36	28	NC	60	60	NC	3	8
American Indian/Alaskan Native	NC	224	3995	NC	97	96	NC	403	409	NC	11	10	NC	50	47	NC	38	42	NC	0	1
White	58	2779	35150	100	98	99	418	429	437	3	5	5	62	41	35	34	52	56	NA	2	5
Students with Disabilities	14	645	10258	100	90	94	345	373	377	36	20	23	50	54	51	14	24	25	NA	1	1
Students without Disabilities	80	4879	69713	100	99	100	423	420	429	3	6	5	58	45	39	40	46	52	NA	2	3
Limited English Proficient Students	NC	865	13985	NC	95	97	NC	371	382	NC	22	18	NC	56	54	NC	22	27	NC	0	0
Migrant Students	NC	37	608	NC	93	97	NC	397	389	NC	8	16	NC	62	50	NC	30	33	NC	NA	0
Economically Disadvantaged	37	2986	38994	100	97	98	386	401	409	16	11	10	59	52	47	24	36	41	NA	1	1
Non-Economically Disadvantaged	57	2538	40977	100	99	100	429	432	437	2	4	5	54	40	34	44	53	56	NA	3	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	91	5739	80147	99	98	99	513	498	482	2	6	11	9	13	17	48	48	49	41	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	2849	39281	98	99	99	517	498	483	NA	5	9	7	13	17	47	49	50	47	33	24
Male	48	2889	40780	100	98	98	510	497	482	4	7	12	10	12	17	50	48	48	35	32	24
African American	NC	252	4249	NC	98	99	NC	478	464	NC	11	17	NC	19	22	NC	51	48	NC	19	13
Hispanic	17	2106	33494	94	98	99	496	479	466	NA	9	15	18	18	23	59	55	49	24	18	14
Asian/Pacific Islander	NC	144	2103	NC	100	99	NC	513	515	NC	2	4	NC	12	8	NC	42	44	NC	44	45
American Indian/Alaskan Native	NC	239	4117	NC	98	96	NC	472	456	NC	10	19	NC	25	27	NC	50	46	NC	15	8
White	67	2998	36122	100	98	99	520	514	501	3	4	5	4	8	10	45	44	50	48	44	35
Students with Disabilities	NC	657	10295	NC	90	92	NC	451	443	NC	25	33	NC	27	26	NC	38	33	NC	10	8
Students without Disabilities	82	5082	69852	100	99	100	517	503	488	1	4	7	5	11	16	49	50	51	45	35	26
Limited English Proficient Students	NC	640	12722	NC	96	97	NC	449	441	NC	19	27	NC	31	33	NC	45	37	NC	5	3
Migrant Students	--	37	622	--	100	97	--	465	454	--	19	19	--	27	30	--	38	43	--	16	8
Economically Disadvantaged	35	2944	38371	100	97	97	505	480	465	3	9	15	11	18	23	49	52	49	37	20	13
Non-Economically Disadvantaged	56	2795	41776	98	99	100	518	516	498	2	3	6	7	7	11	48	45	49	43	45	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	92	5655	79686	100	97	98	495	478	470	3	7	11	9	21	24	77	61	57	11	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2823	39163	100	98	99	500	482	475	2	6	9	2	19	22	86	63	60	9	12	10
Male	48	2831	40438	100	96	97	490	474	465	4	9	13	15	22	25	69	60	54	13	10	7
African American	NC	248	4228	NC	96	98	NC	465	458	NC	11	15	NC	23	28	NC	61	53	NC	4	4
Hispanic	18	2071	33299	100	96	98	479	458	452	6	12	17	17	30	32	78	54	47	NA	4	3
Asian/Pacific Islander	NC	141	2097	NC	98	99	NC	490	490	NC	3	5	NC	18	13	NC	65	68	NC	14	14
American Indian/Alaskan Native	NC	236	4087	NC	97	96	NC	454	446	NC	10	16	NC	40	38	NC	49	44	NC	1	2
White	67	2959	35914	100	97	98	502	495	489	1	3	5	6	13	15	78	67	67	15	17	14
Students with Disabilities	10	571	9808	100	78	87	NA	440	432	NA	25	35	NA	35	32	NA	35	30	NA	5	3
Students without Disabilities	82	5084	69878	100	99	100	497	482	475	1	5	8	7	19	23	79	64	61	12	12	9
Limited English Proficient Students	NC	617	12594	NC	93	96	NC	425	422	NC	31	34	NC	46	45	NC	23	21	NC	0	0
Migrant Students	--	34	611	--	92	95	--	448	439	--	18	22	--	44	39	--	35	37	--	3	2
Economically Disadvantaged	35	2879	38095	100	95	97	484	462	452	3	11	17	14	29	32	83	55	48	NA	5	3
Non-Economically Disadvantaged	57	2776	41591	100	98	99	502	495	486	4	3	6	5	13	16	74	67	65	18	17	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	92	5728	80372	100	98	99	479	476	475	3	3	4	27	31	30	67	64	64	2	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2841	39452	100	99	99	490	487	488	2	2	3	18	22	22	77	73	72	2	3	3
Male	48	2887	40836	100	98	98	469	464	464	4	4	6	35	39	37	58	56	56	2	1	1
African American	NC	249	4264	NC	97	99	NC	470	465	NC	4	5	NC	38	35	NC	57	59	NC	2	1
Hispanic	18	2102	33608	100	98	99	472	460	462	NA	6	6	39	38	36	61	55	57	NA	1	1
Asian/Pacific Islander	NC	143	2098	NC	99	99	NC	492	500	NC	1	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	NC	239	4128	NC	98	97	NC	462	464	NC	3	4	NC	48	39	NC	49	56	NC	NA	1
White	67	2995	36213	100	98	99	486	487	489	3	2	2	19	24	22	75	72	72	3	3	3
Students with Disabilities	10	651	10526	100	89	94	NA	428	427	NA	13	15	NA	53	53	NA	32	31	NA	2	1
Students without Disabilities	82	5077	69846	100	99	100	481	481	482	1	2	3	27	28	26	70	68	69	2	2	2
Limited English Proficient Students	NC	637	12747	NC	96	97	NC	421	432	NC	16	12	NC	52	52	NC	32	36	NC	NA	0
Migrant Students	--	37	621	--	100	97	--	450	452	--	14	9	--	38	40	--	49	51	--	NA	0
Economically Disadvantaged	35	2941	38521	100	97	98	471	462	461	NA	5	6	37	38	38	63	56	55	NA	1	1
Non-Economically Disadvantaged	57	2787	41851	100	99	100	484	491	489	5	1	3	21	23	22	70	73	72	4	3	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	5603	79306	99	98	99	532	518	504	6	9	13	15	15	20	45	50	49	34	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	2724	38845	100	98	99	529	518	505	8	8	11	18	16	20	34	51	50	39	26	18
Male	44	2879	40383	98	97	98	535	517	504	5	10	14	11	14	19	55	50	47	30	26	19
African American	NC	240	4171	NC	98	98	NC	494	485	NC	15	20	NC	23	26	NC	50	44	NC	12	10
Hispanic	15	2000	32673	94	98	99	513	496	487	13	14	18	27	22	25	33	52	46	27	12	10
Asian/Pacific Islander	NC	157	2147	NC	99	99	NC	535	539	NC	6	5	NC	6	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	NC	232	4034	NC	98	97	NC	493	479	NC	15	22	NC	27	29	NC	48	43	NC	10	7
White	57	2974	36234	100	98	99	541	535	523	2	4	6	11	9	13	47	49	52	40	37	28
Students with Disabilities	19	622	10286	100	87	91	483	469	462	21	32	41	37	27	27	32	34	27	11	7	5
Students without Disabilities	63	4981	69020	98	99	100	546	523	510	2	6	9	8	14	18	49	52	52	41	28	21
Limited English Proficient Students	NC	601	10291	NC	95	96	NC	462	458	NC	34	38	NC	33	34	NC	31	26	NC	3	2
Migrant Students	--	33	630	--	100	95	--	486	478	--	27	24	--	18	27	--	48	43	--	6	6
Economically Disadvantaged	29	2874	37437	100	97	97	507	499	486	7	13	19	24	21	26	55	51	46	14	14	9
Non-Economically Disadvantaged	53	2729	41869	98	98	100	546	538	521	6	4	7	9	9	14	40	49	51	45	39	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	82	5547	79000	99	97	98	499	496	489	5	7	10	21	20	24	63	62	58	11	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	2710	38774	100	98	99	498	501	494	3	5	7	18	19	22	68	63	61	11	12	10
Male	44	2837	40150	98	96	98	500	492	485	7	9	12	23	21	25	59	61	55	11	9	8
African American	NC	238	4153	NC	97	98	NC	481	476	NC	11	13	NC	24	30	NC	61	53	NC	4	4
Hispanic	15	1963	32508	94	96	98	486	476	472	13	12	15	27	31	33	53	53	49	7	4	3
Asian/Pacific Islander	NC	156	2142	NC	99	99	NC	510	510	NC	2	4	NC	17	14	NC	66	67	NC	15	16
American Indian/Alaskan Native	NC	228	4016	NC	97	96	NC	474	467	NC	11	14	NC	32	37	NC	54	46	NC	4	2
White	57	2962	36135	100	97	98	509	513	508	NA	3	4	14	12	14	72	69	67	14	16	15
Students with Disabilities	19	569	9991	100	79	88	465	456	449	5	22	33	47	36	36	47	39	29	NA	3	2
Students without Disabilities	63	4978	69009	98	99	100	508	500	495	5	5	6	13	19	22	68	65	62	14	12	10
Limited English Proficient Students	NC	573	10199	NC	91	95	NC	441	439	NC	33	35	NC	46	47	NC	20	18	NC	1	0
Migrant Students	--	33	629	--	100	95	--	456	457	--	24	22	--	42	41	--	33	37	--	NA	1
Economically Disadvantaged	29	2829	37234	100	96	97	475	478	472	7	11	15	45	29	33	41	55	50	7	4	3
Non-Economically Disadvantaged	53	2718	41766	98	98	99	511	515	505	4	2	5	8	11	16	75	69	65	13	18	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	82	5609	79611	99	98	99	482	490	496	4	7	7	56	43	37	40	50	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	2732	39016	100	98	99	500	505	511	NA	4	4	47	34	29	53	61	66	NA	1	1
Male	44	2877	40519	98	97	98	465	476	482	7	9	10	64	51	44	30	40	46	NA	1	0
African American	NC	236	4188	NC	96	98	NC	480	486	NC	9	9	NC	45	40	NC	44	50	NC	2	0
Hispanic	15	2001	32855	94	98	99	472	470	481	7	11	10	60	51	43	33	37	47	NA	0	0
Asian/Pacific Islander	NC	157	2149	NC	99	100	NC	508	519	NC	3	4	NC	31	24	NC	66	70	NC	1	2
American Indian/Alaskan Native	NC	231	3992	NC	98	96	NC	477	478	NC	8	10	NC	52	46	NC	40	44	NC	NA	0
White	57	2984	36380	100	98	99	484	504	511	4	4	4	58	36	30	39	59	65	NA	1	1
Students with Disabilities	19	639	10664	100	89	94	460	437	440	5	21	23	74	56	54	21	20	22	NA	4	1
Students without Disabilities	63	4970	68947	98	99	100	488	496	504	3	5	4	51	41	34	46	54	61	NA	0	1
Limited English Proficient Students	NC	599	10362	NC	95	97	NC	415	438	NC	30	22	NC	56	57	NC	14	21	NC	0	NA
Migrant Students	--	32	636	--	97	96	--	439	467	--	25	14	--	56	47	--	19	38	--	NA	0
Economically Disadvantaged	29	2874	37626	100	97	98	479	472	479	NA	10	10	62	51	45	38	38	45	NA	1	0
Non-Economically Disadvantaged	53	2735	41985	98	99	100	483	508	511	6	3	4	53	34	30	42	63	65	NA	1	1

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

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	5505	79327	100	98	98	557	531	518	7	12	19	7	16	20	49	50	46	36	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	2626	38961	100	98	98	563	532	520	3	11	16	NA	17	20	62	51	48	35	21	16
Male	49	2875	40295	100	98	97	553	531	516	10	13	21	12	16	19	41	48	44	37	23	16
African American	NC	215	4247	NC	97	98	NC	504	499	NC	24	27	NC	25	24	NC	41	41	NC	10	8
Hispanic	15	1926	32327	100	98	98	526	510	499	20	18	27	20	23	25	47	49	41	13	10	8
Asian/Pacific Islander	NC	138	1939	NC	98	99	NC	542	556	NC	9	6	NC	15	10	NC	51	47	NC	25	36
American Indian/Alaskan Native	NC	240	4391	NC	95	96	NC	502	489	NC	25	32	NC	23	27	NC	44	36	NC	8	4
White	61	2984	36373	100	99	98	565	549	538	5	7	10	5	11	14	49	51	52	41	31	25
Students with Disabilities	16	587	9321	100	89	87	521	473	467	25	44	54	31	23	22	25	27	21	19	5	3
Students without Disabilities	67	4918	70006	100	99	100	564	537	524	3	8	14	1	15	19	55	53	49	40	24	18
Limited English Proficient Students	NC	525	9431	NC	95	95	NC	475	466	NC	40	53	NC	30	27	NC	29	18	NC	1	1
Migrant Students	--	37	635	--	90	94	--	490	488	--	30	31	--	24	29	--	43	36	--	3	4
Economically Disadvantaged	33	2687	37097	100	97	97	550	511	498	9	18	27	9	21	25	58	49	41	24	11	7
Non-Economically Disadvantaged	50	2818	42230	100	99	99	562	550	535	6	6	11	6	11	15	44	50	50	44	32	24

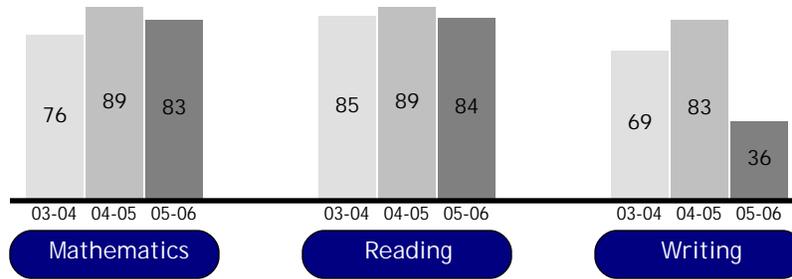
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	5447	79501	100	97	98	519	506	497	5	6	10	12	20	25	77	68	60	6	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	2606	39062	100	98	99	531	510	502	6	5	8	9	19	23	74	70	64	12	6	5
Male	49	2837	40368	100	97	98	510	503	491	4	8	13	14	22	27	80	66	57	2	5	3
African American	NC	214	4279	NC	97	99	NC	492	485	NC	11	14	NC	30	30	NC	56	54	NC	3	2
Hispanic	15	1887	32389	100	96	98	499	488	478	7	10	16	20	31	34	73	58	48	NA	2	1
Asian/Pacific Islander	NC	137	1936	NC	97	99	NC	506	519	NC	4	3	NC	24	14	NC	69	73	NC	4	9
American Indian/Alaskan Native	NC	234	4401	NC	93	96	NC	482	473	NC	11	17	NC	36	40	NC	50	43	NC	2	1
White	61	2973	36446	100	98	99	526	521	516	3	4	4	8	12	15	80	76	73	8	8	7
Students with Disabilities	16	532	9411	100	80	88	485	461	453	25	28	36	25	34	36	50	34	26	NA	4	1
Students without Disabilities	67	4915	70090	100	99	100	526	510	502	NA	4	7	9	19	24	84	72	65	7	6	5
Limited English Proficient Students	NC	496	9401	NC	90	94	NC	450	443	NC	28	40	NC	51	46	NC	20	14	NC	1	0
Migrant Students	--	35	642	--	85	95	--	475	465	--	11	24	--	43	41	--	43	35	--	3	0
Economically Disadvantaged	33	2646	37183	100	96	97	508	489	479	12	10	16	15	29	34	73	59	49	NA	2	1
Non-Economically Disadvantaged	50	2801	42318	100	98	99	526	522	513	NA	3	5	10	12	17	80	76	70	10	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	5492	80000	100	98	99	573	565	564	2	3	3	8	10	11	73	77	75	16	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	2626	39288	100	98	99	605	580	579	NA	2	2	NA	5	6	74	78	77	26	15	16
Male	49	2862	40644	100	97	98	550	552	549	4	4	4	14	14	15	73	76	74	8	6	7
African American	NC	218	4307	NC	99	99	NC	550	551	NC	6	4	NC	11	13	NC	75	75	NC	8	7
Hispanic	15	1917	32672	100	97	99	562	548	548	NA	4	4	7	13	14	87	77	76	7	6	6
Asian/Pacific Islander	NC	138	1945	NC	98	99	NC	577	592	NC	1	1	NC	10	4	NC	77	69	NC	12	25
American Indian/Alaskan Native	NC	240	4424	NC	95	97	NC	546	549	NC	4	3	NC	15	14	NC	77	77	NC	5	5
White	61	2977	36602	100	98	99	579	578	579	2	2	2	10	8	7	69	77	75	20	14	16
Students with Disabilities	16	585	9919	100	88	93	531	497	505	6	11	9	25	34	35	63	51	54	6	5	2
Students without Disabilities	67	4907	70081	100	99	100	581	572	571	1	2	2	4	7	7	76	80	79	18	11	12
Limited English Proficient Students	NC	517	9571	NC	93	96	NC	490	502	NC	14	10	NC	29	29	NC	56	60	NC	2	1
Migrant Students	--	37	654	--	90	97	--	529	534	--	8	7	--	14	16	--	78	74	--	NA	3
Economically Disadvantaged	33	2675	37534	100	97	98	557	547	547	6	4	4	12	14	15	73	77	76	9	5	5
Non-Economically Disadvantaged	50	2817	42466	100	99	100	584	582	578	NA	1	2	6	7	7	74	77	75	20	15	16

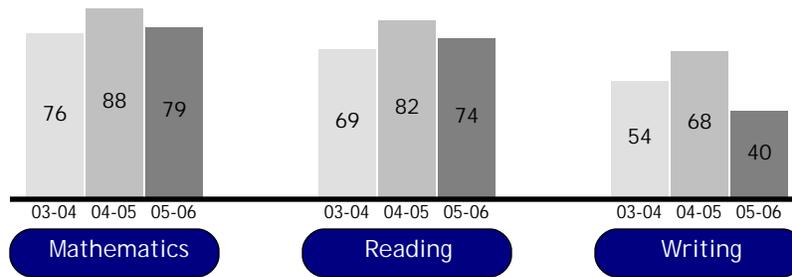
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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	91	73	NA	58	98	53	50	47	95	58	50	46
	Language	90	60	53	50	98	48	49	47	95	52	50	48
	Mathematics	91	81	71	64	98	55	54	50	95	54	56	52
3	Reading	91	66	NA	55	99	63	50	44	99	59	52	46
	Language	93	73	63	61	99	62	49	44	99	54	48	46
	Mathematics	92	71	66	61	99	64	55	51	99	61	56	52
4	Reading	95	62	NA	56	98	56	52	48	98	70	58	52
	Language	97	62	55	52	98	55	52	49	98	70	58	52
	Mathematics	97	73	68	61	98	65	59	53	98	80	67	58
5	Reading	94	71	NA	55	96	63	55	50	98	61	61	56
	Language	95	68	55	49	96	63	55	50	98	61	59	54
	Mathematics	95	83	71	63	96	65	54	49	98	70	59	52
6	Reading	96	74	NA	56	96	70	58	51	96	73	63	56
	Language	97	68	55	48	96	65	54	47	96	67	58	50
	Mathematics	97	85	76	66	96	74	62	52	96	79	68	58

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

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 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	44.00
Other Professional Staff	3.00	Teacher Aide	47.00

Years of Teaching Experience for School Year 2005-06

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	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	26
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center
- Ü Art Room
- Ü Band and Orchestra Rooms

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 2005-06

School Achievements/Accomplishments 2005-06

ü Student Services Award. Teachers and students received this Special Education Award during the 1998-99, 2000-01, 2001-02, 2002-03, 2003 - 04, 2004 - 05 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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	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

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. Students are escorted by staff or with a buddy when moving around the campus. Each duty teacher is equipped with a hand-held radio that transmits to the office. The office has two district-based emergency radios for rapid response. We practice evacuation drills each month.

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

0

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

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

Contacts

	Name	Phone Number
School Site Council	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.

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 25 Copies = \$10.00

** 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.