



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2002 E Concorda Dr, Tempe, AZ 85282

Tempe Elementary District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Dr. Sue Savaglio-Jarvis
Schedule : 7:00 AM to 4:00 PM
Grades : 6-8
2004 Enrollment : 960
Web Address : www.tempe3.k12.az.us/Connolly/index.html
Phone Number : (480) 967-8933
Fax Number : (480) 929-9695
E-mail : ssavagli@tempeschools.org

Mission

The school welcomes all students to a safe and accepting atmosphere which promotes individual growth, independent thinking and collaboration in a culturally harmonious environment. Major Goal: To increase student achievement in all academic areas.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Not 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

- ü Improve achievement in Language Arts/Math with instruction aligned to standards, incorporating Brain-based learning strategies which engage all learners by building on their Multiple Intelligences.
- ü To provide Exceptional Customer Service to students, parents and community members. To increase increase student attendance; when students come to school everyday--they will learn.
- ü To increase parent satisfaction and promote parents working with the school community to build stronger partnerships that will result in increased student achievement.

Enrollment

October 1, 2003 School Year Student Enrollment : 971
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 80

Instructional Programs

- Ü Interdisciplinary Academic Teams
- Ü Rich and Varied Elective Program
- Ü English Language Learners Program
- Ü On-site Special Education
- Ü 6th Grade 100 min. Instructional Blocks
- Ü Homework Link
- Ü Multiple Intelligence Focus

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Students/parents can expect to be treated with dignity/respect by school staff. The staff holds high academic/behavioral expectations for the children of each Connolly family and provides a program that allows their children to meet these standards.

Parents

Parents support the academic pursuits of their children as described in the Connolly Middle School Compact For Learning Parent Agreement. Parents understand the importance of being involved in all aspects of their child's education.

Transportation Policy

Our school follows a standardized district-wide policy on transportation safety/behavior. Violations of policies are referred to the school for corrective action. Busing boundaries for our school are established and approved by the Governing Board.

School Honors

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

Award/Honor	Year
Ü Tempe Diablos Teacher Excellence in Education	2004
Ü Future Cities Competition Winner	2003
Ü Fulton Homes Building Foundation Scholarship Winner	2003
Ü American Institute of Architects Educator of the Year	2003

8th 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	311	1312	75001	100	100	99	454	452	468	53	53	37	28	30	36	11	9	16	8	8	10
All Students (Prior Year)	326	1219	71167	98	99	99	457	452	463	42	47	38	41	38	41	10	10	14	7	5	7
Female	139	645	36846	100	100	99	453	451	468	50	51	36	34	34	38	11	9	16	5	6	10
Male	172	666	37974	99	100	99	454	452	467	56	55	39	22	27	34	11	9	16	10	9	11
African American	27	169	3720	100	98	98	439	439	446	62	63	53	35	29	33	4	6	9	0	1	4
Hispanic	131	535	26675	100	99	98	437	439	448	69	61	52	21	29	34	4	6	10	6	3	4
Asian/Pacific Islander	18	64	1575	100	100	99	491	474	504	35	38	18	29	35	33	6	10	20	29	17	29
American Indian/Alaskan Native	14	103	4731	100	98	98	426	423	438	71	77	61	29	20	30	0	3	7	0	0	2
White	120	435	37785	98	100	99	467	471	482	40	38	25	31	34	39	20	14	21	9	14	15
Students with Disabilities	37	174	8802	100	100	100	405	407	418	92	91	79	8	6	16	0	2	3	0	1	1
Students without Disabilities	274	1138	66199	99	99	99	459	457	472	49	48	34	30	33	38	12	10	17	9	8	11
Limited English Proficient Students	60	310	11710	100	100	100	404	413	429	95	85	70	5	14	25	0	0	4	0	1	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	158	658	29814				431	433	448	72	69	53	21	24	33	5	5	10	3	2	4
Non-Economically Disadvantaged	153	654	45170				472	467	479	39	40	28	33	36	38	16	12	20	12	12	14

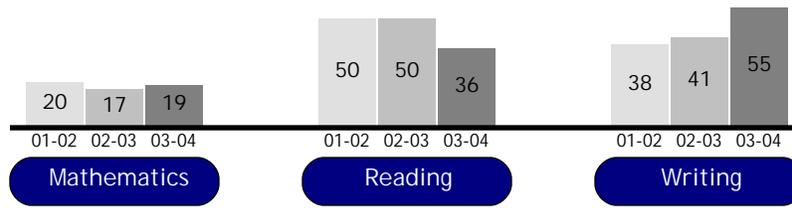
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	310	1311	74918	99	100	99	483	484	497	41	43	32	23	19	19	25	26	35	11	12	15
All Students (Prior Year)	324	1218	71100	98	99	99	496	495	502	29	30	25	21	23	21	39	36	40	11	12	15
Female	139	645	36805	100	100	99	488	490	501	38	40	28	23	19	19	26	28	37	14	14	16
Male	171	665	37936	99	100	99	480	478	493	43	47	35	22	19	18	25	24	33	10	10	14
African American	27	170	3719	100	98	98	468	471	481	50	53	43	35	20	21	12	23	29	4	4	7
Hispanic	130	535	26645	99	99	98	470	471	478	54	55	46	20	18	20	18	21	27	8	6	6
Asian/Pacific Islander	18	64	1571	100	100	99	507	497	521	35	35	18	6	13	15	24	31	38	35	21	30
American Indian/Alaskan Native	14	103	4729	100	98	98	464	457	468	50	68	57	36	18	19	14	13	19	0	1	4
White	120	433	37773	98	100	99	495	505	511	28	24	20	23	21	18	35	34	41	14	21	21
Students with Disabilities	37	175	8801	100	100	100	448	440	448	75	79	75	17	11	13	4	8	10	4	2	2
Students without Disabilities	273	1136	66117	98	99	99	487	489	501	37	39	28	23	20	19	27	28	37	12	13	16
Limited English Proficient Students	60	310	11706	100	100	100	430	440	454	89	83	71	11	15	16	0	2	12	0	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	158	657	29785				463	466	477	60	60	47	19	17	20	16	18	26	5	5	6
Non-Economically Disadvantaged	152	654	45115				498	499	508	26	30	23	25	20	18	33	32	39	16	18	20

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	309	1309	74503	99	100	99	480	468	491	15	15	9	31	37	32	49	43	51	6	5	8
All Students (Prior Year)	311	1185	69001	94	96	96	487	484	490	21	22	17	38	41	37	41	37	45	0	0	1
Female	139	645	36686	100	100	99	501	485	506	6	9	5	34	38	29	53	47	57	8	6	9
Male	170	663	37644	98	99	98	464	451	476	22	22	13	28	37	36	46	38	45	4	3	6
African American	27	168	3677	100	97	97	483	469	475	15	14	12	35	41	36	46	40	46	4	4	5
Hispanic	130	534	26500	99	99	97	462	446	467	15	16	13	40	47	39	42	34	44	3	3	4
Asian/Pacific Islander	18	64	1566	100	100	99	491	488	537	6	13	5	35	37	23	53	40	55	6	10	18
American Indian/Alaskan Native	14	103	4695	100	98	97	444	433	464	14	23	14	57	44	39	21	32	44	7	1	3
White	120	435	37606	98	100	99	497	492	508	16	13	6	19	26	28	57	54	56	8	7	10
Students with Disabilities	37	173	8662	100	100	100	439	398	409	27	48	37	36	30	42	36	21	20	0	1	1
Students without Disabilities	272	1136	65841	98	99	98	484	476	499	14	12	7	30	38	32	50	45	53	6	5	8
Limited English Proficient Students	60	310	11608	100	100	100	422	408	430	21	26	23	63	57	47	16	17	28	0	0	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	157	657	29587				462	447	465	21	21	14	37	43	40	36	34	43	6	3	4
Non-Economically Disadvantaged	152	652	44898				495	485	507	10	11	7	26	33	28	59	50	55	5	7	10

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)

8th 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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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
6	Reading	97	42	40	49	98	51	47	53	96	52	NA	56
	Language	97	35	33	42	97	44	38	45	97	44	38	48
	Mathematics	97	52	46	58	99	59	53	62	97	67	56	66
7	Reading	99	50	41	48	97	48	45	51	97	52	NA	54
	Language	99	50	43	51	95	50	47	54	100	53	50	58
	Mathematics	100	46	43	54	96	50	46	58	100	48	50	62
8	Reading	100	44	41	49	98	47	45	53	97	50	NA	55
	Language	99	41	35	46	95	41	38	49	97	43	41	52
	Mathematics	100	48	42	54	98	52	48	58	97	52	48	61

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

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

Council Duties

- Ü Budget
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Staff Development

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	59.00
Other Professional Staff	10.00	Teacher Aide	21.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	47
Core academic classes taught by Highly Qualified (NCLB) teachers.	357
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Two Full-size Gyms
- Ü Math/Science Computer Lab
- Ü Writing Computer Lab

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Student Council
- Ü Peer Mediators/Academic Clubs
- Ü Wide Range of Athletic Sports
- Ü Homework Coaching
- Ü Life Skills Class
- Ü Open Gym

Social Services

- Ü Parent Welcome Center
- Ü Adult Education & Health Office
- Ü Before School Breakfast Program
- Ü Free/Reduced Lunch Program
- Ü Fulltime Parent Liaison

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Connolly Middle School moved from a Maintaining Label to a Highly Performing Label for the 03-04 school year.

- ü Connolly Middle School has implemented the Character Counts and the Bully Prevention Programs.

- ü Improved parent satisfaction as measured by a comparison of fall and spring surveys. Improved student attendance rate--96% of CMS students were in school everyday.

- ü Connolly Middle School has received state and national recognition for their participation in the Future Cities Competition.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	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 5-6	71	78
Grades 6-7	60	52
Grades 7-8	73	75

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

Silent Witness Hotline; ID badges; parking tags; security lighting/fencing around campus; emergency drills/procedures are routinely practiced; Police Liaison & School Safety Mentor on campus; Peer Mentoring/Character Counts/Bully Prevention Programs.

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) :

10

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	Sue Savaglio-Jarvis	(480) 967-8933
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Mary Sorensen	(480) 967-8933
School Nutrition Programs	Carol Harris	(480) 967-8933
Parent Organization	Ken Keberle	(480) 967-8933
Student Health/Nurse	Theresa Busch	(480) 967-8933

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 960 Copies = \$366.00

** 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.