

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5757 W. McDowell Road, Phoenix, AZ 85035

OMEGA SCHOOLS d.b.a. Omega Academy, Inc.

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	Failing to Meet Academic Standards
2004-05	Underperforming
2003-04	Underperforming

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

School Overview

Principal/Administrator : Ms. Carmen Michelle Gulley
 Schedule : 07:30 AM to 04:30 PM
 Grades : K-4
 Web Address : www.omegak12.com
 Phone Number : (602) 269-1007
 Fax Number : (602) 269-1073
 E-mail : cgulley@omegak12.com

Mission

Our mission is to have students pursue a 90% mastery level for all required Arizona Academic State Standards. Our goal is to challenge all students to be able to function at academic grade level in elementary school.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Not Met
2003-04	Not Met

School Improvement Status (b)

2005-06	Restructure(Plan)
2004-05	Corrective Action
2003-04	Corrective Action

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

School / Academic Goals

- ü Students will close the achievement gaps in mathematics, reading, and language arts by third grade.
- ü Students will pursue a 90 percent mastery level for both Arizona and National Instructional Standards.
- ü Students will meet grade specific technology standards by the end of the academic year of 2006.

Enrollment

October 1, 2005 School Year Student Enrollment : 184
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 230

Instructional Programs

- ü Inclusion Model of Special Education
- ü Learning Center Approach to Instruction
- ü Teach Arizona /Natl Academic Standards
- ü Technology In The Classroom (CoxEd/ALS)
- ü Unified Arts/Prevention Classes
- ü Character Education Program
- ü Extended Day / Year Program
- ü Grade 2-4 Macro Math Program

Calendar Information

Number of Instruction Days :	155
Average Daily Instruction Time :	7 hours 30 minutes
First Day of School :	8/7/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Omega was formed as a college prep charter school. It was designed so that children can achieve a quality education in a nurturing, non-threatening and violence-free environment.

Parents

Omega parents are required to attend a minimum of three out of nine pre-scheduled parent-teacher-student conferences (which are hosted the last Thursday of every month) to learn about thier childrens academic progress. Sign in sheets are kept to document these activities.

Parents are also required to provide proper uniform attire for each child in attendance.

Transportation Policy

Omega Schools continues to provide bus transportation however, a pre-determined route has been established for the remainder of the year based upon parent requests that were submitted at the beginning of the academic year. New drop off and pick up locations are added according to the existing route. The route will continue to be modified as needed.

School Honors

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

Award/Honor	Year
ü National Awards for Outstanding Employees	2001
ü Community Service Grants and Community Donations	2003
ü Mayor's Community Achievement Award	2004
ü 21st Century Grant	2006

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	20	35	80010	100	100	99	405	416	447	35	20	10	20	31	18	45	49	53	NA	NA	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	20	38935	100	100	99	418	423	447	18	10	9	27	40	19	55	50	55	NA	NA	17
Male	NC	15	40974	NC	100	98	NC	407	448	NC	33	11	NC	20	18	NC	47	52	NC	NA	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	14	20	34545	100	95	99	408	418	432	36	25	14	14	20	24	50	55	53	NA	NA	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	--	NC	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	NC	NC	35142	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	11	NC	NC	56	NC	NC	28
Students with Disabilities	NC	NC	10161	NC	NC	93	NC	NC	419	NC	NC	28	NC	NC	28	NC	NC	36	NC	NC	8
Students without Disabilities	19	34	69849	100	100	100	403	415	451	37	21	7	21	32	17	42	47	56	NA	NA	19
Limited English Proficient Students	12	12	14013	100	100	97	398	398	413	50	50	24	17	17	34	33	33	39	NA	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	15	28	39029	88	90	98	404	418	432	33	18	14	20	29	25	47	54	52	NA	NA	9
Non-Economically Disadvantaged	NC	NC	40981	NC	NC	100	NC	NC	462	NC	NC	6	NC	NC	13	NC	NC	54	NC	NC	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	20	35	79438	100	100	98	421	444	451	30	17	9	20	17	24	45	54	56	5	11	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	20	38775	100	100	99	452	460	457	NA	NA	7	27	20	22	64	65	58	9	15	13
Male	NC	15	40560	NC	100	97	NC	422	446	NC	40	12	NC	13	25	NC	40	54	NC	7	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	14	20	34297	100	95	98	436	454	434	21	15	14	14	10	31	57	60	50	7	15	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	NC	NC	34887	NC	NC	98	NC	NC	471	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	18
Students with Disabilities	NC	NC	9588	NC	NC	88	NC	NC	416	NC	NC	30	NC	NC	32	NC	NC	34	NC	NC	5
Students without Disabilities	19	34	69850	100	100	100	421	444	456	32	18	7	16	15	23	47	56	59	5	12	12
Limited English Proficient Students	12	12	13856	100	100	96	417	417	407	33	33	27	17	17	43	50	50	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	15	28	38685	88	90	97	425	450	435	27	14	14	27	18	32	40	54	50	7	14	5
Non-Economically Disadvantaged	NC	NC	40753	NC	NC	99	NC	NC	467	NC	NC	5	NC	NC	16	NC	NC	62	NC	NC	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	20	35	79971	100	100	99	373	397	423	25	14	8	50	46	41	25	40	49	NA	NA	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	20	38974	100	100	99	411	420	437	NA	NA	5	64	50	33	36	50	57	NA	NA	4
Male	NC	15	40895	NC	100	98	NC	367	410	NC	33	10	NC	40	47	NC	27	41	NC	NA	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	14	20	34481	100	95	99	380	392	410	21	15	10	50	50	46	29	35	43	NA	NA	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	--	NC	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	NC	NC	35150	NC	NC	99	NC	NC	437	NC	NC	5	NC	NC	35	NC	NC	56	NC	NC	5
Students with Disabilities	NC	NC	10258	NC	NC	94	NC	NC	377	NC	NC	23	NC	NC	51	NC	NC	25	NC	NC	1
Students without Disabilities	19	34	69713	100	100	100	373	397	429	26	15	5	47	44	39	26	41	52	NA	NA	3
Limited English Proficient Students	12	12	13985	100	100	97	353	353	382	33	33	18	50	50	54	17	17	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	15	28	38994	88	90	98	388	409	409	20	11	10	53	43	47	27	46	41	NA	NA	1
Non-Economically Disadvantaged	NC	NC	40977	NC	NC	100	NC	NC	437	NC	NC	5	NC	NC	34	NC	NC	56	NC	NC	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	16	26	80147	100	100	99	425	436	482	31	19	11	50	42	17	19	38	49	NA	NA	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	13	39281	NC	100	99	NC	429	483	NC	23	9	NC	46	17	NC	31	50	NC	NA	24
Male	NC	13	40780	NC	100	98	NC	443	482	NC	15	12	NC	38	17	NC	46	48	NC	NA	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	13	17	33494	100	100	99	431	438	466	23	18	15	54	47	23	23	35	49	NA	NA	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	--	NC	36122	--	NC	99	--	NC	501	--	NC	5	--	NC	10	--	NC	50	--	NC	35
Students with Disabilities	NC	NC	10295	NC	NC	92	NC	NC	443	NC	NC	33	NC	NC	26	NC	NC	33	NC	NC	8
Students without Disabilities	12	21	69852	100	100	100	429	439	488	33	19	7	42	38	16	25	43	51	NA	NA	26
Limited English Proficient Students	NC	NC	12722	NC	NC	97	NC	NC	441	NC	NC	27	NC	NC	33	NC	NC	37	NC	NC	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	16	26	38371	100	100	97	425	436	465	31	19	15	50	42	23	19	38	49	NA	NA	13
Non-Economically Disadvantaged	--	--	41776	--	--	100	--	--	498	--	--	6	--	--	11	--	--	49	--	--	33

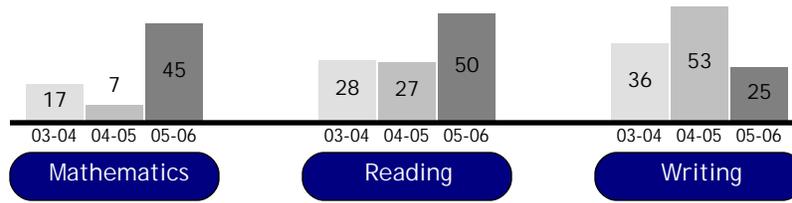
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	16	26	79686	100	100	98	408	432	470	50	31	11	31	35	24	19	35	57	NA	NA	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	13	39163	NC	100	99	NC	432	475	NC	31	9	NC	46	22	NC	23	60	NC	NA	10
Male	NC	13	40438	NC	100	97	NC	432	465	NC	31	13	NC	23	25	NC	46	54	NC	NA	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	13	17	33299	100	100	98	415	423	452	38	29	17	38	47	32	23	24	47	NA	NA	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	--	NC	35914	--	NC	98	--	NC	489	--	NC	5	--	NC	15	--	NC	67	--	NC	14
Students with Disabilities	NC	NC	9808	NC	NC	87	NC	NC	432	NC	NC	35	NC	NC	32	NC	NC	30	NC	NC	3
Students without Disabilities	12	21	69878	100	100	100	422	443	475	33	19	8	42	43	23	25	38	61	NA	NA	9
Limited English Proficient Students	NC	NC	12594	NC	NC	96	NC	NC	422	NC	NC	34	NC	NC	45	NC	NC	21	NC	NC	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	16	26	38095	100	100	97	408	432	452	50	31	17	31	35	32	19	35	48	NA	NA	3
Non-Economically Disadvantaged	--	--	41591	--	--	99	--	--	486	--	--	6	--	--	16	--	--	65	--	--	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	15	25	80372	94	96	99	427	443	475	20	12	4	60	56	30	20	32	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	13	39452	NC	100	99	NC	439	488	NC	15	3	NC	54	22	NC	31	72	NC	NA	3
Male	NC	12	40836	NC	92	98	NC	448	464	NC	8	6	NC	58	37	NC	33	56	NC	NA	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	12	16	33608	92	94	99	438	445	462	8	6	6	67	63	36	25	31	57	NA	NA	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	--	NC	36213	--	NC	99	--	NC	489	--	NC	2	--	NC	22	--	NC	72	--	NC	3
Students with Disabilities	NC	NC	10526	NC	NC	94	NC	NC	427	NC	NC	15	NC	NC	53	NC	NC	31	NC	NC	1
Students without Disabilities	12	21	69846	100	100	100	442	455	482	8	5	3	67	57	26	25	38	69	NA	NA	2
Limited English Proficient Students	NC	NC	12747	NC	NC	97	NC	NC	432	NC	NC	12	NC	NC	52	NC	NC	36	NC	NC	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	15	25	38521	94	96	98	427	443	461	20	12	6	60	56	38	20	32	55	NA	NA	1
Non-Economically Disadvantaged	--	--	41851	--	--	100	--	--	489	--	--	3	--	--	22	--	--	72	--	--	4

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



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?	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 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	100	37	NA	58	100	21	29	47	100	18	18	46
	Language	100	25	21	50	100	23	33	47	100	13	13	48
	Mathematics	100	60	47	64	100	19	31	50	100	20	20	52
3	Reading	71	17	NA	55	95	24	33	44	100	21	43	46
	Language	93	25	33	61	95	27	35	44	100	16	43	46
	Mathematics	93	19	28	61	90	21	33	51	100	18	28	52
4	Reading	100	26	NA	56	100	27	34	48	100	9	20	52
	Language	100	27	33	52	100	32	43	49	100	15	34	52
	Mathematics	100	23	29	61	100	27	37	53	100	14	20	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)
- 2 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Fund Raising
- Ü Community Partnerships
- Ü Promotion/Retention/Policy Issues
- Ü Parent/Educator Relations
- Ü Campus Activities
- Ü School Improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	.50	Teacher	10.50
Other Professional Staff	1.50	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	10
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	10%

Resources Available at School Site

Special Facilities

- Ü Computers in the Classroom/Computer Room
- Ü Buildings are Handicap Assessible
- Ü Playground
- Ü Responsibility Room/Resource Room

Extracurricular Activities

- Ü Field Trips / PE / Vocal Music
- Ü Parent Workshops / Monthly Conferences
- Ü After School Programs (K-4)w/ trips
- Ü MacRo Math Program (2-4)w/trips
- Ü Summer Programs w/ Field Trips (2-4)
- Ü Community Projects (field day, carnival)
- Ü Pre/Kindergarten /8th grade ceremonies
- Ü Clubs for attendance/behavior/academics

Social Services

- Ü Preschool-3-5yrs and Daycare
- Ü Community Parent Task Force
- Ü Kindergarten Whole Day Program
- Ü Recreational Activities-field trips
- Ü Parent ESL Classes
- Ü Community Meetings / Workshops
- Ü Prevention Classes (k-8)
- Ü Parent Referral Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The community and parents donate time through volunteer hours on-site, by assisting with the preschool program as well as in k-8th grade classrooms. Parents and students are awarded participation hours for attendance, positive behavior and grades.
- ü The staff participates in district/state trainings up to 200+ hours per year-Character Ed, PATH 4 YOU, Special Ed, Intel Teach For The Future, School Improvement, Researched Based Summer School, Raising Achievement in Math & Reading and Ethics.
- ü Omega Academy has a high level of parent/community involvement through such activities as the community fair (35 business partners participated), foster grandparent program, America Reads/America Counts w/ ASU & GCC colleges.
- ü Omega Academy is the only charter school that participates in the MacRo Math program with the Rodel Foundation (fourth year). This program promotes math skill growth/practice as well as raises standardized test scores for 2nd-4th graders.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	92	95	94	95
Promotion Rate ⁵	70	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

Omega's Board of Directors has a 'Drug-Free Campus' policy prohibiting the use or sale of tobacco, drugs or alcohol on or around school grounds. The school also has policy concerning harassment. A disciplinary hearing committee consistently screens all non-compliant students who are currently enrolled as well as in-coming students as needed. All visitors must sign-in upon entering the campus.

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	Beatrice Saeed	(602) 269-1007
Transportation Policy	Edwina Glick	(602) 938-2092
Community Resources	Jolelne LeFlore	(602) 938-2092
School Nutrition Programs	Lorraine Valenzuela	(602) 269-1007
Parent Organization	Rosa Alderete	(602) 269-1007
Student Health/Nurse	Joyce White	(602) 269-1007

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.

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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.