

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Dr. Bridget Braney

Official School Name: O'Connor Elementary School

School Mailing Address:
4840 E. Adobe Road
Mesa, AZ 85205-5391

County: Maricopa State School Code Number*: 4949

Telephone: (480) 472-7850 Fax: (480) 472-7878

Web site/URL: http://www2.mpsaz.org/oconnor/ E-mail: btbraney@mpsaz.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Michael Cowan

District Name: Mesa Unified School District Tel: (480) 472-0202

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. David Lane

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

58	Elementary schools (includes K-8)
13	Middle/Junior high schools
7	High schools
9	K-12 schools
87	TOTAL

2. District Per Pupil Expenditure: 6132

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
- Suburban school with characteristics typical of an urban area
- Suburban
- Small city or town in a rural area
- Rural

4. 2 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK	24	6	30		6	44	33	77
K	32	48	80		7			0
1	42	45	87		8			0
2	49	33	82		9			0
3	49	38	87		10			0
4	49	38	87		11			0
5	54	39	93		12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL								623

6. Racial/ethnic composition of the school: 3 % American Indian or Alaska Native
1 % Asian
5 % Black or African American
30 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
60 % White
 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 9 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	28
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	31
(3)	Total of all transferred students [sum of rows (1) and (2)].	59
(4)	Total number of students in the school as of October 1.	649
(5)	Total transferred students in row (3) divided by total students in row (4).	0.091
(6)	Amount in row (5) multiplied by 100.	9.091

8. Limited English proficient students in the school: 9 %

Total number limited English proficient 58

Number of languages represented: 3

Specify languages:

Spanish, Thai, Vietnamese

9. Students eligible for free/reduced-priced meals: 52 %

Total number students who qualify: 327

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 21 %

Total Number of Students Served: 128

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>24</u> Specific Learning Disability
<u>8</u> Emotional Disturbance	<u>46</u> Speech or Language Impairment
<u>9</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>14</u> Mental Retardation	<u>8</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>11</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>25</u>	<u>0</u>
Special resource teachers/specialists	<u>8</u>	<u>0</u>
Paraprofessionals	<u>1</u>	<u>25</u>
Support staff	<u>5</u>	<u>0</u>
Total number	<u>40</u>	<u>25</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 26 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	95%	95%	95%	95%
Daily teacher attendance	94%	94%	93%	92%	92%
Teacher turnover rate	6%	4%	0%	0%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

MPS does not track teacher turnover rates. In the past two years, one teacher retired in 2007/2008 and three teachers retired in 2008/2009. Two teacher contracts were replaced with lateral transfers and two contracts were not replaced due to shifts in grade level configurations.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	0	%

PART III - SUMMARY

Sandra Day O'Connor Elementary School, established in 1986, serves 623 students in grades PreK – 6 and is one of 58 elementary schools in the Mesa Unified School District (MUSD). The O'Connor students, staff, and families value the importance of learning in a disciplined and safe environment. As a member of one of America's outstanding school districts, our primary mission is to provide opportunities for our students to learn as they prepare for life. We address and emphasize the mastery of skills in reading, math, written language, science, and social studies as well as encouraging our intermediate students to extend their learning through the arts.

We envision a positive future for our children and therefore strive to:

- create, in each student, a person of strong ethical character with a desire for life-long learning
 - create a safe environment where each child is secure with the knowledge that their emotional, physical, and academic welfare is the focus of each experience they encounter
 - use instruction and modeling to develop in our students the skills that will enable them to become responsible citizens capable of exercising the rights to self determination while respecting the rights of others.
- Our school motto, ***Good, Better, Best. Never Rest 'til Good be Better and Better be Best***, along with our mission statement, is the foundation for our educational environment. Indeed, the origin of our school motto comes straight from Justice O'Connor's childhood. She used the phrase a guiding principle while growing up in AZ!

As a result, we are an Excelling School with consistently high ratings (95-98%) as evidenced by parent and student quality service surveys. Our classroom teachers and support staff are highly qualified and many teachers hold a full ESL (English as a Second Language) endorsement. Besides general education programs, we have specialized programs that serve the needs of specific populations. Teachers work collaboratively to meet the needs of our diverse population. Younger and older classes pair up as reading buddies, and teachers foster the acceptance of special education students as they join other classes in special activities.

Ours is a true learning community. Parents and community members are involved in school activities and are a valued support system for the school. We capitalize on special events that enrich students' lives, engage parents, and involve the larger community.

- Our Heroes Lunch and Ceremony on 9/11 acknowledge the veterans and safety officers within our community and parent population.
- Students participate in Read Across O'Connor Week in celebration of Dr. Seuss week and broadcast book reviews on our student/teacher-run TV station KSDO.
- Our students are routinely recognized by the National Federation of the Blind through the *Braille Readers are Leaders* contest.
- Grandparents of kindergarten students provide a visual history to celebrate family connections and ties to the community.
- Our first grade students and parents participate in a Physical Education Night to instill the mind-body connection early.
- Our "Go for the O" walking program further instills the mind-body connection as intermediate students lap the playground field and count their walking mileage.

While we are extremely proud of our academic strengths and accomplish this through coordinated, collaborative efforts, we are also proud of our ability to educate the whole child. It is this combination of committed dedicated staff, involved supportive parents, and motivated engaged students that leads to positive experiences and relationships. Together, we spark intellectual development, community, and lifelong learning. More important, together we make an incredible difference in the lives of our children.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Sandra Day O'Connor Elementary has achieved an "Excelling" label (the highest of five levels) for the past four years as determined by Arizona criteria. This is an improvement for O'Connor from its "Highly Performing" status in 2005 and "Performing" status in 2003 and 2004. Additionally, since 2003, we have met NCLB adequate yearly progress (AYP).

Third through sixth graders are required to take Arizona's Instrument to Measure Standards Dual Purpose Assessment (AIMS DPA) which contains standards based and TerraNova norm referenced questions. Students who score in the categories of "Exceeds the Standard" or "Meets the Standard" are considered having passed the subject on the AIMS test. Further information on the AIMS DPA can be found on the Arizona Department of Education website at www.ade.az.gov/standards/.

Our progress is evident in the percentage of students who meet or exceed the standards. Our patterns of mastery demonstrate positive growth despite an increase in economic factors that might otherwise depress scores. In 2009, O'Connor students mastered the reading standards at a rate of 90%, 88%, 91%, and 84% for grades 3, 4, 5, and 6 respectively.

	Reading				
	2005	2006	2007	2008	2009
Gr3	90	84	92	92	90
Gr4	81	89	76	79	88
Gr5	85	76	93	75	91
Gr6	90	85	85	98	84

Similarly, our math scores demonstrate a positive trend towards grade level improvement as well as cohort improvement. In 2009, 89%, 94%, 94%, and 85% of our students met or exceeded the math standards in grades 3, 4, 5, and 6 respectively.

	Math				
	2005	2006	2007	2008	2009
Gr3	87	84	91	90	89
Gr4	87	91	86	89	94
Gr5	90	81	93	87	94
Gr6	91	89	85	97	85

Economically disadvantaged students are the only subgroups that are statistically significant as determined by NCLB. The state, however, does report disaggregated scores for subgroups of 10 or more. Our subgroup scores for English Language Learners, economically disadvantaged, and Hispanic students score comparably to aggregated scores. Our economically disadvantaged students score within 4 percentage points of the aggregated score for reading and math in grades 3, 4, and 5. In sixth grade, there is difference of 9 percentage points for reading and math.

Our English Language Learners reveal a minimum of two percentage points between the aggregate and disaggregated scores and a maximum of 17 percentage points. Fortunately, in cases where a maximum difference exists, ELL students score significantly **above** the overall score! Our Hispanic students score

similarly as well, coming within seven percentage points in all areas and all grades. In fact, Hispanic students outperform the aggregated students' scores in fifth and sixth grade math scores.

Over 80% of the economically disadvantaged grade 4 students have passed the AIMS reading and math tests for the past three years. Yet, the economically disadvantaged subgroup has increased in number in the last five years while test scores have risen or remained constant.

On the other hand, our writing scores have fluctuated over the years. In 2009 we made a concerted effort to understand the meaning behind our writing data. Teachers reviewed student work in accordance with the six writing traits, collaboratively scored common writing prompts, established anchor papers, and analyzed scoring results. As a result, our fourth grade students moved from 57% of our students demonstrating proficiency in 2008 to 81% in 2009. In fifth grade, students moved from 47% proficiency rate to 80%. Our third and sixth grade students scored similarly in 2009 at 80% and 78% respectively.

2. Using Assessment Results:

The district offers significant support that enables teachers to use multiple assessments to drive instruction. In grades K-3 teachers monitor progress through Dynamic Indicator of Basic Early Literacy Skills (DIBELS), phonic screeners, criterion referenced tests, and curriculum based measures. In grades 4-6, teachers use the AIMS state assessment, curriculum-based measures, criterion math tests, and Acuity, a predictive and diagnostic assessment administered three times a year. Given that mastery of state academic standards is our primary focus, we use the AIMS results from year to year as an assessment tool to monitor student progress and set academic goals for our students in grades three through six.

Professional development days at the beginning of the year provide time for teachers to review the prior year's assessment results on their incoming students. Teachers analyze the data and identify patterns, trends, strengths, and challenges. From this data set, the teachers in each grade level create a list of students with specific needs in light of state strands and concepts and match those needs with instructional interventions.

Weekly common plan time provides the opportunity to analyze data and monitor, target, and intervene instructionally for students on an on-going basis. Monthly grade level meetings provide additional data analysis opportunities with the principal and Title I Specialist. At the primary level teachers translate assessment data to targeted intervention in phonemic awareness, phonics, fluency, vocabulary, and comprehension using multiple measures. The intermediate teachers use Acuity results to create custom tests, individualize tutorials, and track student progress throughout the year. Essentially, using multiple measures formatively and summatively, teachers enrich and intervene instructionally to ensure success for all students.

3. Communicating Assessment Results:

Students' individual state assessment data is provided to parents at the beginning of the school year with a cover letter from the district superintendent. These reports show how each child performed in comparison to school, district, and state norms. Additionally, O'Connor holds a Parent Information night whereby teachers present information regarding grade level expectations and assessment information. A compilation of test scores is discussed with O'Connor's School Improvement Advisory Council.

Arizona Department of Education helps convey test data by compiling a state report card that contains detailed assessment results for the state, district, and school. The Mesa community is informed about student achievement through a televised Board meeting and the local newspaper publishes grade level results by school along with district and state averages.

In addition to the broader view of assessments, teachers communicate with parents regarding student performance through weekly progress reports, weekly folders containing assignments and assessments, and

daily information as needed. Formal grades, of course, are distributed on a quarterly basis, and parent-teacher conferences are held after the first and second grading periods.

4. Sharing Success:

While no formal process exists to share successes with other schools, the district provides several venues that accomplish that. First, all principals in the district receive a "Principal's Data Book" that lists assessment results, including AIMS, district criterion referenced tests, and quality service survey results. The data book provides a wealth of resources to each principal. In addition, the data also demonstrate how schools with similar factors, i.e. free and reduced lunch rate, compare. This data set serves as a springboard to network with principals and discuss strategies for success.

Second, the district coordinates regional administrative teams that meet monthly. One principal from the regional area coordinates team meetings and communicates information from the district. These meetings provide an informal setting to discuss the successes and challenges at the schools.

Last, the Arizona Department of Education offered Professional Development Leadership Academies (PDLA) for Title I schools this year. The cohort in which O'Connor participates includes several other Mesa schools. During the PDLA training days we are afforded the opportunity to learn with and from our colleagues at neighboring schools. While collegiality was not the intent of PDLA, it is a clear benefit.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The district provides a wide range of services and resources including creating and providing professional development classes, revising curriculum and assessments, and developing materials to support the curriculum standards. The district adopted curriculum aligns with state standards so as to ensure consistency and continuity throughout the district. Specifically the district adopted the Harcourt Trophies reading series and the Scott Foresman mathematics series. Additionally, assessments serve to inform the curriculum, instruction, and assessment cycles to differentiate the prescribed curriculum from the enacted curriculum to the learned curriculum. More important, the teachers at O'Connor employ the district curriculum to insure students are held to high standards of performance and meaningfully engaged in the core content areas.

Reading instruction in Mesa Public Schools is defined by the AZ Academic Content Standard for Reading. Students develop competency of the standard by mastering the five components of reading which include: phonemic awareness, phonics, vocabulary, fluency, and comprehension, as identified by the National Reading Panel. Mastery of these five components enables children to read and comprehend all genres of text in real world situations. The Harcourt Trophies series is used as the primary venue for instructional delivery.

Writing instruction in Mesa Public Schools is defined by the Arizona Academic Content Standard for Writing. High-quality writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. O'Connor teachers utilize research-based approaches to help our students become life-long writers. Students develop competency of the standard by mastering the writing process, various writing modes, and developing the 6 Traits of writing.

The Arizona Mathematics Standard Articulated by Grade Level describes a connected body of mathematical understandings and competencies that provide a foundation for all students. This standard is coherent, focused on important mathematics, and well articulated across the grades. Concepts and skills that are critical to the understanding of important processes and relationships are emphasized.

O'Connor students discover the foundations and usefulness of mathematics through a variety of research-based techniques and materials. The Scott Foresman textbook provides the foundational understanding of key mathematical concepts and procedures as defined in the Arizona Academic Content Standard for Mathematics. The fidelity to the mathematics series insures students gain mathematical fluency and discover connections to other subject areas through real-life problem solving.

Social Studies and Science instruction occur in a whole group setting using textbooks as the primary instructional tool. Science kits and computer software supplement these subjects. Exposure to U.S. and world history, earth, chemical, biological and physical science concepts prepares students for further study.

The O'Connor staff educates the whole child. In addition to the standard content areas, we provide music, art, physical education, library, and computer classes. Library and computer class are separate subjects taught by specialists using concepts in science, health, safety, history, geography, and literature to help children develop research skills. Our librarian coordinated multiple author visits within the past two years to the cultural benefit of O'Connor students. Physical Education is taught by a specialist approximately 30 minutes twice a week. In addition to weekly classes students are encouraged to maintain a healthy lifestyle through school-wide programs such as *Walk On!*

The school participates in the district creative and performing arts as well. Through the cultural arts program, live theater groups come to the school and students visit cultural venues. For each of the theater performances,

teachers are provided with study guides that integrate the state's art curriculum with state standards in science, social studies, math, and language arts. Our intermediate students are afforded extended opportunities through band and orchestra. Approximately 90% of our students in grades 4-6 participate in instrumental groups. These students perform for the entire student body as well as performing at two well-attended evening concerts. Furthermore, an honors band and orchestra afford students with advanced musical skills the opportunity to perform at the district level.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

We fulfill the curriculum requirements as designed by the Mesa Public schools which includes setting foundational concepts and skills. Students develop competency of the standard by mastering the five components of reading- phonemic awareness, phonics, vocabulary, fluency, and comprehension. The resulting effect is an aligned, standards-driven instructional delivery model. Teachers employ best practices in building background knowledge through thematic use of the Harcourt Trophies reading series. Children make connections from thematic reading units to content areas.

O'Connor teachers are committed to insure students read fluently by third grade. With that purpose in mind, the teachers make use of a multi-tiered instructional approach to address the varied needs of students. We participate in Mesa READS, a data-driven model that involves the utilization of data from the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to implement interventions and group students instructionally. As classroom teachers identify students' intervention needs, they are able to group students so as to focus on meaningful practice and application opportunities directly related to their needs. Mesa READS is part of the statewide collaborative effort to make the vision of "students learning to read proficiently by third grade and remain a proficient reader through the twelfth grade," a reality for our Mesa youth.

Our intermediate grades follow the Harcourt series and supplement the program with quality literature and content area materials. Additionally, we use the Accelerated Reader program as a supplement. Students and teachers set A.R. goals and accumulate points through reading books during silent reading time and leisure time at home.

3. Additional Curriculum Area:

The pursuit of excellence is a hallmark of the cultural climate at O'Connor. Teachers pursue excellence in every content area to insure all students learn. While we are pleased with our reading and math scores, we have focused on improving our writing scores. O'Connor teachers employ a three-pronged approach to writing- the writing process, the Six Traits, and writing applications. As noted in the curriculum section, teachers maintain writing portfolios to monitor student writing performance.

Students learn the writing process from prewriting to publishing through multiple writing modes- expressive, expository, functional, persuasive, literary response, and research. Consequently, writing is incorporated into content areas, thematic units, and literature studies which, in turn, help students to process information in a much clearer way when they are required to write their understanding.

Writing instruction in Mesa Public Schools is defined by the Arizona Academic Content Standard for Writing. High-quality writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. O'Connor teachers utilize research-based approaches to help our students become life-long writers. Students develop competency of the standard by mastering the writing process, various writing modes, and developing the 6 Traits of writing. Through the Beginning Writer's Portfolio (primary grades) and the Intermediate Writer's Portfolio, O'Connor teachers use writing samples as an assessment and instructional tool. Teachers evaluate student writing and capture "snapshots" of each student throughout the year to monitor developmental progress and plan instruction. The corresponding rubrics provide a method for

determining writing proficiency, assessing students on one specific facet of their writing ability—how well one can write on an assigned topic under controlled conditions.

In recent years, we have made use of common prompts to increase our collaborative efforts toward student learning. Through written student responses teachers obtain diagnostic information about students, and students demonstrate the thinking process. With a shared understanding of quality writing using the Six Traits criteria and common student response patterns, teachers create the strategies necessary to improve performance.

4. Instructional Methods:

Our instructional methods are a combination of best practices. We use a persistent and thorough approach to demonstrate our belief that all children can learn. We begin our instructional methodology with the Hunter/Essential Elements of Instruction (EEI) as a starting point for children. We believe that when all students are engaged all of the time, they learn. Marzano cited that students learn what they are taught. Teachers employ the Essential Elements of Instruction to insure that the prescribed curriculum is enacted and becomes the learned curriculum through active engagement. The commitment to EEI provides consistent instructional approaches from teacher to teacher, grade to grade. Indeed, our progress monitoring data demonstrate negligible differences (<5%) in student achievement among classrooms, indicating a cohesive curriculum and fidelity to instructional approaches.

Additionally, we intervene early for struggling students in K-3 with multi-tiered instructional responses using the Mesa Reads model. In the model, each classroom has a 90-minute protected block to teach literacy skills. Students that require more assistance receive an additional 30-60 minutes of intervention depending on their needs. Teachers monitor student progress and determine the specific intervention based upon DIBELS. Struggling students are monitored more frequently than those who are reading more fluently.

In grades 4-6 the district uses a common interim reading and mathematics assessment, Acuity[®] (CTB/McGraw-Hill, 2007), to measure students' achievement. The Acuity is a standards-based assessment that measures critical aspects of students' reading and mathematics achievement. Teachers have weekly common plan time and monthly grade level meetings with the principal to monitor student progress.

5. Professional Development:

This year we have embarked on a program rooted in the National Staff Development Council Standards for Staff Development, the Professional Development Leadership Academy (PDLA). PDLA is a powerful school improvement intervention intended to increase the capacity of teacher-administrator teams and to align educator learning with student learning needs. As the core PDLA team attends training, we disseminate that information to all staff to ensure all stakeholders are heard.

The team brings the process of analyzing data from multiple sources to set results-driven goals with staff members. The final product will be a cohesive professional development plan that serves the needs of teachers as well as students. Additionally, the district offers focused training for teachers new to teaching and continues the training through a mentoring program provided by Career Ladder. Novice teachers receive site visits, continued feedback, and opportunities to work with coaches in various areas. Informal mentoring continues through a professional learning community venue in which grade level teams collaborate in an on-going manner.

6. School Leadership:

The O'Connor staff has a traditional structure, the principal serves as the building level administrator, with a distributed leadership model. Teachers perform best in a collegial climate. Consequently, multiple committees

of parents and staff members work to build consensus and coordinate the direction of the school. First, our School Improvement Advisory Council, the O'Connor Council for the Enhancement of Learning Opportunities Team (OCELOT), is a group of individuals comprised of parent representatives and staff members, whose task is to propose and provide input toward improvement/administration of school and district goals. Indeed, our mission is to enhance the quality of education, opportunities, and social conditions for the students of O'Connor Elementary School.

Second, our Faculty Advisory Council (FAC) consisting of staff members from each grade level, department, and classified staff meets monthly to discuss school issues and problems. The site-based group works collaboratively to resolve issues and maintain the smooth operation of the school.

Third, the Teacher Assistance Team is a peer group that advises teachers who are working with struggling students in their classroom. This group serves as a venue to monitor students and begin the pre-referral process if necessary. Fourth, the School Leadership Team consults with all groups and the principal representing the primary, intermediate, and special education staff. While the principal works as the central hub it is the collaborative efforts of multiple staff members that result in a school of excellence.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Arizona Instrument to Measure Standards (AIMS)

Edition/Publication Year: 1997 Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	90	90	91	84	88
Exceeds	22	38	40	23	35
Number of students tested	89	92	80	93	82
Percent of total students tested	100	99	100	99	100
Number of students alternatively assessed	1				
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets and Exceeds	91	96	89	92	90
Exceeds	31	43	45	35	40
Number of students tested	42	61	53	56	54
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds	80	89	90	63	75
Exceeds	4	30	29	22	20
Number of students tested	25	27	21	27	21
4. Special Education Students					
Meets and Exceeds	90	67	60		
Exceeds	0	25	0		
Number of students tested	10	12	10		
5. Limited English Proficient Students					
Meets and Exceeds	82				
Exceeds	0				
Number of students tested	11				
6. Largest Other Subgroup					
Meets and Exceeds	93	92	93	93	94
Exceeds	31	42	45	24	43
Number of students tested	50	60	55	58	55

Notes:

African-American, Special Education, and Limited English Proficient students are not reported for the years when subgroups comprised fewer than ten children.

Subject: Reading

Grade: 3 Test: Arizona Instrument to Measure Standards (AIMS)

Edition/Publication Year: 1997

Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	90	92	92	84	90
Exceeds	19	24	21	19	17
Number of students tested	89	92	81	93	84
Percent of total students tested	99	100	97	100	96
Number of students alternatively assessed	1				
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets and Exceeds	86	95	89	96	91
Exceeds	0	32	21	32	24
Number of students tested	42	61	53	56	54
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds	84	89	81	63	80
Exceeds	4	19	10	7	0
Number of students tested	25	27	21	27	20
4. Special Education Students					
Meets and Exceeds	60	75			
Exceeds	20	17			
Number of students tested	10	12			
5. Limited English Proficient Students					
Meets and Exceeds	82				
Exceeds	0				
Number of students tested	11				
6. Largest Other Subgroup					
Meets and Exceeds	91	93	94	93	96
Exceeds	24	28	24	26	26
Number of students tested	54	60	54	58	54

Notes:

African-American, Special Education, and Limited English Proficient students are not reported for the years when subgroups comprised fewer than ten children.

Subject: Mathematics
Edition/Publication Year: 1997

Grade: 4 Test: Arizona Instrument to Measure Standards
Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	94	89	87	91	87
Exceeds	51	51	40	42	35
Number of students tested	97	73	84	89	79
Percent of total students tested	100	99	100	99	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets and Exceeds	93	97	91	91	88
Exceeds	60	50	43	43	39
Number of students tested	62	42	53	58	51
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds	90	83	76	89	67
Exceeds	39	54	28	22	25
Number of students tested	31	24	26	18	14
4. Special Education Students					
Meets and Exceeds	77	64	55		
Exceeds	23	0	36		
Number of students tested	13	11	12		
5. Limited English Proficient Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6. Largest Other Subgroup					
Meets and Exceeds	97	98	96	94	91
Exceeds	51	52	48	49	41
Number of students tested	62	44	50	63	59

Notes:

African-American, Special Education, and Limited English Proficient students are not reported for the years when subgroups comprised fewer than ten children.

Subject: Reading
Edition/Publication Year: 1997

Grade: 4 Test: Arizona Instrument to Measure Standards
Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	88	79	76	89	81
Exceeds	23	15	13	11	15
Number of students tested	98	73	85	89	79
Percent of total students tested	100	99	97	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets and Exceeds	87	91	80	92	86
Exceeds	20	17	17	10	20
Number of students tested	62	42	53	59	51
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds	84	71	68	78	58
Exceeds	3	17	4	0	17
Number of students tested	31	24	26	18	14
4. Special Education Students					
Meets and Exceeds	85	45	64		
Exceeds	8	0	9		
Number of students tested	13	11	12		
5. Limited English Proficient Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6. Largest Other Subgroup					
Meets and Exceeds	92	89	82	94	89
Exceeds	33	16	18	16	17
Number of students tested	62	44	50	63	54

Notes:

African-American, Special Education, and Limited English Proficient students are not reported for the years when subgroups comprised fewer than ten children.

Subject: Mathematics
Edition/Publication Year: 1997

Grade: 5 Test: Arizona Instrument to Measure Standards
Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	95	77	93	81	89
Exceeds	41	30	39	35	41
Number of students tested	73	86	89	79	74
Percent of total students tested	100	99	100	99	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets and Exceeds	95	82	96	86	91
Exceeds	15	19	26	24	22
Number of students tested	39	50	54	53	44
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds	96	72	93	57	71
Exceeds	48	32	27	29	14
Number of students tested	23	25	15	14	14
4. Special Education Students					
Meets and Exceeds		20		43	
Exceeds		10		7	
Number of students tested		10		14	
5. Limited English Proficient Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6. Largest Other Subgroup					
Meets and Exceeds	98	82	94	89	96
Exceeds	39	31	27	41	49
Number of students tested	44	49	66	56	58

Notes:

African-American, Special Education, and Limited English Proficient students are not reported for the years when subgroups comprised fewer than ten children.

Subject: Reading
Edition/Publication Year: 1997

Grade: 5 Test: Arizona Instrument to Measure Standards
Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	90	74	93	76	85
Exceeds	14	12	19	11	9
Number of students tested	73	86	89	79	78
Percent of total students tested	100	99	100	99	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets and Exceeds	91	80	95	89	94
Exceeds	10	14	28	13	13
Number of students tested	39	50	54	53	44
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds	87	64	93	57	57
Exceeds	9	8	7	7	0
Number of students tested	23	25	15	14	14
4. Special Education Students					
Meets and Exceeds		40		50	
Exceeds		10		0	
Number of students tested		10		14	
5. Limited English Proficient Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6. Largest Other Subgroup					
Meets and Exceeds	95	82	94	88	93
Exceeds	18	16	24	14	0
Number of students tested	44	49	66	56	58

Notes:

African-American, Special Education, and Limited English Proficient students are not reported for the years when subgroups comprised fewer than ten children.

Subject: Mathematics
Edition/Publication Year: 1997

Grade: 6 Test: Arizona Instrument to Measure Standards
Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	85	96	85	89	91
Exceeds	36	49	44	38	34
Number of students tested	80	84	84	82	93
Percent of total students tested	100	100	99	100	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets and Exceeds	88	98	83	92	94
Exceeds	45	56	50	45	41
Number of students tested	49	50	58	49	58
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds	89	100	65	64	82
Exceeds	53	13	29	14	23
Number of students tested	19	16	17	14	22
4. Special Education Students					
Meets and Exceeds				54	
Exceeds				23	
Number of students tested				13	
5. Limited English Proficient Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6. Largest Other Subgroup					
Meets and Exceeds	89	98	93	93	95
Exceeds	34	59	51	42	41
Number of students tested	47	61	59	59	61

Notes:

African-American, Special Education, and Limited English Proficient students are not reported for the years when subgroups comprised fewer than ten children.

Subject: Reading
Edition/Publication Year: 1997

Grade: 6 Test: Arizona Instrument to Measure Standards
Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	84	98	85	85	90
Exceeds	8	19	11	6	16
Number of students tested	80	84	84	80	93
Percent of total students tested	100	99	99	100	97
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets and Exceeds	88	100	91	94	93
Exceeds	10	26	15	10	22
Number of students tested	49	50	58	49	58
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds	84	94	71	71	77
Exceeds	11	0	12	0	18
Number of students tested	19	16	17	14	22
4. Special Education Students					
Meets and Exceeds			64	54	
Exceeds			0	0	
Number of students tested			11	13	
5. Limited English Proficient Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6. Largest Other Subgroup					
Meets and Exceeds	94	100	93	92	97
Exceeds	9	25	10	8	19
Number of students tested	47	61	59	59	61

Notes:

African-American, Special Education, and Limited English Proficient students are not reported for the years when subgroups comprised fewer than ten children.