



Tom Horne, Superintendent
of Public Instruction

ARIZONA DISTRICT REPORT CARD 2005-06

Oracle Elementary District

725 N Carpenter, Oracle, AZ 85623-

No Child Left Behind

Adequate Yearly Progress¹

2004-05 Met
2003-04 Met
2002-03 Met

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.

Current Administrator²

Title: Superintendent

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District At A Glance

Enrollment³

	State	District
2004-2005 Student Enrollment	1,037,655	455

Highly Qualified

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	4	1	0
4 to 6 years	9	2	0	0
7 to 9 years	2	0	0	0
10 or more years	7	7	0	0

Percentage of Public Elementary and Secondary School Teachers with Emergency/Provisional Certification

3%

	District Aggregate	High-Poverty Schools	Moderate-Poverty Schools	Low Poverty Schools
Percentage of Core Academic Subject Poverty Elementary and Secondary School Classes Not Taught by Highly Qualified Teachers	N/A	N/A	N/A	N/A

N/A =Data not available

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your district.

3rd Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	40	79306	98	99	427	445	18	10	16	18	47	51	18	20
All Students (03-04)	46	75509	100	100	536	521	14	13	14	23	36	33	36	31
Female (04-05)	19	38691	100	99	466	446	18	10	0	18	53	52	29	20
Female (03-04)	25	37013	100	100	530	522	21	12	13	24	33	33	33	31
Male (04-05)	22	40583	100	99	395	445	19	11	29	18	43	50	10	21
Male (03-04)	21	38430	100	99	544	521	5	14	15	22	40	33	40	31
African American (04-05)	NC	4041	NC	99	NC	426	NC	17	NC	23	NC	50	NC	10
African American (03-04)	--	3660	--	99	--	496	--	24	--	31	--	28	--	18
Hispanic (04-05)	21	32869	100	99	445	429	11	15	21	25	58	51	11	10
Hispanic (03-04)	22	30486	100	99	531	505	14	18	19	29	29	32	38	21
Asian/Pacific Islander (04-05)	NC	1935	NC	99	NC	474	NC	3	NC	9	NC	48	NC	40
Asian/Pacific Islander (03-04)	--	1780	--	98	--	549	--	5	--	13	--	33	--	50
American Indian/Alaskan Native (04-05)	NC	4264	NC	100	NC	419	NC	19	NC	30	NC	45	NC	6
American Indian/Alaskan Native (03-04)	NC	4075	NC	100	NC	486	NC	28	NC	34	NC	26	NC	12
White (04-05)	16	36197	94	99	410	463	25	5	13	11	31	53	31	31
White (03-04)	23	35192	100	99	543	534	14	8	5	19	45	35	36	39
Students with Disabilities (04-05)	NC	10321	NC	100	NC	389	NC	30	NC	27	NC	34	NC	9
Students with Disabilities (03-04)	NC	9708	NC	100	NC	489	NC	32	NC	27	NC	24	NC	17
Students without Disabilities (04-05)	33	69060	100	98	460	454	10	7	13	17	55	54	23	22
Students without Disabilities (03-04)	41	65801	100	98	541	525	12	11	12	23	39	34	37	33
Limited English Proficient Students (04-05)	NC	15509	NC	100	NC	406	NC	20	NC	30	NC	45	NC	5
Limited English Proficient Students (03-04)	--	16928	--	100	--	485	--	29	--	33	--	26	--	12
Migrant Students (04-05)	--	118	--	NA	--	419	--	25	--	21	--	50	--	3
Migrant Students (03-04)	--	750	--	NA	--	499	--	21	--	29	--	30	--	20
Economically Disadvantaged (04-05)	20	39415	95	96	421	431	22	15	22	25	56	50	0	10
Economically Disadvantaged (03-04)	22	36411	NA	NA	512	503	14	19	19	29	52	32	14	20
Non-Economically Disadvantaged (04-05)	21	39966	100	100	432	459	15	6	10	12	40	52	35	30
Non-Economically Disadvantaged (03-04)	24	39040	NA	NA	559	534	13	8	9	19	22	34	57	39

3rd Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	40	79395	0	99	421	446	13	9	29	25	47	55	11	11
All Students (03-04)	46	75492	100	100	524	519	7	12	21	16	49	47	23	24
Female (04-05)	19	38691	0	100	459	451	12	7	18	24	53	57	18	12
Female (03-04)	25	37014	100	100	525	523	9	10	17	15	43	48	30	27
Male (04-05)	22	40618	0	99	391	440	14	11	38	27	43	53	5	9
Male (03-04)	21	38400	100	99	522	516	5	14	25	17	55	47	15	21
African American (04-05)	NC	4052	NC	100	NC	434	NC	11	NC	29	NC	54	NC	6
African American (03-04)	--	3665	--	99	--	505	--	20	--	22	--	43	--	14
Hispanic (04-05)	21	32915	0	99	435	426	11	15	32	35	53	47	5	4
Hispanic (03-04)	22	30438	100	99	518	508	0	17	33	21	52	47	14	15
Asian/Pacific Islander (04-05)	NC	1936	NC	99	NC	468	NC	3	NC	14	NC	63	NC	19
Asian/Pacific Islander (03-04)	--	1773	--	98	--	534	--	4	--	10	--	50	--	36
American Indian/Alaskan Native (04-05)	NC	4271	NC	100	NC	420	NC	15	NC	42	NC	41	NC	2
American Indian/Alaskan Native (03-04)	NC	4081	NC	100	NC	498	NC	25	NC	26	NC	40	NC	8
White (04-05)	16	36221	0	99	410	465	13	4	19	15	50	63	19	17
White (03-04)	23	35177	100	99	532	528	10	8	10	13	48	49	33	31
Students with Disabilities (04-05)	NC	10331	NC	100	NC	388	NC	25	NC	37	NC	34	NC	4
Students with Disabilities (03-04)	NC	9707	NC	100	NC	495	NC	33	NC	21	NC	33	NC	13
Students without Disabilities (04-05)	33	69139	0	99	454	454	3	7	35	24	48	58	13	11
Students without Disabilities (03-04)	41	65785	100	98	524	522	7	10	20	16	49	49	24	26
Limited English Proficient Students (04-05)	NC	15545	NC	100	NC	399	NC	21	NC	42	NC	35	NC	1
Limited English Proficient Students (03-04)	--	16905	--	100	--	489	--	34	--	28	--	32	--	6
Migrant Students (04-05)	--	120	--	NA	--	414	--	20	--	45	--	35	--	0
Migrant Students (03-04)	--	763	--	NA	--	499	--	21	--	30	--	40	--	8
Economically Disadvantaged (04-05)	20	39484	0	96	416	429	17	14	44	35	39	47	0	4
Economically Disadvantaged (03-04)	22	36302	NA	NA	515	507	5	18	30	21	55	46	10	14
Non-Economically Disadvantaged (04-05)	21	39986	0	100	426	461	10	4	15	16	55	63	20	17
Non-Economically Disadvantaged (03-04)	24	39164	NA	NA	531	528	9	8	13	13	43	48	35	31

3rd Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	40	78869	98	99	431	442	3	6	21	21	74	63	3	10
All Students (03-04)	46	75053	100	99	578	597	2	7	13	12	82	72	2	9
Female (04-05)	19	38536	100	99	482	458	0	4	6	15	94	67	0	14
Female (03-04)	25	36872	100	99	608	621	0	5	8	9	88	74	4	12
Male (04-05)	22	40302	100	99	390	428	5	8	33	26	57	60	5	7
Male (03-04)	21	38109	100	99	545	573	5	10	19	14	76	69	0	6
African American (04-05)	NC	4015	NC	99	NC	430	NC	8	NC	24	NC	61	NC	7
African American (03-04)	--	3636	--	99	--	568	--	12	--	16	--	67	--	6
Hispanic (04-05)	21	32606	100	98	462	426	0	8	16	27	79	60	5	5
Hispanic (03-04)	22	30235	100	98	570	575	0	9	14	14	86	70	0	6
Asian/Pacific Islander (04-05)	NC	1925	NC	99	NC	471	NC	3	NC	11	NC	64	NC	22
Asian/Pacific Islander (03-04)	--	1768	--	98	--	651	--	3	--	5	--	72	--	19
American Indian/Alaskan Native (04-05)	NC	4245	NC	100	NC	423	NC	9	NC	26	NC	61	NC	4
American Indian/Alaskan Native (03-04)	NC	4044	NC	99	NC	550	NC	13	NC	17	NC	66	NC	4
White (04-05)	16	36078	94	99	398	459	6	4	19	16	75	66	0	14
White (03-04)	23	35028	100	99	588	613	4	6	13	10	78	73	4	11
Students with Disabilities (04-05)	NC	10246	NC	100	NC	367	NC	18	NC	39	NC	40	NC	4
Students with Disabilities (03-04)	NC	9625	NC	100	NC	530	NC	21	NC	21	NC	55	NC	4
Students without Disabilities (04-05)	33	68697	100	98	465	454	0	4	19	18	77	67	3	11
Students without Disabilities (03-04)	41	65428	100	98	587	604	0	6	12	11	85	73	2	10
Limited English Proficient Students (04-05)	NC	15339	NC	100	NC	399	NC	11	NC	31	NC	54	NC	3
Limited English Proficient Students (03-04)	--	16765	--	100	--	525	--	17	--	20	--	60	--	2
Migrant Students (04-05)	--	119	--	NA	--	402	--	16	--	30	--	53	--	1
Migrant Students (03-04)	--	752	--	NA	--	562	--	9	--	18	--	68	--	5
Economically Disadvantaged (04-05)	20	39106	95	95	440	427	6	8	28	28	67	59	0	5
Economically Disadvantaged (03-04)	22	36077	NA	NA	561	566	5	10	9	16	86	69	0	5
Non-Economically Disadvantaged (04-05)	21	39837	100	100	423	457	0	4	15	14	80	67	5	15
Non-Economically Disadvantaged (03-04)	24	38950	NA	NA	594	618	0	5	17	9	78	73	4	12

5th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	43	78906	100	99	478	498	21	13	38	19	36	48	5	20
All Students (03-04)	39	76019	100	100	478	499	19	14	51	39	14	14	16	33
Female (04-05)	18	38644	100	99	480	500	29	12	24	19	41	49	6	19
Female (03-04)	14	37207	100	100	471	499	14	12	71	41	14	14	0	33
Male (04-05)	25	40236	100	99	476	497	14	15	50	19	32	46	5	20
Male (03-04)	25	38677	100	100	483	498	22	15	39	38	13	13	26	34
African American (04-05)	--	4087	--	99	--	481	--	20	--	24	--	45	--	11
African American (03-04)	--	3817	--	100	--	475	--	23	--	47	--	11	--	18
Hispanic (04-05)	27	31938	100	99	475	481	20	19	44	25	32	46	4	10
Hispanic (03-04)	24	29458	96	100	469	480	23	20	55	48	9	12	14	20
Asian/Pacific Islander (04-05)	NC	1805	NC	98	NC	536	NC	5	NC	8	NC	45	NC	42
Asian/Pacific Islander (03-04)	--	1673	--	99	--	531	--	4	--	29	--	14	--	53
American Indian/Alaskan Native (04-05)	--	4593	--	100	--	467	--	26	--	29	--	39	--	6
American Indian/Alaskan Native (03-04)	--	4735	--	100	--	466	--	28	--	49	--	10	--	13
White (04-05)	15	36483	94	99	476	517	23	7	31	13	46	51	0	30
White (03-04)	15	35880	100	100	492	515	13	7	47	32	20	16	20	45
Students with Disabilities (04-05)	NC	10664	NC	100	NC	430	NC	42	NC	27	NC	26	NC	5
Students with Disabilities (03-04)	NC	9786	NC	100	NC	457	NC	39	NC	40	NC	7	NC	13
Students without Disabilities (04-05)	40	68310	100	98	483	509	14	9	42	18	39	51	6	22
Students without Disabilities (03-04)	34	66233	100	99	482	503	15	11	53	39	15	14	18	35
Limited English Proficient Students (04-05)	NC	12573	NC	100	NC	454	NC	27	NC	30	NC	38	NC	5
Limited English Proficient Students (03-04)	NC	15206	NC	100	NC	459	NC	31	NC	53	NC	7	NC	9
Migrant Students (04-05)	--	125	--	NA	--	476	--	18	--	35	--	42	--	5
Migrant Students (03-04)	--	745	--	NA	--	473	--	22	--	53	--	11	--	15
Economically Disadvantaged (04-05)	21	38679	88	96	466	483	21	20	53	25	26	45	0	10
Economically Disadvantaged (03-04)	20	35714	NA	NA	474	480	11	20	74	47	5	12	11	20
Non-Economically Disadvantaged (04-05)	22	40295	100	100	488	513	20	7	25	13	45	50	10	30
Non-Economically Disadvantaged (03-04)	19	40266	NA	NA	483	513	28	9	28	33	22	15	22	43

5th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	43	78908	0	99	477	484	10	10	33	23	49	58	8	9
All Students (03-04)	39	76020	100	100	492	503	29	25	45	23	24	40	3	12
Female (04-05)	18	38644	0	99	480	489	18	8	24	22	47	61	12	10
Female (03-04)	14	37213	100	100	493	504	21	22	50	23	29	42	0	13
Male (04-05)	25	40233	0	99	474	479	5	12	41	25	50	55	5	8
Male (03-04)	25	38666	100	100	491	501	33	29	42	22	21	38	4	12
African American (04-05)	--	4092	--	99	--	473	--	12	--	28	--	54	--	5
African American (03-04)	--	3819	--	100	--	494	--	37	--	26	--	31	--	6
Hispanic (04-05)	27	31940	0	99	473	465	8	16	40	32	44	49	8	3
Hispanic (03-04)	24	29442	96	99	488	494	35	37	43	26	22	31	0	6
Asian/Pacific Islander (04-05)	NC	1805	NC	98	NC	507	NC	4	NC	13	NC	65	NC	18
Asian/Pacific Islander (03-04)	--	1672	--	99	--	513	--	12	--	19	--	49	--	20
American Indian/Alaskan Native (04-05)	--	4569	--	100	--	457	--	18	--	39	--	41	--	2
American Indian/Alaskan Native (03-04)	--	4735	--	100	--	489	--	48	--	25	--	24	--	3
White (04-05)	15	36502	0	99	479	502	15	4	23	14	54	67	8	15
White (03-04)	15	35890	100	100	498	511	20	15	47	20	27	48	7	18
Students with Disabilities (04-05)	NC	10665	NC	100	NC	423	NC	30	NC	36	NC	31	NC	2
Students with Disabilities (03-04)	NC	9784	NC	100	NC	485	NC	58	NC	19	NC	19	NC	4
Students without Disabilities (04-05)	40	68312	0	98	483	493	3	7	36	21	53	62	8	10
Students without Disabilities (03-04)	34	66236	100	99	494	504	26	23	44	23	26	42	3	13
Limited English Proficient Students (04-05)	NC	12556	NC	100	NC	436	NC	24	NC	40	NC	35	NC	1
Limited English Proficient Students (03-04)	NC	15198	NC	100	NC	483	NC	59	NC	25	NC	14	NC	1
Migrant Students (04-05)	--	125	--	NA	--	457	--	22	--	40	--	38	--	0
Migrant Students (03-04)	--	743	--	NA	--	488	--	50	--	28	--	19	--	3
Economically Disadvantaged (04-05)	21	38662	0	96	469	468	16	16	32	32	47	49	5	3
Economically Disadvantaged (03-04)	20	35703	NA	NA	491	494	32	37	47	26	21	31	0	6
Non-Economically Disadvantaged (04-05)	22	40315	0	100	484	498	5	5	35	15	50	66	10	14
Non-Economically Disadvantaged (03-04)	19	40274	NA	NA	493	509	26	17	42	20	26	47	5	17

5th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	42	78750	98	99	502	500	8	6	29	29	63	63	0	2
All Students (03-04)	39	75673	100	100	511	530	8	12	30	25	62	58	0	4
Female (04-05)	17	38586	94	99	531	515	6	4	13	22	81	71	0	3
Female (03-04)	14	37099	100	100	508	548	14	8	21	22	64	64	0	6
Male (04-05)	25	40135	100	99	481	486	9	8	41	35	50	56	0	1
Male (03-04)	25	38441	100	99	513	513	4	16	35	29	61	52	0	3
African American (04-05)	--	4081	--	99	--	488	--	8	--	32	--	59	--	2
African American (03-04)	--	3791	--	99	--	506	--	18	--	29	--	50	--	3
Hispanic (04-05)	27	31841	100	99	509	483	8	8	24	36	68	55	0	1
Hispanic (03-04)	24	29305	96	99	510	507	9	16	36	31	55	51	0	2
Asian/Pacific Islander (04-05)	NC	1802	NC	98	NC	533	NC	2	NC	16	NC	75	NC	7
Asian/Pacific Islander (03-04)	--	1665	--	99	--	573	--	6	--	16	--	67	--	10
American Indian/Alaskan Native (04-05)	--	4586	--	100	--	481	--	8	--	37	--	54	--	1
American Indian/Alaskan Native (03-04)	--	4707	--	100	--	492	--	19	--	33	--	46	--	1
White (04-05)	14	36440	88	99	480	516	8	3	42	22	50	71	0	4
White (03-04)	15	35760	100	99	513	550	7	9	20	21	73	64	0	6
Students with Disabilities (04-05)	NC	10622	NC	100	NC	415	NC	21	NC	50	NC	28	NC	1
Students with Disabilities (03-04)	NC	9706	NC	100	NC	462	NC	36	NC	32	NC	31	NC	1
Students without Disabilities (04-05)	40	68196	100	98	511	513	3	3	31	25	67	69	0	3
Students without Disabilities (03-04)	34	65967	100	99	516	536	6	10	26	25	68	60	0	5
Limited English Proficient Students (04-05)	NC	12504	NC	100	NC	451	NC	12	NC	44	NC	43	NC	1
Limited English Proficient Students (03-04)	NC	15115	NC	100	NC	471	NC	26	NC	38	NC	35	NC	1
Migrant Students (04-05)	--	126	--	NA	--	464	--	14	--	44	--	41	--	0
Migrant Students (03-04)	--	738	--	NA	--	488	--	23	--	33	--	43	--	1
Economically Disadvantaged (04-05)	20	38558	83	96	508	485	6	8	28	37	67	54	0	1
Economically Disadvantaged (03-04)	20	35541	NA	NA	497	504	11	17	42	31	47	50	0	2
Non-Economically Disadvantaged (04-05)	22	40260	100	100	497	514	10	3	30	21	60	72	0	4
Non-Economically Disadvantaged (03-04)	19	40091	NA	NA	526	550	6	9	17	21	78	64	0	6

8th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	42	78250	98	99	555	548	13	21	23	18	55	48	10	13
All Students (03-04)	40	75001	100	99	457	468	42	37	45	36	8	16	5	10
Female (04-05)	19	38071	100	99	557	549	16	20	16	19	58	49	11	12
Female (03-04)	21	36846	100	99	457	468	43	36	48	38	5	16	5	10
Male (04-05)	24	40126	100	99	553	547	10	23	29	17	52	46	10	14
Male (03-04)	19	37974	100	99	457	467	41	39	41	34	12	16	6	11
African American (04-05)	--	4058	--	99	--	523	--	32	--	22	--	41	--	5
African American (03-04)	--	3720	--	98	--	446	--	53	--	33	--	9	--	4
Hispanic (04-05)	24	29129	100	99	553	527	17	32	17	23	54	40	13	6
Hispanic (03-04)	26	26675	100	98	458	448	46	52	42	34	8	10	4	4
Asian/Pacific Islander (04-05)	--	1747	--	100	--	589	--	9	--	9	--	50	--	32
Asian/Pacific Islander (03-04)	--	1575	--	99	--	504	--	18	--	33	--	20	--	29
American Indian/Alaskan Native (04-05)	NC	4996	NC	100	NC	518	NC	36	NC	25	NC	36	NC	4
American Indian/Alaskan Native (03-04)	--	4731	--	98	--	438	--	61	--	30	--	7	--	2
White (04-05)	16	38320	94	99	552	568	7	12	33	14	60	55	0	19
White (03-04)	14	37785	100	99	456	482	36	25	50	39	7	21	7	15
Students with Disabilities (04-05)	NC	9329	NC	100	NC	454	NC	64	NC	18	NC	16	NC	2
Students with Disabilities (03-04)	NC	8802	NC	100	NC	418	NC	79	NC	16	NC	3	NC	1
Students without Disabilities (04-05)	38	68996	97	99	567	561	6	16	22	18	61	52	11	14
Students without Disabilities (03-04)	37	66199	100	99	463	472	37	34	49	38	9	17	6	11
Limited English Proficient Students (04-05)	NC	10133	NC	100	NC	488	NC	45	NC	25	NC	28	NC	2
Limited English Proficient Students (03-04)	NC	11710	NC	100	NC	429	NC	70	NC	25	NC	4	NC	1
Migrant Students (04-05)	--	83	--	NA	--	520	--	39	--	28	--	30	--	4
Migrant Students (03-04)	--	709	--	NA	--	442	--	57	--	34	--	7	--	2
Economically Disadvantaged (04-05)	15	33388	83	94	571	530	13	32	7	22	60	40	20	5
Economically Disadvantaged (03-04)	24	29814	NA	NA	460	448	43	53	39	33	9	10	9	4
Non-Economically Disadvantaged (04-05)	28	44937	100	100	545	561	12	13	32	15	52	54	4	18
Non-Economically Disadvantaged (03-04)	16	45170	NA	NA	453	479	40	28	53	38	7	20	0	14

8th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	42	78302	0	99	515	512	13	11	20	25	65	57	3	7
All Students (03-04)	40	74918	100	99	486	497	37	32	24	19	37	35	3	15
Female (04-05)	19	38071	0	99	524	518	5	8	26	24	63	61	5	7
Female (03-04)	21	36805	100	99	489	501	29	28	33	19	38	37	0	16
Male (04-05)	24	40166	0	99	508	507	19	14	14	26	67	54	0	6
Male (03-04)	19	37936	100	99	482	493	47	35	12	18	35	33	6	14
African American (04-05)	--	4064	--	100	--	498	--	14	--	29	--	54	--	3
African American (03-04)	--	3719	--	98	--	481	--	43	--	21	--	29	--	7
Hispanic (04-05)	24	29152	0	99	511	492	13	17	25	34	58	46	4	2
Hispanic (03-04)	26	26645	100	98	486	478	33	46	29	20	38	27	0	6
Asian/Pacific Islander (04-05)	--	1746	--	100	--	542	--	5	--	13	--	66	--	16
Asian/Pacific Islander (03-04)	--	1571	--	99	--	521	--	18	--	15	--	38	--	30
American Indian/Alaskan Native (04-05)	NC	4993	NC	100	NC	484	NC	19	NC	38	NC	42	NC	1
American Indian/Alaskan Native (03-04)	--	4729	--	98	--	468	--	57	--	19	--	19	--	4
White (04-05)	16	38347	0	99	521	531	13	5	13	17	73	68	0	10
White (03-04)	14	37773	100	99	487	511	43	20	14	18	36	41	7	21
Students with Disabilities (04-05)	NC	9353	NC	100	NC	429	NC	40	NC	38	NC	22	NC	1
Students with Disabilities (03-04)	NC	8801	NC	100	NC	448	NC	75	NC	13	NC	10	NC	2
Students without Disabilities (04-05)	38	69024	0	99	527	524	6	7	19	23	72	62	3	7
Students without Disabilities (03-04)	37	66117	100	99	492	501	31	28	26	19	40	37	3	16
Limited English Proficient Students (04-05)	NC	10140	NC	100	NC	451	NC	28	NC	43	NC	29	NC	1
Limited English Proficient Students (03-04)	NC	11706	NC	100	NC	454	NC	71	NC	16	NC	12	NC	1
Migrant Students (04-05)	--	83	--	NA	--	480	--	29	--	36	--	35	--	0
Migrant Students (03-04)	--	706	--	NA	--	467	--	55	--	22	--	20	--	4
Economically Disadvantaged (04-05)	15	33398	0	94	527	495	13	18	13	35	67	46	7	2
Economically Disadvantaged (03-04)	24	29785	NA	NA	483	477	43	47	30	20	22	26	4	6
Non-Economically Disadvantaged (04-05)	28	44979	0	100	508	525	12	6	24	18	64	66	0	10
Non-Economically Disadvantaged (03-04)	16	45115	NA	NA	491	508	27	23	13	18	60	39	0	20

8th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	42	78094	98	99	546	545	0	3	25	18	75	77	0	2
All Students (03-04)	40	74503	100	99	489	491	11	9	37	32	47	51	5	8
Female (04-05)	19	38025	100	99	557	558	0	2	21	13	79	82	0	2
Female (03-04)	21	36686	100	99	500	506	0	5	38	29	57	57	5	9
Male (04-05)	24	40013	100	99	536	534	0	5	29	23	71	71	0	1
Male (03-04)	19	37644	100	98	476	476	24	13	35	36	35	45	6	6
African American (04-05)	--	4037	--	99	--	532	--	4	--	22	--	73	--	1
African American (03-04)	--	3677	--	97	--	475	--	12	--	36	--	46	--	5
Hispanic (04-05)	24	29068	100	99	541	523	0	5	25	27	75	67	0	1
Hispanic (03-04)	26	26500	100	97	503	467	4	13	33	39	58	44	4	4
Asian/Pacific Islander (04-05)	--	1743	--	100	--	577	--	2	--	9	--	82	--	8
Asian/Pacific Islander (03-04)	--	1566	--	99	--	537	--	5	--	23	--	55	--	18
American Indian/Alaskan Native (04-05)	NC	4981	NC	100	NC	526	NC	4	NC	25	NC	70	NC	0
American Indian/Alaskan Native (03-04)	--	4695	--	97	--	464	--	14	--	39	--	44	--	3
White (04-05)	16	38265	94	99	551	564	0	2	27	11	73	84	0	3
White (03-04)	14	37606	100	99	465	508	21	6	43	28	29	56	7	10
Students with Disabilities (04-05)	NC	9275	NC	100	NC	444	NC	14	NC	46	NC	39	NC	1
Students with Disabilities (03-04)	NC	8662	NC	100	NC	409	NC	37	NC	42	NC	20	NC	1
Students without Disabilities (04-05)	38	68892	97	98	558	559	0	2	17	14	83	82	0	2
Students without Disabilities (03-04)	37	65841	100	98	501	499	3	7	40	32	51	53	6	8
Limited English Proficient Students (04-05)	NC	10084	NC	100	NC	474	NC	10	NC	39	NC	50	NC	1
Limited English Proficient Students (03-04)	NC	11608	NC	100	NC	430	NC	23	NC	47	NC	28	NC	1
Migrant Students (04-05)	--	81	--	NA	--	504	--	12	--	27	--	60	--	0
Migrant Students (03-04)	--	701	--	NA	--	449	--	17	--	43	--	38	--	1
Economically Disadvantaged (04-05)	15	33296	83	94	542	527	0	5	27	27	73	67	0	0
Economically Disadvantaged (03-04)	24	29587	NA	NA	495	465	9	14	39	40	48	43	4	4
Non-Economically Disadvantaged (04-05)	28	44871	100	100	549	559	0	2	24	12	76	84	0	3
Non-Economically Disadvantaged (03-04)	16	44898	NA	NA	479	507	13	7	33	28	47	55	7	10

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows if your district met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

District AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Below is a list of the Title 1 funded schools in the district that are in School Improvement Status as defined by the Federal No Child Left Behind Act of 2001

Title I School - any school that receives Federal Title I funds; the school agrees to the accountability measures mandated by the No Child Left Behind Act of 2001 (NCLB).

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 implement the restructuring plan.

Out of School Improvement - A Title I school that has made adequate yearly progress (AYP) for two consecutive years and is no longer identified.

For More Information on school improvement status, visit our website at www.ade.az.gov/asd/nclb

Oracle Elementary District

	AZ LEARNS		NCLB
School Name	LABEL ES	LABEL HS	AYP
Mountain Vista School	Performing Plus	N/A	Met

1 Adequate Yearly Progress, please visit our website at <http://www.ade.az.gov/profile/publicview/aypdistrictlist.asp>.

2 Current Administrator: This includes the most current information ADE has available, please contact the district directly if you feel this information is in error.

3 Enrollment: These enrollment counts represent a head count of all active enrollments on October 1st of each school year. Please note these counts are not unduplicated counts; concurrently enrolled students are counted as having an active membership in each school they are enrolled. Joint technology schools where students are concurrently enrolled are not included, which may additionally overstate aggregated enrollment figures.

4 Arizona Instrument to Measure Standards (AIMS) if applicable. Data reflects grades 3,5,8,10. 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. Mean Scale Scores (MSS). The federal law, No Child Left Behind (NCLB), 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. Data also provides a two year trend analysis of student performance as required by NCLB. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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