

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

12900 N 71st Ave, Peoria, AZ 85381

Peoria Unified School District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04	Excelling
2002-03	Excelling
2001-02	Improving

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

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

School Overview

Principal/Administrator : Mr. Paul Bower
 Schedule : 8:00 AM to 4:00 PM
 Grades : Pre-K-8
 2004 Enrollment : 798
 Web Address : www.peoriaud.k12.az.us
 Phone Number : (623) 412-4725
 Fax Number : (623) 412-4734
 E-mail : pbower@peoriaud.k12.az.us

Mission

It is the mission of Oakwood Elementary School that all students will reach their full potential as independent, responsible citizens who value education.

School / Academic Goals

- ü Students will have curricular comprehension in academic life skills appropriate for their grade level, and demonstrate high level of achievement, as measured by a variety of assessments.
- ü All students will demonstrate improvement in the ability to comprehend, compare, analyze and evaluate in all curricular areas. The Kindergarten, 1st and 2nd grade students will have literacy lessons and activities to increase their reading skills.
- ü Teacher Professional Development in: Technology Literacy, Data Driven Instructional Practices, Mathematics best practices & Best practices in special education.
- ü Independent studies
- ü Symphony of Excellence: 'Music from the Heart'. Discussions regarding each person's role in Oakwood's symphony and how we can foster the beautiful music of learning for the children and community of Oakwood school are held during our meetings.

Enrollment

October 1, 2003 School Year Student Enrollment : 798
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 220

Instructional Programs

- ü Developmental Pre-school
- ü Gifted; Accelerated Literacy
- ü On-site Special Education
- ü Advanced Placemnt; Tech Integrated Class
- ü Extended Day Kindergarten
- ü Sustained Assessment Success
- ü Character Education
- ü STAR (Students taking responsibility)

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/9/2004
Last Day of School :	5/20/2005

Shared Responsibilities

School

To provide the best learning environment, and a safe and attractive school campus. Oakwood invites and maintains high parent and community involvement. There are many opportunities for parents to be informed and active in their child's education. Oakwood's professional development program provides teachers and support staff with realistic, research based information to assist them in refining instructional practices to improve student achievement.

Parents

To value education and promote learning. This includes supporting student attendance; monitoring student completion of assignments; modeling positive attitudes toward learning; attending school activities; and fostering respect of rules and property. With active parental and community involvement, strong administrative backing, and faculty and staff input, Oakwood has been able to offer it's students a variety of opportunities to grow and succeed.

Transportation Policy

Transportation is provided for all eligible students who reside within the attendance boundary of Oakwood. Oakwood is a neighborhood school and students are encouraged to walk to and from school or use district transporation if outside of boundaries.

School Honors

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

Award/Honor	Year
ü Pride of Peoria - 2 Staff Winners	2004
ü Some of the highest scores on Stanford 9 in Arizona	2004
ü Microsoft Millenials Award- trip to Washington, DC	2004
ü Technology Model Classroom Awards	2004

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	84	2724	75509	100	100	100	553	529	521	0	8	13	8	21	23	38	35	33	54	35	31
All Students (Prior Year)	76	2731	75372	100	100	100	544	529	523	0	5	9	14	23	25	45	41	36	42	31	30
Female	40	1318	37013	100	100	100	546	529	522	0	8	12	8	22	24	49	36	33	43	34	31
Male	44	1406	38430	100	100	99	560	530	521	0	9	14	9	21	22	26	35	33	66	36	31
African American	NC	151	3660	NC	100	99	NC	510	496	NC	15	24	NC	34	31	NC	30	28	NC	21	18
Hispanic	NC	582	30486	NC	100	99	NC	514	505	NC	12	18	NC	30	29	NC	33	32	NC	25	21
Asian/Pacific Islander	NC	69	1780	NC	100	98	NC	542	549	NC	7	5	NC	11	13	NC	36	33	NC	46	50
American Indian/Alaskan Native	--	32	4075	--	100	100	--	512	486	--	14	28	--	32	34	--	21	26	--	32	12
White	65	1886	35192	100	100	99	555	534	534	0	7	8	7	19	19	40	37	35	53	38	39
Students with Disabilities	16	438	9708	100	100	100	550	506	489	0	20	32	0	27	27	60	32	24	40	22	17
Students without Disabilities	68	2286	65801	96	98	98	553	533	525	0	7	11	9	21	23	36	36	34	55	37	33
Limited English Proficient Students	NC	194	16928	NC	100	100	NC	465	485	NC	50	29	NC	50	33	NC	0	26	NC	0	12
Migrant Students	--	NC	750				--	NC	499	--	NC	21	--	NC	29	--	NC	30	--	NC	20
Economically Disadvantaged	10	693	36411				549	509	503	0	14	19	0	31	29	50	34	32	50	21	20
Non-Economically Disadvantaged	74	2031	39040				554	535	534	0	6	8	10	19	19	35	36	34	55	39	39

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	84	2724	75492	100	100	100	540	525	519	1	7	12	3	15	16	57	51	47	39	27	24
All Students (Prior Year)	76	2716	75221	100	99	100	541	526	523	0	5	8	8	15	16	58	60	56	34	20	21
Female	40	1319	37014	100	100	100	543	528	523	0	6	10	0	13	15	54	50	48	46	30	27
Male	44	1405	38400	100	100	99	537	522	516	3	8	14	6	17	17	60	52	47	31	23	21
African American	NC	150	3665	NC	100	99	NC	514	505	NC	9	20	NC	21	22	NC	57	43	NC	13	14
Hispanic	NC	582	30438	NC	100	99	NC	516	508	NC	10	17	NC	21	21	NC	52	47	NC	17	15
Asian/Pacific Islander	NC	70	1773	NC	100	98	NC	529	534	NC	5	4	NC	11	10	NC	52	50	NC	32	36
American Indian/Alaskan Native	--	32	4081	--	100	100	--	511	498	--	14	25	--	18	26	--	61	40	--	7	8
White	65	1887	35177	100	100	99	541	528	528	0	6	8	4	13	13	53	50	49	44	30	31
Students with Disabilities	16	439	9707	100	100	100	581	508	495	0	17	33	0	23	21	20	43	33	80	17	13
Students without Disabilities	68	2285	65785	96	98	98	537	527	522	1	6	10	3	14	16	60	52	49	36	28	26
Limited English Proficient Students	NC	195	16905	NC	100	100	NC	474	489	NC	67	34	NC	0	28	NC	33	32	NC	0	6
Migrant Students	--	NC	763				--	NC	499	--	NC	21	--	NC	30	--	NC	40	--	NC	8
Economically Disadvantaged	10	692	36302				548	514	507	0	12	18	0	22	21	50	51	46	50	15	14
Non-Economically Disadvantaged	74	2032	39164				539	528	528	2	6	8	3	13	13	58	51	48	37	30	31

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	84	2706	75053	100	100	99	676	603	597	1	5	7	7	10	12	71	78	72	21	7	9
All Students (Prior Year)	76	2701	73654	100	99	99	550	533	530	0	5	9	9	11	13	74	78	70	17	6	7
Female	40	1310	36872	100	99	99	688	624	621	0	3	5	8	7	9	65	81	74	27	10	12
Male	44	1396	38109	100	100	99	662	583	573	3	6	10	6	13	14	77	76	69	14	5	6
African American	NC	149	3636	NC	100	99	NC	574	568	NC	7	12	NC	13	16	NC	77	67	NC	3	6
Hispanic	NC	578	30235	NC	99	98	NC	594	575	NC	5	9	NC	13	14	NC	74	70	NC	8	6
Asian/Pacific Islander	NC	69	1768	NC	100	98	NC	605	651	NC	5	3	NC	9	5	NC	75	72	NC	11	19
American Indian/Alaskan Native	--	31	4044	--	97	99	--	570	550	--	7	13	--	11	17	--	78	66	--	4	4
White	65	1876	35028	100	100	99	684	609	613	0	4	6	7	9	10	70	80	73	23	8	11
Students with Disabilities	16	433	9625	100	100	100	616	554	530	0	10	21	0	16	21	100	71	55	0	3	4
Students without Disabilities	68	2273	65428	96	97	98	680	610	604	1	4	6	7	9	11	69	79	73	22	8	10
Limited English Proficient Students	NC	194	16765	NC	100	100	NC	529	525	NC	33	17	NC	0	20	NC	67	60	NC	0	2
Migrant Students	--	NC	752				--	NC	562	--	NC	9	--	NC	18	--	NC	68	--	NC	5
Economically Disadvantaged	10	687	36077				659	572	566	0	8	10	10	12	16	90	77	69	0	3	5
Non-Economically Disadvantaged	74	2019	38950				678	612	618	2	4	5	6	9	9	68	79	73	24	9	12

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	2855	76019	100	100	100	520	503	499	1	9	14	29	39	39	21	16	14	49	35	33
All Students (Prior Year)	106	2885	76230	99	100	100	524	508	498	2	6	12	27	37	38	13	13	12	58	45	37
Female	37	1384	37207	100	100	100	512	504	499	0	8	12	37	40	41	29	18	14	34	34	33
Male	48	1469	38677	100	100	100	526	502	498	2	11	15	22	39	38	16	15	13	60	36	34
African American	NC	129	3817	NC	100	100	NC	484	475	NC	18	23	NC	47	47	NC	13	11	NC	23	18
Hispanic	10	590	29458	100	100	100	505	487	480	0	15	20	38	47	48	13	14	12	50	24	20
Asian/Pacific Islander	NC	80	1673	NC	100	99	NC	524	531	NC	4	4	NC	27	29	NC	20	14	NC	49	53
American Indian/Alaskan Native	--	27	4735	--	100	100	--	484	466	--	8	28	--	54	49	--	17	10	--	21	13
White	67	2018	35880	100	100	100	524	507	515	2	8	7	25	37	32	23	17	16	50	38	45
Students with Disabilities	11	385	9786	100	100	100	495	465	457	0	30	39	67	47	40	17	7	7	17	16	13
Students without Disabilities	74	2470	66233	99	99	99	522	507	503	1	7	11	26	39	39	22	17	14	51	37	35
Limited English Proficient Students	NC	173	15206	NC	100	100	NC	454	459	NC	33	31	NC	53	53	NC	2	7	NC	12	9
Migrant Students	--	NC	745	--	--	--	--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	NC	700	35714	--	--	--	NC	482	480	NC	18	20	NC	47	47	NC	14	12	NC	21	20
Non-Economically Disadvantaged	77	2155	40266	--	--	--	521	509	513	1	7	9	28	37	33	21	17	15	49	39	43

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	85	2851	76020	100	100	100	512	506	503	8	18	25	23	22	23	49	45	40	21	14	12
All Students (Prior Year)	108	2864	76202	100	99	100	516	508	505	8	13	19	19	23	24	51	52	46	21	13	11
Female	37	1384	37213	100	100	100	513	509	504	9	16	22	31	21	23	40	48	42	20	15	13
Male	48	1465	38666	100	100	100	512	503	501	7	21	29	16	23	22	56	42	38	22	14	12
African American	NC	129	3819	NC	100	100	NC	497	494	NC	30	37	NC	24	26	NC	36	31	NC	10	6
Hispanic	10	589	29442	100	100	99	501	501	494	13	27	37	38	25	26	50	40	31	0	8	6
Asian/Pacific Islander	NC	80	1672	NC	100	99	NC	514	513	NC	11	12	NC	20	19	NC	49	49	NC	20	20
American Indian/Alaskan Native	--	27	4735	--	100	100	--	497	489	--	22	48	--	39	25	--	35	24	--	4	3
White	67	2014	35890	100	100	100	515	508	511	6	16	15	20	22	20	48	46	48	25	16	18
Students with Disabilities	11	383	9784	100	100	100	510	489	485	17	47	58	17	24	19	50	21	19	17	7	4
Students without Disabilities	74	2468	66236	99	98	99	513	508	504	7	15	23	23	22	23	49	47	42	22	15	13
Limited English Proficient Students	NC	173	15198	NC	100	100	NC	481	483	NC	59	59	NC	27	25	NC	14	14	NC	0	1
Migrant Students	--	NC	743	--	--	--	--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	NC	700	35703	--	--	--	NC	498	494	NC	31	37	NC	27	26	NC	35	31	NC	7	6
Non-Economically Disadvantaged	77	2151	40274	--	--	--	513	508	509	7	15	17	23	21	20	49	47	47	21	16	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	85	2854	75673	100	100	100	589	544	530	6	8	12	16	22	25	64	66	58	14	4	4
All Students (Prior Year)	107	2862	74692	100	99	99	537	513	502	2	10	18	16	26	27	63	56	47	19	9	8
Female	37	1384	37099	100	100	100	580	563	548	6	4	8	11	19	22	74	71	64	9	5	6
Male	48	1468	38441	100	100	99	596	527	513	7	12	16	20	24	29	56	60	52	18	3	3
African American	NC	129	3791	NC	100	99	NC	531	506	NC	15	18	NC	18	29	NC	64	50	NC	3	3
Hispanic	10	590	29305	100	100	99	542	528	507	13	10	16	25	27	31	63	59	51	0	3	2
Asian/Pacific Islander	NC	80	1665	NC	100	99	NC	565	573	NC	7	6	NC	17	16	NC	68	67	NC	8	10
American Indian/Alaskan Native	--	27	4707	--	100	100	--	536	492	--	0	19	--	38	33	--	58	46	--	4	1
White	67	2016	35760	100	100	99	597	549	550	5	8	9	16	20	21	63	67	64	17	5	6
Students with Disabilities	11	383	9706	100	100	100	573	485	462	17	26	36	17	32	32	50	40	31	17	2	1
Students without Disabilities	74	2471	65967	99	99	99	591	551	536	5	7	10	16	21	25	65	68	60	14	5	5
Limited English Proficient Students	NC	173	15115	NC	100	100	NC	483	471	NC	19	26	NC	37	38	NC	44	35	NC	0	1
Migrant Students	--	NC	738	--	--	--	--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	NC	701	35541	--	--	--	NC	523	504	NC	14	17	NC	23	31	NC	61	50	NC	2	2
Non-Economically Disadvantaged	77	2153	40091	--	--	--	591	551	550	5	7	9	17	21	21	64	67	64	13	5	6

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	3176	75001	100	100	99	498	476	468	7	27	37	45	43	36	37	21	16	11	10	10
All Students (Prior Year)	127	2987	71167	98	99	99	487	468	463	14	32	38	50	47	41	29	15	14	8	6	7
Female	50	1568	36846	100	100	99	500	476	468	2	25	36	50	46	38	40	20	16	8	9	10
Male	66	1600	37974	100	100	99	497	476	467	11	29	39	41	39	34	35	21	16	13	11	11
African American	NC	155	3720	NC	100	98	NC	460	446	NC	43	53	NC	39	33	NC	14	9	NC	4	4
Hispanic	NC	634	26675	NC	100	98	NC	462	448	NC	37	52	NC	42	34	NC	15	10	NC	6	4
Asian/Pacific Islander	NC	98	1575	NC	100	99	NC	499	504	NC	14	18	NC	41	33	NC	26	20	NC	19	29
American Indian/Alaskan Native	NC	37	4731	NC	90	98	NC	463	438	NC	38	61	NC	41	30	NC	18	7	NC	3	2
White	92	2237	37785	100	100	99	498	480	482	6	24	25	45	43	39	40	22	21	9	11	15
Students with Disabilities	14	359	8802	100	100	100	431	425	418	67	74	79	22	22	16	11	4	3	0	1	1
Students without Disabilities	102	2817	66199	99	99	99	504	480	472	2	23	34	47	44	38	39	22	17	12	10	11
Limited English Proficient Students	NC	122	11710	NC	100	100	NC	420	429	NC	72	70	NC	28	25	NC	0	4	NC	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	NC	628	29814				NC	458	448	NC	41	53	NC	39	33	NC	14	10	NC	5	4
Non-Economically Disadvantaged	109	2548	45170				499	480	479	6	24	28	46	43	38	38	22	20	10	11	14

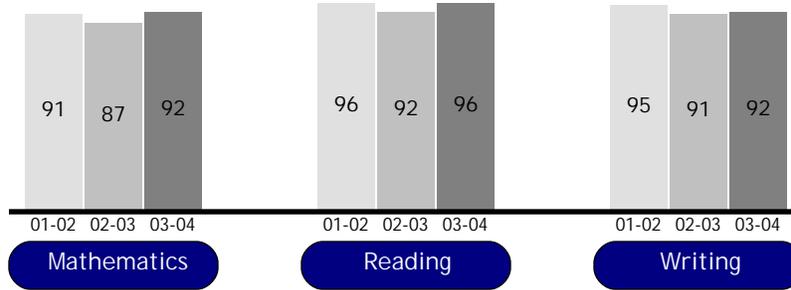
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	3170	74918	100	100	99	526	507	497	11	22	32	8	18	19	51	42	35	30	18	15
All Students (Prior Year)	125	2981	71100	97	99	99	528	510	502	6	17	25	11	19	21	50	46	40	34	18	15
Female	50	1566	36805	100	100	99	530	510	501	6	19	28	8	19	19	56	45	37	30	18	16
Male	66	1599	37936	100	100	99	523	504	493	15	26	35	8	18	18	47	38	33	30	18	14
African American	NC	155	3719	NC	100	98	NC	492	481	NC	35	43	NC	19	21	NC	37	29	NC	8	7
Hispanic	NC	634	26645	NC	100	98	NC	495	478	NC	32	46	NC	20	20	NC	34	27	NC	14	6
Asian/Pacific Islander	NC	98	1571	NC	100	99	NC	523	521	NC	16	18	NC	16	15	NC	40	38	NC	28	30
American Indian/Alaskan Native	NC	37	4729	NC	90	98	NC	494	468	NC	34	57	NC	20	19	NC	34	19	NC	11	4
White	92	2236	37773	100	100	99	528	511	511	9	18	20	8	18	18	54	44	41	29	19	21
Students with Disabilities	14	358	8801	100	100	100	460	455	448	71	72	75	21	14	13	7	11	10	0	3	2
Students without Disabilities	102	2812	66117	99	99	99	535	512	501	3	18	28	6	19	19	57	44	37	34	19	16
Limited English Proficient Students	NC	122	11706	NC	100	100	NC	441	454	NC	80	71	NC	18	16	NC	2	12	NC	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	NC	628	29785				NC	490	477	NC	36	47	NC	23	20	NC	32	26	NC	9	6
Non-Economically Disadvantaged	109	2542	45115				528	511	508	9	19	23	7	17	18	53	44	39	30	20	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	3170	74503	100	100	99	584	522	491	3	4	9	15	22	32	51	61	51	32	12	8
All Students (Prior Year)	127	2940	69001	98	97	96	520	499	490	2	11	17	18	35	37	78	53	45	2	1	1
Female	50	1566	36686	100	100	99	611	535	506	0	3	5	12	17	29	48	66	57	40	14	9
Male	66	1598	37644	100	100	98	563	509	476	5	6	13	17	28	36	53	56	45	26	10	6
African American	NC	156	3677	NC	100	97	NC	515	475	NC	4	12	NC	24	36	NC	63	46	NC	9	5
Hispanic	NC	634	26500	NC	100	97	NC	510	467	NC	6	13	NC	27	39	NC	56	44	NC	11	4
Asian/Pacific Islander	NC	98	1566	NC	100	99	NC	537	537	NC	5	5	NC	18	23	NC	63	55	NC	15	18
American Indian/Alaskan Native	NC	37	4695	NC	90	97	NC	507	464	NC	3	14	NC	29	39	NC	62	44	NC	6	3
White	92	2235	37606	100	100	99	573	526	508	2	4	6	15	21	28	55	63	56	27	12	10
Students with Disabilities	14	359	8662	100	100	100	459	437	409	21	24	37	36	42	42	36	32	20	7	2	1
Students without Disabilities	102	2811	65841	99	99	98	601	530	499	0	3	7	12	21	32	53	64	53	35	13	8
Limited English Proficient Students	NC	122	11608	NC	100	100	NC	453	430	NC	18	23	NC	40	47	NC	40	28	NC	2	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	NC	629	29587				NC	504	465	NC	6	14	NC	27	40	NC	59	43	NC	7	4
Non-Economically Disadvantaged	109	2541	44898				584	526	507	2	4	7	14	21	28	53	62	55	31	13	10

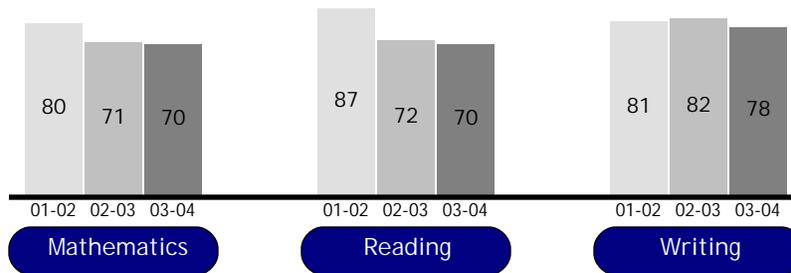
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

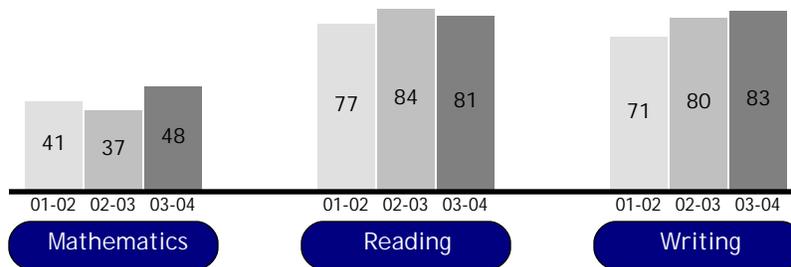
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



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

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	68	58	44	94	73	62	50	96	80	NA	58
	Language	95	57	56	39	100	64	57	43	99	68	60	50
	Mathematics	96	76	68	52	97	82	71	57	100	84	72	64
3	Reading	92	76	55	43	100	76	58	47	99	72	NA	55
	Language	92	81	64	50	100	78	66	54	98	80	70	61
	Mathematics	94	82	65	50	100	81	67	54	98	80	71	61
4	Reading	94	80	59	47	97	84	63	52	100	82	NA	56
	Language	94	74	57	45	99	76	59	48	98	75	60	52
	Mathematics	94	83	66	52	99	87	67	57	100	88	69	61
5	Reading	96	73	55	46	100	76	61	50	100	74	NA	55
	Language	96	71	51	43	99	71	56	46	98	67	56	49
	Mathematics	96	79	63	54	99	81	67	57	100	80	67	63
6	Reading	95	72	60	49	100	77	63	53	98	75	NA	56
	Language	95	68	54	42	99	72	58	45	97	71	60	48
	Mathematics	94	85	70	58	99	85	73	62	98	84	75	66
7	Reading	96	75	60	48	99	79	63	51	99	79	NA	54
	Language	97	79	64	51	98	87	69	54	99	84	67	58
	Mathematics	96	77	68	54	100	86	70	58	99	85	68	62
8	Reading	94	78	61	49	98	76	62	53	97	78	NA	55
	Language	94	77	60	46	99	77	62	49	96	80	64	52
	Mathematics	99	82	67	54	97	80	66	58	97	80	69	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü School Climate and Culture
- Ü School Safety Issues
- Ü Schoolwide Discipline Programs
- Ü Parent/Educator Relations
- Ü Achievement Review
- Ü Site Building Issues

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	48.00
Other Professional Staff	8.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	0	2	0	0
7 to 9 years	2	2	0	0
10 or more years	20	20	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 34
 Core academic classes taught by Highly Qualified (NCLB) teachers. 114
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Computer and Technology Labs; Media Ctr
- Ü Publishing Station/Geog. Lab/Sci. Lab
- Ü Technology Integrated Classrooms.

Extracurricular Activities

- Ü Student Council
- Ü Outdoor Education
- Ü Before/After School Programs/Tutoring
- Ü Athletic Teams
- Ü Science Olympiad
- Ü National Honor Society
- Ü Mentor Projects
- Ü Raider Roundup for Eighth graders

Social Services

- Ü Parent Teacher Student Association
- Ü Crisis Intervention
- Ü Parenting Assistance
- Ü Community Classes
- Ü Building Esteem in Students Today (BEST)
- Ü Westside Food Bank collections
- Ü Girl and Boy Scouts Activities
- Ü Class Fundraising Campaigns for Charity

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Over 1,080 books published in Oakwood's Publishing Center; Poetry Contest winners. Arts and Humanities Experiences. Pride of Peoria -2 staff members. Fall Food Drive Winner. 8th grade trip to Washington, DC for students and staff.
- ü Early Gifted Reading Program; Geography Lab; Kindergarten Enrichment Program; established Reading Club. District Speech runner up. Regional Spelling Bee and Geography winners. Numerous activities for students to grow and succeed.
- ü Microsoft Corporation 'Meet the Millenials' trip for students and staff to Washington, D.C. Chess Club. Poetry contest winners. Safety Patrol Club ensuring safety of students before and after school. National Junior Honor Society.
- ü Arizona Education Foundation 2004--A+ School, highest recognition in the state for public schools, for continually upholding a standard of excellence in all areas. Honor included \$500 award, an A+ banner and a mission to the Challenger Space Center.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	96	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	72	64
Grades 3-4	86	83
Grades 4-5	49	59
Grades 5-6	80	83
Grades 6-7	76	74
Grades 7-8	75	65

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

There is a functioning staff/faculty committee that promotes a safe and orderly climate for learning. There is ongoing training and a program to assist students in making good decisions. Safety Patrol Program. Fire/emergency evacuations practiced.

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

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.

Contacts

	Name	Phone Number
School Site Council	Paul Bower	(623) 412-4725
Transportation Policy	Steve Highlen	(623) 486-6165
Community Resources	Jim Cummings	(623) 486-6040
School Nutrition Programs	Willie Gentry	(623) 486-6350
Parent Organization	Cindy Elliott	(623) 979-7225
Student Health/Nurse	Alana Dake	(623) 412-4728

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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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.