

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	Excelling
2003-04	Excelling
2002-03	Excelling

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

### School Overview

Principal/Administrator : Mr. Paul Bower  
 Schedule : 07:00 AM to 05:00 PM  
 Grades : Pre-K-8  
 2005 Enrollment : 803  
 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 topics in all curricular areas.
- ü Teacher Professional Development in: Technology Literacy, Data Driven Instructional Practices, Mathematics best practices & Best practices in special education.
- ü Independent studies
- ü Hand in Hand, Together We Can' Discussions regarding working together building connections to reach 'Every Child, Every Day'.

### Enrollment

October 1, 2004 School Year Student Enrollment : 812  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 221

Instructional Programs

- ü Developmental Pre-school
- ü Project Ideal - Gifted; Accelerated Lit.
- ü On-site Special Education
- ü Advanced Placemnt; Tech Integrated Class
- ü Extended Day Kindergarten
- ü Sustained Assessment Success
- ü Character Education
- ü Science Olympiad

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

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.

School Honors

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

Award/Honor	Year
ü Pride of Peoria - 2 Staff Winners	2005
ü Raymond S. Kellis Excellence in Teaching Award	2005
ü Among Highest Achievement scores on AIMS Terra Nova	2005
ü A+ Arizona Education Foundation	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	79	2834	79306	100	100	99	481	448	445	0	7	10	3	15	18	62	57	51	36	20	20
All Students (Prior Year)	84	2724	75509	100	100	100	553	529	521	0	8	13	8	21	23	38	35	33	54	35	31
Female	33	1346	38691	100	100	99	478	453	446	0	6	10	0	14	18	66	60	52	34	20	20
Male	46	1488	40583	100	100	99	483	443	445	0	8	11	4	17	18	59	55	50	37	20	21
African American	NC	150	4041	NC	97	99	NC	431	426	NC	10	17	NC	23	23	NC	58	50	NC	10	10
Hispanic	11	655	32869	100	99	99	462	428	429	0	12	15	18	22	25	55	57	51	27	9	10
Asian/Pacific Islander	NC	85	1935	NC	98	99	NC	460	474	NC	4	3	NC	15	9	NC	51	48	NC	29	40
American Indian/Alaskan Native	--	46	4264	--	100	100	--	419	419	--	8	19	--	35	30	--	48	45	--	10	6
White	60	1898	36197	100	100	99	484	455	463	0	6	5	0	12	11	63	58	53	37	24	31
Students with Disabilities	10	435	10321	100	100	100	462	391	389	0	23	30	20	27	27	60	40	34	20	10	9
Students without Disabilities	69	2404	69060	97	98	98	484	458	454	0	4	7	0	13	17	62	61	54	38	22	22
Limited English Proficient Students	NC	226	15509	NC	100	100	NC	356	406	NC	23	20	NC	29	30	NC	41	45	NC	6	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	NC	569	39415	NC	85	96	NC	439	431	NC	13	15	NC	17	25	NC	58	50	NC	12	10
Non-Economically Disadvantaged	76	2270	39966	100	100	100	481	450	459	0	6	6	3	15	12	61	57	52	36	22	30

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	79	2834	79395	100	0	99	490	458	446	0	4	9	3	18	25	77	64	55	21	13	11
All Students (Prior Year)	84	2724	75492	100	100	100	540	525	519	1	7	12	3	15	16	57	51	47	39	27	24
Female	33	1346	38743	100	0	100	494	469	451	0	3	7	0	14	24	78	68	57	22	16	12
Male	46	1488	40618	100	0	99	487	448	440	0	6	11	4	22	27	76	61	53	20	12	9
African American	NC	150	4052	NC	0	100	NC	449	434	NC	5	11	NC	21	29	NC	66	54	NC	8	6
Hispanic	11	655	32915	100	0	99	472	439	426	0	8	15	18	25	35	73	61	47	9	6	4
Asian/Pacific Islander	NC	85	1936	NC	0	99	NC	465	468	NC	3	3	NC	13	14	NC	64	63	NC	21	19
American Indian/Alaskan Native	--	46	4271	--	0	100	--	435	420	--	3	15	--	35	42	--	38	41	--	25	2
White	60	1898	36221	100	0	99	492	465	465	0	3	4	0	15	15	80	66	63	20	16	17
Students with Disabilities	10	435	10331	100	0	100	473	400	388	0	15	25	20	34	37	50	43	34	30	8	4
Students without Disabilities	69	2404	69139	97	0	99	492	469	454	0	2	7	0	15	24	81	68	58	19	14	11
Limited English Proficient Students	NC	226	15545	NC	0	100	NC	358	399	NC	15	21	NC	42	42	NC	41	35	NC	2	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	NC	569	39484	NC	0	96	NC	449	429	NC	8	14	NC	24	35	NC	61	47	NC	7	4
Non-Economically Disadvantaged	76	2270	39986	100	0	100	490	460	461	0	3	4	3	16	16	77	65	63	20	15	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	79	2826	78869	100	100	99	492	453	442	3	3	6	5	17	21	68	70	63	24	10	10
All Students (Prior Year)	84	2706	75053	100	100	99	676	603	597	1	5	7	7	10	12	71	78	72	21	7	9
Female	33	1343	38536	100	100	99	509	474	458	0	1	4	3	9	15	66	75	67	31	14	14
Male	46	1483	40302	100	100	99	480	435	428	4	5	8	7	23	26	70	66	60	20	6	7
African American	NC	149	4015	NC	96	99	NC	443	430	NC	3	8	NC	17	24	NC	71	61	NC	9	7
Hispanic	11	651	32606	100	99	98	474	439	426	0	4	8	18	22	27	73	68	60	9	6	5
Asian/Pacific Islander	NC	85	1925	NC	98	99	NC	464	471	NC	1	3	NC	10	11	NC	73	64	NC	15	22
American Indian/Alaskan Native	--	46	4245	--	100	100	--	435	423	--	0	9	--	23	26	--	65	61	--	13	4
White	60	1895	36078	100	100	99	499	458	459	2	3	4	3	15	16	68	71	66	27	11	14
Students with Disabilities	10	435	10246	100	100	100	475	386	367	0	8	18	20	37	39	60	48	40	20	7	4
Students without Disabilities	69	2396	68697	97	98	98	494	466	454	3	2	4	3	13	18	69	74	67	25	11	11
Limited English Proficient Students	NC	224	15339	NC	100	100	NC	359	399	NC	9	11	NC	33	31	NC	54	54	NC	4	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	NC	567	39106	NC	85	95	NC	444	427	NC	4	8	NC	22	28	NC	68	59	NC	5	5
Non-Economically Disadvantaged	76	2264	39837	100	100	100	492	456	457	3	3	4	5	15	14	67	71	67	25	11	15

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	86	2918	78906	99	100	99	530	507	498	2	10	13	11	16	19	58	48	48	29	26	20
All Students (Prior Year)	85	2855	76019	100	100	100	520	503	499	1	9	14	29	39	39	21	16	14	49	35	33
Female	38	1425	38644	100	99	99	522	508	500	3	9	12	13	16	19	68	49	49	16	25	19
Male	48	1492	40236	98	100	99	536	507	497	2	11	15	9	16	19	49	46	46	40	27	20
African American	NC	135	4087	NC	98	99	NC	477	481	NC	19	20	NC	25	24	NC	42	45	NC	14	11
Hispanic	NC	653	31938	NC	100	99	NC	488	481	NC	17	19	NC	21	25	NC	45	46	NC	17	10
Asian/Pacific Islander	NC	96	1805	NC	99	98	NC	526	536	NC	3	5	NC	12	8	NC	49	45	NC	36	42
American Indian/Alaskan Native	--	41	4593	--	100	100	--	476	467	--	14	26	--	22	29	--	46	39	--	19	6
White	71	1993	36483	100	100	99	530	515	517	3	8	7	7	14	13	61	49	51	30	29	30
Students with Disabilities	16	413	10664	100	100	100	480	435	430	13	32	42	38	29	27	44	29	26	6	10	5
Students without Disabilities	70	2507	68310	96	98	98	541	519	509	0	7	9	4	14	18	61	51	51	35	29	22
Limited English Proficient Students	--	182	12573	--	100	100	--	403	454	--	30	27	--	22	30	--	43	38	--	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	573	38679	NC	87	96	NC	493	483	NC	17	20	NC	23	25	NC	45	45	NC	15	10
Non-Economically Disadvantaged	82	2347	40295	99	100	100	532	511	513	1	9	7	10	14	13	58	49	50	31	29	30

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	86	2919	78908	99	0	99	519	492	484	1	6	10	8	18	23	62	65	58	28	11	9
All Students (Prior Year)	85	2851	76020	100	100	100	512	506	503	8	18	25	23	22	23	49	45	40	21	14	12
Female	38	1426	38648	100	0	99	522	497	489	0	4	8	5	14	22	66	69	61	29	12	10
Male	48	1492	40233	98	0	99	516	487	479	2	8	12	11	21	25	60	61	55	28	10	8
African American	NC	135	4092	NC	0	99	NC	475	473	NC	8	12	NC	25	28	NC	61	54	NC	6	5
Hispanic	NC	653	31940	NC	0	99	NC	473	465	NC	11	16	NC	27	32	NC	57	49	NC	5	3
Asian/Pacific Islander	NC	96	1805	NC	0	98	NC	502	507	NC	4	4	NC	9	13	NC	76	65	NC	11	18
American Indian/Alaskan Native	--	41	4569	--	0	100	--	464	457	--	11	18	--	16	39	--	65	41	--	8	2
White	71	1994	36502	100	0	99	521	499	502	1	4	4	6	15	14	63	67	67	30	14	15
Students with Disabilities	16	415	10665	100	0	100	488	428	423	6	20	30	19	34	36	56	41	31	19	4	2
Students without Disabilities	70	2506	68312	96	0	98	526	503	493	0	4	7	6	15	21	64	69	62	30	12	10
Limited English Proficient Students	--	182	12556	--	0	100	--	389	436	--	20	24	--	37	40	--	41	35	--	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	574	38662	NC	0	96	NC	481	468	NC	9	16	NC	29	32	NC	57	49	NC	5	3
Non-Economically Disadvantaged	82	2347	40315	99	0	100	521	495	498	1	5	5	7	15	15	62	67	66	30	13	14

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	86	2920	78750	99	100	99	524	512	500	2	3	6	18	22	29	76	72	63	4	3	2
All Students (Prior Year)	85	2854	75673	100	100	100	589	544	530	6	8	12	16	22	25	64	66	58	14	4	4
Female	38	1427	38586	100	99	99	543	524	515	0	2	4	8	15	22	87	79	71	5	3	3
Male	48	1492	40135	98	100	99	509	499	486	4	4	8	26	29	35	68	65	56	2	2	1
African American	NC	135	4081	NC	98	99	NC	483	488	NC	10	8	NC	30	32	NC	58	59	NC	3	2
Hispanic	NC	654	31841	NC	100	99	NC	500	483	NC	4	8	NC	29	36	NC	65	55	NC	2	1
Asian/Pacific Islander	NC	96	1802	NC	99	98	NC	527	533	NC	2	2	NC	17	16	NC	77	75	NC	4	7
American Indian/Alaskan Native	--	41	4586	--	100	100	--	485	481	--	8	8	--	16	37	--	76	54	--	0	1
White	71	1994	36440	100	100	99	522	517	516	3	3	3	15	20	22	79	75	71	3	3	4
Students with Disabilities	16	414	10622	100	100	100	480	436	415	6	10	21	56	47	50	38	42	28	0	1	1
Students without Disabilities	70	2508	68196	96	98	98	534	524	513	1	2	3	9	18	25	86	77	69	4	3	3
Limited English Proficient Students	--	183	12504	--	100	100	--	410	451	--	8	12	--	38	44	--	51	43	--	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	574	38558	NC	88	96	NC	498	485	NC	6	8	NC	29	37	NC	65	54	NC	1	1
Non-Economically Disadvantaged	82	2348	40260	99	100	100	525	515	514	2	3	3	17	20	21	77	74	72	4	3	4

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	115	3236	78250	99	100	99	584	558	548	3	13	21	7	17	18	75	57	48	15	13	13
All Students (Prior Year)	116	3176	75001	100	100	99	498	476	468	7	27	37	45	43	36	37	21	16	11	10	10
Female	59	1575	38071	100	100	99	594	558	549	0	11	20	3	17	19	76	59	49	21	13	12
Male	56	1658	40126	98	100	99	573	558	547	6	15	23	12	16	17	73	56	46	10	13	14
African American	NC	174	4058	NC	98	99	NC	544	523	NC	15	32	NC	24	22	NC	57	41	NC	4	5
Hispanic	11	686	29129	100	100	99	556	543	527	9	19	32	0	23	23	91	50	40	0	9	6
Asian/Pacific Islander	NC	101	1747	NC	100	100	NC	586	589	NC	5	9	NC	7	9	NC	64	50	NC	23	32
American Indian/Alaskan Native	NC	42	4996	NC	100	100	NC	534	518	NC	13	36	NC	19	25	NC	69	36	NC	0	4
White	90	2233	38320	95	100	99	590	563	568	1	11	12	8	15	14	71	59	55	20	15	19
Students with Disabilities	10	371	9329	100	100	100	512	459	454	33	58	64	22	20	18	44	20	16	0	2	2
Students without Disabilities	105	2867	68996	99	99	99	590	570	561	0	7	16	6	16	18	77	62	52	17	14	14
Limited English Proficient Students	NC	147	10133	NC	100	100	NC	440	488	NC	31	45	NC	27	25	NC	41	28	NC	1	2
Migrant Students	--	NC	83	--	NC	NA	--	NC	520	--	NC	39	--	NC	28	--	NC	30	--	NC	4
Economically Disadvantaged	NC	556	33388	NC	90	94	NC	546	530	NC	20	32	NC	22	22	NC	50	40	NC	8	5
Non-Economically Disadvantaged	108	2682	44937	99	100	100	585	561	561	3	11	13	7	16	15	74	59	54	17	14	18

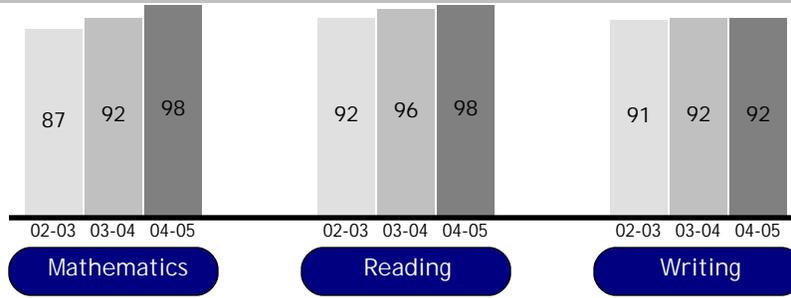
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	3238	78302	99	0	99	548	524	512	4	7	11	8	19	25	79	68	57	9	7	7
All Students (Prior Year)	116	3170	74918	100	100	99	526	507	497	11	22	32	8	18	19	51	42	35	30	18	15
Female	59	1575	38082	100	0	99	559	528	518	0	4	8	5	17	24	84	72	61	10	7	7
Male	56	1660	40166	98	0	99	537	520	507	8	9	14	12	21	26	73	64	54	8	7	6
African American	NC	174	4064	NC	0	100	NC	522	498	NC	6	14	NC	19	29	NC	71	54	NC	5	3
Hispanic	11	686	29152	100	0	99	532	510	492	9	12	17	9	25	34	82	58	46	0	5	2
Asian/Pacific Islander	NC	101	1746	NC	0	100	NC	545	542	NC	1	5	NC	13	13	NC	77	66	NC	9	16
American Indian/Alaskan Native	NC	43	4993	NC	0	100	NC	494	484	NC	9	19	NC	33	38	NC	52	42	NC	6	1
White	90	2234	38347	95	0	99	553	528	531	2	5	5	8	17	17	78	70	68	12	7	10
Students with Disabilities	10	371	9353	100	0	100	489	438	429	44	33	40	11	35	38	44	31	22	0	1	1
Students without Disabilities	105	2869	69024	99	0	99	554	535	524	0	3	7	8	17	23	82	72	62	10	7	7
Limited English Proficient Students	NC	147	10140	NC	0	100	NC	407	451	NC	20	28	NC	39	43	NC	39	29	NC	1	1
Migrant Students	--	NC	83	--	NC	NA	--	NC	480	--	NC	29	--	NC	36	--	NC	35	--	NC	0
Economically Disadvantaged	NC	556	33398	NC	0	94	NC	511	495	NC	12	18	NC	28	35	NC	58	46	NC	3	2
Non-Economically Disadvantaged	108	2684	44979	99	0	100	550	527	525	4	5	6	7	17	18	80	70	66	10	8	10

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	115	3229	78094	99	100	99	577	561	545	0	2	3	6	11	18	92	86	77	2	2	2
All Students (Prior Year)	116	3170	74503	100	100	99	584	522	491	3	4	9	15	22	32	51	61	51	32	12	8
Female	59	1573	38025	100	100	99	589	569	558	0	1	2	0	6	13	97	91	82	3	2	2
Male	56	1653	40013	98	99	99	564	552	534	0	3	5	13	15	23	87	81	71	0	1	1
African American	NC	173	4037	NC	97	99	NC	555	532	NC	2	4	NC	15	22	NC	82	73	NC	1	1
Hispanic	11	685	29068	100	100	99	568	547	523	0	3	5	9	17	27	91	80	67	0	1	1
Asian/Pacific Islander	NC	101	1743	NC	100	100	NC	588	577	NC	0	2	NC	4	9	NC	91	82	NC	5	8
American Indian/Alaskan Native	NC	42	4981	NC	100	100	NC	558	526	NC	3	4	NC	3	25	NC	94	70	NC	0	0
White	90	2228	38265	95	100	99	579	564	564	0	1	2	6	9	11	92	88	84	2	2	3
Students with Disabilities	10	369	9275	100	100	100	522	459	444	0	9	14	44	39	46	56	51	39	0	1	1
Students without Disabilities	105	2862	68892	99	99	98	582	573	559	0	1	2	3	7	14	95	90	82	2	2	2
Limited English Proficient Students	NC	147	10084	NC	100	100	NC	431	474	NC	8	10	NC	28	39	NC	63	50	NC	1	1
Migrant Students	--	NC	81	--	NC	NA	--	NC	504	--	NC	12	--	NC	27	--	NC	60	--	NC	0
Economically Disadvantaged	NC	556	33296	NC	90	94	NC	547	527	NC	2	5	NC	19	27	NC	78	67	NC	1	0
Non-Economically Disadvantaged	108	2675	44871	99	100	100	578	564	559	0	2	2	6	9	12	92	88	84	2	2	3

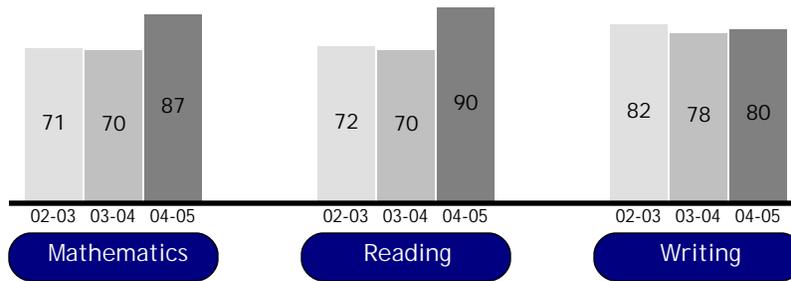
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

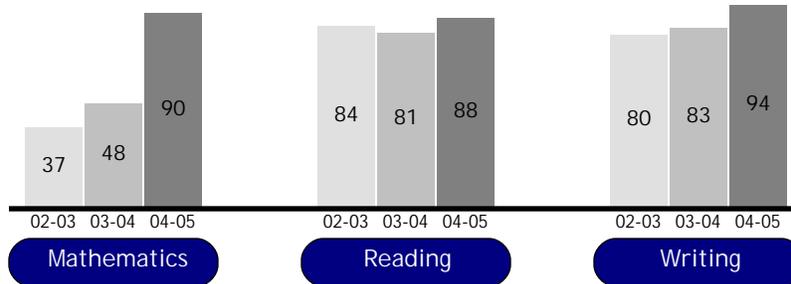
3rd Grade Proficiency



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.

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 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	73	62	50	96	80	NA	58	100	60	53	47
	Language	100	64	57	43	99	68	60	50	100	65	53	47
	Mathematics	97	82	71	57	100	84	72	64	100	61	53	50
3	Reading	100	76	58	47	99	72	NA	55	100	68	52	44
	Language	100	78	66	54	98	80	70	61	100	60	50	44
	Mathematics	100	81	67	54	98	80	71	61	100	75	55	51
4	Reading	97	84	63	52	100	82	NA	56	100	67	54	48
	Language	99	76	59	48	98	75	60	52	100	68	55	49
	Mathematics	99	87	67	57	100	88	69	61	100	72	58	53
5	Reading	100	76	61	50	100	74	NA	55	99	67	56	50
	Language	99	71	56	46	98	67	56	49	99	69	56	50
	Mathematics	99	81	67	57	100	80	67	63	99	65	52	49
6	Reading	100	77	63	53	98	75	NA	56	100	64	58	51
	Language	99	72	58	45	97	71	60	48	100	61	55	47
	Mathematics	99	85	73	62	98	84	75	66	100	69	59	52
7	Reading	99	79	63	51	99	79	NA	54	100	69	59	50
	Language	98	87	69	54	99	84	67	58	100	74	62	52
	Mathematics	100	86	70	58	99	85	68	62	100	71	57	50
8	Reading	98	76	62	53	97	78	NA	55	99	70	58	51
	Language	99	77	62	49	96	80	64	52	99	67	56	50
	Mathematics	97	80	66	58	97	80	69	61	99	71	59	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

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

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 6 Parent(s)
- 0 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 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	45.00
Other Professional Staff	8.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	0	0	0
4 to 6 years	3	1	0	0
7 to 9 years	1	2	0	0
10 or more years	18	12	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	39
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	10%

Resources Available at School Site

Special Facilities

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

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 School Fundraising Campaigns for Charity

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Over 1,080 books published in Oakwood's Publishing Center; Poetry Contest winners. Arts and Humanities Experiences. Two staff members are recipients of Pride of Peoria and another of the Raymond S. Kellis Excellence in Teaching Award.
  
- 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. District athletic championships.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	5	12	12	17
Transfers In Rate <sup>6</sup>	8	28	28	37
Stability Rate <sup>7</sup>	94	87	87	82
Promotion Rate <sup>8</sup>	99	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	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](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.