

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Oasis Elementary School

Peoria Unified School District  
7841 W. Sweetwater, Peoria, AZ 85381

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

**Principal:** Mrs. Judith Sessions

**Schedule:** 7:40 AM to 4:00 PM

**Web Address:** [oasis.peoriaud.k12.az.us/](http://oasis.peoriaud.k12.az.us/)

**E-mail:** [jsessions@peoriaud.k12.az.us](mailto:jsessions@peoriaud.k12.az.us)

**Grades:** Pre-K-8

**2002 Enrollment:** 886

**Phone:** (623) 412-4800

**Fax:** (623) 412-4809

## ∨ School Overview ∨

### Mission

Working with our community, Oasis School will provide a secure, positive environment. We will challenge students to develop to their fullest potential, for we believe 'OUR STUDENTS CAN LEARN!'

### Organization and Philosophy

- w Self-contained/Departmentalized Classes
- w Instructional Technology
- w Team Teaching and Grade-level Looping
- w Instructional Program Specialist

### Instructional Programs

- w Kindergarten Enrichment Program
- w On-site Special Education
- w Gifted
- w Half-day Kindergarten
- w Advanced Placement
- w LEAP Program (Literacy)
- w Pre-school Program

### School/Academic Goals

- w Focus on academic achievement in mathematics by developing and implementing practices to increase student achievement in mathematics.
- w Focus on academic achievement in reading by developing and implementing practices to increase student achievement in reading.
- w Focus on academic achievement in language arts by developing and implementing practices to increase student achievement in language arts.
- w The Oasis administration, faculty and parent organization will manage scarce resources in an efficient and productive manner, resulting in an attractive and safe campus where students will learn.

### Enrollment

October 1, 2001 School Year Student Enrollment:	937
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	124

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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.

∨ **School Site Council** ∨

**Council Composition**

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

**Council Duties**

w School Safety Issues  
 w Curriculum Support  
 w Technological Support  
 w Instructional Materials and Support  
 w Community Involvement  
 w Communication

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	47.70
Other Professional Staff	4.00	Teacher Aide	6.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	1	0	0
4 to 6 years	0	1	0	0
7 to 9 years	0	5	0	0
10 or more years	18	17	0	0

∨ **Shared Responsibilities** ∨

**School**

It is the responsibility of all Peoria School District employees to provide all students with the best learning environment and the best opportunities to learn. In addition to providing safe, attractive school campuses, each school invites and maintains high parent involvement. There are many opportunities for parents to be informed and active in their child's education.

**Parents**

Parents have the responsibility to act in partnership with the school and work cooperatively with staff members to educate their children. This includes supporting student attendance; monitoring students' completion of assignments; modeling positive attitudes toward learning; attending school activities including parent-teacher conferences and fostering respect of rules and property.

∨ **Transportation Policy** ∨

Transportation is provided for all eligible students who reside within the attendance boundary but beyond one mile of Oasis Elementary School. Additionally, transportation services are provided for eligible special education students to Oasis Elementary School or other facilities as noted in the student's IEP.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/14/02
<b>Average Daily Instruction Time:</b>	7 hrs. 0 min.	<b>Last Day of School:</b>	5/20/03

**Operates on Traditional Schedule**

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#### Report Card Release Dates

10/24/02	1/8/03	3/12/03	5/20/03
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### Additional Calendar/Report Card Information

Mid-term student progress reports are sent home on September 18, 2002; November 20, 2002; February 6, 2003; and April 23, 2003.

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### ∨ Resources Available at School Site ∨

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#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - No

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

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#### Special Facilities

W Technology Lab	W Computer Lab
W Closed-circuit Multimedia Studio	W Media Center

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#### Extracurricular Activities

W Student Council	W National Junior Honor Society
W Athletics	W Peer Tutoring
W Yearbook	W Chorus
W Band	W 6th and 7th Grade DARE Programs

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#### School/Community Resources

W Lunch Program	W Health Services
W Before/After School Program	W Study Skills and Wellness Program
W Crisis Intervention	W Boy Scouts
W Girl Scouts	W Technology Labs/Media Center

## ∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |  |  |
|--|--|
| <p>W Students scored at, or above, district, county, state and national averages on the Stanford 9 Achievement Test in mathematics, reading and language arts.</p> | <p>W Student scored at, or above, school district averages on district-generated criterion-referenced math assessments.</p>          |
| <p>W Student scored at, or above, school district averages on district-generated criterion-referenced reading assessments.</p>                                     | <p>W Student scored at, or above, school district averages on district-generated criterion-referenced language arts assessments.</p> |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	5.8 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	1.3 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	3.8 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.4 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.6 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> 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 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ∨ School Honors ∨

**Awards or special recognition honors received by the school, staff or students:**

Award/Honor	Year
Phoenix Magazine Top Ten School	1999
Learn and Serve Grant	2002
Teacher Awards	2002

## ∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>103</b>	<b>536</b>	<b>1%</b>	<b>16%</b>	<b>43%</b>	<b>41%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>101</b>	<b>554</b>	<b>2%</b>	<b>6%</b>	<b>76%</b>	<b>16%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>103</b>	<b>533</b>	<b>1%</b>	<b>27%</b>	<b>33%</b>	<b>39%</b>
	State	59030	517	11%	27%	35%	27%

#### Legend

- MS - The Mean Scale 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.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

#### Grade 5

<b>Reading</b>	<b>School</b>	<b>104</b>	<b>507</b>	<b>11%</b>	<b>23%</b>	<b>52%</b>	<b>14%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>100</b>	<b>520</b>	<b>9%</b>	<b>21%</b>	<b>59%</b>	<b>11%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>102</b>	<b>502</b>	<b>4%</b>	<b>47%</b>	<b>13%</b>	<b>36%</b>
	State	61760	494	14%	40%	12%	34%

#### Grade 8

<b>Reading</b>	<b>School</b>	<b>124</b>	<b>529</b>	<b>6%</b>	<b>19%</b>	<b>44%</b>	<b>30%</b>
	State	57484	504	24%	20%	40%	16%
<b>Writing</b>	<b>School</b>	<b>124</b>	<b>513</b>	<b>5%</b>	<b>31%</b>	<b>61%</b>	<b>2%</b>
	State	55420	493	15%	42%	41%	2%
<b>Mathematics</b>	<b>School</b>	<b>124</b>	<b>492</b>	<b>14%</b>	<b>39%</b>	<b>31%</b>	<b>16%</b>
	State	57734	459	39%	40%	14%	7%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	100	84	60	--	--	--
2	Reading	--	--	--	100	54	50	94	55	52	100	62	53	97	69	57
	Language	--	--	--	100	53	40	100	50	43	100	57	44	96	66	48
	Mathematics	--	--	--	100	54	51	97	59	55	100	71	57	96	67	61
3	Reading	98	66	47	100	65	47	100	62	48	95	58	50	94	57	50
	Language	100	61	49	100	72	51	100	68	54	94	66	56	94	66	57
	Mathematics	100	73	46	100	73	49	99	75	52	94	71	54	94	72	56
4	Reading	96	72	53	100	73	54	98	74	54	89	63	55	91	67	55
	Language	99	63	47	100	63	49	100	66	48	91	59	50	94	65	50
	Mathematics	99	68	51	100	67	54	96	67	55	89	73	57	96	71	58
5	Reading	91	62	51	100	70	51	93	74	51	98	64	51	92	63	53
	Language	93	57	42	100	64	44	94	67	45	96	61	45	91	60	47
	Mathematics	92	63	51	100	75	54	85	77	55	95	72	57	91	72	59
6	Reading	100	72	53	100	65	54	97	72	53	92	71	54	93	66	56
	Language	100	64	41	100	61	44	96	71	44	88	70	45	92	71	47
	Mathematics	100	77	57	100	78	59	98	84	60	95	82	63	93	81	65
7	Reading	94	72	52	100	72	53	94	67	52	94	74	53	95	72	55
	Language	95	77	52	100	77	54	96	78	54	94	78	55	90	82	58
	Mathematics	95	71	53	100	77	55	95	84	56	95	86	58	94	84	60
8	Reading	99	68	54	100	72	54	99	66	53	97	72	55	98	70	56
	Language	98	67	46	100	70	49	98	65	49	97	71	50	96	69	52
	Mathematics	99	64	52	100	63	54	95	70	56	97	78	58	97	84	59

## ∨ Measure of Academic Progress ∨

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 2001 and 2002. 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 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>54</b>	<b>76</b>
<b>Grades 3-4</b>	<b>87</b>	<b>74</b>
<b>Grades 4-5</b>	<b>67</b>	<b>74</b>
<b>Grades 5-6</b>	<b>78</b>	<b>91</b>
<b>Grades 6-7</b>	<b>76</b>	<b>82</b>
<b>Grades 7-8</b>	<b>75</b>	<b>83</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## ∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

Our school campus is monitored throughout the school day by school-based staff. Visitors check-in with the office staff and display a Visitor badge while on campus. Emergency procedures were updated and reviewed with all staff members. Every effort is made to keep the fence gates closed and locked during the normal school hours. Staff are on duty to monitor the arrival and dismissal times for our students.

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

**School uniforms are not required at this school.**

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.

## ∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,439	\$2,417,800
Classroom Supplies	\$20	\$19,782
Administration	\$379	\$375,227
Support Services-Students	\$121	\$120,113
Other Support Services and Operations	\$609	\$603,949
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$3,568</b>	<b>\$3,536,871</b>

Total Expenditures may not be exact because of rounding.  
Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).  
(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ∨ Contacts ∨

	Name	Phone	Extension
<b>School Site Council</b>	Judith Sessions	(623) 412-4800	
<b>Transportation Policy</b>	Steve Highlen	(623) 486-6040	
<b>Community Resources</b>	Kelly Bell	(623) 486-6040	
<b>School Nutrition Programs</b>	Willie Gentry	(623) 486-6350	
<b>Parent Organization</b>	Cheryl Stewart	(623) 412-4800	
<b>Student Health/Nurse</b>	Office	(623) 412-4803	

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.

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