



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

7841 W Sweetwater, 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 Highly Performing
2002-03 Highly Performing
2001-02 Maintaining

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

School Overview

Principal/Administrator : Mr. Tom Corcoran
Schedule : 7:30 AM to 4:00 PM
Grades : Pre-K-8
2004 Enrollment : 840
Web Address : oasis.peoriaud.k12.az.us/
Phone Number : (623) 412-4800
Fax Number : (623) 412-4809
E-mail : tcorcora@peoriaud.k12.az.us

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!'

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 / Academic Goals

- ü Focus on academic achievement in mathematics by developing and implementing practices to increase student achievement in mathematics.
- ü Focus on academic achievement in reading by developing and implementing practices to increase student achievement in reading.

Enrollment

October 1, 2003 School Year Student Enrollment : 828
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 144

Instructional Programs

- Ü Kindergarten Enrichment Program
- Ü On-site Special Education
- Ü Gifted
- Ü Half-day Kindergarten

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/9/2004
Last Day of School :	5/20/2005

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 campuses, each school invites parent involvement.

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; completion of assignments, modeling positive attitudes.

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.

School Honors

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

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

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	2724	75509	99	100	100	525	529	521	7	8	13	22	21	23	41	35	33	30	35	31
All Students (Prior Year)	88	2731	75372	97	100	100	552	529	523	1	5	9	10	23	25	37	41	36	52	31	30
Female	35	1318	37013	97	100	100	525	529	522	9	8	12	24	22	24	32	36	33	35	34	31
Male	44	1406	38430	100	100	99	525	530	521	5	9	14	21	21	22	49	35	33	26	36	31
African American	--	151	3660	--	100	99	--	510	496	--	15	24	--	34	31	--	30	28	--	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	NC	32	4075	NC	100	100	NC	512	486	NC	14	28	NC	32	34	NC	21	26	NC	32	12
White	69	1886	35192	99	100	99	525	534	534	7	7	8	19	19	19	43	37	35	30	38	39
Students with Disabilities	10	438	9708	100	100	100	470	506	489	29	20	32	43	27	27	29	32	24	0	22	17
Students without Disabilities	69	2286	65801	99	98	98	531	533	525	5	7	11	20	21	23	42	36	34	33	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	NC	693	36411				NC	509	503	NC	14	19	NC	31	29	NC	34	32	NC	21	20
Non-Economically Disadvantaged	70	2031	39040				526	535	534	6	6	8	21	19	19	42	36	34	31	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	79	2724	75492	99	100	100	527	525	519	7	7	12	21	15	16	42	51	47	30	27	24
All Students (Prior Year)	90	2716	75221	99	99	100	534	526	523	1	5	8	13	15	16	56	60	56	29	20	21
Female	35	1319	37014	97	100	100	521	528	523	12	6	10	21	13	15	41	50	48	26	30	27
Male	44	1405	38400	100	100	99	532	522	516	3	8	14	21	17	17	44	52	47	33	23	21
African American	--	150	3665	--	100	99	--	514	505	--	9	20	--	21	22	--	57	43	--	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	NC	32	4081	NC	100	100	NC	511	498	NC	14	25	NC	18	26	NC	61	40	NC	7	8
White	69	1887	35177	99	100	99	526	528	528	7	6	8	18	13	13	45	50	49	30	30	31
Students with Disabilities	10	439	9707	100	100	100	500	508	495	29	17	33	14	23	21	43	43	33	14	17	13
Students without Disabilities	69	2285	65785	99	98	98	530	527	522	5	6	10	21	14	16	42	52	49	32	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	NC	692	36302				NC	514	507	NC	12	18	NC	22	21	NC	51	46	NC	15	14
Non-Economically Disadvantaged	70	2032	39164				528	528	528	6	6	8	21	13	13	42	51	48	31	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	78	2706	75053	98	100	99	591	603	597	6	5	7	6	10	12	86	78	72	3	7	9
All Students (Prior Year)	91	2701	73654	100	99	99	539	533	530	1	5	9	7	11	13	87	78	70	5	6	7
Female	34	1310	36872	94	99	99	613	624	621	6	3	5	6	7	9	82	81	74	6	10	12
Male	44	1396	38109	100	100	99	572	583	573	5	6	10	5	13	14	90	76	69	0	5	6
African American	--	149	3636	--	100	99	--	574	568	--	7	12	--	13	16	--	77	67	--	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	NC	31	4044	NC	97	99	NC	570	550	NC	7	13	NC	11	17	NC	78	66	NC	4	4
White	68	1876	35028	97	100	99	594	609	613	6	4	6	5	9	10	86	80	73	3	8	11
Students with Disabilities	10	433	9625	100	100	100	498	554	530	43	10	21	0	16	21	57	71	55	0	3	4
Students without Disabilities	68	2273	65428	97	97	98	601	610	604	2	4	6	6	9	11	89	79	73	3	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	NC	687	36077				NC	572	566	NC	8	10	NC	12	16	NC	77	69	NC	3	5
Non-Economically Disadvantaged	69	2019	38950				595	612	618	3	4	5	6	9	9	88	79	73	3	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	104	2855	76019	100	100	100	503	503	499	11	9	14	37	39	39	14	16	14	38	35	33
All Students (Prior Year)	130	2885	76230	100	100	100	509	508	498	3	6	12	40	37	38	17	13	12	40	45	37
Female	46	1384	37207	100	100	100	510	504	499	7	8	12	33	40	41	17	18	14	43	34	33
Male	58	1469	38677	100	100	100	497	502	498	14	11	15	41	39	38	11	15	13	34	36	34
African American	--	129	3817	--	100	100	--	484	475	--	18	23	--	47	47	--	13	11	--	23	18
Hispanic	16	590	29458	100	100	100	483	487	480	29	15	20	29	47	48	14	14	12	29	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	NC	27	4735	NC	100	100	NC	484	466	NC	8	28	NC	54	49	NC	17	10	NC	21	13
White	83	2018	35880	100	100	100	507	507	515	8	8	7	37	37	32	13	17	16	41	38	45
Students with Disabilities	NC	385	9786	NC	100	100	NC	465	457	NC	30	39	NC	47	40	NC	7	7	NC	16	13
Students without Disabilities	98	2470	66233	99	99	99	506	507	503	9	7	11	35	39	39	15	17	14	41	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	15	700	35714				475	482	480	15	18	20	54	47	47	23	14	12	8	21	20
Non-Economically Disadvantaged	89	2155	40266				507	509	513	10	7	9	35	37	33	12	17	15	43	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	104	2851	76020	100	100	100	504	506	503	18	18	25	23	22	23	46	45	40	14	14	12
All Students (Prior Year)	128	2864	76202	98	99	100	505	508	505	9	13	19	27	23	24	56	52	46	7	13	11
Female	46	1384	37213	100	100	100	508	509	504	9	16	22	22	21	23	59	48	42	11	15	13
Male	58	1465	38666	100	100	100	502	503	501	25	21	29	23	23	22	36	42	38	16	14	12
African American	--	129	3819	--	100	100	--	497	494	--	30	37	--	24	26	--	36	31	--	10	6
Hispanic	16	589	29442	100	100	99	494	501	494	29	27	37	36	25	26	36	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	NC	27	4735	NC	100	100	NC	497	489	NC	22	48	NC	39	25	NC	35	24	NC	4	3
White	83	2014	35890	100	100	100	506	508	511	16	16	15	20	22	20	48	46	48	16	16	18
Students with Disabilities	NC	383	9784	NC	100	100	NC	489	485	NC	47	58	NC	24	19	NC	21	19	NC	7	4
Students without Disabilities	98	2468	66236	99	98	99	506	508	504	16	15	23	21	22	23	49	47	42	15	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	15	700	35703				491	498	494	31	31	37	54	27	26	15	35	31	0	7	6
Non-Economically Disadvantaged	89	2151	40274				506	508	509	16	15	17	18	21	20	51	47	47	16	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	104	2854	75673	100	100	100	540	544	530	11	8	12	18	22	25	71	66	58	1	4	4
All Students (Prior Year)	127	2862	74692	98	99	99	512	513	502	9	10	18	25	26	27	59	56	47	7	9	8
Female	46	1384	37099	100	100	100	571	563	548	2	4	8	20	19	22	78	71	64	0	5	6
Male	58	1468	38441	100	100	99	514	527	513	18	12	16	16	24	29	64	60	52	2	3	3
African American	--	129	3791	--	100	99	--	531	506	--	15	18	--	18	29	--	64	50	--	3	3
Hispanic	16	590	29305	100	100	99	478	528	507	43	10	16	7	27	31	50	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	NC	27	4707	NC	100	100	NC	536	492	NC	0	19	NC	38	33	NC	58	46	NC	4	1
White	83	2016	35760	100	100	99	547	549	550	6	8	9	19	20	21	75	67	64	0	5	6
Students with Disabilities	NC	383	9706	NC	100	100	NC	485	462	NC	26	36	NC	32	32	NC	40	31	NC	2	1
Students without Disabilities	98	2471	65967	99	99	99	545	551	536	9	7	10	16	21	25	74	68	60	1	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	15	701	35541				472	523	504	38	14	17	15	23	31	46	61	50	0	2	2
Non-Economically Disadvantaged	89	2153	40091				550	551	550	7	7	9	18	21	21	74	67	64	1	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	121	3176	75001	100	100	99	509	476	468	8	27	37	31	43	36	38	21	16	23	10	10
All Students (Prior Year)	109	2987	71167	94	99	99	498	468	463	10	32	38	40	47	41	38	15	14	13	6	7
Female	70	1568	36846	100	100	99	513	476	468	6	25	36	35	46	38	38	20	16	22	9	10
Male	51	1600	37974	100	100	99	503	476	467	12	29	39	24	39	34	39	21	16	24	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	16	634	26675	100	100	98	487	462	448	6	37	52	56	42	34	38	15	10	0	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	--	37	4731	--	90	98	--	463	438	--	38	61	--	41	30	--	18	7	--	3	2
White	97	2237	37785	100	100	99	513	480	482	9	24	25	25	43	39	38	22	21	28	11	15
Students with Disabilities	11	359	8802	100	100	100	420	425	418	67	74	79	33	22	16	0	4	3	0	1	1
Students without Disabilities	110	2817	66199	99	99	99	516	480	472	4	23	34	30	44	38	41	22	17	25	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	16	628	29814				486	458	448	13	41	53	44	39	33	38	14	10	6	5	4
Non-Economically Disadvantaged	105	2548	45170				512	480	479	8	24	28	28	43	38	38	22	20	25	11	14

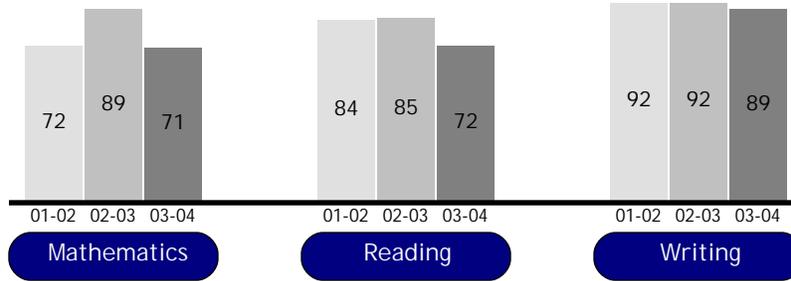
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	121	3170	74918	100	100	99	521	507	497	7	22	32	20	18	19	50	42	35	23	18	15
All Students (Prior Year)	112	2981	71100	97	99	99	523	510	502	8	17	25	16	19	21	57	46	40	20	18	15
Female	70	1566	36805	100	100	99	524	510	501	4	19	28	23	19	19	49	45	37	24	18	16
Male	51	1599	37936	100	100	99	518	504	493	10	26	35	17	18	18	52	38	33	21	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	16	634	26645	100	100	98	494	495	478	13	32	46	44	20	20	31	34	27	13	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	--	37	4729	--	90	98	--	494	468	--	34	57	--	20	19	--	34	19	--	11	4
White	97	2236	37773	100	100	99	527	511	511	5	18	20	16	18	18	54	44	41	25	19	21
Students with Disabilities	11	358	8801	100	100	100	450	455	448	56	72	75	33	14	13	11	11	10	0	3	2
Students without Disabilities	110	2812	66117	99	99	99	527	512	501	3	18	28	19	19	19	53	44	37	25	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	16	628	29785				512	490	477	7	36	47	36	23	20	50	32	26	7	9	6
Non-Economically Disadvantaged	105	2542	45115				523	511	508	7	19	23	18	17	18	50	44	39	25	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	121	3170	74503	100	100	99	535	522	491	4	4	9	22	22	32	57	61	51	18	12	8
All Students (Prior Year)	107	2940	69001	92	97	96	515	499	490	4	11	17	19	35	37	75	53	45	2	1	1
Female	70	1566	36686	100	100	99	551	535	506	3	3	5	16	17	29	61	66	57	20	14	9
Male	51	1598	37644	100	100	98	514	509	476	6	6	13	30	28	36	50	56	45	14	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	16	634	26500	100	100	97	534	510	467	0	6	13	19	27	39	75	56	44	6	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	--	37	4695	--	90	97	--	507	464	--	3	14	--	29	39	--	62	44	--	6	3
White	97	2235	37606	100	100	99	532	526	508	5	4	6	22	21	28	55	63	56	19	12	10
Students with Disabilities	11	359	8662	100	100	100	398	437	409	18	24	37	82	42	42	0	32	20	0	2	1
Students without Disabilities	110	2811	65841	99	99	98	549	530	499	3	3	7	16	21	32	62	64	53	19	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	16	629	29587				529	504	465	6	6	14	25	27	40	56	59	43	13	7	4
Non-Economically Disadvantaged	105	2541	44898				536	526	507	4	4	7	21	21	28	57	62	55	18	13	10

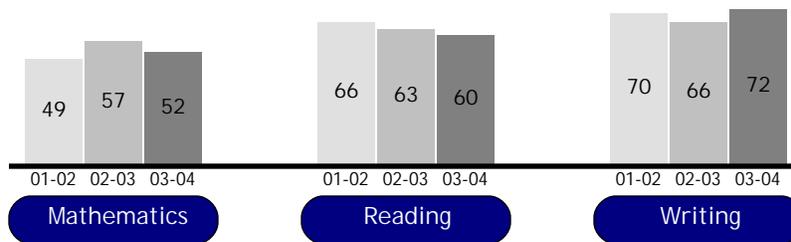
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

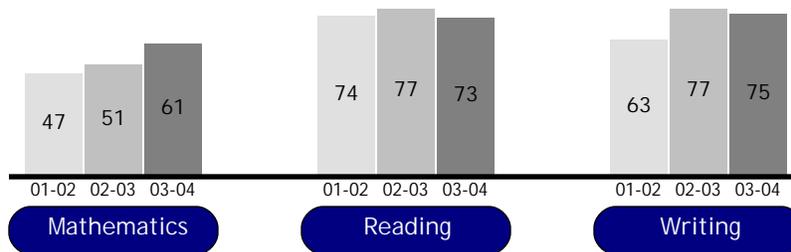
3rd Grade Proficiency



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	98	67	58	44	99	62	62	50	91	63	NA	58
	Language	97	65	56	39	99	54	57	43	95	52	60	50
	Mathematics	97	66	68	52	99	71	71	57	97	72	72	64
3	Reading	97	57	55	43	99	69	58	47	100	64	NA	55
	Language	97	66	64	50	99	77	66	54	99	71	70	61
	Mathematics	97	72	65	50	100	81	67	54	100	75	71	61
4	Reading	98	61	59	47	94	63	63	52	88	68	NA	56
	Language	97	62	57	45	97	58	59	48	97	60	60	52
	Mathematics	98	70	66	52	95	67	67	57	98	63	69	61
5	Reading	95	57	55	46	98	63	61	50	98	59	NA	55
	Language	90	58	51	43	98	58	56	46	99	54	56	49
	Mathematics	93	68	63	54	99	72	67	57	100	59	67	63
6	Reading	97	66	60	49	97	59	63	53	98	69	NA	56
	Language	96	71	54	42	99	62	58	45	98	68	60	48
	Mathematics	97	81	70	58	98	76	73	62	98	80	75	66
7	Reading	97	72	60	48	95	65	63	51	98	60	NA	54
	Language	93	81	64	51	95	74	69	54	94	71	67	58
	Mathematics	95	84	68	54	95	81	70	58	99	66	68	62
8	Reading	98	70	61	49	97	69	62	53	100	72	NA	55
	Language	97	69	60	46	96	78	62	49	100	75	64	52
	Mathematics	98	84	67	54	98	86	66	58	100	83	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)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 6 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

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

Staffing Information for School Year 2004-05

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

Years of Teaching Experience for School Year 2004-05

Experience	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	4	0	0
10 or more years	16	16	0	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. 117
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Technology Lab
- Ü Computer Lab
- Ü Full Library

Extracurricular Activities

- Ü Student Council
- Ü National Junior Honor Society
- Ü Athletics
- Ü Peer Tutoring

Social Services

- Ü Lunch Program
- Ü Health Services
- Ü Before/After School Program
- Ü Study Skills and Wellness Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

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

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	5	21	20	24
Transfers In ⁶ (Within District)	1	2	2	2
Transfers In ⁷ (Out of District)	3	10	9	9
Promotion Rate ⁸	100	98	98	94
Retention Rate ⁹	0	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	66	73
Grades 3-4	74	45
Grades 4-5	59	66
Grades 5-6	72	79
Grades 6-7	72	38
Grades 7-8	70	79

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

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.

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	Tom Corcoran	(623) 412-4800
Transportation Policy	Steve Highlen	(623) 486-6040
Community Resources	Jim Cummings	(623) 486-6040
School Nutrition Programs	Willie Gentry	(623) 486-6350
Parent Organization	Stacey McPherson	(623) 412-4800
Student Health/Nurse	Nurse Amy Johnson	(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 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.