



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

505 W. Houston, Gilbert, AZ 85233

Gilbert Unified 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)

2005-06	Highly Performing
2004-05	Highly Performing
2003-04	Performing

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

School Overview

Principal/Administrator : Mrs. Sandra L. Weaver
 Schedule : 08:00 AM to 04:00 PM
 Grades : Pre-K-6
 Web Address : www.gilbert.k12.az.us/info/schools/oaktree/oa
 Phone Number : (480) 632-4785
 Fax Number : (480) 632-4794
 E-mail : sandra_weaver@gilbert.k12.az.us

Mission

Oak Tree's mission is to create a community of learners where each child develops a sense of self-worth; respects others and the environment; acquires skills essential for successful living; is motivated to celebrate learning as a lifelong endeavor.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

School / Academic Goals

- ü Oak Tree Elementary will encourage, promote, and increase mathematical skills across the curriculum and grade levels, with the incorporation of appropriate technology.
- ü Oak Tree Elementary will strive to strengthen character development of our students through the use of Character Counts which includes the Six Pillars of Character.
- ü Oak Tree Elementary will continue to encourage, promote, and increase students' reading comprehension across the curriculum and grade levels, with emphasis on integration and articulation of TDR objectives.

Enrollment

October 1, 2005 School Year Student Enrollment : 768
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 51

Instructional Programs

- Before/After School Child Care
- Gifted (Accelerated Learning Program)
- English as a Second Language (ELL)
- Title I
- Special Reading
- Accelerated Reading Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 32 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Oak Tree adheres to high academic standards for all students and assists them in reaching their goals through various programs: Accelerated Learning Program, Accelerated Reading Program, Special Education, Special Reading, COPE, Title I and ELL.

Parents

Parents are responsible for ensuring that their children arrive on time to school, in appropriate attire, with completed homework, ready to learn. Through various school-related activities, parents are encouraged to support academic endeavors.

Transportation Policy

Oak Tree Elementary School serves an attendance area which is approximately 3.5 square miles in size. Eleven crossing guards assist students at eight locations before and after school. Four buses serve students who live outside a one-mile range.

School Honors

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

Award/Honor	Year
• Outstanding Educator Award	2003
• Great Moments in Social Studies	2003
• Footprints in the Desert - Ecology Project	2003
• Salt River Project Grant Award	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	94	2749	80010	100	98	99	471	475	447	3	4	10	11	9	18	55	50	53	31	38	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1307	38935	100	99	99	473	474	447	NA	4	9	13	8	19	56	51	55	31	37	17
Male	49	1442	40974	100	98	98	469	476	448	6	3	11	8	9	18	55	50	52	31	38	19
African American	NC	127	4201	NC	99	99	NC	452	430	NC	9	17	NC	14	23	NC	57	51	NC	19	9
Hispanic	21	460	34545	100	98	99	450	456	432	NA	4	14	24	13	24	62	65	53	14	19	9
Asian/Pacific Islander	NC	110	2068	NC	99	99	NC	481	474	NC	5	4	NC	8	10	NC	44	50	NC	43	36
American Indian/Alaskan Native	NC	23	3979	NC	88	96	NC	462	424	NC	NA	17	NC	13	30	NC	65	47	NC	22	6
White	62	2029	35142	100	99	99	477	481	465	3	3	5	8	7	11	53	47	56	35	43	28
Students with Disabilities	15	414	10161	100	93	93	444	440	419	20	16	28	20	27	28	33	39	36	27	18	8
Students without Disabilities	79	2335	69849	100	100	100	476	481	451	NA	1	7	9	5	17	59	52	56	32	41	19
Limited English Proficient Students	NC	99	14013	NC	95	97	NC	429	413	NC	12	24	NC	24	34	NC	59	39	NC	5	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	32	583	39029	100	97	98	456	454	432	3	6	14	22	15	25	56	60	52	19	19	9
Non-Economically Disadvantaged	62	2166	40981	100	99	100	479	481	462	3	3	6	5	7	13	55	47	54	37	43	27

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	93	2707	79438	100	97	98	473	480	451	6	3	9	11	12	24	66	62	56	17	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1290	38775	100	98	99	479	487	457	2	2	7	7	9	22	73	61	58	18	27	13
Male	48	1417	40560	100	96	97	467	474	446	10	3	12	15	14	25	58	62	54	17	20	9
African American	NC	125	4178	NC	98	98	NC	458	439	NC	6	13	NC	25	29	NC	59	52	NC	10	6
Hispanic	21	455	34297	100	97	98	452	464	434	10	5	14	19	16	31	62	69	50	10	10	5
Asian/Pacific Islander	NC	109	2063	NC	98	99	NC	482	475	NC	3	3	NC	13	15	NC	56	63	NC	28	20
American Indian/Alaskan Native	NC	22	3940	NC	85	95	NC	469	429	NC	9	14	NC	5	36	NC	68	47	NC	18	3
White	62	1996	34887	100	97	98	477	485	471	6	2	4	10	10	15	65	61	63	19	27	18
Students with Disabilities	14	373	9588	100	84	88	445	445	416	21	13	30	14	31	32	57	46	34	7	9	5
Students without Disabilities	79	2334	69850	100	99	100	478	485	456	4	1	7	10	9	23	67	64	59	19	25	12
Limited English Proficient Students	NC	98	13856	NC	94	96	NC	423	407	NC	17	27	NC	37	43	NC	43	29	NC	3	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	32	573	38685	100	96	97	454	461	435	9	5	14	19	20	32	59	65	50	13	11	5
Non-Economically Disadvantaged	61	2134	40753	100	97	99	483	485	467	5	2	5	7	10	16	69	61	62	20	27	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	93	2749	79971	100	98	99	444	448	423	2	3	8	29	28	41	67	64	49	2	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1307	38974	100	99	99	459	461	437	NA	3	5	24	20	33	73	70	57	2	7	4
Male	48	1442	40895	100	98	98	430	436	410	4	4	10	33	35	47	60	58	41	2	3	2
African American	NC	126	4203	NC	98	99	NC	429	411	NC	7	11	NC	33	45	NC	57	43	NC	2	2
Hispanic	21	461	34481	100	98	99	453	436	410	NA	4	10	29	33	46	71	61	43	NA	2	1
Asian/Pacific Islander	NC	109	2067	NC	98	99	NC	457	449	NC	3	4	NC	26	28	NC	61	60	NC	11	8
American Indian/Alaskan Native	NC	23	3995	NC	88	96	NC	426	409	NC	NA	10	NC	57	47	NC	43	42	NC	NA	1
White	62	2030	35150	100	99	99	439	451	437	3	3	5	31	26	35	63	66	56	3	5	5
Students with Disabilities	14	412	10258	100	93	94	394	407	377	14	13	23	50	50	51	36	35	25	NA	2	1
Students without Disabilities	79	2337	69713	100	100	100	452	455	429	NA	2	5	25	24	39	72	69	52	3	5	3
Limited English Proficient Students	NC	99	13985	NC	95	97	NC	405	382	NC	6	18	NC	58	54	NC	36	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	32	585	38994	100	98	98	437	430	409	NA	5	10	38	39	47	63	53	41	NA	2	1
Non-Economically Disadvantaged	61	2164	40977	100	99	100	447	453	437	3	3	5	25	25	34	69	67	56	3	6	5

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

4th 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	123	2846	80147	100	98	99	514	511	482	2	3	11	7	6	17	46	49	49	45	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	1386	39281	100	98	99	524	511	483	2	3	9	5	5	17	41	51	50	52	41	24
Male	65	1458	40780	100	98	98	505	511	482	3	3	12	8	8	17	51	48	48	38	42	24
African American	NC	123	4249	NC	96	99	NC	488	464	NC	7	17	NC	17	22	NC	58	48	NC	19	13
Hispanic	27	468	33494	100	96	99	503	493	466	4	5	15	7	12	23	48	56	49	41	27	14
Asian/Pacific Islander	NC	156	2103	NC	100	99	NC	525	515	NC	3	4	NC	4	8	NC	38	44	NC	55	45
American Indian/Alaskan Native	NC	25	4117	NC	96	96	NC	493	456	NC	8	19	NC	4	27	NC	60	46	NC	28	8
White	77	2074	36122	100	98	99	517	516	501	1	2	5	8	5	10	47	48	50	44	45	35
Students with Disabilities	16	371	10295	100	88	92	472	467	443	19	16	33	19	22	26	44	47	33	19	14	8
Students without Disabilities	107	2475	69852	100	100	100	520	518	488	NA	1	7	5	4	16	47	49	51	49	46	26
Limited English Proficient Students	NC	84	12722	NC	94	97	NC	465	441	NC	10	27	NC	29	33	NC	51	37	NC	11	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	39	592	38371	100	96	97	504	490	465	NA	6	15	10	13	23	51	56	49	38	25	13
Non-Economically Disadvantaged	84	2254	41776	100	99	100	519	517	498	4	2	6	5	5	11	44	47	49	48	46	33

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	123	2812	79686	100	97	98	491	499	470	4	2	11	13	11	24	75	70	57	8	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	1376	39163	100	97	99	501	504	475	5	2	9	5	8	22	74	70	60	16	20	10
Male	65	1434	40438	100	96	97	481	494	465	3	2	13	20	13	25	75	70	54	2	14	7
African American	NC	122	4228	NC	95	98	NC	482	458	NC	6	15	NC	18	28	NC	66	53	NC	10	4
Hispanic	27	463	33299	100	95	98	478	481	452	7	5	17	15	18	32	78	68	47	NA	8	3
Asian/Pacific Islander	NC	154	2097	NC	99	99	NC	503	490	NC	1	5	NC	11	13	NC	73	68	NC	15	14
American Indian/Alaskan Native	NC	25	4087	NC	96	96	NC	482	446	NC	NA	16	NC	16	38	NC	84	44	NC	NA	2
White	77	2048	35914	100	97	98	494	503	489	4	1	5	13	8	15	70	71	67	13	20	14
Students with Disabilities	16	338	9808	100	80	87	455	467	432	19	9	35	31	30	32	44	53	30	6	7	3
Students without Disabilities	107	2474	69878	100	100	100	496	503	475	2	1	8	10	8	23	79	73	61	8	18	9
Limited English Proficient Students	NC	83	12594	NC	93	96	NC	448	422	NC	16	34	NC	39	45	NC	42	21	NC	4	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	39	581	38095	100	94	97	479	481	452	5	5	17	15	20	32	79	66	48	NA	9	3
Non-Economically Disadvantaged	84	2231	41591	100	98	99	496	503	486	4	1	6	12	8	16	73	71	65	12	19	13

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	123	2875	80372	100	99	99	487	497	475	6	2	4	10	16	30	81	77	64	3	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	1406	39452	100	99	99	511	508	488	NA	1	3	9	12	22	84	81	72	7	7	3
Male	65	1467	40836	100	98	98	465	487	464	11	3	6	11	21	37	78	74	56	NA	3	1
African American	NC	125	4264	NC	98	99	NC	485	465	NC	2	5	NC	22	35	NC	74	59	NC	2	1
Hispanic	27	477	33608	100	98	99	490	486	462	4	3	6	4	18	36	93	77	57	NA	3	1
Asian/Pacific Islander	NC	156	2098	NC	100	99	NC	508	500	NC	3	2	NC	12	16	NC	74	75	NC	11	7
American Indian/Alaskan Native	NC	26	4128	NC	100	97	NC	497	464	NC	NA	4	NC	23	39	NC	73	56	NC	4	1
White	77	2091	36213	100	99	99	484	499	489	6	1	2	12	16	22	78	78	72	4	5	3
Students with Disabilities	16	401	10526	100	95	94	448	452	427	13	7	15	25	45	53	63	47	31	NA	1	1
Students without Disabilities	107	2474	69846	100	100	100	493	504	482	5	1	3	7	12	26	84	82	69	4	5	2
Limited English Proficient Students	NC	87	12747	NC	98	97	NC	446	432	NC	10	12	NC	34	52	NC	55	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	39	604	38521	100	98	98	481	479	461	5	3	6	18	25	38	72	70	55	5	1	1
Non-Economically Disadvantaged	84	2271	41851	100	99	100	489	502	489	6	1	3	6	14	22	86	79	72	2	5	4

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	107	2841	79306	100	99	99	509	529	504	9	5	13	19	11	20	55	52	49	17	32	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1394	38845	100	99	99	512	531	505	5	4	11	23	12	20	51	52	50	21	33	18
Male	50	1446	40383	100	99	98	506	528	504	14	5	14	14	11	19	60	53	47	12	31	19
African American	NC	119	4171	NC	98	98	NC	495	485	NC	11	20	NC	22	26	NC	55	44	NC	13	10
Hispanic	26	450	32673	100	99	99	500	509	487	12	7	18	19	17	25	65	59	46	4	17	10
Asian/Pacific Islander	NC	135	2147	NC	100	99	NC	548	539	NC	3	5	NC	6	10	NC	44	46	NC	47	40
American Indian/Alaskan Native	NC	20	4034	NC	100	97	NC	539	479	NC	10	22	NC	NA	29	NC	45	43	NC	45	7
White	68	2116	36234	100	99	99	514	534	523	6	4	6	19	10	13	56	51	52	19	35	28
Students with Disabilities	17	358	10286	100	94	91	457	483	462	41	24	41	29	29	27	24	35	27	6	12	5
Students without Disabilities	90	2483	69020	100	100	100	519	536	510	3	2	9	17	8	18	61	55	52	19	35	21
Limited English Proficient Students	NC	73	10291	NC	99	96	NC	481	458	NC	18	38	NC	33	34	NC	44	26	NC	5	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	31	556	37437	100	97	97	491	505	486	13	10	19	23	18	26	61	55	46	3	16	9
Non-Economically Disadvantaged	76	2285	41869	100	100	100	516	535	521	8	3	7	17	9	14	53	52	51	22	36	27

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	107	2799	79000	100	98	98	505	514	489	6	2	10	16	12	24	62	69	58	17	17	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1385	38774	100	98	99	512	520	494	4	2	7	14	9	22	63	69	61	19	20	10
Male	50	1413	40150	100	97	98	497	509	485	8	3	12	18	14	25	60	69	55	14	14	8
African American	NC	115	4153	NC	94	98	NC	490	476	NC	3	13	NC	28	30	NC	62	53	NC	7	4
Hispanic	26	435	32508	100	96	98	495	498	472	4	4	15	27	19	33	58	69	49	12	8	3
Asian/Pacific Islander	NC	133	2142	NC	99	99	NC	521	510	NC	3	4	NC	8	14	NC	70	67	NC	19	16
American Indian/Alaskan Native	NC	19	4016	NC	95	96	NC	515	467	NC	5	14	NC	5	37	NC	74	46	NC	16	2
White	68	2096	36135	100	98	98	508	519	508	4	2	4	12	10	14	66	69	67	18	19	15
Students with Disabilities	17	315	9991	100	83	88	452	477	449	24	13	33	47	33	36	18	46	29	12	8	2
Students without Disabilities	90	2484	69009	100	100	100	515	519	495	2	1	6	10	9	22	70	72	62	18	18	10
Limited English Proficient Students	NC	72	10199	NC	97	95	NC	462	439	NC	15	35	NC	44	47	NC	40	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	31	534	37234	100	93	97	484	494	472	10	4	15	13	21	33	71	68	50	6	7	3
Non-Economically Disadvantaged	76	2265	41766	100	99	99	513	519	505	4	2	5	17	10	16	58	69	65	21	19	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	106	2841	79611	100	99	99	498	515	496	8	3	7	28	27	37	63	69	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1396	39016	100	99	99	506	531	511	5	1	4	25	17	29	70	80	66	NA	1	1
Male	49	1444	40519	100	99	98	488	500	482	10	4	10	33	37	44	55	59	46	2	0	0
African American	NC	119	4188	NC	98	98	NC	495	486	NC	4	9	NC	37	40	NC	59	50	NC	NA	0
Hispanic	26	448	32855	100	99	99	487	501	481	12	5	10	19	32	43	69	63	47	NA	NA	0
Asian/Pacific Islander	NC	134	2149	NC	99	100	NC	519	519	NC	6	4	NC	19	24	NC	73	70	NC	2	2
American Indian/Alaskan Native	NC	20	3992	NC	100	96	NC	518	478	NC	5	10	NC	20	46	NC	70	44	NC	5	0
White	67	2119	36380	100	99	99	500	519	511	6	2	4	33	27	30	60	71	65	1	1	1
Students with Disabilities	16	357	10664	100	94	94	452	460	440	19	13	23	56	57	54	25	29	22	NA	0	1
Students without Disabilities	90	2484	68947	100	100	100	506	523	504	6	1	4	23	23	34	70	75	61	1	1	1
Limited English Proficient Students	NC	74	10362	NC	100	97	NC	471	438	NC	11	22	NC	59	57	NC	30	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	31	555	37626	100	97	98	483	494	479	10	6	10	32	38	45	58	55	45	NA	1	0
Non-Economically Disadvantaged	75	2286	41985	100	100	100	504	520	511	7	2	4	27	25	30	65	73	65	1	1	1

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

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	2911	79327	100	98	98	554	548	518	4	7	19	12	10	20	48	56	46	35	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1431	38961	100	98	98	564	548	520	NA	6	16	17	9	20	43	57	48	40	28	16
Male	56	1480	40295	100	98	97	544	547	516	9	7	21	7	10	19	54	54	44	30	28	16
African American	NC	141	4247	NC	98	98	NC	530	499	NC	10	27	NC	16	24	NC	56	41	NC	18	8
Hispanic	22	493	32327	100	96	98	526	529	499	14	10	27	32	16	25	23	57	41	32	17	8
Asian/Pacific Islander	15	120	1939	100	99	99	593	574	556	NA	3	6	7	7	10	40	48	47	53	43	36
American Indian/Alaskan Native	NC	28	4391	NC	97	96	NC	539	489	NC	4	32	NC	11	27	NC	68	36	NC	18	4
White	70	2129	36373	100	99	98	554	552	538	3	6	10	9	8	14	53	56	52	36	31	25
Students with Disabilities	13	360	9321	100	89	87	516	493	467	15	36	54	23	23	22	46	33	21	15	8	3
Students without Disabilities	103	2551	70006	100	100	100	559	555	524	3	2	14	11	8	19	49	59	49	38	31	18
Limited English Proficient Students	NC	47	9431	NC	96	95	NC	486	466	NC	34	53	NC	28	27	NC	36	18	NC	2	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	34	588	37097	100	95	97	533	527	498	6	12	27	18	18	25	62	54	41	15	17	7
Non-Economically Disadvantaged	82	2323	42230	100	99	99	563	553	535	4	5	11	10	7	15	43	56	50	44	31	24

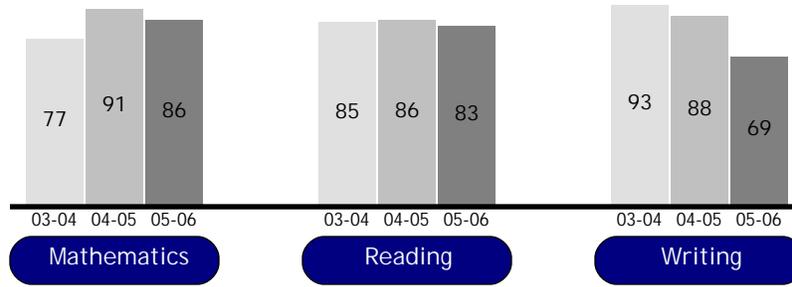
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	2886	79501	100	97	98	522	523	497	3	3	10	13	11	25	72	78	60	13	8	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1426	39062	100	98	99	532	527	502	2	2	8	10	8	23	68	80	64	20	10	5
Male	56	1460	40368	100	97	98	512	518	491	4	3	13	16	13	27	75	77	57	5	6	3
African American	NC	141	4279	NC	98	99	NC	511	485	NC	3	14	NC	20	30	NC	74	54	NC	4	2
Hispanic	22	489	32389	100	96	98	498	509	478	9	5	16	27	18	34	59	73	48	5	4	1
Asian/Pacific Islander	15	119	1936	100	98	99	543	531	519	NA	2	3	7	8	14	53	78	73	40	13	9
American Indian/Alaskan Native	NC	28	4401	NC	97	96	NC	518	473	NC	4	17	NC	4	40	NC	86	43	NC	7	1
White	70	2109	36446	100	98	99	525	526	516	1	2	4	10	9	15	79	80	73	10	9	7
Students with Disabilities	13	335	9411	100	83	88	491	480	453	15	16	36	31	35	36	46	48	26	8	1	1
Students without Disabilities	103	2551	70090	100	100	100	526	528	502	1	1	7	11	8	24	75	82	65	14	9	5
Limited English Proficient Students	NC	46	9401	NC	94	94	NC	456	443	NC	33	40	NC	43	46	NC	22	14	NC	2	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	34	581	37183	100	94	97	507	507	479	3	4	16	24	18	34	68	75	49	6	2	1
Non-Economically Disadvantaged	82	2305	42318	100	98	99	529	527	513	2	2	5	9	9	17	73	79	70	16	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	2928	80000	100	99	99	576	588	564	NA	1	3	8	5	11	78	75	75	14	19	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1439	39288	100	99	99	595	601	579	NA	1	2	NA	2	6	78	73	77	22	25	16
Male	56	1489	40644	100	99	98	556	575	549	NA	2	4	16	8	15	79	77	74	5	13	7
African American	NC	144	4307	NC	100	99	NC	577	551	NC	1	4	NC	6	13	NC	79	75	NC	13	7
Hispanic	22	499	32672	100	97	99	562	579	548	NA	2	4	14	5	14	82	79	76	5	13	6
Asian/Pacific Islander	15	121	1945	100	100	99	606	605	592	NA	NA	1	7	4	4	53	69	69	40	27	25
American Indian/Alaskan Native	NC	29	4424	NC	100	97	NC	589	549	NC	NA	3	NC	7	14	NC	79	77	NC	14	5
White	70	2135	36602	100	99	99	574	590	579	NA	1	2	6	5	7	83	74	75	11	20	16
Students with Disabilities	13	378	9919	100	93	93	543	532	505	NA	6	9	23	25	35	77	66	54	NA	3	2
Students without Disabilities	103	2550	70081	100	100	100	580	596	571	NA	1	2	6	2	7	79	76	79	16	21	12
Limited English Proficient Students	NC	48	9571	NC	98	96	NC	527	502	NC	6	10	NC	21	29	NC	71	60	NC	2	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	34	599	37534	100	97	98	562	572	547	NA	2	4	9	8	15	79	81	76	12	9	5
Non-Economically Disadvantaged	82	2329	42466	100	99	100	582	592	578	NA	1	2	7	4	7	78	74	75	15	21	16

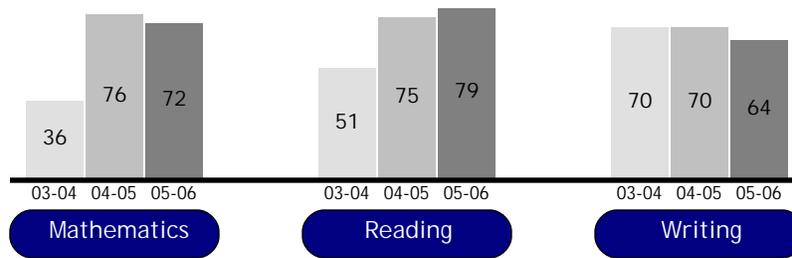
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	70	NA	58	99	61	61	47	100	61	65	46
	Language	99	61	63	50	99	56	60	47	100	58	65	48
	Mathematics	99	79	76	64	100	65	63	50	100	58	65	52
3	Reading	100	69	NA	55	99	55	60	44	100	65	67	46
	Language	100	73	76	61	99	56	57	44	100	61	61	46
	Mathematics	99	69	72	61	99	62	65	51	100	67	68	52
4	Reading	98	70	NA	56	99	56	61	48	100	63	70	52
	Language	100	66	66	52	99	60	60	49	100	72	68	52
	Mathematics	100	67	73	61	99	64	68	53	100	78	73	58
5	Reading	99	60	NA	55	98	57	63	50	100	68	73	56
	Language	99	48	63	49	98	60	62	50	100	67	70	54
	Mathematics	99	66	77	63	98	54	62	49	100	58	67	52
6	Reading	100	64	NA	56	100	51	64	51	100	72	75	56
	Language	100	59	64	48	100	49	62	47	100	67	68	50
	Mathematics	100	82	81	66	100	61	69	52	100	75	75	58

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/

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

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

Council Duties

- Ü School Improvement Planning
- Ü Review Action Plans Recommended by Staff
- Ü Increase Parental Involvement
- Ü School Safety Issues
- Ü Special Event Planning
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	49.00
Other Professional Staff	4.00	Teacher Aide	20.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	7	0	0
4 to 6 years	9	7	0	0
7 to 9 years	0	5	0	0
10 or more years	0	20	0	0

Highly Qualified (NCLB) School Year 2004-05

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

Resources Available at School Site

Special Facilities

- Ü Networked Computer Lab and Classrooms
- Ü Library/Media Center

Extracurricular Activities

- Ü Student Council/Character Counts
- Ü Choir
- Ü Chess Club
- Ü Intramurals

Social Services

- Ü Social Worker
- Ü Breakfast Program
- Ü Lunch Program
- Ü Summer School

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Oak Tree is a Character Counts! school. We believe that Character Education does make a difference in the lives of our children. We incorporate Character Counts in morning announcements, assemblies, newsletters, and monthly recognition.

- ü Oak Tree teachers were recipients of several corporate grants. These grants were used to enrich the instructional program.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

Oak Tree Elementary is committed to using positive discipline, peer mediation and a variety of incentives as ways to promote the health and safety of students. Safety procedures are updated and practiced on a regular basis.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

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	Advisory Council	(480) 632-4785
Transportation Policy	Transportation Director	(480) 497-3314
Community Resources	Community Information	(480) 892-9089
School Nutrition Programs	Food Services Director	(480) 497-3482
Parent Organization	PTSO	(480) 632-4785
Student Health/Nurse	Health Services Director	(480) 558-5131

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.

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.

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 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.

6 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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 768 Copies = \$299.00

** 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.