

## School Details

### Overview

Grades Served <sup>1</sup>	School Type
Preschool - Grade 8	District School
District	Title I Status <sup>2</sup>
<a href="#">Nadaburg Unified School District</a>	Yes
Principal	School Grade
Angelina Geraci	<b>B</b>

### Mission Statement

Desert Oasis cultivates excellence while celebrating individual learners. By preparing students to be respectful, responsible, safe, and high-achieving they will become the world's future innovators. Our students will blossom into courageous, curious, compassionate members of our global society.

### Location

17161 W BAJADA RD, SURPRISE, AZ85387-1091

### Contact

(623) 556-5880

<sup>1</sup> Please review the data below to get more details on the grade levels a school serves. Some Arizona high schools offer specialty programs such as a Career and Technical Education Early Education classes (preschool) or advanced mathematics courses for junior high students. These students' actual grade levels will be reflected in their "grades served" and are not levels that exist in whole at the school site.

<sup>2</sup> A Title I school is a school receiving federal funds for Title I students. The basic principle of Title I is that schools with large concentrations of low-income students will receive supplemental funds to assist in meeting students educational goals. All other schools are Non-Title I.

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# School Characteristics 3

## About Desert Oasis Elementary School-Nadaburg Unified School District

Welcome to the home of the Roadrunners! Desert Oasis Elementary School was established in 2008. We are a Positive Behavior Intervention School where our initiative is to be Respectful, Responsible, and Safe. Through our rigorous academic content and after school enrichment programs, our students receive the full package. We share numerous partnerships with organizations such as Maricopa County School Superintendent's Office, Public Impact, Westside Impact, and Kiwanis Club of Sun City West to name a few. Our staff is highly effective and dedicated towards growing our students every day both inside and outside of the classroom. Through Public Impact we bring Opportunity Culture to our students where highly effective teachers have an opportunity to extend their reach to more students and staff while portraying a leadership role and remaining in the classroom. Our after school enrichment programs offer sports and clubs including National Junior Honors Society, Student Council. outdoor education gardening, archery, choir, ukulele, STEM, and more! Come stop by for a tour and see all that Desert Oasis has to offer!

### School Goals

By May of 2024, 100% of students will increase their proficiency score and AASA-aligned formative assessments in ELA, Math and Science. By May 2024, teachers will engage students in LIM lessons daily, student and adult school leadership positions will be established, and leadership portfolios will be updated consistently as measured by a collection of lesson plans, collecting lists of leadership roles, and doing accountability checks for leadership portfolios quarterly. By May of 2024, all staff will receive professional development for Leader in Me implementation, staff will incorporate Leader in Me principles and habits in all areas of the school building, and all staff will model Leader in Me habits with their own actions on campus as indicated by completed professional development plans, and survey for school culture completion. By May of 2024, monthly student attendance will be an average of at least 95%.

### Academic Focus Attestation

The school protects instructional time from excessive distractions labeled as Social Emotional Learning. <span style="float: right;">6</span>	Yes
The school/district appropriately respects all students as individuals, avoiding concepts like Critical Race Theory, that promote racial division. <span style="float: right;">7</span>	Yes
The school/district fully supports teacher discipline recommendations.	Yes
Sexual content taught in school is developmentally appropriate. <span style="float: right;">11</span>	Yes
Curriculum at school does not expose students to explicit or graphic content that is developmentally inappropriate. <span style="float: right;">12</span>	Yes

Does the district/charter provide instruction on the Holocaust for students in grades 7-12?

Holocaust and other Genocides. History Alive, ADE Holocaust and Genocides Resources

Yes

*Comments:*

Holocaust and other Genocides. History Alive, ADE Holocaust and Genocides Resources

### Awards and Recognitions

- 2023 student winner in Regional Science Fair and State Qualifier
- 2023 14 student Inductees into the National Junior Honors Society
- 2023 B ADE School Rating
- 2022 Girls Volleyball State Runner-Up
- 2022 Boys Baseball Regional Winners
- 2023 Archery student World Qualifier

### Academic Offerings

- Coding
- Full-day Kindergarten
- Gifted Program
- Head Start
- Online courses
- Preschool

### Sports

- Baseball
- Basketball
- Football
- Softball
- Spirit/Cheerleading
- Volleyball

### Music/Arts

- Art
- Dance

### After School Opportunities and Clubs

- Academic
  - STEM
  - Gardening
  - Reading and Math Club
- Arts
  - Art-Ceramics and Painting
  - Ukulele
  - Dance
- Athletic
  - Girls Volleyball
  - Boys and Girls Basketball
  - Baseball and Softball
  - Archery
- Elementary After School Care and Programs
  - Before and After Care
- Tutoring and Mentoring
- Others
  - Archery
  - Kiwanis Kids Club

### Facilities

- Art Room
- Book Store
- Cafeteria (Onsite food service)
- Dedicated Counselors
  - 1
- Early Education Activity/Sensory Room
- Enhanced Security
- First Aid Center/Health Center
- Garden
- Gymnasium
- Indoor air quality control
- Kindergarten Playground
- Library
- Makerspace (Creativity Lab)
- Sports Facilities
  - Baseball Field
  - Softball Field
  - Basketball Court
  - Volleyball Court
- Technology Lab
- Transportation

### Student Services

- Dedicated School Counselor
  - 1
- Health Services (i.e. School-based Health Center)
- Health aide only
- Assistance with Material Needs
- McKinney-Vento homeless student program
- Clothing/shoe closet
- Designated individual to refer to community supports

3 Information in this section is provided and edited by the named school. Please contact the school for more information.

6 Excessive Social Emotional Learning detracts from academics. Teachers report being required to have the students spend as much as 10 days examining their identities, rather than being taught academics. It is not a violation to teach students how to act in class or how to get along with each other, or to teach character education, such as character counts, which teaches the six pillars of character: trustworthiness, respect, responsibility, fairness, citizenship, and caring. Yes

7 Critical Race Theory teaches students that race is primary, rejecting the idea that we are all individuals, brothers and sisters under the skin, and that what matters is what people know, can do, what is their character, and that race is entirely irrelevant. Students should be taught to treat each other as individuals and not pay attention to race. This means teaching objective history that involves all races and allowing the students to learn from the success and failures of our past objectively. When introducing a controversial topic, the teacher must present all sides to ensure that students are fully informed. It is unprofessional for a teacher to use the captive audience of a classroom to push any personal ideology. Yes

Yes

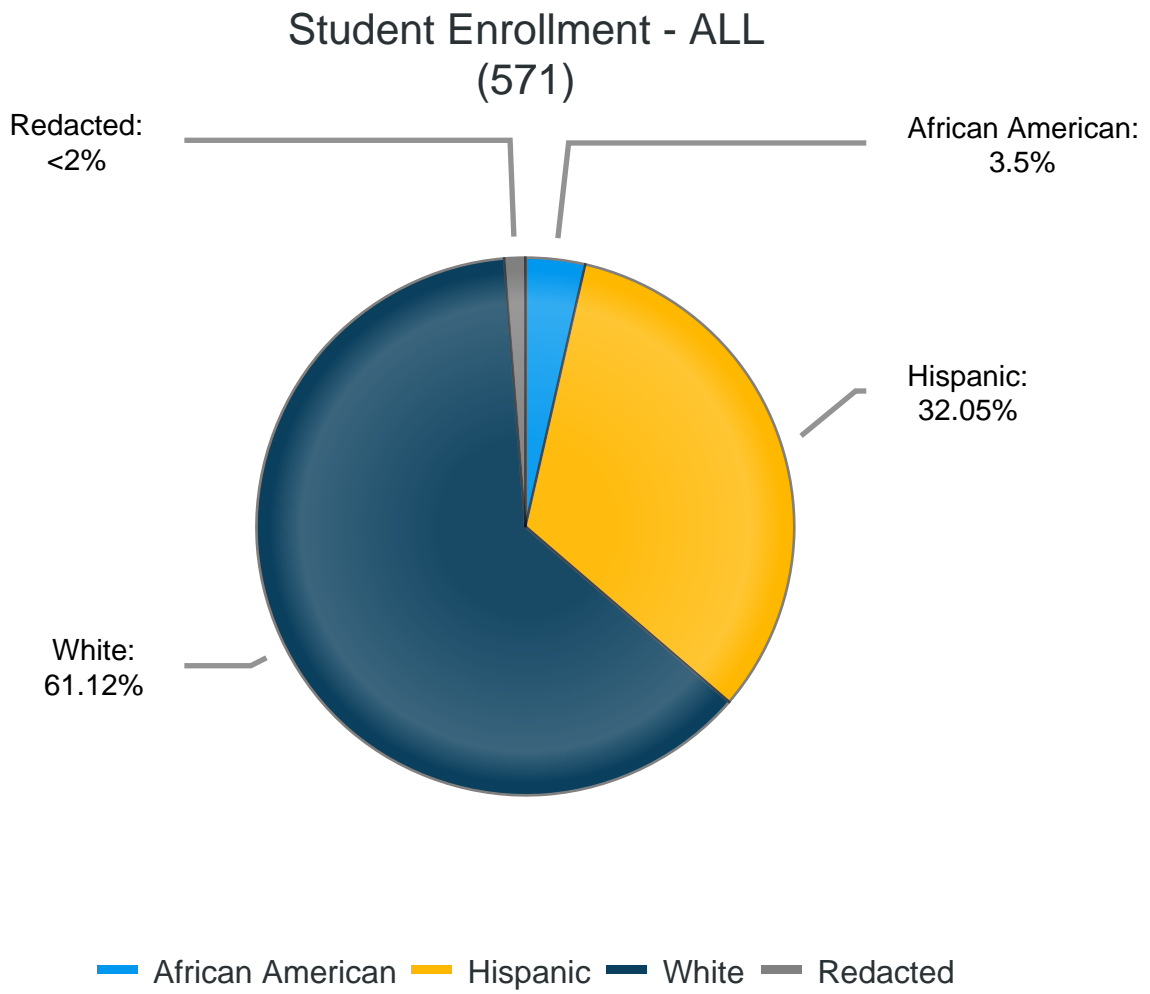
11 ARS 15-711 (link below) prohibits Inappropriate Sexual Content. Schools must not provide such instruction before grade five and are required to review age-appropriate curricula by community and governing board. Child assault awareness and abuse prevention is not restricted by age. <https://www.azleg.gov/ars/15/00711.htm> Yes

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Yes

The following reports are based on time sensitive report schedules consistent each year to ensure comparability and may not reflect changes that occurred after the initial report.

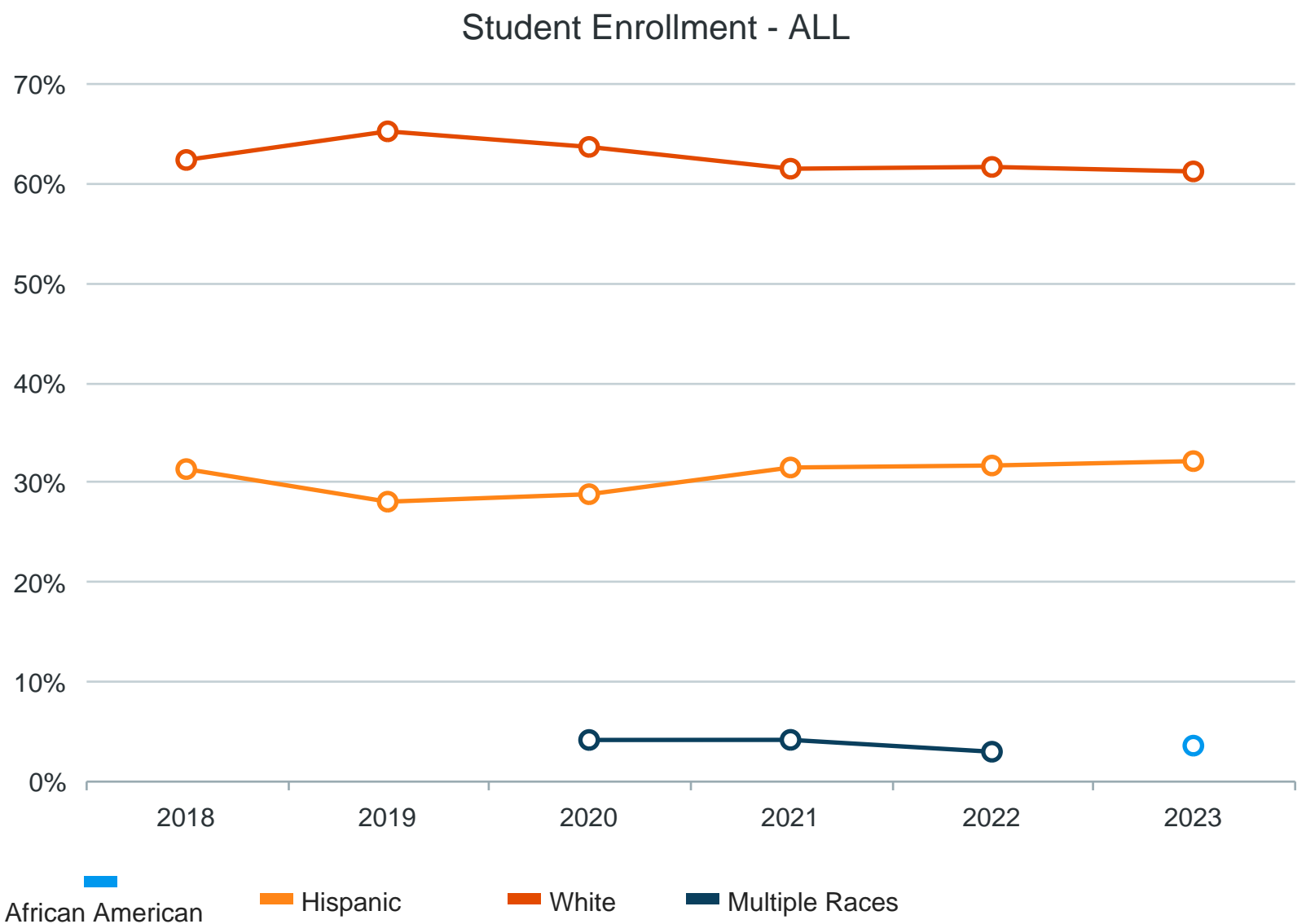
# Student Enrollment



**Note:**

Redacted pie slice - When a subgroup in this report has 10 or fewer students, showing their information may risk an individual student's anonymity. In these cases, we take care to hide either the number of students reported, the percentage, or both, and show \* symbols instead. Similarly, when all students in a subgroup possess the same information, reporting 100% or 0% would violate each student's anonymity. To protect students' anonymity, we do not report percentage values above 98 or below 2.

\* To prevent the back-calculation of hidden values, when counts can be combined with other counts to reveal 10 or fewer students, we hide the next smallest subgroup's information using \* symbols as well.



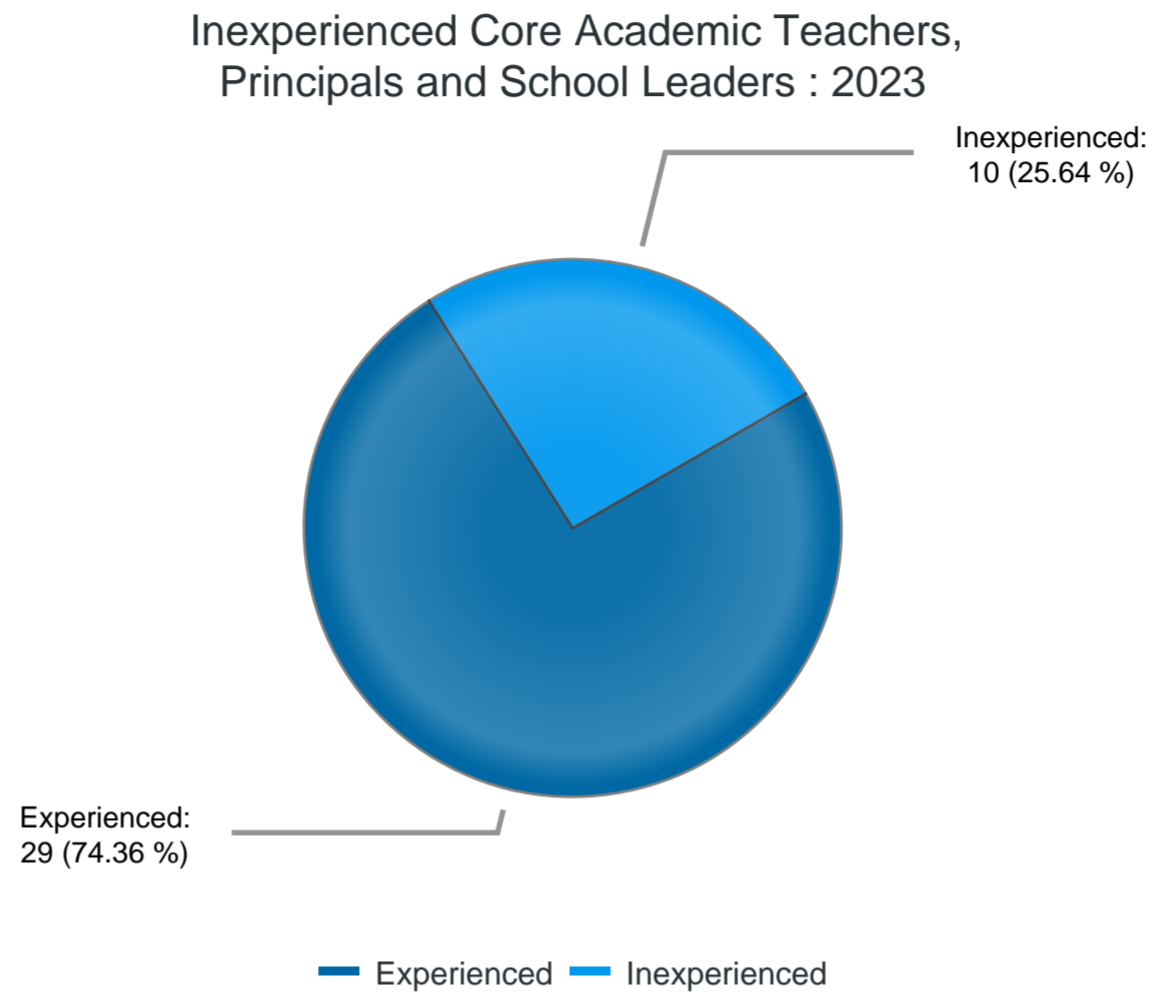
## Teacher Qualification

Teacher Qualification data in Arizona includes educator experience and qualifications for principals, assistant principals, deans of students, and teachers.

### Inexperienced Core Academic Teachers, Principals, and School Leaders

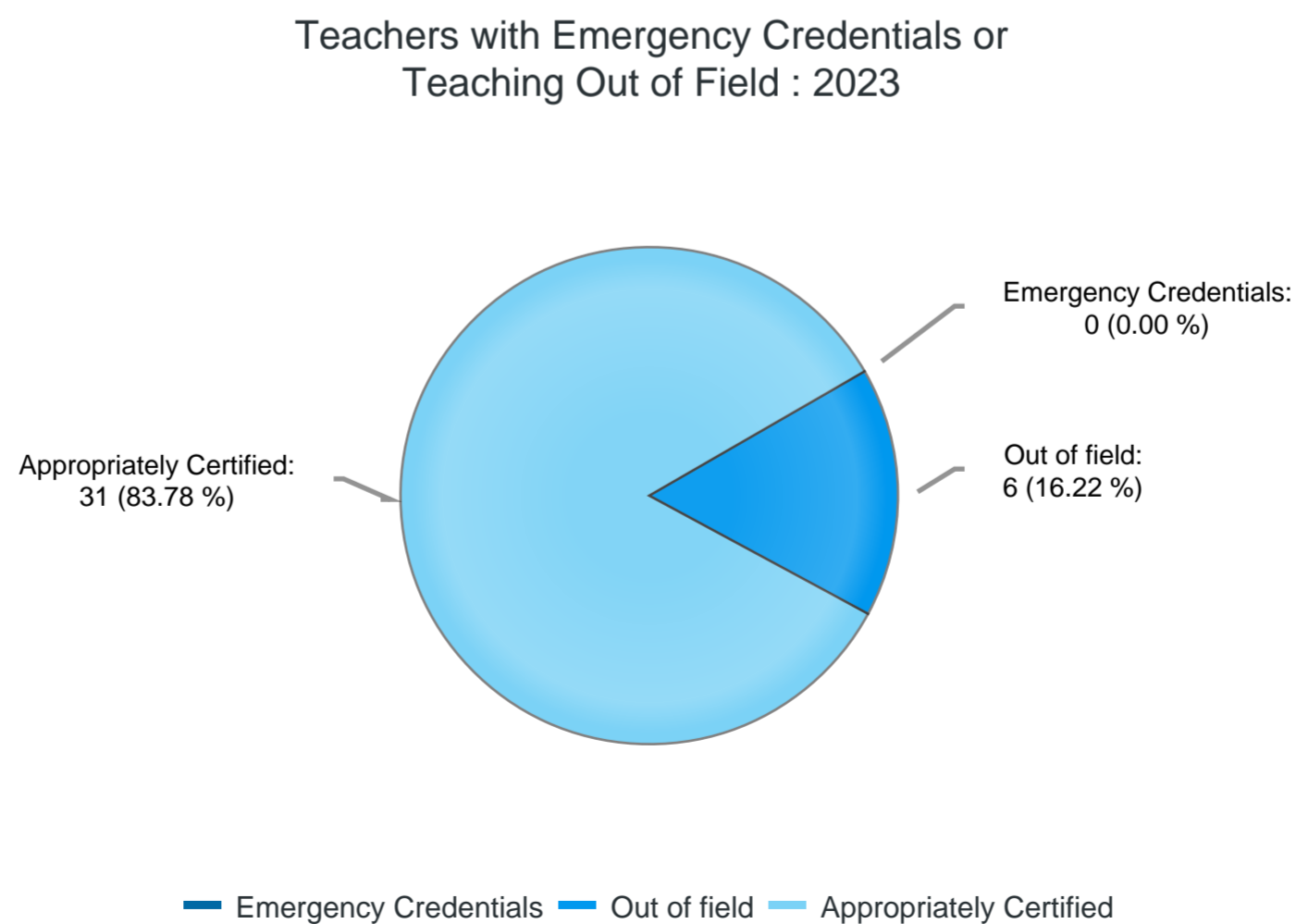
School leaders are self-reported by Local Education Agencies and could for example include, Principals, Assistant Principals, or Deans of Students.

Arizona defines inexperienced educators as having less than 3 years of experience in their position as self-reported by the school or district.



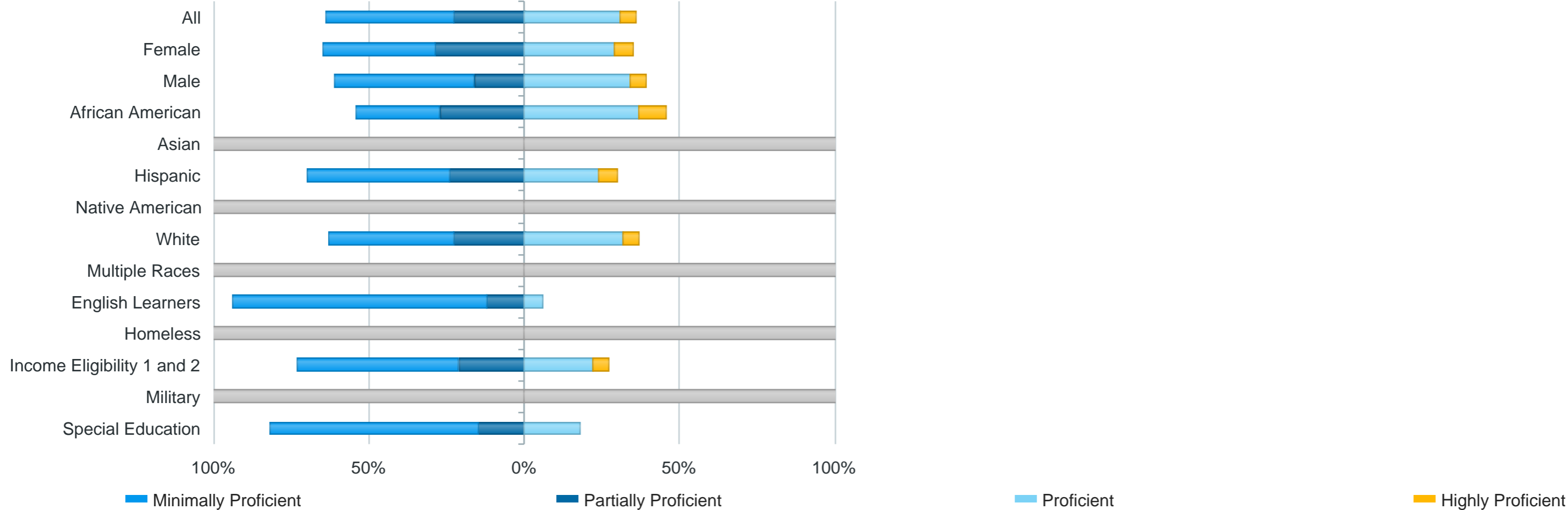
### Teachers with Emergency Credentials or Teaching Out of Field

"Out of Field" teachers are not certified for the subject area they are teaching.



# Student Achievement in State Academic Assessment Detailed Results

State Wide Assessment Results - 2023  
 All:ELA (English Language Arts) : ALL ENROLLED



A-F Proficiency Points Earned (Out of 30)

Kindergarten - Grade 8

16.14

- Note:
1. Gray Bar - When a subgroup in this report has 10 or fewer students, showing the achievement information may risk an individual students anonymity. In this case, we do not report any achievement results for that subgroup.
  2. When all students in a subgroup score at the same performance level, reporting "100%" or "0%" would violate each students anonymity. To protect students' anonymity we do not report th breakdown for each performance level.

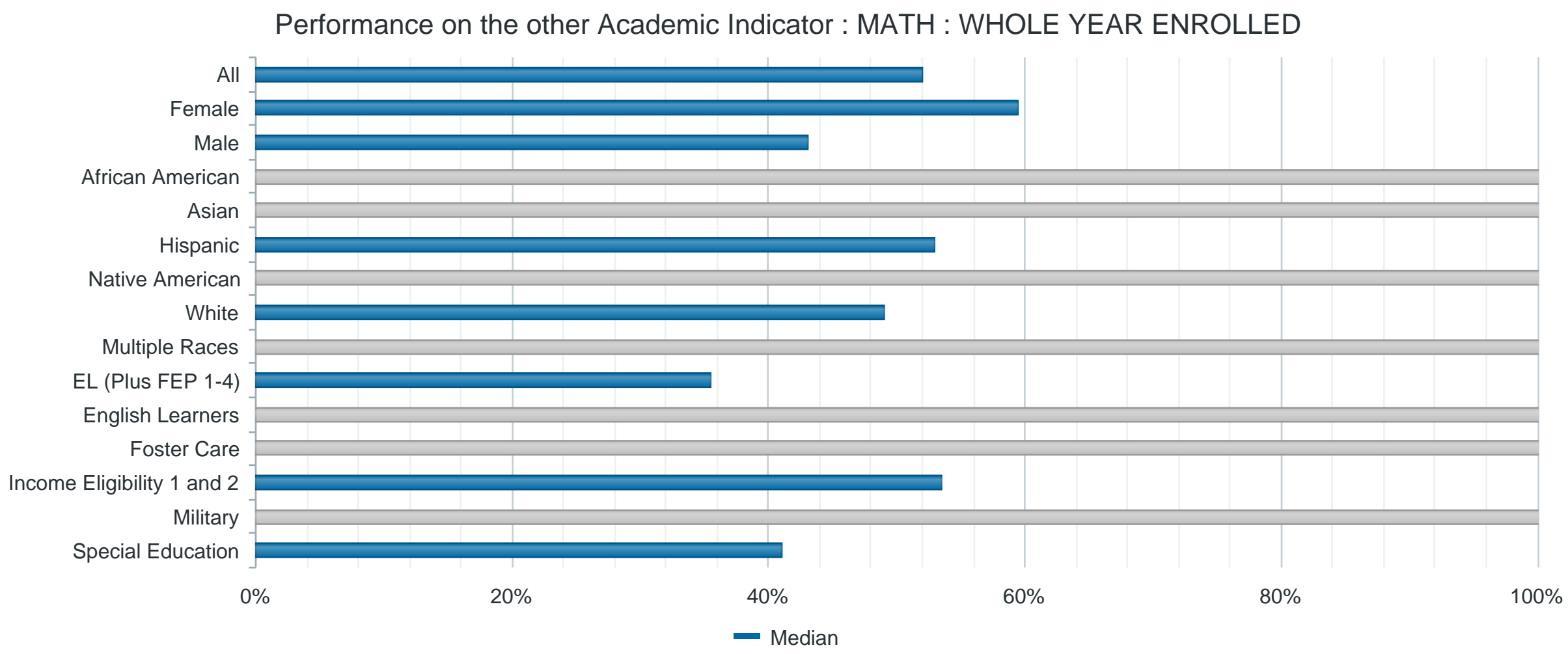


## Growth Performance

Schools serving grades K-8 were eligible for the Growth indicator of the A-F State Accountability model if they had enough qualifying data points. Growth is determined using student growth percentiles, a ranking from 1 to 99 that explains a student's academic progress on the statewide assessments in Math and English Language Arts as compared to his/her academic peers. Academic peers are determined based on a student's previous scoring history.

During the 2022-2023 school year, schools serving grades 9-12 were not eligible for Growth and were instead evaluated using the Subgroup Improvement indicator.

MATH ELA

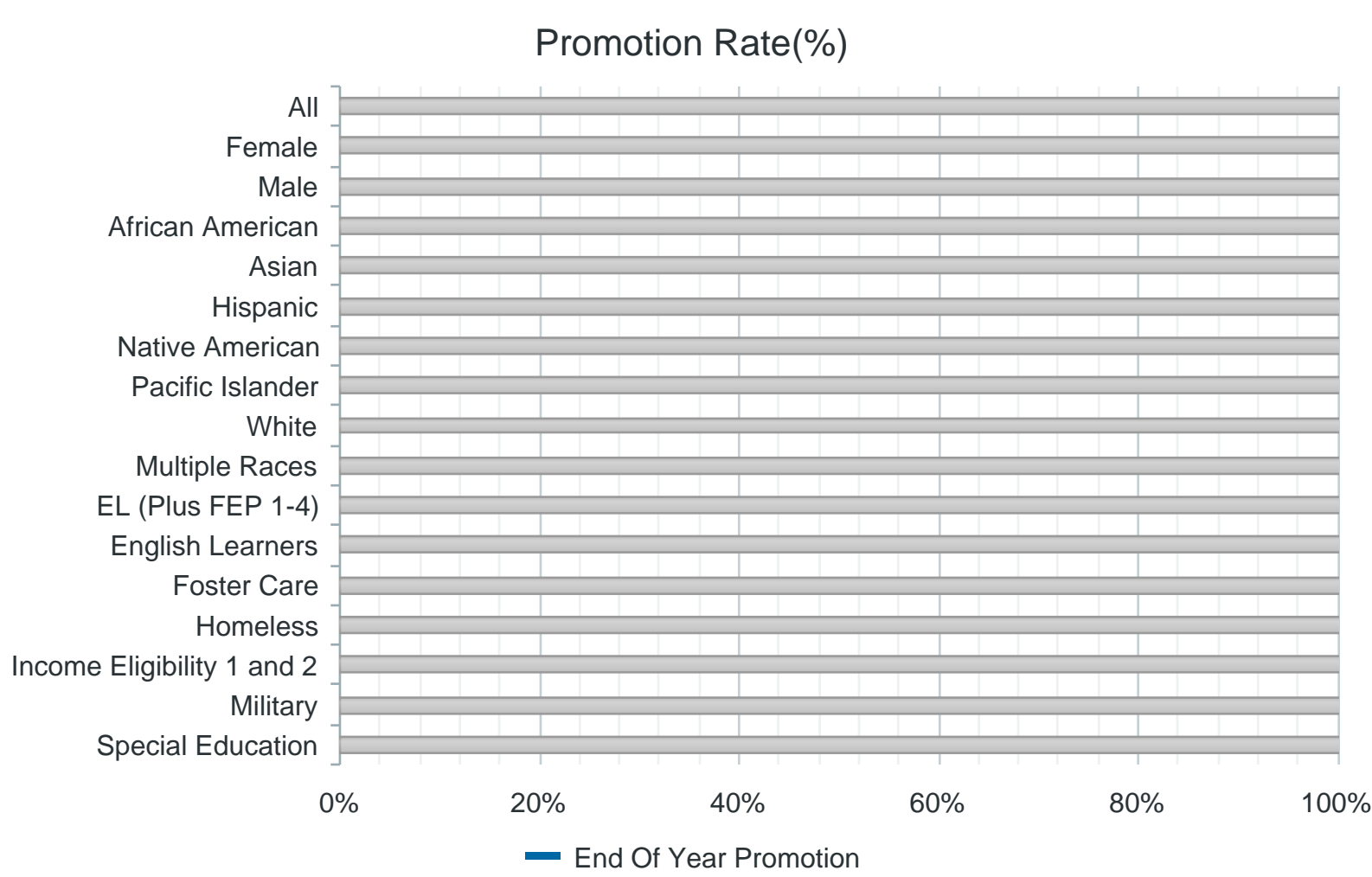


Gray Bar - When a subgroup in this report has 10 or fewer students, showing their information may risk an individual student's anonymity. In these cases, we take care to hide either the number of students reported, the percentage, or both, and show \* symbols instead.

### K-8 Growth Performance A-F Points Earned (2022-2023)

Grade 4 Grade 8 Growth Points 46.04 /50

## End Of Year Promotion

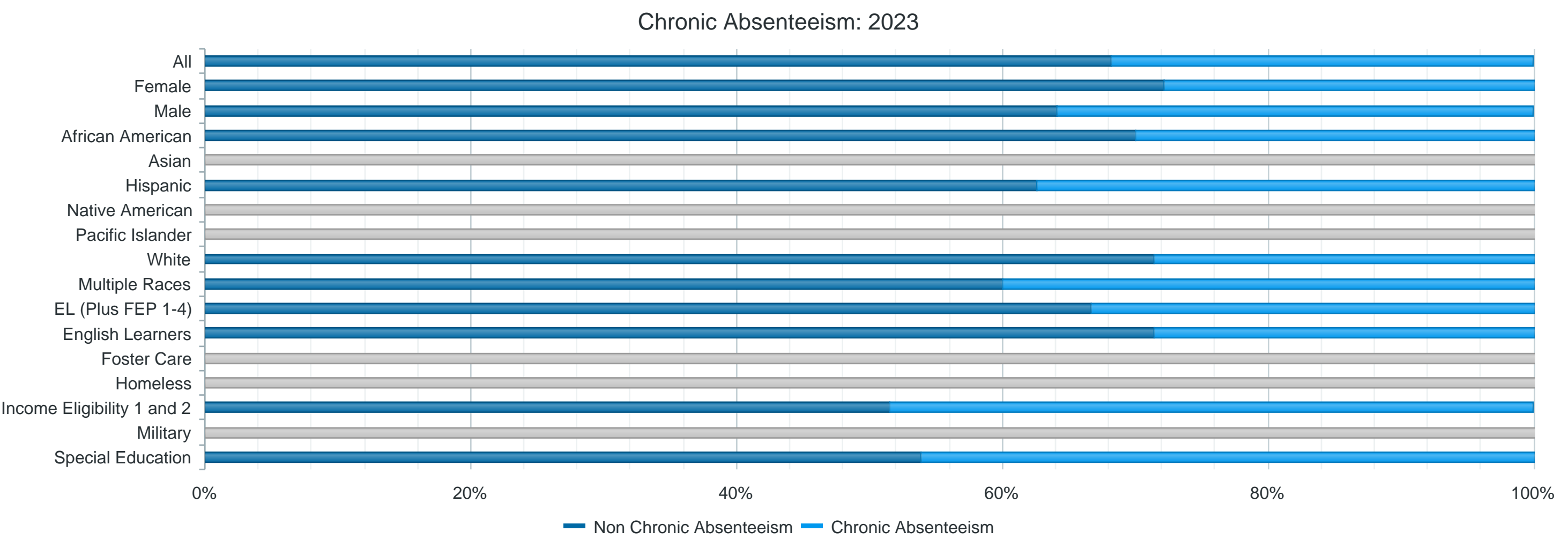


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## Chronic Absenteeism

The State of Arizona identifies a student in grades 1 to 8 as chronically absent if the student misses more than 10% of the school's calendar days. A typical school calendar is 180 days, therefore a student would need to miss in excess of 18 days to be considered in this category.



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## School Finance

Funding for Arizona public schools is driven primarily by student enrollment, generally increasing and decreasing with the number of students served, but many student-specific, district-specific, and charter-specific factors also affect funding. For example, students with certain special education needs generate more funding than students without special education needs. English Learners and students in specific grades also receive add-on funding. Small school districts and charter organizations are provided greater funding per student than their larger counterparts since smaller organizations lack the economies of scale enjoyed by larger organizations. Additionally, school districts can raise funds through local property taxes and can seek voter-approval to increase funding while charters, which do not have the ability to levy local property taxes, instead receive a higher per-pupil allocation from the state.

Spending for schools is directed by the district or charter governing board and will vary from school to school based on local needs and priorities. For example, if one school has more experienced teachers than another school, spending for teacher pay and benefits is likely to be higher at that site. A school in a rural district is likely to have higher spending for transportation than a school in a densely-populated area in which many students walk to school. A school that provides career and technical education or hosts a specialized program might have higher costs for supplies or other related areas as a result.

Revenue and expenditure data for Arizona public schools should be viewed within the context of schools' unique characteristics.

Please <https://schoolspending.az.gov/explore/as-parent-guardian/school/070381102> to visit the Arizona School Financial Transparency Portal to view detailed school and district/charter level financial data

### Per-Pupil Expenditures of Federal, State and Local Funds

Expenditures summarized by actual personnel expenditures and actual non-personnel expenditures (1) separate by source of funds or funds, Federal or State & Local, for each publicly funded Local Education Agency (LEA) - school and charter districts. Expenditures are divided by the aggregate number of students enrolled in preschool through Grade 12 in publicly funded LEAs on or around October 1 of a given year. Per-Pupil expenditures are supplementary categorized by Title I classification for schools within the district.

#### Per-Pupil Expenditure: 2023

Personnel Federal Expenditure	Personnel State & Local Expenditure	Non-Personnel Federal Expenditure	Non-Personnel State & Local Expenditure	Total Per-Pupil Expenditure
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No data available

1. Excluded are expenditures for land and improvements, buildings, and improvements, furniture, equipment and vehicles. Also excluded are Internal Service Fund operations. Community School Fund operations, debt retirement, student activities and non-public school programs.

Disclaimer:

Expenditure data is compiled from unaudited information submitted to the Arizona Department of Education.

### Per-Pupil Characteristics

Personnel	Non-Personnel
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No data available

No data available

# Acceleration Readiness

Kindergarten - Grade 8 Acceleration Readiness is calculated from different components: Subgroup Improvement in Math and English Language arts, reducing the percent of 3rd graders in the Minimally Proficient category on the state English Language Arts Assessment, improving chronic absenteeism and Special Education Inclusion.

## Acceleration Readiness A-F Points Earned: 2024 (Out of 10)

Acceleration Readiness A-F Points 10

# State Accountability A-F Letter Grades

Arizona Revised Statutes § 15-241 requires the Arizona Department of Education, subject to final adoption by the State Board of Education, to develop an annual achievement profile for every public school in the state based on an A through F scale.

The system measures year to year student academic growth, proficiency on English language arts, math and science. It also includes the proficiency and academic growth of English language learners, indicators that an elementary student is ready for success in high school and that high school students are ready to succeed in a career or higher education and high school graduation rates. For more information on State Accountability, <https://azreportcards.azed.gov/static/A-FSummaryFY19>.

## A-F Summary: 2023

### K-8 Model

	K-8 Points Earned	K-8 Points Eligible
Proficiency	16.14	30
Growth	46.04	50
EL Growth and Proficiency	9	10
Acceleration Readiness	10	10
Bonus Points*	2	5**
Total Points	81.18	
Percentage	83.18	

### K-8 Model Cut Scores

A	B	C	D	F
84 - 100%	72 - 83.99%	60 - 71.99%	47 - 59.99%	0 - 46.99%

Letter Grade: **B**

Schools receiving a NR (Not-Rated) currently do not have the components required in the current model to receive a grade.

\*\*Up to 5 extra bonus points can be earned by K-8 schools. Bonus points are added to the final percentage earned.

\***K-8 Bonus**points can be earned in the following ways: Special Education enrollment greater than or equal to 80% of the state average, high performance on the state Science assessment.

# Civil Rights Data Collection Reporting

The Civil Rights Data Collection (CRDC) is a survey of all public schools and school districts in the United States. This is completed and managed by the United States Department of Education. The CRDC measures student access to courses, programs, staff, and resources that impact education equity and opportunity for students. The CRDC is a longstanding and critical aspect of the overall enforcement and monitoring strategy used by the Office for Civil Rights (OCR). In addition, the CRDC is a valuable resource for other federal agencies, policymakers and researchers, educators and school officials, parents and students, and other members of the public who seek data on student equity and opportunity.

The data shown in these reports are the total provided by the Arizona school/districts to the CRDC, a division of the United States Department of Education. For more information on this data [www2.ed.gov](http://www2.ed.gov)

The data shown below are the most recent data available, from the 2017-2018 school year.

	Children with Disability	Children without Disability
Number of students who received one or more in-school suspensions	0	34
Number of students who received only one out-of-school suspension	0	9
Number of students who received more than one out-of-school suspension	1	0
Number of Students who received an expulsion with educational services	0	0
Number of Students who received an expulsion without educational services	0	0
Number of Students who were referred to a law enforcement agency or official	0	0
Number of Students who received a school-related arrest	0	0
Total Students Enrolled in at least one Advanced Placement Course		0
Total Students with Chronic Absenteeism*		123
Total Incidents of violence <sup>4</sup>		0
Total Students reported as harassed or bullied based on sex, race, color, national origin or disability		0

The CRDC data is collected by the Federal Government based on a particular methodology and purpose that may not be clearly aligned with the disciplinary procedures found in the school's student handbook.

\* For the 2020-2021 school year, this data comes from federal EDFacts reporting.

<sup>4</sup> Physical attack or threat of physical attack or fight with or without a weapon, threat of physical attack with a firearm or explosive device, possession of a firearm or explosive device, robbery with or without a weapon or explosive device, rape or attempted rape, sexual assault (other than rape).