



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2700 S. La Cholla Blvd., Tucson, AZ 85713

Tucson 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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing
2003-04	Not Evaluated

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

School Overview

Principal/Administrator : Ms. Jeanette Morales  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : K-5  
 Web Address : edweb.tusd.k12.az.us/oyama/  
 Phone Number : (520) 225-5700  
 Fax Number : (520) 225-5701  
 E-mail : jeanette.morales@tusd1.org

Mission

Oyama Elementary School's focus is on student achievement. Our professional community is empowered to effectively work as a team to accomplish this goal. Students are to come to school prepared and ready to learn. Parents are to actively participate in their child's education.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Not Met
2003-04	Met

School Improvement Status (b)

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

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

School / Academic Goals

- ü Students will increase their reading levels, with a future goal of all students reading at or above grade level by third grade.
- ü Students will improve their math skills each year until they are at or above grade level.
- ü Students will implement the writing process in order to become proficient writers.

Enrollment

October 1, 2005 School Year Student Enrollment : 541  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 18

Instructional Programs

- Ü Schoolwide Reading Block
- Ü Schoolwide Math Block
- Ü Schoolwide Writing Block
- Ü Tier II & Tier III Reading Intervention
- Ü Bilingual Classes in Grade's 4 & 5
- Ü Structured English Immersion, K-5
- Ü CCS Resource
- Ü CCBG Lessons

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 33 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Oyama's professional learning community is responsible for student achievement and student safety. Communication is essential in student success and in building a partnership with our families and community.

Parents

Parents have the responsibility of getting their children to school on time everyday and prepared to learn. It is also important that they be active in their child's education and academic achievement.

Transportation Policy

Students come to school by TUSD buses, private vehicles, bicycles or they walk to school.

School Honors

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

Award/Honor	Year
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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	108	4704	80010	99	99	99	418	443	447	17	11	10	31	20	18	48	54	53	5	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	2282	38935	100	99	99	421	444	447	12	9	9	28	20	19	58	57	55	2	14	17
Male	58	2422	40974	98	99	98	416	441	448	21	12	11	33	21	18	40	52	52	7	15	19
African American	NC	311	4201	NC	98	99	NC	426	430	NC	20	17	NC	23	23	NC	49	51	NC	8	9
Hispanic	87	2729	34545	99	99	99	419	435	432	17	12	14	32	24	24	46	54	53	5	10	9
Asian/Pacific Islander	--	111	2068	--	97	99	--	472	474	--	5	4	--	12	10	--	54	50	--	29	36
American Indian/Alaskan Native	NC	182	3979	NC	97	96	NC	425	424	NC	15	17	NC	26	30	NC	54	47	NC	5	6
White	NC	1370	35142	NC	99	99	NC	462	465	NC	6	5	NC	12	11	NC	57	56	NC	26	28
Students with Disabilities	NC	594	10161	NC	94	93	NC	415	419	NC	30	28	NC	27	28	NC	37	36	NC	6	8
Students without Disabilities	101	4110	69849	99	100	100	419	446	451	17	8	7	30	19	17	49	57	56	5	16	19
Limited English Proficient Students	34	739	14013	100	98	97	395	410	413	32	27	24	41	35	34	26	35	39	NA	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	84	2469	39029	99	99	98	422	435	432	15	12	14	29	24	25	51	54	52	5	9	9
Non-Economically Disadvantaged	24	2235	40981	100	99	100	405	451	462	21	9	6	38	16	13	38	54	54	4	20	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	105	4701	79438	96	99	98	428	446	451	16	10	9	35	27	24	46	55	56	3	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	2284	38775	98	99	99	438	453	457	10	8	7	31	24	22	55	58	58	4	11	13
Male	56	2417	40560	95	99	97	419	440	446	21	13	12	39	29	25	38	52	54	2	6	9
African American	NC	311	4178	NC	98	98	NC	436	439	NC	16	13	NC	30	29	NC	50	52	NC	5	6
Hispanic	84	2723	34297	95	99	98	429	438	434	15	12	14	38	30	31	44	52	50	2	5	5
Asian/Pacific Islander	--	111	2063	--	97	99	--	474	475	--	4	3	--	14	15	--	65	63	--	17	20
American Indian/Alaskan Native	NC	186	3940	NC	99	95	NC	432	429	NC	14	14	NC	34	36	NC	49	47	NC	3	3
White	NC	1369	34887	NC	99	98	NC	465	471	NC	5	4	NC	18	15	NC	62	63	NC	15	18
Students with Disabilities	NC	585	9588	NC	93	88	NC	410	416	NC	30	30	NC	36	32	NC	32	34	NC	3	5
Students without Disabilities	101	4116	69850	99	100	100	429	451	456	17	8	7	33	25	23	48	58	59	3	9	12
Limited English Proficient Students	33	734	13856	97	98	96	396	403	407	33	29	27	48	44	43	18	26	29	NA	0	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	82	2460	38685	96	98	97	430	437	435	17	12	14	30	30	32	49	53	50	4	4	5
Non-Economically Disadvantaged	23	2241	40753	96	99	99	420	456	467	13	8	5	52	23	16	35	57	62	NA	13	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	109	4706	79971	100	99	99	400	420	423	10	7	8	54	43	41	36	48	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	2287	38974	100	99	99	420	432	437	6	5	5	42	36	33	52	57	57	NA	2	4
Male	59	2419	40895	100	99	98	384	408	410	14	9	10	64	50	47	22	40	41	NA	1	2
African American	NC	311	4203	NC	98	99	NC	407	411	NC	12	11	NC	45	45	NC	42	43	NC	1	2
Hispanic	88	2724	34481	100	99	99	405	416	410	8	7	10	57	46	46	35	46	43	NA	1	1
Asian/Pacific Islander	--	113	2067	--	98	99	--	438	449	--	6	4	--	37	28	--	51	60	--	5	8
American Indian/Alaskan Native	NC	185	3995	NC	98	96	NC	414	409	NC	9	10	NC	43	47	NC	49	42	NC	NA	1
White	NC	1373	35150	NC	99	99	NC	430	437	NC	5	5	NC	38	35	NC	54	56	NC	3	5
Students with Disabilities	NC	604	10258	NC	96	94	NC	373	377	NC	22	23	NC	55	51	NC	23	25	NC	1	1
Students without Disabilities	102	4102	69713	100	99	100	406	426	429	8	5	5	54	41	39	38	52	52	NA	2	3
Limited English Proficient Students	34	741	13985	100	99	97	366	378	382	24	19	18	65	56	54	12	25	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	85	2467	38994	100	99	98	403	414	409	9	8	10	54	47	47	36	45	41	NA	1	1
Non-Economically Disadvantaged	24	2239	40977	100	99	100	392	427	437	13	6	5	54	39	34	33	53	56	NA	2	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	75	4554	80147	99	98	99	454	474	482	17	13	11	28	20	17	51	48	49	4	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	2200	39281	97	98	99	455	475	483	13	11	9	33	22	17	47	48	50	7	19	24
Male	45	2352	40780	100	97	98	453	473	482	20	14	12	24	19	17	53	48	48	2	18	24
African American	NC	314	4249	NC	97	99	NC	463	464	NC	18	17	NC	19	22	NC	49	48	NC	14	13
Hispanic	61	2529	33494	98	98	99	454	466	466	18	15	15	28	24	23	49	47	49	5	14	14
Asian/Pacific Islander	--	109	2103	--	99	99	--	508	515	--	7	4	--	6	8	--	49	44	--	39	45
American Indian/Alaskan Native	NC	219	4117	NC	95	96	NC	447	456	NC	25	19	NC	31	27	NC	37	46	NC	7	8
White	NC	1383	36122	NC	98	99	NC	492	501	NC	7	5	NC	14	10	NC	51	50	NC	28	35
Students with Disabilities	NC	589	10295	NC	88	92	NC	439	443	NC	35	33	NC	26	26	NC	34	33	NC	6	8
Students without Disabilities	69	3965	69852	99	100	100	456	479	488	14	10	7	29	20	16	52	50	51	4	21	26
Limited English Proficient Students	22	669	12722	96	97	97	443	439	441	18	27	27	41	35	33	41	34	37	NA	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	51	2431	38371	100	97	97	456	464	465	12	16	15	31	24	23	53	47	49	4	13	13
Non-Economically Disadvantaged	24	2123	41776	96	98	100	450	485	498	29	9	6	21	16	11	46	49	49	4	25	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	71	4563	79686	93	98	98	448	463	470	17	13	11	39	27	24	39	53	57	4	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	2214	39163	97	99	99	451	468	475	13	10	9	37	25	22	50	57	60	NA	8	10
Male	41	2347	40438	91	97	97	446	457	465	20	16	13	41	30	25	32	49	54	7	5	7
African American	NC	318	4228	NC	98	98	NC	454	458	NC	19	15	NC	27	28	NC	49	53	NC	5	4
Hispanic	58	2525	33299	94	98	98	448	454	452	17	16	17	41	32	32	38	48	47	3	4	3
Asian/Pacific Islander	--	109	2097	--	99	99	--	484	490	--	6	5	--	12	13	--	73	68	--	8	14
American Indian/Alaskan Native	NC	223	4087	NC	97	96	NC	445	446	NC	21	16	NC	35	38	NC	43	44	NC	2	2
White	NC	1388	35914	NC	99	98	NC	482	489	NC	6	5	NC	19	15	NC	63	67	NC	12	14
Students with Disabilities	NC	593	9808	NC	88	87	NC	425	432	NC	37	35	NC	32	32	NC	28	30	NC	3	3
Students without Disabilities	69	3970	69878	99	100	100	448	468	475	17	9	8	39	27	23	39	57	61	4	7	9
Limited English Proficient Students	21	666	12594	91	97	96	429	420	422	24	34	34	52	47	45	24	19	21	NA	0	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	50	2438	38095	98	98	97	447	452	452	16	17	17	46	32	32	32	48	48	6	3	3
Non-Economically Disadvantaged	21	2125	41591	84	98	99	451	475	486	19	9	6	24	23	16	57	59	65	NA	10	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	75	4592	80372	99	99	99	466	474	475	4	4	4	39	31	30	57	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	2219	39452	97	99	99	489	485	488	NA	3	3	23	22	22	77	72	72	NA	2	3
Male	45	2371	40836	100	98	98	450	463	464	7	5	6	49	38	37	44	56	56	NA	1	1
African American	NC	319	4264	NC	98	99	NC	459	465	NC	8	5	NC	33	35	NC	57	59	NC	2	1
Hispanic	61	2551	33608	98	99	99	469	469	462	3	5	6	38	33	36	59	61	57	NA	1	1
Asian/Pacific Islander	--	110	2098	--	100	99	--	487	500	--	3	2	--	19	16	--	76	75	--	2	7
American Indian/Alaskan Native	NC	224	4128	NC	97	97	NC	462	464	NC	5	4	NC	37	39	NC	58	56	NC	NA	1
White	NC	1388	36213	NC	99	99	NC	486	489	NC	2	2	NC	26	22	NC	69	72	NC	3	3
Students with Disabilities	NC	628	10526	NC	93	94	NC	427	427	NC	14	15	NC	53	53	NC	32	31	NC	1	1
Students without Disabilities	69	3964	69846	99	100	100	471	480	482	3	3	3	35	27	26	62	69	69	NA	2	2
Limited English Proficient Students	22	674	12747	96	98	97	438	426	432	9	14	12	55	51	52	36	34	36	NA	0	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	51	2454	38521	100	98	98	465	463	461	4	6	6	39	35	38	57	59	55	NA	1	1
Non-Economically Disadvantaged	24	2138	41851	96	99	100	466	485	489	4	2	3	38	26	22	58	69	72	NA	3	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	82	4552	79306	99	98	99	482	496	504	23	16	13	24	23	20	44	47	49	9	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	2186	38845	98	98	99	482	496	505	20	14	11	31	24	20	44	49	50	4	14	18
Male	37	2365	40383	100	97	98	482	496	504	27	18	14	16	22	19	43	45	47	14	15	19
African American	NC	277	4171	NC	99	98	NC	484	485	NC	21	20	NC	24	26	NC	46	44	NC	9	10
Hispanic	63	2530	32673	98	98	99	481	485	487	24	19	18	24	27	25	43	45	46	10	9	10
Asian/Pacific Islander	--	131	2147	--	98	99	--	532	539	--	5	5	--	11	10	--	49	46	--	35	40
American Indian/Alaskan Native	NC	194	4034	NC	100	97	NC	469	479	NC	31	22	NC	27	29	NC	41	43	NC	2	7
White	10	1420	36234	100	97	99	NA	517	523	NA	8	6	NA	16	13	NA	51	52	NA	25	28
Students with Disabilities	NC	573	10286	NC	85	91	NC	456	462	NC	44	41	NC	29	27	NC	23	27	NC	3	5
Students without Disabilities	78	3979	69020	99	100	100	484	501	510	22	12	9	26	22	18	44	50	52	9	16	21
Limited English Proficient Students	17	593	10291	94	96	96	471	456	458	35	41	38	24	32	34	35	26	26	6	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	59	2380	37437	100	98	97	480	484	486	25	20	19	27	26	26	41	45	46	7	9	9
Non-Economically Disadvantaged	23	2172	41869	96	98	100	488	508	521	17	11	7	17	18	14	52	49	51	13	21	27

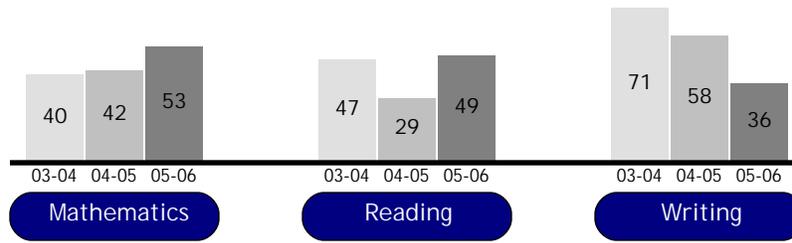
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	4596	79000	98	99	98	477	483	489	12	11	10	27	28	24	58	54	58	2	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2204	38774	96	99	99	483	488	494	7	7	7	30	27	22	61	57	61	2	8	10
Male	37	2391	40150	100	98	98	470	479	485	19	14	12	24	28	25	54	53	55	3	6	8
African American	NC	279	4153	NC	99	98	NC	477	476	NC	15	13	NC	25	30	NC	53	53	NC	7	4
Hispanic	62	2553	32508	97	99	98	473	473	472	16	13	15	27	34	33	55	49	49	2	4	3
Asian/Pacific Islander	--	134	2142	--	100	99	--	503	510	--	3	4	--	21	14	--	63	67	--	13	16
American Indian/Alaskan Native	NC	195	4016	NC	100	96	NC	467	467	NC	13	14	NC	39	37	NC	46	46	NC	2	2
White	10	1435	36135	100	98	98	NA	503	508	NA	6	4	NA	17	14	NA	64	67	NA	13	15
Students with Disabilities	NC	617	9991	NC	91	88	NC	442	449	NC	38	33	NC	37	36	NC	24	29	NC	2	2
Students without Disabilities	78	3979	69009	99	100	100	477	489	495	12	7	6	28	26	22	58	59	62	3	8	10
Limited English Proficient Students	17	604	10199	94	97	95	448	439	439	29	34	35	35	47	47	35	18	18	NA	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	58	2403	37234	98	98	97	474	472	472	14	14	15	28	34	33	57	49	50	2	3	3
Non-Economically Disadvantaged	23	2193	41766	96	99	99	483	495	505	9	8	5	26	21	16	61	60	65	4	11	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	82	4607	79611	99	99	99	489	500	496	6	5	7	45	36	37	49	58	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	2206	39016	98	99	99	507	514	511	2	3	4	33	26	29	64	70	66	NA	1	1
Male	37	2400	40519	100	99	98	466	488	482	11	7	10	59	44	44	30	48	46	NA	0	0
African American	NC	279	4188	NC	99	98	NC	495	486	NC	6	9	NC	42	40	NC	51	50	NC	0	0
Hispanic	63	2557	32855	98	99	99	484	495	481	8	6	10	43	39	43	49	55	47	NA	0	0
Asian/Pacific Islander	--	134	2149	--	100	100	--	524	519	--	2	4	--	28	24	--	69	70	--	1	2
American Indian/Alaskan Native	NC	192	3992	NC	99	96	NC	489	478	NC	5	10	NC	45	46	NC	49	44	NC	1	0
White	10	1445	36380	100	99	99	NA	510	511	NA	4	4	NA	29	30	NA	66	65	NA	1	1
Students with Disabilities	NC	643	10664	NC	95	94	NC	442	440	NC	20	23	NC	57	54	NC	22	22	NC	1	1
Students without Disabilities	78	3964	68947	99	100	100	492	509	504	5	3	4	44	32	34	51	64	61	NA	0	1
Limited English Proficient Students	17	609	10362	94	98	97	428	448	438	29	17	22	41	58	57	29	25	21	NA	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	59	2415	37626	100	99	98	492	492	479	5	6	10	47	41	45	47	52	45	NA	0	0
Non-Economically Disadvantaged	23	2192	41985	96	99	100	480	510	511	9	4	4	39	30	30	52	65	65	NA	1	1

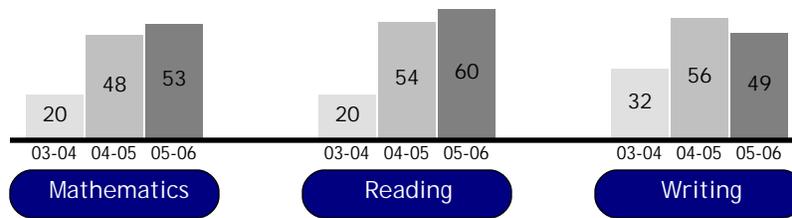
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	90	17	NA	58	96	25	43	47	78	35	44	46
	Language	95	15	45	50	96	21	42	47	78	34	44	48
	Mathematics	96	25	56	64	96	30	48	50	78	28	50	52
3	Reading	100	25	NA	55	99	28	41	44	97	32	43	46
	Language	100	30	56	61	99	29	40	44	100	30	43	46
	Mathematics	100	25	53	61	96	33	47	51	100	30	48	52
4	Reading	95	28	NA	56	99	40	43	48	91	37	46	52
	Language	96	27	45	52	99	41	44	49	99	34	48	52
	Mathematics	96	26	50	61	98	42	48	53	99	39	52	58
5	Reading	99	22	NA	55	100	41	46	50	98	46	50	56
	Language	100	23	41	49	100	43	46	50	99	46	50	54
	Mathematics	100	36	53	63	100	38	45	49	99	41	48	52

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Instruction
- Ü Curriculum
- Ü 301 Funding
- Ü Mission Statement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	27.00
Other Professional Staff	11.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	4	0	2
4 to 6 years	5	4	0	0
7 to 9 years	1	2	0	0
10 or more years	3	4	0	2

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	24
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	10%
Percent of core classes not taught by Highly Qualified Teachers	12%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Computer Lab
- Ü Parent Room
- Ü Professional Development Room

Extracurricular Activities

- Ü Student Council
- Ü Safety Patrols
- Ü Peer Mediators
- Ü Library Club
- Ü Sports Club

Social Services

- Ü Firestation #15 has adopted Oyama
- Ü Peter Piper Educational Incentive Prog.
- Ü School Counselor
- Ü Parenting Classes

## Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	93	95	94	95
Promotion Rate <sup>5</sup>	94	89	88	73
Graduation Rate <sup>6</sup>	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

Students are aware of Oyama's expectations, both academically and behaviorally. Our professional learning community is consistent in the implementation of rules, procedures and expectations. Student achievement is the focus, students are expected to come to school ready to learn.

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) :

4

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	Jeanette Morales	(520) 225-5700
Transportation Policy	Jeanette Morales	(520) 225-5700
Community Resources	Lucia Cordero	(520) 225-5700
School Nutrition Programs	Michelle Tessler-Garcia	(520) 225-5700
Parent Organization	Irma Gonzalez	(520) 225-5700
Student Health/Nurse	Maggie Rodriguez	(520) 225-5700

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

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.

Footnotes

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

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

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

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

5 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](http://www.ade.az.gov/researchpolicy/grad).

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

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