



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5600 N. La Canada, Tucson, AZ 85704

Amphitheater 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	Performing
2004-05	Performing
2003-04	Highly Performing

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

School Overview

Principal/Administrator : Ms. Gail Lorraine Gault
 Schedule : 07:00 AM to 05:00 PM
 Grades : 6-8
 Web Address : www.amphi.com/~lacima/
 Phone Number : (520) 696-6730
 Fax Number : (520) 696-6793
 E-mail : ggault@amphi.com

Mission

Our mission is to continually develop independent and 21st century technological learners by creating an enriching environment and actively involving the community. We support instruction that is rigorous, intentional, direct, active, explicit, and systematic. Our goal to provide quality teaching plus establishing high expectations for all students prepares them for becoming life long learners.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06	Warning Year
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 One hundred percent of La Cima students will demonstrate growth in meeting the Arizona Academic Standards in reading, writing and math.
- ü By using direct instruction, cooperative learning groups, the shared inquiry approach and the one computer classroom model, student class failure rates will be reduced by 5%.
- ü One-hundred percent of students at La Cima will improve at least one grade level higher in reading from the previous year based on standardized test scores.
- ü One-hundred percent of students at La Cima will improve at least one grade level in writing from the previous year based on standardized test scores.

Enrollment

October 1, 2005 School Year Student Enrollment : 739
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 63

Instructional Programs

- ü Grade Level Teams - 6, 7, and 8th grades
- ü Comprehensive Leveled Reading Program
- ü Math and Writing Seminars
- ü Technology Applications
- ü Comprehensive Music Program
- ü Sheltered English Immersion
- ü Writing Across the Content Areas
- ü Reading Across the Content Areas

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 15 minutes
First Day of School :	8/11/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We provide students with multiple opportunities for learning at increasing levels of difficulty. We are responsible for providing students with opportunities for meaningful participation, having high expectations, and providing a safe learning environment. It is our responsibility to provide parents with ongoing information on their children's academic progress and performance on the AIMS test throughout the year.

Parents

Teachers and parents need to work as a team to serve in the best interest of the student. Parents should be actively involved in the student's education and expand his/her desire to learn by encouraging activities which promote lifelong learning at home as well as in school.

Transportation Policy

School buses are provided to students in our attendance area as a service. The school bus is an extension of the school and classroom. Students at bus stops and riding on buses must follow behavior and safety rules as they apply at school. We provide after school activity buses for students in athletics, tutoring, and mentor programs.

School Honors

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

Award/Honor	Year
ü Band Recognition Gold Rating (Top 10% in the Nation)	2004
ü Project Citizen	2004
ü National Certified Teacher in Math	2004
ü District Spelling Bee Winner	2004

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	240	1244	79327	93	95	98	505	528	518	21	11	19	25	19	20	46	51	46	8	19	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	138	631	38961	95	97	98	502	530	520	24	10	16	21	18	20	50	54	48	5	18	16
Male	102	610	40295	92	93	97	508	527	516	18	12	21	29	20	19	40	48	44	13	19	16
African American	11	42	4247	92	88	98	523	503	499	27	24	27	18	24	24	36	43	41	18	10	8
Hispanic	137	418	32327	93	94	98	491	503	499	26	20	27	29	27	25	40	45	41	4	7	8
Asian/Pacific Islander	NC	41	1939	NC	98	99	NC	548	556	NC	5	6	NC	7	10	NC	59	47	NC	29	36
American Indian/Alaskan Native	NC	28	4391	NC	85	96	NC	511	489	NC	21	32	NC	21	27	NC	50	36	NC	7	4
White	76	714	36373	95	97	98	527	544	538	9	6	10	21	15	14	55	54	52	14	26	25
Students with Disabilities	27	146	9321	61	72	87	461	476	467	59	39	54	22	36	22	15	20	21	4	5	3
Students without Disabilities	213	1098	70006	100	100	100	510	534	524	16	8	14	25	17	19	50	55	49	9	21	18
Limited English Proficient Students	35	86	9431	85	90	95	462	466	466	51	48	53	31	34	27	17	19	18	NA	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	165	487	37097	90	90	97	494	502	498	26	21	27	28	27	25	41	45	41	5	6	7
Non-Economically Disadvantaged	75	757	42230	100	99	99	528	545	535	11	5	11	17	14	15	56	54	50	16	27	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	240	1271	79501	93	97	98	488	505	497	14	8	10	29	21	25	54	65	60	3	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	137	639	39062	94	98	99	490	512	502	13	6	8	26	18	23	58	68	64	4	8	5
Male	103	628	40368	93	96	98	485	499	491	15	9	13	33	25	27	50	62	57	3	4	3
African American	12	47	4279	100	98	99	506	484	485	17	15	14	17	30	30	58	51	54	8	4	2
Hispanic	139	432	32389	94	97	98	471	479	478	19	16	16	37	35	34	42	47	48	1	2	1
Asian/Pacific Islander	NC	41	1936	NC	98	99	NC	516	519	NC	5	3	NC	10	14	NC	83	73	NC	2	9
American Indian/Alaskan Native	NC	30	4401	NC	91	96	NC	487	473	NC	17	17	NC	27	40	NC	57	43	NC	NA	1
White	74	719	36446	93	98	99	515	523	516	4	2	4	18	13	15	72	76	73	7	8	7
Students with Disabilities	27	172	9411	61	85	88	449	466	453	33	22	36	48	45	36	19	33	26	NA	1	1
Students without Disabilities	213	1099	70090	100	100	100	493	511	502	11	6	7	26	18	24	59	70	65	4	7	5
Limited English Proficient Students	37	90	9401	90	94	94	430	430	443	51	54	40	41	38	46	8	8	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	167	509	37183	91	94	97	477	478	479	17	16	16	34	35	34	47	48	49	2	1	1
Non-Economically Disadvantaged	73	762	42318	99	100	99	513	523	513	5	2	5	16	12	17	71	77	70	7	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	257	1268	80000	100	97	99	554	573	564	4	2	3	12	9	11	74	70	75	11	19	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	146	644	39288	100	99	99	561	589	579	3	1	2	7	4	6	77	68	77	12	26	16
Male	111	622	40644	100	95	98	545	557	549	4	4	4	20	13	15	68	72	74	8	11	7
African American	12	46	4307	100	96	99	573	552	551	NA	4	4	8	11	13	67	74	75	25	11	7
Hispanic	148	430	32672	100	96	99	539	550	548	5	4	4	14	13	14	76	75	76	5	9	6
Asian/Pacific Islander	NC	40	1945	NC	95	99	NC	590	592	NC	3	1	NC	8	4	NC	60	69	NC	30	25
American Indian/Alaskan Native	10	30	4424	100	91	97	NA	544	549	NA	7	3	NA	13	14	NA	73	77	NA	7	5
White	80	721	36602	100	98	99	576	589	579	1	1	2	8	6	7	73	67	75	19	25	16
Students with Disabilities	44	170	9919	100	84	93	503	523	505	5	5	9	39	30	35	55	59	54	2	6	2
Students without Disabilities	213	1098	70081	100	100	100	564	580	571	3	2	2	7	5	7	77	72	79	12	21	12
Limited English Proficient Students	40	91	9571	98	95	96	469	482	502	20	14	10	35	35	29	45	51	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	180	506	37534	98	94	98	540	546	547	5	4	4	14	14	15	76	76	76	5	6	5
Non-Economically Disadvantaged	77	762	42466	100	100	100	586	591	578	NA	2	2	8	5	7	69	66	75	23	27	16

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

7th 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	230	1252	78546	92	94	97	533	558	543	17	9	15	20	14	18	54	55	52	8	22	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	123	618	38645	95	96	98	529	558	545	17	8	13	22	13	18	55	58	54	6	20	15
Male	107	633	39792	89	91	97	539	559	542	18	10	17	19	14	17	53	52	50	10	23	15
African American	11	52	4205	92	88	97	508	531	524	45	19	22	9	15	22	36	56	49	9	10	7
Hispanic	136	423	31177	91	91	97	523	535	524	20	17	22	28	22	23	46	50	48	6	11	7
Asian/Pacific Islander	11	35	1940	92	95	99	564	577	580	9	9	5	9	9	9	55	46	53	27	37	33
American Indian/Alaskan Native	NC	16	4689	NC	84	95	NC	549	515	NC	13	28	NC	19	25	NC	56	43	NC	13	4
White	69	726	36450	93	96	97	553	573	563	10	4	7	9	9	12	72	58	57	9	29	23
Students with Disabilities	NC	93	8093	NC	57	82	NC	506	489	NC	35	50	NC	28	24	NC	34	23	NC	2	2
Students without Disabilities	221	1159	70453	100	99	100	535	562	549	17	7	11	20	13	17	55	57	56	8	23	16
Limited English Proficient Students	39	86	9323	87	86	94	485	494	491	49	43	47	36	34	28	15	22	24	NA	1	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	159	456	34694	90	87	96	526	534	524	21	17	23	24	23	23	50	50	48	6	10	7
Non-Economically Disadvantaged	71	796	43852	96	98	99	551	572	559	10	5	10	13	8	13	65	58	56	13	29	22

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	246	1305	79045	98	98	98	504	523	512	11	7	10	27	21	25	57	62	58	5	9	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	130	637	38860	100	99	98	507	530	519	9	5	7	29	19	22	55	64	62	6	12	8
Male	116	667	40075	97	96	97	501	515	505	13	9	12	25	24	28	59	61	54	3	6	6
African American	12	56	4250	100	95	98	495	511	500	17	7	12	25	34	31	50	54	54	8	5	3
Hispanic	145	446	31314	97	96	98	493	499	493	14	13	16	33	33	34	50	50	48	3	4	2
Asian/Pacific Islander	12	36	1949	100	97	99	516	525	536	8	8	4	17	14	15	67	72	66	8	6	15
American Indian/Alaskan Native	NC	19	4719	NC	100	96	NC	501	489	NC	16	15	NC	32	39	NC	47	45	NC	5	2
White	74	748	36730	100	99	98	524	538	532	5	3	4	19	14	16	68	70	68	8	13	12
Students with Disabilities	25	145	8552	86	90	87	460	469	463	32	28	35	52	46	40	12	23	23	4	3	1
Students without Disabilities	221	1160	70493	100	99	100	509	529	517	9	4	7	24	18	24	62	67	62	5	10	8
Limited English Proficient Students	42	91	9355	93	91	95	457	453	456	36	41	37	43	45	48	21	14	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	170	493	34922	97	94	96	497	498	493	13	14	15	29	32	34	55	51	48	2	4	3
Non-Economically Disadvantaged	76	812	44123	100	100	99	519	537	527	7	3	6	22	15	18	61	69	66	11	13	11

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	250	1297	79657	100	97	99	557	580	566	5	2	3	9	5	8	86	90	87	NA	3	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	130	631	39120	100	98	99	572	593	580	3	1	2	3	2	4	94	93	92	NA	4	2
Male	120	665	40423	100	96	98	541	567	553	8	3	5	15	8	12	78	86	83	NA	2	1
African American	12	54	4290	100	92	99	577	580	560	NA	NA	4	8	9	9	92	91	86	NA	NA	1
Hispanic	149	444	31642	100	95	99	544	562	552	8	4	5	11	8	11	81	86	84	NA	1	0
Asian/Pacific Islander	12	37	1948	100	100	99	550	581	589	8	3	1	8	8	3	83	84	91	NA	5	4
American Indian/Alaskan Native	NC	19	4760	NC	100	97	NC	563	547	NC	NA	5	NC	16	14	NC	79	81	NC	5	0
White	74	743	36929	100	98	99	579	590	579	NA	1	2	4	3	5	96	92	91	NA	4	2
Students with Disabilities	29	128	9069	100	79	92	509	531	508	10	10	11	31	16	30	59	73	58	NA	1	1
Students without Disabilities	221	1169	70588	100	99	100	563	585	573	5	1	2	6	4	5	90	92	91	NA	3	1
Limited English Proficient Students	44	91	9521	98	91	96	474	504	507	25	15	13	27	25	24	48	59	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	174	486	35341	99	93	97	548	560	551	7	4	5	11	9	12	82	86	83	NA	1	0
Non-Economically Disadvantaged	76	811	44316	100	100	100	578	591	578	NA	1	2	4	3	5	96	92	90	NA	4	2

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	203	1247	78400	91	92	97	540	568	554	26	14	21	26	17	19	38	52	47	9	17	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	102	609	38686	93	94	98	530	562	554	31	16	20	28	19	20	32	51	49	8	15	12
Male	101	636	39636	89	91	96	550	574	554	21	11	23	24	16	18	45	54	46	11	19	13
African American	NC	53	4193	NC	87	97	NC	536	533	NC	25	32	NC	28	23	NC	43	40	NC	4	5
Hispanic	109	386	30732	89	89	97	520	544	534	39	24	31	33	25	24	25	44	40	4	8	5
Asian/Pacific Islander	NC	36	1827	NC	100	99	NC	615	594	NC	3	8	NC	19	12	NC	36	49	NC	42	31
American Indian/Alaskan Native	NC	14	4536	NC	88	95	NC	569	528	NC	7	35	NC	21	25	NC	57	37	NC	14	4
White	81	756	37038	92	94	97	568	580	575	10	8	11	15	12	14	58	58	56	17	21	19
Students with Disabilities	14	100	7840	41	53	81	494	516	498	57	43	60	29	24	18	14	32	20	NA	1	2
Students without Disabilities	189	1147	70560	99	99	99	543	572	560	24	11	17	26	17	19	40	54	50	10	18	14
Limited English Proficient Students	29	70	8956	81	84	95	488	492	502	76	64	56	17	21	25	7	14	18	NA	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	126	414	33014	89	86	95	524	540	534	37	25	31	26	23	24	34	45	40	3	6	5
Non-Economically Disadvantaged	77	833	45386	94	96	99	567	581	569	9	8	15	26	14	15	45	56	52	19	22	18

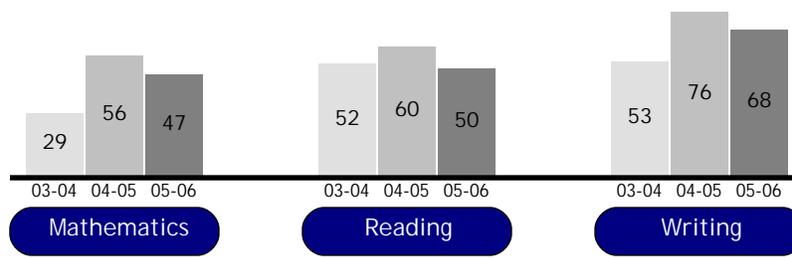
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	220	1319	79179	98	98	98	506	527	519	16	9	11	35	22	27	46	62	58	4	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	108	635	38974	98	98	99	503	530	524	15	8	8	41	21	25	42	63	61	3	7	5
Male	112	682	40124	98	97	97	509	525	513	17	11	13	29	22	28	50	62	54	4	6	4
African American	NC	56	4243	NC	92	98	NC	502	506	NC	20	14	NC	23	32	NC	57	51	NC	NA	3
Hispanic	119	423	30987	97	97	98	486	501	498	22	17	17	47	36	36	30	45	45	1	2	1
Asian/Pacific Islander	NC	36	1832	NC	100	99	NC	555	543	NC	3	4	NC	17	17	NC	61	69	NC	19	10
American Indian/Alaskan Native	NC	15	4573	NC	94	96	NC	538	494	NC	7	16	NC	13	41	NC	73	42	NC	7	1
White	88	787	37467	100	98	98	530	542	539	8	5	5	20	14	17	65	72	70	7	9	8
Students with Disabilities	30	175	8567	88	93	88	457	471	467	43	35	39	43	40	38	13	24	22	NA	1	1
Students without Disabilities	190	1144	70612	100	98	99	514	535	524	12	6	7	33	19	25	51	68	62	4	7	5
Limited English Proficient Students	33	79	9013	92	95	95	451	445	461	48	59	40	42	35	48	9	5	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	136	455	33345	96	94	96	490	498	499	21	19	17	43	34	36	36	47	46	NA	1	1
Non-Economically Disadvantaged	84	864	45834	100	99	99	531	543	533	7	5	7	21	16	19	62	71	67	10	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	224	1308	79734	100	97	99	532	564	554	5	2	3	27	16	19	68	81	78	NA	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	110	633	39243	100	98	99	538	573	568	4	1	2	24	12	12	73	86	85	NA	0	1
Male	114	673	40413	100	96	98	526	555	541	6	3	4	31	19	26	63	77	70	NA	1	0
African American	NC	56	4285	NC	92	99	NC	537	548	NC	9	3	NC	21	22	NC	70	74	NC	NA	0
Hispanic	122	415	31254	99	95	99	518	541	539	8	4	5	30	26	25	61	70	70	NA	0	0
Asian/Pacific Islander	NC	36	1837	NC	100	99	NC	581	579	NC	3	1	NC	11	9	NC	83	87	NC	3	2
American Indian/Alaskan Native	NC	14	4613	NC	88	97	NC	560	535	NC	NA	4	NC	21	29	NC	79	67	NC	NA	0
White	89	785	37668	100	98	99	550	577	569	NA	1	1	24	10	13	76	88	85	NA	1	1
Students with Disabilities	34	152	8943	100	81	92	475	505	495	9	7	11	71	51	51	21	41	38	NA	1	1
Students without Disabilities	190	1156	70791	100	99	100	542	571	561	4	2	2	19	11	15	76	87	83	NA	1	0
Limited English Proficient Students	36	77	9138	100	93	97	473	461	492	22	22	13	50	56	46	28	22	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	139	450	33718	98	93	97	520	534	538	7	5	5	31	29	26	62	66	69	NA	0	0
Non-Economically Disadvantaged	85	858	46016	100	99	100	552	579	567	1	1	2	21	9	14	78	90	84	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)

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.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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
6	Reading	98	50	NA	56	99	48	57	51	93	48	61	56
	Language	98	45	61	48	99	45	55	47	100	43	58	50
	Mathematics	95	66	80	66	99	49	61	52	93	48	65	58
7	Reading	92	52	NA	54	99	44	53	50	98	46	61	54
	Language	96	59	70	58	99	47	58	52	100	54	67	58
	Mathematics	92	59	74	62	99	44	57	50	92	52	67	54
8	Reading	94	59	NA	55	100	47	54	51	98	48	63	58
	Language	94	51	67	52	100	49	56	50	100	48	63	56
	Mathematics	93	53	71	61	100	49	59	53	91	52	68	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

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

Council Duties

- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Budget - School and Title I
- Ü Student Discipline/Uniforms
- Ü Instruction/Curriculum
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.50	Teacher	49.00
Other Professional Staff	3.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	7	6	0	0
7 to 9 years	5	9	1	0
10 or more years	3	12	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	154
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Athletic Facilities
- Ü What's Up La Cima Media Studio
- Ü MAC Computer Labs
- Ü Complete Library Facility

Extracurricular Activities

- Ü Interscholastic Sports
- Ü Fine Arts (Band/Choir/Orchestra, Art)
- Ü Student Council
- Ü National Junior Honor Society
- Ü Teen Court
- Ü Tech Club
- Ü Yearbook
- Ü Musical Theater

Social Services

- Ü Counseling Services
- Ü Health Services
- Ü Mentoring Program
- Ü Breakfast/Lunch Programs
- Ü Family Advocate
- Ü Adopt-A-Family
- Ü Violence Prevention Programs
- Ü Love and Logic Parent Support

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Our after-school Achieve program which includes computer based instruction in math and reading, tutoring, and homework help, supports our commitment to providing students extended opportunities for academic success.

- ü Our Odessey of the Mind teams(3) competed in regional and state competitions this year.

- ü Students placed first in several categories at the Project Citizen competition at the city level and state level.

- ü Band, orchestra and chorus placed in the top 10 percent of schools in the U.S. receiving a Gold Rating at the Forum Musical Festival in California.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	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

The following programs are in place to provide a safe, supportive environment to ensure student's success: Bully Prevention, Resiliency Initiative, Community Service Club, school resource officer, safe schools officer, Second Step (social skills and violence prevention curriculum), Teen Court, and a Mentor Program. We have a zero tolerance policy when drugs, weapons and violence are used on campus or buses.

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) :

24

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	Gail Gault	(520) 696-6742
Transportation Policy	Marc Lappitt	(520) 696-3783
Community Resources	Suzanne Graun	(520) 696-6739
School Nutrition Programs	Karen Martin	(520) 696-5134
Parent Organization	Daphne Madson	(520) 887-7338
Student Health/Nurse	Ann Adams	(520) 696-6740

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."

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.

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.

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