

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5385 East Littleton Road, Tucson, AZ 85706

Sunnyside 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	N/A
2003-04	N/A

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

School Overview

Principal/Administrator : Mr. Robert Anthony Miranda
 Schedule : 08:00 AM to 05:00 PM
 Grades : 4-6
 Web Address :
 Phone Number : (520) 545-4900
 Fax Number : (520) 545-4916
 E-mail : bobm@susd12.org

Mission

The mission of Billy Lane Lauffer Middle School is to ensure that all students achieve academic success, meet and exceed the State Standards and contribute positively to a diverse, changing, democratic society.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	N/A
2003-04	N/A

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 School Goal AIMS Reading: Take the combined student population of Falling Far Below and Approaching Levels and move 10% of these students to the meets or exceeds levels and take 5% of the meets population and move them to the exceeds level.
- ü School Goal AIMS Writing: Take the combined student population of Falling Far Below and Approaching Levels and move 10% of these students to the meets or exceeds levels and take 5% of the meets population and move them to the exceeds level.
- ü School Goal AIMS Math: Take the combined student population of Falling Far Below and Approaching Levels and move 10% of these students to the meets or exceeds levels and take 5% of the meets population
- ü Lauffer Middle School students will achieve a 95% attendance rate.

Enrollment

October 1, 2005 School Year Student Enrollment : 422
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 32

Instructional Programs

- Ü Standards Based Instruction
- Ü Connected Math Program
- Ü Accelerated Reader Program
- Ü Reading & Language Intervention Programs
- Ü Six Traits Writing Assesment
- Ü Frequent Academic Monitoring
- Ü Enhanced Program in Read., Writing, Math
- Ü Technology Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/10/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Lauffer Middle School is responsible for providing an educational program that will assist our students in meeting and exceeding the State Standards. We will prepare our students for success in the AIMS Exam. We are responsible for maintaining effective communication with our Parents.

Parents

It is the responsibility of parents to support their children in their efforts to meet and exceed the State Standards. Parents are responsible for providing for the health, safety and welfare of their children. We expect parents to ensure that their children obey all school rules and policies. Parents assist the school by ensuring that their children are fed and clothed properly.

Transportation Policy

Lauffer Middle School provides transportation for students as described in the Sunnyside Unified School District Transportation Policy.

School Honors

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

Award/Honor

Year

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	97	1368	80147	92	99	99	468	470	482	11	13	11	26	22	17	48	50	49	14	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	692	39281	98	100	99	479	470	483	5	12	9	14	22	17	64	51	50	17	15	24
Male	55	676	40780	89	98	98	459	470	482	16	14	12	35	22	17	36	48	48	13	16	24
African American	--	18	4249	--	100	99	--	476	464	--	17	17	--	11	22	--	56	48	--	17	13
Hispanic	87	1205	33494	95	99	99	470	470	466	13	13	15	22	22	23	49	49	49	16	16	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	NC	58	4117	NC	98	96	NC	457	456	NC	16	19	NC	31	27	NC	50	46	NC	3	8
White	NC	81	36122	NC	99	99	NC	471	501	NC	14	5	NC	20	10	NC	52	50	NC	15	35
Students with Disabilities	15	202	10295	71	94	92	421	429	443	33	38	33	47	34	26	20	26	33	NA	2	8
Students without Disabilities	82	1166	69852	98	100	100	477	477	488	7	8	7	22	20	16	54	54	51	17	18	26
Limited English Proficient Students	41	534	12722	95	99	97	443	448	441	27	20	27	32	32	33	39	43	37	2	5	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	91	1225	38371	95	99	97	465	469	465	12	13	15	27	23	23	48	49	49	12	15	13
Non-Economically Disadvantaged	NC	143	41776	NC	100	100	NC	485	498	NC	9	6	NC	14	11	NC	56	49	NC	21	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	97	1368	79686	92	99	98	451	451	470	18	17	11	32	34	24	47	46	57	3	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	692	39163	98	100	99	465	454	475	10	12	9	31	35	22	55	50	60	5	2	10
Male	55	676	40438	89	98	97	439	447	465	24	21	13	33	34	25	42	42	54	2	4	7
African American	--	18	4228	--	100	98	--	476	458	--	6	15	--	33	28	--	44	53	--	17	4
Hispanic	87	1205	33299	95	99	98	451	450	452	18	17	17	30	35	32	48	45	47	3	3	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	NC	58	4087	NC	98	96	NC	448	446	NC	21	16	NC	22	38	NC	57	44	NC	NA	2
White	NC	81	35914	NC	99	98	NC	459	489	NC	11	5	NC	33	15	NC	53	67	NC	2	14
Students with Disabilities	15	203	9808	71	94	87	409	411	432	47	47	35	47	39	32	7	12	30	NA	2	3
Students without Disabilities	82	1165	69878	98	100	100	458	457	475	12	11	8	29	34	23	55	52	61	4	3	9
Limited English Proficient Students	41	534	12594	95	99	96	421	425	422	34	29	34	41	49	45	24	22	21	NA	1	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	91	1225	38095	95	99	97	447	448	452	19	17	17	34	36	32	45	44	48	2	3	3
Non-Economically Disadvantaged	NC	143	41591	NC	100	99	NC	471	486	NC	11	6	NC	22	16	NC	59	65	NC	8	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	101	1375	80372	96	99	99	468	468	475	6	6	4	26	29	30	67	64	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	694	39452	100	100	99	492	478	488	NA	3	3	16	24	22	81	71	72	2	1	3
Male	58	681	40836	94	99	98	450	458	464	10	8	6	33	35	37	57	56	56	NA	1	1
African American	--	18	4264	--	100	99	--	502	465	--	NA	5	--	22	35	--	61	59	--	17	1
Hispanic	90	1212	33608	98	99	99	469	468	462	6	6	6	23	29	36	70	65	57	1	1	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	58	4128	NC	98	97	NC	473	464	NC	2	4	NC	40	39	NC	59	56	NC	NA	1
White	NC	81	36213	NC	99	99	NC	468	489	NC	5	2	NC	37	22	NC	54	72	NC	4	3
Students with Disabilities	17	206	10526	81	95	94	418	419	427	18	19	15	53	49	53	29	30	31	NA	2	1
Students without Disabilities	84	1169	69846	100	100	100	478	476	482	4	3	3	20	26	26	75	70	69	1	1	2
Limited English Proficient Students	42	536	12747	98	99	97	444	447	432	12	8	12	31	43	52	57	48	36	NA	1	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	94	1232	38521	98	99	98	466	466	461	5	6	6	28	30	38	67	63	55	NA	1	1
Non-Economically Disadvantaged	NC	143	41851	NC	100	100	NC	485	489	NC	4	3	NC	22	22	NC	70	72	NC	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	94	1284	79306	91	99	99	457	492	504	41	18	13	27	23	20	31	47	49	1	12	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	596	38845	98	100	99	464	492	505	30	16	11	30	23	20	38	49	50	2	13	18
Male	44	688	40383	85	99	98	449	492	504	55	19	14	23	23	19	23	46	47	NA	12	19
African American	--	31	4171	--	100	98	--	488	485	--	19	20	--	26	26	--	45	44	--	10	10
Hispanic	84	1122	32673	92	99	99	457	491	487	42	18	18	25	23	25	32	47	46	1	12	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	NC	56	4034	NC	100	97	NC	484	479	NC	16	22	NC	30	29	NC	43	43	NC	11	7
White	NC	71	36234	NC	100	99	NC	506	523	NC	14	6	NC	18	13	NC	51	52	NC	17	28
Students with Disabilities	29	240	10286	81	98	91	432	448	462	76	52	41	21	28	27	3	18	27	NA	2	5
Students without Disabilities	65	1044	69020	97	100	100	468	501	510	26	10	9	29	22	18	43	54	52	2	15	21
Limited English Proficient Students	42	363	10291	98	99	96	443	463	458	57	34	38	31	33	34	12	28	26	NA	4	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	83	1130	37437	90	99	97	457	490	486	43	19	19	24	23	26	31	46	46	1	12	9
Non-Economically Disadvantaged	11	154	41869	100	100	100	458	504	521	27	8	7	45	19	14	27	59	51	NA	14	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	94	1271	79000	91	98	98	458	471	489	17	14	10	44	33	24	38	49	58	1	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	590	38774	98	99	99	468	476	494	8	11	7	46	32	22	46	55	61	NA	2	10
Male	44	681	40150	85	98	98	448	466	485	27	18	12	41	35	25	30	45	55	2	3	8
African American	--	29	4153	--	97	98	--	461	476	--	14	13	--	52	30	--	31	53	--	3	4
Hispanic	84	1114	32508	92	98	98	459	470	472	15	14	15	46	34	33	37	50	49	1	2	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	NC	56	4016	NC	100	96	NC	462	467	NC	18	14	NC	32	37	NC	48	46	NC	2	2
White	NC	68	36135	NC	97	98	NC	490	508	NC	12	4	NC	24	14	NC	53	67	NC	12	15
Students with Disabilities	29	227	9991	81	93	88	435	432	449	34	44	33	48	39	36	17	17	29	NA	NA	2
Students without Disabilities	65	1044	69009	97	100	100	469	478	495	9	8	6	42	32	22	48	57	62	2	3	10
Limited English Proficient Students	42	359	10199	98	98	95	441	442	439	29	33	35	57	48	47	12	18	18	2	1	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	83	1118	37234	90	98	97	458	468	472	19	15	15	45	35	33	35	47	50	1	2	3
Non-Economically Disadvantaged	11	153	41766	100	100	99	465	486	505	NA	7	5	36	22	16	64	67	65	NA	5	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	95	1288	79611	92	100	99	475	492	496	11	7	7	52	35	37	38	57	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	596	39016	98	100	99	489	505	511	6	5	4	48	28	29	46	67	66	NA	0	1
Male	45	692	40519	87	99	98	459	481	482	16	9	10	56	42	44	29	49	46	NA	NA	0
African American	--	30	4188	--	100	98	--	483	486	--	13	9	--	37	40	--	50	50	--	NA	0
Hispanic	84	1126	32855	92	100	99	477	493	481	8	7	10	52	34	43	39	59	47	NA	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	NC	57	3992	NC	100	96	NC	492	478	NC	5	10	NC	46	46	NC	49	44	NC	NA	0
White	NC	71	36380	NC	100	99	NC	491	511	NC	6	4	NC	49	30	NC	44	65	NC	1	1
Students with Disabilities	29	241	10664	81	99	94	442	439	440	17	22	23	72	59	54	10	20	22	NA	NA	1
Students without Disabilities	66	1047	68947	99	100	100	489	504	504	8	4	4	42	30	34	50	66	61	NA	0	1
Limited English Proficient Students	42	364	10362	98	99	97	446	458	438	14	15	22	67	54	57	19	31	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	84	1134	37626	91	99	98	474	490	479	12	8	10	49	36	45	39	56	45	NA	0	0
Non-Economically Disadvantaged	11	154	41985	100	100	100	483	510	511	NA	3	4	73	31	30	27	66	65	NA	NA	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	216	1375	79327	98	98	98	512	489	518	18	32	19	19	26	20	55	38	46	9	4	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	120	701	38961	98	99	98	516	492	520	16	28	16	18	26	20	55	42	48	12	4	16
Male	96	674	40295	98	98	97	506	485	516	20	37	21	20	25	19	55	34	44	5	4	16
African American	NC	19	4247	NC	95	98	NC	497	499	NC	26	27	NC	26	24	NC	47	41	NC	NA	8
Hispanic	178	1221	32327	98	98	98	505	487	499	20	33	27	21	26	25	53	37	41	6	4	8
Asian/Pacific Islander	NC	10	1939	NC	100	99	NC	NA	556	NC	NA	6	NC	NA	10	NC	NA	47	NC	NA	36
American Indian/Alaskan Native	NC	53	4391	NC	96	96	NC	488	489	NC	34	32	NC	26	27	NC	36	36	NC	4	4
White	25	72	36373	100	100	98	540	511	538	8	21	10	8	21	14	64	49	52	20	10	25
Students with Disabilities	26	224	9321	90	94	87	458	449	467	62	71	54	23	17	22	15	11	21	NA	0	3
Students without Disabilities	190	1151	70006	99	99	100	519	495	524	12	25	14	18	27	19	61	43	49	10	5	18
Limited English Proficient Students	43	333	9431	93	97	95	466	456	466	53	63	53	28	23	27	14	13	18	5	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	175	1200	37097	98	98	97	507	486	498	20	34	27	20	27	25	53	36	41	7	3	7
Non-Economically Disadvantaged	41	175	42230	100	100	99	534	508	535	7	19	11	12	20	15	63	53	50	17	8	24

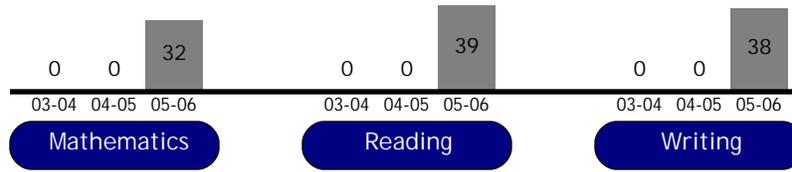
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	216	1375	79501	98	98	98	488	473	497	11	20	10	29	35	25	59	44	60	2	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	120	701	39062	98	99	99	490	478	502	11	15	8	27	34	23	60	50	64	3	1	5
Male	96	674	40368	98	98	98	486	468	491	10	24	13	31	37	27	57	38	57	1	1	3
African American	NC	19	4279	NC	95	99	NC	492	485	NC	11	14	NC	26	30	NC	58	54	NC	5	2
Hispanic	178	1221	32389	98	98	98	484	471	478	11	20	16	31	37	34	56	42	48	1	1	1
Asian/Pacific Islander	NC	10	1936	NC	100	99	NC	NA	519	NC	NA	3	NC	NA	14	NC	NA	73	NC	NA	9
American Indian/Alaskan Native	NC	53	4401	NC	96	96	NC	477	473	NC	17	17	NC	30	40	NC	53	43	NC	NA	1
White	25	72	36446	100	100	99	510	496	516	8	11	4	16	25	15	72	63	73	4	1	7
Students with Disabilities	26	224	9411	90	94	88	451	438	453	38	46	36	27	38	36	35	16	26	NA	NA	1
Students without Disabilities	190	1151	70090	99	99	100	493	479	502	7	14	7	29	35	24	62	50	65	2	1	5
Limited English Proficient Students	43	333	9401	93	97	94	445	437	443	40	50	40	49	40	46	9	9	14	2	0	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	175	1200	37183	98	98	97	483	469	479	12	21	16	33	37	34	55	41	49	1	0	1
Non-Economically Disadvantaged	41	175	42318	100	100	99	513	499	513	5	9	5	12	23	17	76	65	70	7	3	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	218	1384	80000	99	99	99	574	556	564	1	3	3	6	11	11	82	81	75	11	5	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	121	706	39288	99	99	99	585	568	579	1	2	2	4	6	6	83	84	77	12	7	16
Male	97	678	40644	99	99	98	561	544	549	2	4	4	8	16	15	80	77	74	9	3	7
African American	NC	19	4307	NC	95	99	NC	567	551	NC	NA	4	NC	32	13	NC	63	75	NC	5	7
Hispanic	179	1228	32672	99	99	99	572	555	548	2	3	4	6	11	14	82	81	76	10	5	6
Asian/Pacific Islander	NC	10	1945	NC	100	99	NC	NA	592	NC	NA	1	NC	NA	4	NC	NA	69	NC	NA	25
American Indian/Alaskan Native	NC	54	4424	NC	98	97	NC	570	549	NC	2	3	NC	7	14	NC	81	77	NC	9	5
White	25	73	36602	100	100	99	584	566	579	NA	5	2	4	11	7	84	77	75	12	7	16
Students with Disabilities	28	228	9919	97	96	93	535	519	505	NA	5	9	25	31	35	75	64	54	NA	0	2
Students without Disabilities	190	1156	70081	99	100	100	580	563	571	2	3	2	3	7	7	83	84	79	12	6	12
Limited English Proficient Students	45	336	9571	98	98	96	534	510	502	2	9	10	20	23	29	78	67	60	NA	1	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	177	1208	37534	99	99	98	573	553	547	1	3	4	6	12	15	83	81	76	10	4	5
Non-Economically Disadvantaged	41	176	42466	100	100	100	579	575	578	2	1	2	5	7	7	78	81	75	15	11	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)

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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?	Y
	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
4	Reading	--	--	NA	56	--	--	39	48	94	39	37	52
	Language	--	--	41	52	--	--	38	49	96	41	37	52
	Mathematics	--	--	50	61	--	--	44	53	94	52	48	58
5	Reading	--	--	NA	55	--	--	40	50	90	32	39	56
	Language	--	--	39	49	--	--	39	50	92	25	37	54
	Mathematics	--	--	52	63	--	--	39	49	90	24	41	52
6	Reading	--	--	NA	56	--	--	39	51	99	50	39	56
	Language	--	--	31	48	--	--	35	47	100	44	32	50
	Mathematics	--	--	50	66	--	--	39	52	99	54	35	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)
- 2 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Curriuclum and Instruction
- Ü School Improvement Plan
- Ü Discipline Policies
- Ü School Safety
- Ü State Standards
- Ü Staff Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	28.00
Other Professional Staff	3.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	19
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Highly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Computer Lab
- Ü Gymnasium/Auditorium
- Ü Cafeteria

Extracurricular Activities

- Ü MESA
- Ü Chess Club
- Ü Student Council
- Ü Band
- Ü Orchestra
- Ü Intramural Athletics
- Ü Peer Mentoring
- Ü Music

Social Services

- Ü Nurse
- Ü School Psychologist
- Ü Counselor
- Ü Parent Involvement Assistant
- Ü Academic Tutoring
- Ü Family Therapist

Ü Southern Arizona Science Teacher of the Year - Ava Bemer

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	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 Lauffer Middle School Discipline Matrix is designed to provide a safe and orderly learning environment. Since the opening of the 2005-06 School Year we have had only 12-15 discipline referrals.

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) :

2

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	Robert A. Miranda	(520) 545-4905
Transportation Policy		(520) 545-2106
Community Resources	Patricia Aparicio	(520) 545-4900
School Nutrition Programs	Kenny Anderson	(520) 545-2072
Parent Organization	John Benavidez	(520) 545-4906
Student Health/Nurse	Donna Belcher	(520) 545-4900

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.

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

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