

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

902 W. Main, Payson, AZ 85541

Payson Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mr. Rob Varner
 Schedule : 07:00 AM to 04:00 PM
 Grades : Pre-K-5
 Web Address : www.pusd/k12.az.us
 Phone Number : (928) 474-2353
 Fax Number : (928) 472-2041
 E-mail : rvarner@pusd.com

Mission

Julia Randall Elementary will serve as a catalyst for creating an exceptional standard of educational excellence; will ensure the highest possible levels of student learning and performance; and will prepare all students to pursue a love of learning.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü Increase reading ability through individual assessment and individualized programs that include phonemic awareness/phonics instruction, and comprehension strategies. The Accelerated Reading Program will be used to motivate and reward constant readers.
- ü Increase math understanding and mastery with hands on instruction, repetition, and algebraic functions. The Accelerated Math Program will be used to reinforce classroom instruction and accelerate students who are prepared to move forward.
- ü To unite the students, parents, staff and community to achieve a common purpose of academic excellence.
- ü To continue to use the writing process across the curriculum

Enrollment

October 1, 2005 School Year Student Enrollment : 410
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 34

Instructional Programs

- Afterschool Program
- Band and Orchestra and Chorus
- On-site Special Education
- Autism Program
- ELL
- District Pre-School

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/28/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Our school motto is: 'Every child has the right to a quality and safe education.' The parents are involved in all educational decisions that are made for their child. Parents are kept informed of the progress of their child every quarter. Additionally, parents are contacted by phone, in writing and/or via e-mail as needed.

Parents

Parents strive to ensure maximum attendance (+95%) and minimum tardiness.

Transportation Policy

District-provided bus transportation.

School Honors

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

Award/Honor	Year
• Scholastic's Clifford Magazine Editorial Review Board	2005
• Wal-Mart Teacher of Year	2005
• Wal-Mart Teacher of the Year	2003
• Gila County Teacher of the Year	2000

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	69	197	80010	100	100	99	461	455	447	3	4	10	14	17	18	61	60	53	22	19	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	92	38935	100	100	99	464	455	447	NA	1	9	17	18	19	58	59	55	25	22	17
Male	33	105	40974	94	100	98	459	455	448	6	6	11	12	15	18	64	62	52	18	17	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	12	28	34545	92	97	99	435	426	432	8	18	14	33	32	24	42	43	53	17	7	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	55	163	35142	100	100	99	468	461	465	2	1	5	11	13	11	64	63	56	24	22	28
Students with Disabilities	11	36	10161	100	100	93	441	430	419	NA	8	28	36	36	28	55	53	36	9	3	8
Students without Disabilities	58	161	69849	100	100	100	465	460	451	3	2	7	10	12	17	62	62	56	24	23	19
Limited English Proficient Students	NC	NC	14013	NC	NC	97	NC	NC	413	NC	NC	24	NC	NC	34	NC	NC	39	NC	NC	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	29	95	39029	97	97	98	447	445	432	3	4	14	24	20	25	59	62	52	14	14	9
Non-Economically Disadvantaged	40	102	40981	100	100	100	472	464	462	3	3	6	8	14	13	63	59	54	28	25	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	69	188	79438	100	97	98	469	464	451	4	4	9	12	15	24	78	72	56	6	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	89	38775	100	100	99	473	468	457	3	2	7	11	11	22	78	76	58	8	10	13
Male	33	99	40560	94	94	97	465	461	446	6	6	12	12	18	25	79	68	54	3	8	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	12	26	34297	92	90	98	438	440	434	17	15	14	25	27	31	58	58	50	NA	NA	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	55	156	34887	100	98	98	477	469	471	2	3	4	9	12	15	82	75	63	7	11	18
Students with Disabilities	11	27	9588	100	77	88	450	442	416	18	15	30	18	26	32	55	56	34	9	4	5
Students without Disabilities	58	161	69850	100	100	100	473	468	456	2	2	7	10	13	23	83	75	59	5	10	12
Limited English Proficient Students	NC	NC	13856	NC	NC	96	NC	NC	407	NC	NC	27	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	29	89	38685	97	91	97	456	455	435	7	6	14	21	19	32	69	70	50	3	6	5
Non-Economically Disadvantaged	40	99	40753	100	100	99	480	473	467	3	3	5	5	11	16	85	74	62	8	12	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	69	194	79971	100	100	99	454	434	423	4	4	8	29	48	41	59	43	49	7	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	92	38974	100	100	99	470	454	437	3	1	5	19	32	33	67	61	57	11	7	4
Male	33	102	40895	94	97	98	436	415	410	6	7	10	39	64	47	52	27	41	3	2	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	12	28	34481	92	97	99	441	425	410	8	7	10	25	46	46	58	43	43	8	4	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	55	161	35150	100	100	99	458	436	437	4	4	5	27	47	35	62	45	56	7	4	5
Students with Disabilities	11	34	10258	100	97	94	397	390	377	27	18	23	45	65	51	27	18	25	NA	NA	1
Students without Disabilities	58	160	69713	100	100	100	464	443	429	NA	1	5	26	45	39	66	49	52	9	5	3
Limited English Proficient Students	NC	NC	13985	NC	NC	97	NC	NC	382	NC	NC	18	NC	NC	54	NC	NC	27	NC	NC	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	29	94	38994	97	96	98	440	423	409	7	5	10	34	54	47	55	38	41	3	2	1
Non-Economically Disadvantaged	40	100	40977	100	100	100	463	444	437	3	3	5	25	43	34	63	48	56	10	6	5

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

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	183	80147	97	97	99	503	500	482	NA	2	11	12	12	17	59	57	49	29	30	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	90	39281	97	97	99	503	496	483	NA	3	9	9	11	17	63	59	50	29	27	24
Male	31	93	40780	97	98	98	503	503	482	NA	NA	12	16	13	17	55	55	48	29	32	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	NC	24	33494	NC	100	99	NC	487	466	NC	8	15	NC	13	23	NC	63	49	NC	17	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	53	151	36122	98	97	99	507	502	501	NA	1	5	8	11	10	60	56	50	32	32	35
Students with Disabilities	NC	25	10295	NC	89	92	NC	459	443	NC	4	33	NC	40	26	NC	52	33	NC	4	8
Students without Disabilities	60	158	69852	100	99	100	508	506	488	NA	1	7	7	8	16	62	58	51	32	34	26
Limited English Proficient Students	NC	NC	12722	NC	NC	97	NC	NC	441	NC	NC	27	NC	NC	33	NC	NC	37	NC	NC	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	35	96	38371	92	94	97	501	495	465	NA	2	15	17	15	23	54	58	49	29	25	13
Non-Economically Disadvantaged	31	87	41776	100	100	100	506	505	498	NA	1	6	6	9	11	65	55	49	29	34	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	68	185	79686	100	98	98	496	489	470	4	3	11	12	12	24	65	75	57	19	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	92	39163	100	99	99	499	493	475	NA	1	9	17	12	22	67	77	60	17	10	10
Male	32	93	40438	100	98	97	492	485	465	9	4	13	6	13	25	63	72	54	22	11	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	NC	23	33299	NC	96	98	NC	484	452	NC	4	17	NC	13	32	NC	78	47	NC	4	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	55	154	35914	100	99	98	501	491	489	2	2	5	11	12	15	65	75	67	22	11	14
Students with Disabilities	NC	26	9808	NC	93	87	NC	447	432	NC	8	35	NC	46	32	NC	46	30	NC	NA	3
Students without Disabilities	60	159	69878	100	99	100	504	496	475	3	2	8	5	7	23	70	79	61	22	12	9
Limited English Proficient Students	NC	NC	12594	NC	NC	96	NC	NC	422	NC	NC	34	NC	NC	45	NC	NC	21	NC	NC	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	36	98	38095	95	96	97	486	483	452	3	3	17	17	15	32	67	72	48	14	9	3
Non-Economically Disadvantaged	32	87	41591	100	100	99	507	496	486	6	2	6	6	9	16	63	77	65	25	11	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	68	186	80372	100	99	99	487	488	475	1	1	4	26	25	30	68	71	64	4	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	91	39452	100	98	99	501	501	488	NA	NA	3	14	14	22	81	82	72	6	3	3
Male	32	95	40836	100	100	98	469	476	464	3	2	6	41	35	37	53	60	56	3	3	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	NC	23	33608	NC	96	99	NC	479	462	NC	NA	6	NC	26	36	NC	70	57	NC	4	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	55	156	36213	100	100	99	489	489	489	2	1	2	25	24	22	67	71	72	5	3	3
Students with Disabilities	NC	26	10526	NC	93	94	NC	450	427	NC	NA	15	NC	65	53	NC	35	31	NC	NA	1
Students without Disabilities	60	160	69846	100	100	100	494	494	482	2	1	3	18	18	26	75	77	69	5	4	2
Limited English Proficient Students	NC	NC	12747	NC	NC	97	NC	NC	432	NC	NC	12	NC	NC	52	NC	NC	36	NC	NC	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	36	98	38521	95	96	98	477	478	461	3	2	6	31	29	38	61	67	55	6	2	1
Non-Economically Disadvantaged	32	88	41851	100	100	100	497	501	489	NA	NA	3	22	20	22	75	75	72	3	5	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	223	79306	100	100	99	530	518	504	4	4	13	12	13	20	51	60	49	33	23	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	99	38845	100	98	99	532	524	505	NA	NA	11	19	13	20	47	60	50	33	27	18
Male	39	121	40383	100	100	98	528	515	504	8	7	14	5	12	19	54	60	47	33	20	19
African American	--	NC	4171	--	NC	98	--	NC	485	--	NC	20	--	NC	26	--	NC	44	--	NC	10
Hispanic	10	36	32673	100	100	99	NA	511	487	NA	3	18	NA	17	25	NA	58	46	NA	22	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	NC	11	4034	NC	100	97	NC	511	479	NC	NA	22	NC	18	29	NC	55	43	NC	27	7
White	62	172	36234	100	100	99	532	521	523	3	4	6	13	12	13	50	61	52	34	23	28
Students with Disabilities	NC	24	10286	NC	100	91	NC	465	462	NC	17	41	NC	63	27	NC	21	27	NC	NA	5
Students without Disabilities	66	199	69020	99	100	100	539	524	510	2	3	9	3	8	18	58	64	52	38	26	21
Limited English Proficient Students	NC	NC	10291	NC	NC	96	NC	NC	458	NC	NC	38	NC	NC	34	NC	NC	26	NC	NC	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	41	109	37437	98	97	97	517	504	486	5	6	19	20	19	26	49	61	46	27	14	9
Non-Economically Disadvantaged	34	114	41869	100	100	100	545	532	521	3	3	7	3	8	14	53	58	51	41	32	27

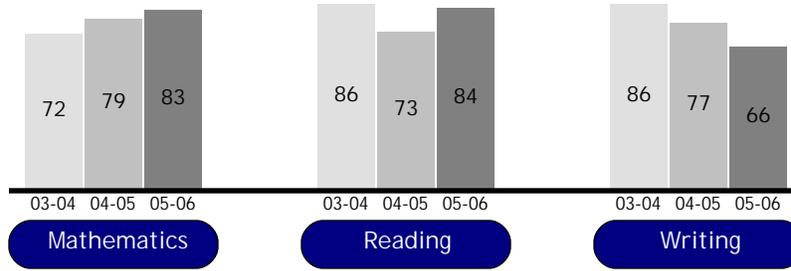
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	221	79000	100	100	98	502	507	489	5	2	10	15	13	24	75	76	58	5	9	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	100	38774	100	99	99	505	513	494	3	1	7	14	8	22	78	79	61	6	12	10
Male	39	118	40150	100	98	98	499	502	485	8	3	12	15	17	25	72	73	55	5	7	8
African American	--	NC	4153	--	NC	98	--	NC	476	--	NC	13	--	NC	30	--	NC	53	--	NC	4
Hispanic	10	37	32508	100	100	99	NA	490	472	NA	5	15	NA	16	33	NA	73	49	NA	5	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	NC	10	4016	NC	91	96	NC	NA	467	NC	NA	14	NC	NA	37	NC	NA	46	NC	NA	2
White	62	170	36135	100	100	98	505	512	508	3	2	4	15	11	14	76	78	67	6	10	15
Students with Disabilities	NC	22	9991	NC	96	88	NC	473	449	NC	14	33	NC	45	36	NC	36	29	NC	5	2
Students without Disabilities	66	199	69009	99	100	100	508	510	495	2	1	6	11	10	22	82	80	62	6	10	10
Limited English Proficient Students	NC	NC	10199	NC	NC	95	NC	NC	439	NC	NC	35	NC	NC	47	NC	NC	18	NC	NC	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	41	109	37234	98	97	97	497	500	472	7	4	15	17	19	33	71	69	50	5	8	3
Non-Economically Disadvantaged	34	112	41766	100	100	99	508	514	505	3	1	5	12	7	16	79	82	65	6	10	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	77	224	79611	100	100	99	498	506	496	8	5	7	44	37	37	48	57	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	101	39016	100	100	99	505	528	511	5	2	4	49	27	29	46	69	66	NA	2	1
Male	40	120	40519	100	99	98	491	489	482	10	7	10	40	45	44	50	48	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	10	36	32855	100	100	99	NA	494	481	NA	8	10	NA	42	43	NA	50	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	10	3992	NC	91	96	NC	NA	478	NC	NA	10	NC	NA	46	NC	NA	44	NC	NA	0
White	63	173	36380	100	100	99	502	510	511	5	3	4	46	36	30	49	59	65	NA	1	1
Students with Disabilities	NC	23	10664	NC	100	94	NC	421	440	NC	22	23	NC	78	54	NC	NA	22	NC	NA	1
Students without Disabilities	68	201	68947	100	100	100	508	514	504	4	3	4	41	32	34	54	64	61	NA	1	1
Limited English Proficient Students	NC	NC	10362	NC	NC	97	NC	NC	438	NC	NC	22	NC	NC	57	NC	NC	21	NC	NC	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	43	111	37626	100	99	98	492	501	479	12	6	10	37	37	45	51	56	45	NA	1	0
Non-Economically Disadvantaged	34	113	41985	100	100	100	505	511	511	3	4	4	53	37	30	44	58	65	NA	1	1

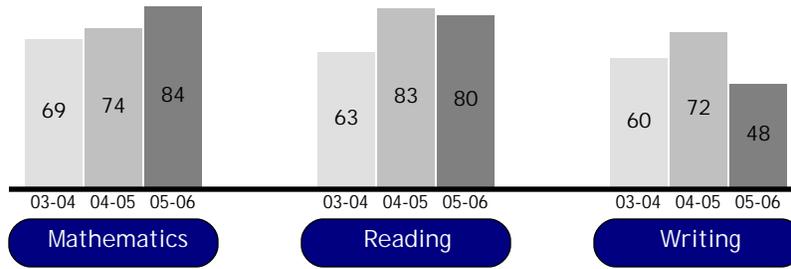
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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?	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	98	79	NA	58	100	62	59	47	97	68	63	46
	Language	98	76	55	50	100	59	55	47	97	70	61	48
	Mathematics	98	86	69	64	100	61	57	50	98	73	61	52
3	Reading	100	64	NA	55	96	56	57	44	100	65	59	46
	Language	100	64	62	61	96	55	56	44	100	61	54	46
	Mathematics	100	71	68	61	96	58	60	51	100	61	58	52
4	Reading	96	64	NA	56	100	52	56	48	99	72	67	52
	Language	100	54	55	52	100	52	57	49	99	67	65	52
	Mathematics	100	69	65	61	100	53	59	53	96	70	67	58
5	Reading	100	60	NA	55	100	59	62	50	100	61	67	56
	Language	100	51	57	49	100	56	56	50	100	59	65	54
	Mathematics	100	67	70	63	100	51	51	49	100	61	59	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/

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

Council Duties

- Ü Curriculum Development/Textbook Adopt
- Ü Instructional Strategies
- Ü Mission Statement
- Ü Afterschool Programs
- Ü School Safety
- Ü School Facilities Improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	27.00
Other Professional Staff	5.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	4	1	0	0
7 to 9 years	2	2	0	0
10 or more years	5	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Gymnasium
- Ü Library

Extracurricular Activities

- Ü Afterschool Program for All Students
- Ü Band and Chorus
- Ü Intersession Classes
- Ü Student Council

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Recreational Activities
- Ü Parent-Community Liaison

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Character Counts continues to be a program utilized by JRE to teach and define the six pillars of character. This program is used in discipline to plan and provide a common language. It is also used to enhance positive and constructive learning.
- ü JRE is a Highly Performing school per AZLEARNS
- ü The Black Stallion Literacy pgm. services students in the 1st and 4th grade level. The goal is to spark the imagination of first grade students so they want to learn to read and motivate fourth grade students so they will know enjoyment of reading.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	94	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

We use instructional programs, such as Character Counts, DARE, and CHAMPS to help students to develop the ability to make appropriate behavioral decisions. Classroom volunteers must be cleared through the district office. In addition to providing a safe environment, all visitors to our campus are required to check in and identify self by wearing visitor badges.

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

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Rob Varner	(928) 474-2353
Transportation Policy	Tom Piowarsy	(928) 472-2024
Community Resources	Christy Walton	(928) 978-1478
School Nutrition Programs	Bobbi Haught	(928) 472-5703
Parent Organization	Susi Carr	(928) 474-2353
Student Health/Nurse	Debbie Waterman	(928) 474-2353

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

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

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

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

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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