

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2149 E Carver Drive, Phoenix, AZ 85040

Roosevelt Elementary 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	Performing

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

School Overview

Principal/Administrator : Ms. Patricia A Jury
 Schedule : 07:30 AM to 04:00 PM
 Grades : 4-8
 Web Address : www.rsd.k12.az.us
 Phone Number : (602) 232-4950
 Fax Number : (602) 243-4906
 E-mail : pat.jury@rsd.k12.az.us

Mission

Our mission is to provide a safe environment for the diverse academic, cultural, economic and social needs of our students that will prepare them for the 21st century. We also strive to foster the philosophy of the magnet program for gifted students.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06	Warning Year
2004-05	Warning Year
2003-04	Out of Improvement

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

School / Academic Goals

- ü To improve student achievement by providing each child with an appropriate program commensurate with his/her potential and to provide a safe learning environment that promotes enhancement of student self-esteem in instruction and enrichment.
- ü To create strong student, school, family and community, linkages, goals and interactions, based on mutual commitments to quality education and to develop multicultural knowledge in our students, to enhance understanding and appreciation of all people.
- ü To continue to strive forward to becoming a 'Highly Performing' school that consistently makes adequate yearly progress, and towards becoming an 'Excelling' school.
- ü To enhance Percy L. Julian's commitment to parental involvement, through the use of our Parent Program Coordinator, parenting classes, adult computer lab classes, and GED program.

Enrollment

October 1, 2005 School Year Student Enrollment : 437
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 46

Instructional Programs

- Ü Gifted
- Ü On-site Special Education
- Ü ELL
- Ü Technology Based Learning for Reading
- Ü Technology Based Learning for Math
- Ü Technology Based Learning for Writing

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/1/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

We are responsible for providing continuous feed-back on students performance, i.e. weekly or daily calls as needed, progress reports, report cards, etc., and for providing an atmosphere that invites parents to participate. Parents are welcome to get involved in the PTO, Site Council, and our After-School Tutoring Program, to name a few. In addition our teachers try to enhance the parents' capacities to support their students' learning at home, e.g. Literacy Nights, Ed. Fair and adult tutoring.

Parents

P.L. Julian parents are responsible for supporting learning at home, i.e. completing homework, reading aloud to their children, and/or encouraging their children to read. They are also responsible for participating in school functions and activities that involve their children. Encouraging student compliance with school polices (attendance, appropriate behavior, school uniform guidelines, etc.) and attendance at parent/teacher conferences are other areas where parental support is welcomed.

Transportation Policy

P.L. Julian provides four buses for students who are not within walking distance but are in our attendance area. The boundaries for those students are from 16th St. to 24th St, Roeser to the river bottom and 24th St. to 28th St. north of Broadway. We also provide transportation for students enrolled in any magnet program, as well as MOMR (SPED) students that need it. The boundaries for those programs are from 40th St. to 35th Ave., and from the base of South Mountain to the river bottom.

School Honors

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

Award/Honor	Year
Ü CARSF Science Award	2001
Ü CSR Arts Initiative	2004
Ü 21st Century Grant	2005
Ü Recipient of Wells Fargo Grants	2006

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	99	1372	80147	100	100	99	439	444	482	28	27	11	33	30	17	33	39	49	5	5	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	670	39281	100	100	99	449	450	483	22	23	9	31	29	17	39	42	50	8	6	24
Male	50	702	40780	100	100	98	429	439	482	34	31	12	36	30	17	28	35	48	2	4	24
African American	43	247	4249	100	100	99	441	440	464	26	30	17	33	29	22	37	38	48	5	3	13
Hispanic	51	1054	33494	100	100	99	432	445	466	33	27	15	35	30	23	25	39	49	6	5	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	--	10	4117	--	91	96	--	NA	456	--	NA	19	--	NA	27	--	NA	46	--	NA	8
White	NC	54	36122	NC	100	99	NC	454	501	NC	24	5	NC	30	10	NC	33	50	NC	13	35
Students with Disabilities	21	184	10295	100	100	92	399	405	443	67	64	33	24	26	26	10	9	33	NA	1	8
Students without Disabilities	78	1188	69852	100	100	100	448	450	488	18	21	7	36	30	16	40	43	51	6	5	26
Limited English Proficient Students	33	425	12722	100	99	97	415	425	441	45	38	27	39	38	33	15	23	37	NA	0	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	86	1164	38371	100	98	97	437	443	465	31	27	15	31	31	23	33	38	49	5	4	13
Non-Economically Disadvantaged	13	208	41776	100	100	100	448	450	498	8	27	6	46	21	11	38	45	49	8	8	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	99	1372	79686	100	100	98	431	436	470	32	28	11	37	36	24	29	35	57	1	1	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	671	39163	100	100	99	449	446	475	20	20	9	35	35	22	43	43	60	2	2	10
Male	50	701	40438	100	100	97	415	426	465	44	35	13	40	37	25	16	27	54	NA	1	7
African American	43	248	4228	100	100	98	438	438	458	26	27	15	37	35	28	37	37	53	NA	1	4
Hispanic	51	1054	33299	100	100	99	423	434	452	41	29	17	37	36	32	20	34	47	2	1	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	--	10	4087	--	91	96	--	NA	446	--	NA	16	--	NA	38	--	NA	44	--	NA	2
White	NC	53	35914	NC	100	98	NC	450	489	NC	19	5	NC	47	15	NC	30	67	NC	4	14
Students with Disabilities	21	184	9808	100	100	87	394	394	432	67	71	35	24	25	32	10	4	30	NA	1	3
Students without Disabilities	78	1188	69878	100	100	100	440	442	475	23	21	8	41	38	23	35	39	61	1	1	9
Limited English Proficient Students	33	425	12594	100	99	96	405	411	422	58	47	34	36	42	45	3	11	21	3	0	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	86	1165	38095	100	99	97	431	435	452	35	28	17	35	37	32	29	34	48	1	1	3
Non-Economically Disadvantaged	13	207	41591	100	100	99	432	441	486	15	26	6	54	34	16	31	39	65	NA	2	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	99	1359	80372	100	99	99	433	443	475	14	10	4	48	46	30	35	44	64	2	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	666	39452	100	100	99	472	464	488	2	4	3	41	38	22	53	57	72	4	1	3
Male	50	693	40836	100	98	98	395	424	464	26	16	6	56	53	37	18	31	56	NA	NA	1
African American	43	246	4264	100	100	99	449	448	465	9	9	5	44	43	35	47	47	59	NA	0	1
Hispanic	51	1043	33608	100	99	99	415	442	462	20	11	6	51	47	36	25	42	57	4	0	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	NC	54	36213	NC	100	99	NC	452	489	NC	11	2	NC	35	22	NC	54	72	NC	NA	3
Students with Disabilities	21	181	10526	100	98	94	350	376	427	48	38	15	48	54	53	5	9	31	NA	NA	1
Students without Disabilities	78	1178	69846	100	99	100	452	453	482	5	6	3	49	45	26	44	49	69	3	0	2
Limited English Proficient Students	33	418	12747	100	98	97	383	414	432	30	19	12	58	56	52	12	26	36	NA	NA	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	86	1155	38521	100	98	98	432	443	461	15	10	6	47	46	38	36	43	55	2	0	1
Non-Economically Disadvantaged	13	204	41851	100	100	100	436	447	489	8	11	3	62	42	22	31	46	72	NA	0	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	92	1320	79306	99	99	99	484	470	504	24	28	13	27	30	20	38	38	49	11	4	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	671	38845	100	100	99	489	472	505	24	26	11	25	31	20	37	38	50	14	4	18
Male	41	649	40383	98	99	98	479	468	504	24	30	14	29	28	19	39	37	47	7	4	19
African American	45	237	4171	100	99	98	462	462	485	31	33	20	36	32	26	33	32	44	NA	3	10
Hispanic	41	1001	32673	98	99	99	505	471	487	20	27	18	17	30	25	39	38	46	24	5	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	NC	64	36234	NC	100	99	NC	487	523	NC	22	6	NC	23	13	NC	47	52	NC	8	28
Students with Disabilities	14	170	10286	100	97	91	417	431	462	64	69	41	21	19	27	14	11	27	NA	NA	5
Students without Disabilities	78	1150	69020	99	100	100	494	476	510	17	22	9	28	31	18	42	42	52	13	5	21
Limited English Proficient Students	12	356	10291	100	97	96	447	447	458	50	49	38	25	33	34	25	17	26	NA	0	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	80	1114	37437	99	98	97	482	469	486	26	29	19	28	29	26	35	38	46	11	4	9
Non-Economically Disadvantaged	12	206	41869	100	100	100	500	478	521	8	23	7	25	33	14	58	38	51	8	7	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	92	1320	79000	99	99	98	467	458	489	16	23	10	33	37	24	50	38	58	1	2	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	671	38774	100	100	99	470	463	494	12	19	7	35	36	22	51	43	61	2	2	10
Male	41	649	40150	98	99	98	462	453	485	22	27	12	29	38	25	49	33	55	NA	1	8
African American	45	237	4153	100	99	98	454	458	476	20	23	13	38	36	30	42	40	53	NA	2	4
Hispanic	41	1001	32508	98	99	98	477	457	472	15	24	15	29	38	33	54	37	49	2	1	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	NC	64	36135	NC	100	98	NC	480	508	NC	13	4	NC	25	14	NC	56	67	NC	6	15
Students with Disabilities	14	170	9991	100	97	88	396	416	449	71	69	33	7	23	36	21	8	29	NA	NA	2
Students without Disabilities	78	1150	69009	99	100	100	476	464	495	6	16	6	37	39	22	55	43	62	1	2	10
Limited English Proficient Students	12	356	10199	100	97	95	432	430	439	42	46	35	50	46	47	8	9	18	NA	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	80	1114	37234	99	98	97	464	455	472	18	24	15	35	39	33	46	36	50	1	1	3
Non-Economically Disadvantaged	12	206	41766	100	100	99	485	474	505	8	16	5	17	28	16	75	50	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	91	1321	79611	98	99	99	469	468	496	12	13	7	46	53	37	41	35	56	1	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	670	39016	100	100	99	477	484	511	8	7	4	45	48	29	45	45	66	2	0	1
Male	40	651	40519	95	99	98	459	452	482	18	18	10	48	58	44	35	24	46	NA	NA	0
African American	45	239	4188	100	100	98	448	465	486	16	14	9	56	51	40	29	35	50	NA	NA	0
Hispanic	40	1000	32855	95	99	99	487	468	481	10	12	10	38	54	43	50	34	47	3	0	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	NC	64	36380	NC	100	99	NC	476	511	NC	11	4	NC	48	30	NC	41	65	NC	NA	1
Students with Disabilities	14	170	10664	100	97	94	340	404	440	57	39	23	29	52	54	14	8	22	NA	NA	1
Students without Disabilities	77	1151	68947	97	100	100	488	477	504	4	9	4	49	53	34	45	38	61	1	0	1
Limited English Proficient Students	11	354	10362	92	97	97	413	429	438	36	27	22	45	58	57	18	15	21	NA	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	79	1115	37626	98	98	98	466	466	479	13	13	10	48	54	45	38	33	45	1	0	0
Non-Economically Disadvantaged	12	206	41985	100	100	100	495	479	511	8	12	4	33	46	30	58	42	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	86	1371	79327	100	100	98	488	485	518	40	36	19	15	26	20	41	35	46	5	4	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	669	38961	100	99	98	499	489	520	24	30	16	22	29	20	50	36	48	4	4	16
Male	40	702	40295	98	100	97	476	481	516	58	41	21	8	23	19	30	34	44	5	3	16
African American	50	258	4247	100	100	98	486	476	499	38	43	27	18	26	24	40	28	41	4	3	8
Hispanic	35	1044	32327	100	99	98	489	486	499	43	35	27	11	25	25	40	36	41	6	4	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	--	16	4391	--	100	96	--	515	489	--	13	32	--	31	27	--	50	36	--	6	4
White	NC	49	36373	NC	100	98	NC	494	538	NC	29	10	NC	29	14	NC	39	52	NC	4	25
Students with Disabilities	23	188	9321	100	100	87	429	436	467	96	81	54	NA	11	22	4	7	21	NA	NA	3
Students without Disabilities	63	1183	70006	100	100	100	509	493	524	19	28	14	21	28	19	54	39	49	6	4	18
Limited English Proficient Students	12	364	9431	100	98	95	446	460	466	75	59	53	17	26	27	8	14	18	NA	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	76	1147	37097	99	98	97	487	485	498	41	35	27	14	26	25	39	35	41	5	4	7
Non-Economically Disadvantaged	10	224	42230	100	100	99	NA	486	535	NA	37	11	NA	24	15	NA	36	50	NA	3	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	86	1373	79501	100	100	98	469	466	497	30	25	10	26	36	25	43	39	60	1	0	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	671	39062	100	100	99	479	472	502	20	19	8	26	37	23	52	44	64	2	0	5
Male	40	702	40368	98	100	98	459	460	491	43	31	13	25	36	27	33	33	57	NA	0	3
African American	50	258	4279	100	100	99	469	468	485	28	23	14	28	34	30	42	43	54	2	1	2
Hispanic	35	1046	32389	100	99	98	468	464	478	34	26	16	23	37	34	43	37	48	NA	0	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	--	16	4401	--	100	96	--	481	473	--	13	17	--	38	40	--	50	43	--	NA	1
White	NC	49	36446	NC	100	99	NC	484	516	NC	18	4	NC	29	15	NC	53	73	NC	NA	7
Students with Disabilities	23	188	9411	100	100	88	416	423	453	74	68	36	22	23	36	4	9	26	NA	NA	1
Students without Disabilities	63	1185	70090	100	100	100	488	473	502	14	18	7	27	38	24	57	43	65	2	0	5
Limited English Proficient Students	12	364	9401	100	98	94	423	435	443	75	51	40	25	41	46	NA	8	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	76	1149	37183	99	98	97	468	465	479	32	25	16	25	37	34	42	38	49	1	0	1
Non-Economically Disadvantaged	10	224	42318	100	100	99	NA	473	513	NA	22	5	NA	34	17	NA	43	70	NA	0	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	86	1350	80000	100	98	99	546	538	564	2	5	3	21	16	11	70	76	75	7	3	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	663	39288	100	99	99	570	556	579	NA	3	2	9	9	6	83	83	77	9	4	16
Male	40	687	40644	98	98	98	518	520	549	5	8	4	35	22	15	55	69	74	5	1	7
African American	50	257	4307	100	100	99	550	539	551	4	6	4	14	15	13	74	74	75	8	5	7
Hispanic	35	1026	32672	100	97	99	538	536	548	NA	6	4	31	16	14	63	76	76	6	3	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	--	16	4424	--	100	97	--	579	549	--	NA	3	--	NA	14	--	100	77	--	NA	5
White	NC	47	36602	NC	100	99	NC	551	579	NC	2	2	NC	19	7	NC	79	75	NC	NA	16
Students with Disabilities	23	185	9919	100	98	93	470	466	505	9	16	9	57	51	35	35	32	54	NA	1	2
Students without Disabilities	63	1165	70081	100	98	100	572	548	571	NA	4	2	8	10	7	83	83	79	10	3	12
Limited English Proficient Students	12	358	9571	100	96	96	497	496	502	NA	11	10	67	32	29	33	57	60	NA	0	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	76	1132	37534	99	96	98	545	537	547	3	5	4	21	16	15	68	76	76	8	3	5
Non-Economically Disadvantaged	10	218	42466	100	100	100	NA	542	578	NA	6	2	NA	16	7	NA	75	75	NA	3	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	79	1351	78546	100	99	97	517	507	543	24	35	15	27	25	18	44	37	52	5	3	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	669	38645	100	100	98	517	511	545	24	31	13	27	27	18	43	39	54	5	3	15
Male	42	679	39792	100	98	97	516	503	542	24	39	17	26	24	17	45	34	50	5	3	15
African American	35	256	4205	100	99	97	512	499	524	26	37	22	29	31	22	43	31	49	3	1	7
Hispanic	43	1029	31177	100	99	97	519	508	524	23	35	22	26	24	23	44	38	48	7	3	7
Asian/Pacific Islander	--	NC	1940	--	NC	99	--	NC	580	--	NC	5	--	NC	9	--	NC	53	--	NC	33
American Indian/Alaskan Native	NC	13	4689	NC	100	95	NC	530	515	NC	15	28	NC	15	25	NC	69	43	NC	NA	4
White	--	45	36450	--	100	97	--	513	563	--	38	7	--	18	12	--	40	57	--	4	23
Students with Disabilities	15	199	8093	100	100	82	487	462	489	53	84	50	27	9	24	20	7	23	NA	NA	2
Students without Disabilities	64	1152	70453	100	99	100	523	514	549	17	26	11	27	28	17	50	42	56	6	4	16
Limited English Proficient Students	18	343	9323	100	98	94	486	480	491	50	59	47	28	26	28	22	15	24	NA	0	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	71	1088	34694	100	98	96	514	507	524	25	36	23	27	25	23	44	36	48	4	3	7
Non-Economically Disadvantaged	NC	263	43852	NC	100	99	NC	508	559	NC	32	10	NC	26	13	NC	40	56	NC	2	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	79	1347	79045	100	99	98	490	481	512	11	22	10	41	38	25	46	39	58	3	1	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	667	38860	100	100	98	494	489	519	16	18	7	32	34	22	46	47	62	5	1	8
Male	42	677	40075	100	98	97	487	473	505	7	26	12	48	41	28	45	32	54	NA	1	6
African American	35	255	4250	100	99	98	492	482	500	11	19	12	40	40	31	46	40	54	3	1	3
Hispanic	43	1024	31314	100	99	98	489	479	493	12	23	16	42	38	34	44	38	48	2	1	2
Asian/Pacific Islander	--	NC	1949	--	NC	99	--	NC	536	--	NC	4	--	NC	15	--	NC	66	--	NC	15
American Indian/Alaskan Native	NC	13	4719	NC	100	96	NC	497	489	NC	NA	15	NC	31	39	NC	69	45	NC	NA	2
White	--	47	36730	--	100	98	--	492	532	--	23	4	--	26	16	--	47	68	--	4	12
Students with Disabilities	15	196	8552	100	98	87	467	440	463	27	63	35	47	30	40	27	7	23	NA	1	1
Students without Disabilities	64	1151	70493	100	99	100	495	487	517	8	15	7	39	39	24	50	45	62	3	1	8
Limited English Proficient Students	18	339	9355	100	97	95	455	448	456	22	47	37	72	44	48	6	9	15	NA	NA	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	71	1083	34922	100	98	96	487	479	493	13	23	15	41	38	34	45	38	48	1	1	3
Non-Economically Disadvantaged	NC	264	44123	NC	100	99	NC	486	527	NC	20	6	NC	36	18	NC	43	66	NC	1	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	79	1348	79657	100	99	99	553	545	566	8	6	3	9	14	8	82	80	87	1	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	668	39120	100	100	99	558	564	580	8	3	2	5	8	4	86	89	92	NA	0	2
Male	42	677	40423	100	98	98	549	528	553	7	9	5	12	19	12	79	72	83	2	0	1
African American	35	256	4290	100	99	99	557	553	560	6	3	4	9	14	9	86	83	86	NA	NA	1
Hispanic	43	1026	31642	100	99	99	549	542	552	9	7	5	9	14	11	79	79	84	2	0	0
Asian/Pacific Islander	--	NC	1948	--	NC	99	--	NC	589	--	NC	1	--	NC	3	--	NC	91	--	NC	4
American Indian/Alaskan Native	NC	13	4760	NC	100	97	NC	575	547	NC	NA	5	NC	NA	14	NC	100	81	NC	NA	0
White	--	45	36929	--	100	99	--	562	579	--	2	2	--	11	5	--	87	91	--	NA	2
Students with Disabilities	15	198	9069	100	99	92	498	485	508	27	19	11	13	36	30	60	45	58	NA	NA	1
Students without Disabilities	64	1150	70588	100	99	100	564	555	573	3	4	2	8	10	5	88	86	91	2	0	1
Limited English Proficient Students	18	337	9521	100	96	96	496	494	507	17	16	13	22	29	24	61	55	63	NA	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	71	1084	35341	100	98	97	549	545	551	8	6	5	10	14	12	80	80	83	1	0	0
Non-Economically Disadvantaged	NC	264	44316	NC	100	100	NC	549	578	NC	8	2	NC	13	5	NC	79	90	NC	NA	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	90	1341	78400	100	100	97	529	517	554	43	44	21	17	22	19	34	31	47	6	3	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	677	38686	100	100	98	532	520	554	34	43	20	23	22	20	41	33	49	2	2	12
Male	46	663	39636	100	100	96	526	515	554	52	46	23	11	22	18	28	29	46	9	4	13
African American	43	238	4193	100	100	97	531	517	533	47	47	32	9	18	23	40	32	40	5	3	5
Hispanic	45	1025	30732	100	100	97	530	518	534	38	43	31	24	23	24	31	31	40	7	3	5
Asian/Pacific Islander	--	NC	1827	--	NC	99	--	NC	594	--	NC	8	--	NC	12	--	NC	49	--	NC	31
American Indian/Alaskan Native	--	22	4536	--	92	95	--	508	528	--	59	35	--	9	25	--	32	37	--	NA	4
White	NC	49	37038	NC	100	97	NC	507	575	NC	51	11	NC	18	14	NC	27	56	NC	4	19
Students with Disabilities	29	232	7840	97	100	81	466	466	498	83	87	60	10	9	18	7	4	20	NA	NA	2
Students without Disabilities	61	1109	70560	100	100	99	551	527	560	25	35	17	20	25	19	48	36	50	8	4	14
Limited English Proficient Students	12	296	8956	100	98	95	495	487	502	58	71	56	33	18	25	8	11	18	NA	NA	1
Migrant Students	--	NC	676	--	NC	95	--	NC	523	--	NC	38	--	NC	25	--	NC	36	--	NC	1
Economically Disadvantaged	76	1047	33014	99	99	95	523	519	534	45	43	31	18	22	24	33	31	40	4	3	5
Non-Economically Disadvantaged	14	294	45386	100	100	99	557	511	569	36	50	15	7	21	15	43	28	52	14	1	18

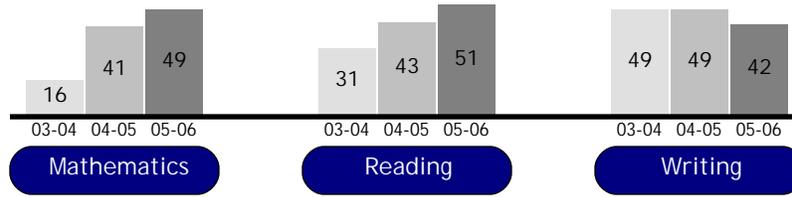
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	1340	79179	100	100	98	496	488	519	26	23	11	31	40	27	41	36	58	2	1	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	676	38974	100	100	99	508	493	524	11	17	8	34	43	25	55	40	61	NA	0	5
Male	46	663	40124	100	100	97	485	482	513	39	30	13	28	37	28	28	33	54	4	1	4
African American	43	238	4243	100	100	98	503	492	506	26	19	14	23	43	32	49	37	51	2	1	3
Hispanic	45	1024	30987	100	100	98	492	487	498	22	24	17	40	39	36	36	37	45	2	1	1
Asian/Pacific Islander	--	NC	1832	--	NC	99	--	NC	543	--	NC	4	--	NC	17	--	NC	69	--	NC	10
American Indian/Alaskan Native	--	22	4573	--	92	96	--	481	494	--	23	16	--	59	41	--	18	42	--	NA	1
White	NC	49	37467	NC	100	98	NC	483	539	NC	37	5	NC	24	17	NC	39	70	NC	NA	8
Students with Disabilities	29	231	8567	97	100	88	439	443	467	62	63	39	21	30	38	17	6	22	NA	NA	1
Students without Disabilities	61	1109	70612	100	100	99	517	496	524	8	15	7	36	42	25	52	43	62	3	1	5
Limited English Proficient Students	12	296	9013	100	98	95	452	454	461	50	49	40	50	43	48	NA	8	12	NA	NA	0
Migrant Students	--	NC	680	--	NC	96	--	NC	487	--	NC	20	--	NC	43	--	NC	36	--	NC	1
Economically Disadvantaged	76	1047	33345	99	99	96	489	488	499	26	23	17	34	40	36	39	37	46	NA	0	1
Non-Economically Disadvantaged	14	293	45834	100	100	99	534	488	533	21	25	7	14	40	19	50	34	67	14	2	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	90	1343	79734	100	100	99	542	531	554	6	5	3	26	31	19	69	64	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	680	39243	100	100	99	566	547	568	5	3	2	14	22	12	82	75	85	NA	NA	1
Male	46	661	40413	100	100	98	519	515	541	7	7	4	37	40	26	57	52	70	NA	0	0
African American	43	240	4285	100	100	99	549	541	548	7	3	3	23	28	22	70	68	74	NA	0	0
Hispanic	45	1025	31254	100	100	99	538	529	539	4	5	5	24	32	25	71	63	70	NA	NA	0
Asian/Pacific Islander	--	NC	1837	--	NC	99	--	NC	579	--	NC	1	--	NC	9	--	NC	87	--	NC	2
American Indian/Alaskan Native	--	22	4613	--	92	97	--	530	535	--	5	4	--	23	29	--	73	67	--	NA	0
White	NC	48	37668	NC	98	99	NC	523	569	NC	10	1	NC	25	13	NC	63	85	NC	2	1
Students with Disabilities	29	231	8943	97	100	92	461	474	495	17	17	11	55	59	51	28	24	38	NA	0	1
Students without Disabilities	61	1112	70791	100	100	100	571	542	561	NA	2	2	11	25	15	89	72	83	NA	0	0
Limited English Proficient Students	12	294	9138	100	97	97	499	486	492	8	13	13	58	54	46	33	33	40	NA	NA	NA
Migrant Students	--	NC	687	--	NC	97	--	NC	528	--	NC	6	--	NC	28	--	NC	65	--	NC	NA
Economically Disadvantaged	76	1046	33718	99	99	97	534	531	538	5	4	5	28	32	26	67	64	69	NA	0	0
Non-Economically Disadvantaged	14	297	46016	100	100	100	583	532	567	7	6	2	14	28	14	79	65	84	NA	0	1

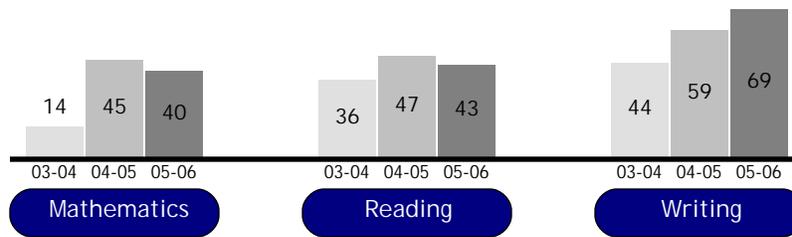
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

5th Grade Proficiency



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?	Y
	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
4	Reading	99	40	NA	56	99	34	29	48	100	27	28	52
	Language	100	41	35	52	99	34	29	49	100	28	30	52
	Mathematics	100	38	38	61	97	39	33	53	100	24	34	58
5	Reading	100	36	NA	55	96	31	30	50	96	35	30	56
	Language	99	40	32	49	96	34	31	50	96	39	30	54
	Mathematics	99	40	38	63	95	29	30	49	96	35	28	52
6	Reading	93	47	NA	56	95	37	33	51	99	37	34	56
	Language	93	40	29	48	95	33	30	47	99	35	30	50
	Mathematics	93	50	40	66	96	39	33	52	99	35	34	58
7	Reading	87	50	NA	54	93	34	30	50	99	43	30	54
	Language	94	53	35	58	93	37	34	52	99	43	37	58
	Mathematics	94	46	32	62	93	37	31	50	99	39	30	54
8	Reading	87	44	NA	55	99	39	33	51	92	43	35	58
	Language	89	41	31	52	99	40	35	50	92	39	39	56
	Mathematics	91	43	37	61	99	43	34	53	92	39	34	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)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Parent Involvement
- Ü Extracurricular Activities
- Ü Student Discipline
- Ü Parent/Educator Relations
- Ü Tutoring Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	31.50
Other Professional Staff	7.00	Teacher Aide	8.50

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	26
Teachers with Emergency Certification.	5
Percent of teachers in the school with Emergency/Provisional Certification	16%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Writing Center - Computer Lab
- Ü Accelerated Reader S.T.A.R. - Library
- Ü Activity Center - Arts Initiative
- Ü Library/Media Center

Extracurricular Activities

- Ü Student Council
- Ü Chess Club
- Ü Crafts Club
- Ü After School Sports Program
- Ü Newsletter Club
- Ü Video Club
- Ü Wake-Up Club

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Middle School Advisory Group
- Ü Counseling Services
- Ü Prevention Specialist
- Ü Character Counts

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Julian earned 'Performing' status on the Elementary Achievement Profile.

- ü Julian students made gains in all three areas of the 2006 AIMS scores.

- ü The number of students meeting or exceeding state writing standards as measured on the AIMS test increased by 12.6 percent over last year's scores.

- ü Overall math scores reflected a 5% increase in the number of students who met or exceeded state standards as measured by the 2006 AIMS test.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	91	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

Along with a zero-tolerance disciplinary plan for fighting/gangs/weapons/drugs, we have several community based programs that provide interaction with positive role-models. We have a Resource Officer, Social Worker and Prevention Specialist.

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) :

0

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	Patricia Jury	(602) 232-4950
Transportation Policy	Manuel Quihuis	(602) 243-4852
Community Resources	Dr. Jaime Rivera	(602) 243-4856
School Nutrition Programs	Phyllis Jefferies	(602) 243-4830
Parent Organization	Tammy Adams	(602) 232-4950
Student Health/Nurse	Cindy Sharpe	(602) 232-4953

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.

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

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