



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2209 N 15 th Avenue, Tucson, AZ 85705

Tucson Unified District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Performing
2003-04 Performing
2002-03 Small School

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

School Overview

Principal/Administrator : Ms. Helen Marie Grijalva
Schedule : 07:30 AM to 04:00 PM
Grades : Pre-K-8
2005 Enrollment : 204
Web Address : www.tusd.k12.az.us
Phone Number : (520) 225-2800
Fax Number : (520) 225-2801
E-mail : helen.grijalva@tusd.k12.az.us

Mission

All students at Richey can achieve academic successes given the appropriate environment & instructional programs. They will have a foundation from which they can strive to reach their full potential by becoming lifelong learners & productive citizens.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Not Met

School Improvement Status (b)

2004-05 N/A
2003-04 Year 2
2002-03 Year 2

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

School / Academic Goals

- Implementation of TUSD CORE Curriculum, K-3 programs, Arts Reach, Signs of Understanding Learning & The Reading Seed Programs will build on student strengths, background experiences & language to ensure our commitment to student achievement & accountability.
Student work will be collected in portfolios and used for planning curriculum and instruction, and utilized for assessment purposes.
Improve 3rd and 5th grade AIMS Reading performance
This year one of our goals is to raise our math scores on the AIMS Test. We will be using the SOUL Program, & Best Practices for teachers to build on students strengths, background experiences & language to ensure our commitment to student achievement.

Enrollment

October 1, 2004 School Year Student Enrollment : 212
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 16

Instructional Programs

- ü Title I
- ü Reading Seed
- ü Arts Genesis
- ü ArtsReach Writing Program
- ü Signs of Understanding Learning
- ü Balanced -Interactive Literacy
- ü Month by Month Phonics
- ü FOSS Science Program

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Curriculum Night, Math & Science Night & Literacy Night, School Website, School Handbook, newsletter, ESL & computer classes. Enhance academic expectations through parent workshops. Richey FRWC & parent room. Prevention programs; ITI Lifeskills; student & parent recognition assemblies & the use of Teacher-Parent Compact and contract.

Parents

Attend parent workshops and conferences; participate in committees, classrooms, parent room, read to their children, use FRWC services to meet basic family needs. Monitor homework assignments and monitor and improve student attendance and tardiness. Sign parent contract.

Transportation Policy

Only special education students assigned to Richey Elementary School are provided transportation services. The TUSD Exceptional Education Department and our Transportation Department determine the scheduling of transportation for our students.

School Honors

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

Award/Honor	Year
ü \$5000 Laura Bush Foundation Grant	2004
ü \$2500 Educational Enrichment Grant	2005
ü Arts Educational Team Award	2002

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	17	4755	79306	100	99	99	413	436	445	31	15	10	31	21	18	31	49	51	6	15	20
All Students (Prior Year)	15	4633	75509	100	98	100	448	513	521	50	16	13	50	26	23	0	32	33	0	26	31
Female	NC	2272	38691	NC	100	99	NC	438	446	NC	13	10	NC	20	18	NC	51	52	NC	15	20
Male	NC	2483	40583	NC	99	99	NC	433	445	NC	16	11	NC	22	18	NC	46	50	NC	16	21
African American	NC	317	4041	NC	98	99	NC	417	426	NC	22	17	NC	22	23	NC	47	50	NC	9	10
Hispanic	NC	2608	32869	NC	99	99	NC	426	429	NC	17	15	NC	25	25	NC	48	51	NC	10	10
Asian/Pacific Islander	NC	124	1935	NC	100	99	NC	467	474	NC	5	3	NC	10	9	NC	45	48	NC	40	40
American Indian/Alaskan Native	NC	222	4264	NC	98	100	NC	410	419	NC	30	19	NC	28	30	NC	38	45	NC	5	6
White	--	1484	36197	--	100	99	--	457	463	--	8	5	--	14	11	--	52	53	--	26	31
Students with Disabilities	NC	602	10321	NC	100	100	NC	374	389	NC	36	30	NC	29	27	NC	31	34	NC	5	9
Students without Disabilities	16	4154	69060	100	99	98	409	445	454	33	12	7	33	20	17	27	51	54	7	17	22
Limited English Proficient Students	--	730	15509	--	100	100	--	400	406	--	23	20	--	30	30	--	41	45	--	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	15	2845	39415	100	97	96	416	428	431	29	18	15	29	25	25	36	48	50	7	9	10
Non-Economically Disadvantaged	NC	1911	39966	NC	100	100	NC	447	459	NC	10	6	NC	16	12	NC	50	52	NC	24	30

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	16	4759	79395	94	0	99	422	436	446	27	13	9	27	28	25	47	50	55	0	8	11
All Students (Prior Year)	16	4638	75492	100	98	100	497	514	519	13	16	12	25	19	16	63	44	47	0	21	24
Female	NC	2273	38743	NC	0	100	NC	444	451	NC	10	7	NC	25	24	NC	55	57	NC	10	12
Male	NC	2486	40618	NC	0	99	NC	428	440	NC	16	11	NC	31	27	NC	47	53	NC	6	9
African American	NC	319	4052	NC	0	100	NC	421	434	NC	17	11	NC	30	29	NC	47	54	NC	5	6
Hispanic	NC	2612	32915	NC	0	99	NC	425	426	NC	16	15	NC	33	35	NC	46	47	NC	5	4
Asian/Pacific Islander	NC	125	1936	NC	0	99	NC	457	468	NC	6	3	NC	16	14	NC	68	63	NC	10	19
American Indian/Alaskan Native	NC	223	4271	NC	0	100	NC	418	420	NC	19	15	NC	36	42	NC	44	41	NC	2	2
White	--	1480	36221	--	0	99	--	459	465	--	7	4	--	20	15	--	58	63	--	15	17
Students with Disabilities	NC	601	10331	NC	0	100	NC	371	388	NC	35	25	NC	34	37	NC	28	34	NC	3	4
Students without Disabilities	15	4159	69139	94	0	99	420	445	454	29	10	7	29	27	24	43	54	58	0	9	11
Limited English Proficient Students	--	734	15545	--	0	100	--	392	399	--	25	21	--	39	42	--	34	35	--	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	14	2855	39484	93	0	96	425	426	429	23	17	14	23	33	35	54	46	47	0	4	4
Non-Economically Disadvantaged	NC	1905	39986	NC	0	100	NC	449	461	NC	8	4	NC	21	16	NC	57	63	NC	14	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	17	4735	78869	100	99	99	421	439	442	6	6	6	31	22	21	56	63	63	6	9	10
All Students (Prior Year)	16	4606	75053	100	97	99	489	612	597	13	6	7	38	11	12	50	73	72	0	11	9
Female	NC	2264	38536	NC	99	99	NC	457	458	NC	4	4	NC	15	15	NC	69	67	NC	12	14
Male	NC	2471	40302	NC	99	99	NC	423	428	NC	9	8	NC	28	26	NC	58	60	NC	6	7
African American	NC	316	4015	NC	98	99	NC	422	430	NC	8	8	NC	19	24	NC	67	61	NC	6	7
Hispanic	NC	2602	32606	NC	99	98	NC	432	426	NC	7	8	NC	24	27	NC	62	60	NC	7	5
Asian/Pacific Islander	NC	125	1925	NC	100	99	NC	466	471	NC	4	3	NC	11	11	NC	67	64	NC	19	22
American Indian/Alaskan Native	NC	222	4245	NC	98	100	NC	422	423	NC	8	9	NC	28	26	NC	61	61	NC	4	4
White	--	1470	36078	--	99	99	--	454	459	--	5	4	--	18	16	--	64	66	--	13	14
Students with Disabilities	NC	597	10246	NC	100	100	NC	354	367	NC	20	18	NC	40	39	NC	38	40	NC	2	4
Students without Disabilities	16	4139	68697	100	98	98	421	451	454	7	4	4	33	19	18	53	67	67	7	10	11
Limited English Proficient Students	--	730	15339	--	100	100	--	398	399	--	11	11	--	30	31	--	55	54	--	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	15	2835	39106	100	97	95	421	430	427	7	8	8	29	25	28	57	62	59	7	5	5
Non-Economically Disadvantaged	NC	1901	39837	NC	100	100	NC	452	457	NC	4	4	NC	16	14	NC	65	67	NC	14	15

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	20	4852	78906	100	100	99	468	488	498	28	17	13	28	22	19	33	46	48	11	15	20
All Students (Prior Year)	22	4819	76019	100	98	100	445	490	499	45	19	14	45	40	39	5	13	14	5	28	33
Female	10	2352	38644	100	100	99	454	491	500	40	15	12	20	23	19	40	48	49	0	15	19
Male	10	2500	40236	100	99	99	484	485	497	13	19	15	38	21	19	25	45	46	25	15	20
African American	NC	322	4087	NC	98	99	NC	473	481	NC	26	20	NC	27	24	NC	38	45	NC	9	11
Hispanic	NC	2621	31938	NC	99	99	NC	477	481	NC	21	19	NC	26	25	NC	44	46	NC	9	10
Asian/Pacific Islander	NC	117	1805	NC	100	98	NC	532	536	NC	6	5	NC	8	8	NC	50	45	NC	36	42
American Indian/Alaskan Native	NC	218	4593	NC	99	100	NC	461	467	NC	30	26	NC	29	29	NC	38	39	NC	3	6
White	--	1574	36483	--	100	99	--	509	517	--	8	7	--	14	13	--	53	51	--	25	30
Students with Disabilities	NC	717	10664	NC	100	100	NC	421	430	NC	47	42	NC	24	27	NC	24	26	NC	4	5
Students without Disabilities	18	4135	68310	100	98	98	473	499	509	25	12	9	25	21	18	38	50	51	13	17	22
Limited English Proficient Students	NC	557	12573	NC	100	100	NC	449	454	NC	29	27	NC	28	30	NC	38	38	NC	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	15	2872	38679	100	98	96	461	478	483	29	22	20	29	26	25	36	44	45	7	8	10
Non-Economically Disadvantaged	NC	1980	40295	NC	100	100	NC	501	513	NC	9	7	NC	17	13	NC	50	50	NC	25	30

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	20	4853	78908	100	0	99	453	475	484	17	12	10	56	27	23	28	54	58	0	7	9
All Students (Prior Year)	22	4829	76020	100	98	100	488	498	503	40	33	25	30	24	23	30	34	40	0	9	12
Female	10	2351	38648	100	0	99	451	482	489	10	9	8	70	24	22	20	60	61	0	7	10
Male	10	2502	40233	100	0	99	456	469	479	25	15	12	38	30	25	38	49	55	0	6	8
African American	NC	322	4092	NC	0	99	NC	468	473	NC	13	12	NC	32	28	NC	52	54	NC	4	5
Hispanic	NC	2622	31940	NC	0	99	NC	464	465	NC	15	16	NC	33	32	NC	49	49	NC	3	3
Asian/Pacific Islander	NC	116	1805	NC	0	98	NC	509	507	NC	6	4	NC	10	13	NC	64	65	NC	19	18
American Indian/Alaskan Native	NC	217	4569	NC	0	100	NC	455	457	NC	20	18	NC	39	39	NC	39	41	NC	3	2
White	--	1576	36502	--	0	99	--	495	502	--	6	4	--	17	14	--	64	67	--	13	15
Students with Disabilities	NC	719	10665	NC	0	100	NC	413	423	NC	38	30	NC	35	36	NC	25	31	NC	2	2
Students without Disabilities	18	4134	68312	100	0	98	460	486	493	6	7	7	63	26	21	31	59	62	0	7	10
Limited English Proficient Students	NC	558	12556	NC	0	100	NC	436	436	NC	22	24	NC	41	40	NC	36	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	15	2873	38662	100	0	96	449	467	468	21	16	16	57	33	32	21	47	49	0	3	3
Non-Economically Disadvantaged	NC	1980	40315	NC	0	100	NC	486	498	NC	6	5	NC	20	15	NC	63	66	NC	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	20	4839	78750	100	99	99	467	499	500	11	6	6	50	28	29	39	64	63	0	2	2
All Students (Prior Year)	22	4790	75673	100	97	100	488	526	530	15	12	12	35	27	25	50	57	58	0	3	4
Female	10	2350	38586	100	100	99	449	515	515	20	4	4	50	20	22	30	72	71	0	3	3
Male	10	2489	40135	100	99	99	489	484	486	0	8	8	50	36	35	50	55	56	0	1	1
African American	NC	321	4081	NC	98	99	NC	488	488	NC	10	8	NC	30	32	NC	59	59	NC	1	2
Hispanic	NC	2615	31841	NC	99	99	NC	489	483	NC	7	8	NC	32	36	NC	60	55	NC	1	1
Asian/Pacific Islander	NC	117	1802	NC	100	98	NC	540	533	NC	3	2	NC	13	16	NC	79	75	NC	6	7
American Indian/Alaskan Native	NC	217	4586	NC	99	100	NC	480	481	NC	7	8	NC	43	37	NC	49	54	NC	1	1
White	--	1569	36440	--	100	99	--	517	516	--	3	3	--	22	22	--	71	71	--	4	4
Students with Disabilities	NC	710	10622	NC	100	100	NC	414	415	NC	21	21	NC	51	50	NC	28	28	NC	1	1
Students without Disabilities	18	4129	68196	100	98	98	482	514	513	6	3	3	50	24	25	44	70	69	0	2	3
Limited English Proficient Students	NC	553	12504	NC	100	100	NC	453	451	NC	13	12	NC	39	44	NC	47	43	NC	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	15	2862	38558	100	98	96	458	490	485	14	8	8	50	33	37	36	57	54	0	1	1
Non-Economically Disadvantaged	NC	1977	40260	NC	100	100	NC	511	514	NC	3	3	NC	21	21	NC	72	72	NC	4	4

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	14	4765	78250	93	99	99	514	536	548	50	26	21	21	21	18	29	45	48	0	8	13
All Students (Prior Year)	NC	4553	75001	NC	98	99	NC	455	468	NC	46	37	NC	35	36	NC	12	16	NC	7	10
Female	NC	2364	38071	NC	99	99	NC	537	549	NC	24	20	NC	23	19	NC	45	49	NC	8	12
Male	NC	2400	40126	NC	99	99	NC	534	547	NC	28	23	NC	19	17	NC	45	46	NC	9	14
African American	NC	331	4058	NC	100	99	NC	509	523	NC	36	32	NC	26	22	NC	33	41	NC	5	5
Hispanic	NC	2423	29129	NC	99	99	NC	521	527	NC	32	32	NC	24	23	NC	40	40	NC	4	6
Asian/Pacific Islander	--	122	1747	--	100	100	--	585	589	--	10	9	--	14	9	--	48	50	--	29	32
American Indian/Alaskan Native	NC	197	4996	NC	99	100	NC	512	518	NC	40	36	NC	28	25	NC	28	36	NC	3	4
White	NC	1692	38320	NC	99	99	NC	560	568	NC	14	12	NC	15	14	NC	56	55	NC	15	19
Students with Disabilities	NC	659	9329	NC	100	100	NC	445	454	NC	65	64	NC	17	18	NC	16	16	NC	1	2
Students without Disabilities	11	4107	68996	100	99	99	529	550	561	36	20	16	27	22	18	36	49	52	0	9	14
Limited English Proficient Students	NC	587	10133	NC	100	100	NC	485	488	NC	43	45	NC	28	25	NC	28	28	NC	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	11	2431	33388	92	96	94	506	525	530	55	35	32	27	24	22	18	37	40	0	4	5
Non-Economically Disadvantaged	NC	2335	44937	NC	100	100	NC	546	561	NC	17	13	NC	18	15	NC	52	54	NC	13	18

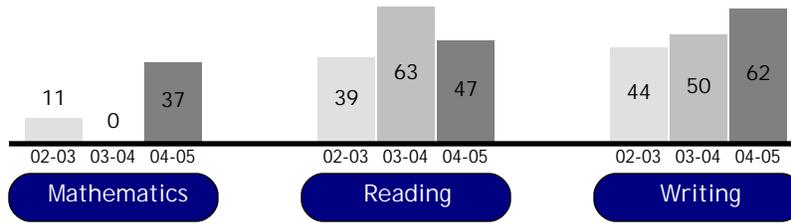
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	14	4767	78302	93	0	99	488	499	512	43	15	11	21	30	25	36	52	57	0	4	7
All Students (Prior Year)	NC	4522	74918	NC	97	99	NC	485	497	NC	41	32	NC	19	19	NC	29	35	NC	11	15
Female	NC	2366	38082	NC	0	99	NC	504	518	NC	12	8	NC	29	24	NC	55	61	NC	4	7
Male	NC	2401	40166	NC	0	99	NC	494	507	NC	17	14	NC	31	26	NC	49	54	NC	3	6
African American	NC	331	4064	NC	0	100	NC	482	498	NC	17	14	NC	39	29	NC	42	54	NC	3	3
Hispanic	NC	2425	29152	NC	0	99	NC	486	492	NC	19	17	NC	36	34	NC	44	46	NC	2	2
Asian/Pacific Islander	--	122	1746	--	0	100	--	533	542	--	5	5	--	21	13	--	64	66	--	10	16
American Indian/Alaskan Native	NC	198	4993	NC	0	100	NC	486	484	NC	17	19	NC	41	38	NC	40	42	NC	2	1
White	NC	1691	38347	NC	0	99	NC	520	531	NC	8	5	NC	19	17	NC	66	68	NC	7	10
Students with Disabilities	NC	662	9353	NC	0	100	NC	416	429	NC	46	40	NC	36	38	NC	18	22	NC	0	1
Students without Disabilities	11	4107	69024	100	0	99	502	512	524	27	10	7	27	29	23	45	57	62	0	4	7
Limited English Proficient Students	NC	586	10140	NC	0	100	NC	450	451	NC	27	28	NC	42	43	NC	30	29	NC	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	11	2434	33398	92	0	94	480	488	495	45	20	18	27	39	35	27	40	46	0	1	2
Non-Economically Disadvantaged	NC	2335	44979	NC	0	100	NC	510	525	NC	9	6	NC	21	18	NC	64	66	NC	6	10

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	14	4758	78094	93	99	99	488	536	545	29	4	3	14	20	18	57	74	77	0	1	2
All Students (Prior Year)	NC	4511	74503	NC	97	99	NC	485	491	NC	10	9	NC	34	32	NC	50	51	NC	6	8
Female	NC	2364	38025	NC	99	99	NC	548	558	NC	3	2	NC	16	13	NC	80	82	NC	2	2
Male	NC	2393	40013	NC	99	99	NC	524	534	NC	6	5	NC	25	23	NC	69	71	NC	1	1
African American	NC	325	4037	NC	98	99	NC	519	532	NC	7	4	NC	19	22	NC	73	73	NC	1	1
Hispanic	NC	2424	29068	NC	99	99	NC	521	523	NC	6	5	NC	26	27	NC	68	67	NC	0	1
Asian/Pacific Islander	--	122	1743	--	100	100	--	574	577	--	1	2	--	12	9	--	78	82	--	9	8
American Indian/Alaskan Native	NC	198	4981	NC	99	100	NC	527	526	NC	4	4	NC	23	25	NC	72	70	NC	1	0
White	NC	1689	38265	NC	99	99	NC	559	564	NC	1	2	NC	13	11	NC	84	84	NC	2	3
Students with Disabilities	NC	651	9275	NC	100	100	NC	433	444	NC	17	14	NC	44	46	NC	39	39	NC	1	1
Students without Disabilities	11	4108	68892	100	99	98	523	552	559	18	2	2	9	17	14	73	80	82	0	2	2
Limited English Proficient Students	NC	586	10084	NC	100	100	NC	472	474	NC	11	10	NC	38	39	NC	51	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	11	2424	33296	92	96	94	472	523	527	36	6	5	9	27	27	55	66	67	0	1	0
Non-Economically Disadvantaged	NC	2335	44871	NC	100	100	NC	549	559	NC	2	2	NC	13	12	NC	82	84	NC	2	3

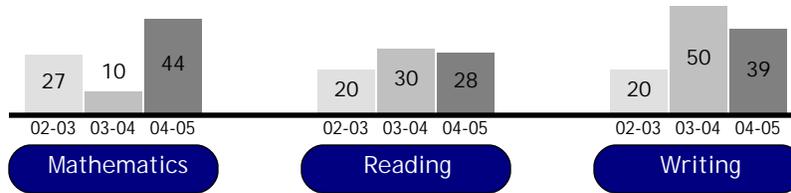
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

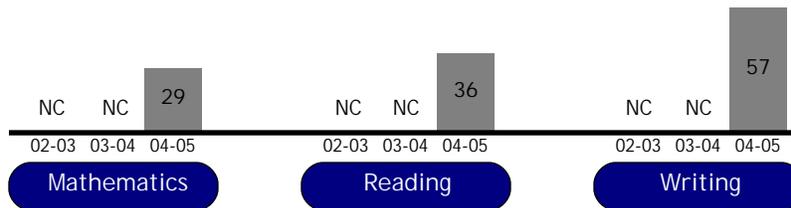
3rd Grade Proficiency



5th Grade Proficiency



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?	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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	NC	NC	42	50	100	26	NA	58	95	28	43	47
	Language	93	15	39	43	100	30	45	50	95	48	42	47
	Mathematics	100	19	49	57	100	47	56	64	95	50	48	50
3	Reading	86	25	41	47	92	NA	NA	55	94	32	41	44
	Language	96	29	48	54	92	NA	56	61	94	32	40	44
	Mathematics	100	16	46	54	92	NA	53	61	100	34	47	51
4	Reading	100	24	47	52	96	33	NA	56	100	28	43	48
	Language	96	23	44	48	96	34	45	52	100	28	44	49
	Mathematics	96	15	49	57	100	24	50	61	100	32	48	53
5	Reading	87	26	45	50	100	28	NA	55	100	29	46	50
	Language	87	28	41	46	100	20	41	49	100	33	46	50
	Mathematics	100	26	49	57	100	21	53	63	100	36	45	49
6	Reading	88	44	45	53	84	22	NA	56	100	15	44	51
	Language	94	34	38	45	84	20	38	48	100	11	41	47
	Mathematics	94	43	52	62	84	21	52	66	100	13	44	52
7	Reading	NC	NC	44	51	94	26	NA	54	100	25	44	50
	Language	NC	NC	48	54	94	34	48	58	100	27	48	52
	Mathematics	NC	NC	47	58	94	35	49	62	100	25	44	50
8	Reading	NC	NC	49	53	NC	NC	NA	55	93	38	46	51
	Language	NC	NC	46	49	NC	NC	41	52	93	40	47	50
	Mathematics	NC	NC	53	58	NC	NC	50	61	93	33	48	53

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

Council Duties

- Ü School Safety Issues
- Ü Student Discipline/Uniforms
- Ü Title I Budget
- Ü Instructional Strategies
- Ü Student Achievement & Accountability
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	13.00
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	0	0	0	0
4 to 6 years	4	1	0	0
7 to 9 years	1	0	0	0
10 or more years	5	10	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	14
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Highly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

- Ü Mac Lab
- Ü Literacy Resource Room
- Ü Family Wellness Center
- Ü Library

Extracurricular Activities

- Ü Student Leadership Team
- Ü Folklorico Dance Group/Guitar Group
- Ü Track & Field/Basketball
- Ü Student Council
- Ü Safety Patrol
- Ü Yearbook Committee
- Ü Soccer
- Ü Student Enhancement Team

Social Services

- Ü Clothing Bank/Food Referrals
- Ü Counseling Services
- Ü Crisis Intervention Adult/Child
- Ü Temporary Employment for Parents
- Ü Family Wellness Center
- Ü ESL Classes
- Ü Nutritional Classes

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Classroom teachers in grades K-8 are participating in our Title I Interactive Literacy Instructional Program. Continuity in reading and writing teaching methodologies is producing increased student performance in reading and writing skills.
- ü K-8 students participated in an extended art and poetry writing project through our Arts Reach Program.
- ü The staff at Richey is pleased to announce that they made AYP and will continue to strive to make this same goal for this school year. We had a Curriculum Night and asked the parents to help us here at Richey in order to achieve this goal.
- ü We were awarded the Laura Bush Foundation Grant. 136 applicants were awarded this award throughout the United States. Richey School was the only school in Arizona to receive this.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Transfers Out Rates ⁵	11	12	12	17
Transfers In Rate ⁶	55	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	80	96	95	81
Retention Rate ⁹	9	1	1	3
Dropout Rate ¹⁰	2	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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 are working with Pascua Center and the Tucson Police Department to promote a safe and orderly climate for learning. This will be included in our SBM (site-based management).

Total number of incidents that occurred on the school grounds for school year 2004-05 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	TBA	(520) 225-2800
Transportation Policy	Ron Stacy	(520) 225-4800
Community Resources	Herminia Reyes	(520) 225-2819
School Nutrition Programs	Pamela Palmo	(520) 225-4720
Parent Organization	Eva A. Martinez/ Herminia Reyes	(520) 225-2819
Student Health/Nurse	Office	(520) 225-2817

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 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.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

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