ARIZONA DEPARTMENT OF EDUCATION

Tom Horne, Superintendent of Public Instruction

J Robert Hendricks Elementary School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3400 W Orange Grove Rd, Tucson, AZ 85741

Flowing Wells 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 LEARNS[1]

Elementary Achievement Profile (a)

2004-05	Highly Performing
2003-04	Performing
2002-03	Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

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

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

School Overview

Principal/Administrator :	Dr. Deborah J. Schreiner
Schedule :	07:30 AM to 04:30 PM
Grades :	K-6
2005 Enrollment :	470
Web Address :	www.flowingwells.k12.az.us
Phone Number :	(520) 696-8400
Fax Number :	(520) 690-5612
E-mail :	schreind@flowingwells.k12.az.us

Mission

We believe Hendricks Elementary School is a community in which we grow, learn, care and succeed together. Our mission is to inspire, motivate and challenge all learners to reach their highest potential.

School / Academic Goals

- Students will demonstrate effective reading comprehension skills, and enjoy and critically analyze quality literature.
- Students will demonstrate effective mathematics basic skills and problem-solving strategies.
- Students will effectively communicate in written language using the 'Six Traits Writing' model.
- Students will develop critical thinking skills through scientific inquiry.

Enrollment

October 1, 2004 School Year Student Enrollment :	426
Accepting New Students in 2005-06 Under Open Enrollment Law : [2]	Yes
Number of Students Attending Under Open Enrollment in 2004-05 :	65

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- General Music, Band, Strings, Choir
- Structured English Immersion
- Gifted/Talented
- On-site Special Education
- Flexible Grouping for Math
- Extended Day Kindergarten
- Physical Education Grades 1-6
- Guidance and Counseling

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/11/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Parents are provided extensive resources from the school, including handbooks, progress reports,newsletters, and conferences. The school maintains a safe and orderly environment through enforcement of zero-tolerance of weapons, drugs and violence.

Parents

Parents are expected to send their students to school, notify the school in the event of absences, and fulfill commitments as articulated in grade-level and school notices. Parents are encouraged to volunteer and participate in school events.

Transportation Policy

The Flowing Wells District Governing Board has developed a comprehensive transportation plan which serves all students in our district based upon their needs and location in relation to their school.

School Honors

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

Award/Honor	Year
Arizona A+ Elementary School	2002
Ambassadors for Excellence (2)	2001
Sherrill Scholar Geography Program Recipients (2)	2001
Arizona's Distinguished Administrator Award	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

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	61	400	79306	100	100	99	460	447	445	5	10	10	17	17	18	53	56	51	24	17	20
All Students (Prior Year)	72	434	75509	100	98	100	533	528	521	3	10	13	21	21	23	43	34	33	33	35	31
Female	31	195	38691	100	99	99	452	448	446	7	12	10	14	13	18	62	59	52	17	17	20
Male	30	203	40583	100	100	99	468	446	445	3	8	11	21	19	18	45	54	50	31	18	21
African American	--	NC	4041	--	NC	99	--	NC	426	--	NC	17	--	NC	23	--	NC	50	--	NC	10
Hispanic	25	192	32869	100	98	99	445	439	429	9	13	15	26	21	25	52	54	51	13	13	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	35	189	36197	100	100	99	470	454	463	3	7	5	12	11	11	53	60	53	32	22	31
Students with Disabilities	NC	65	10321	NC	100	100	NC	408	389	NC	24	30	NC	34	27	NC	34	34	NC	8	9
Students without Disabilities	52	335	69060	100	98	98	463	455	454	4	7	7	12	13	17	59	60	54	24	19	22
Limited English Proficient Students	NC	48	15509	NC	100	100	NC	412	406	NC	28	20	NC	28	30	NC	34	45	NC	11	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	27	264	39415	93	96	96	444	440	431	4	13	15	32	21	25	48	52	50	16	14	10
Non-Economically Disadvantaged	34	136	39966	100	100	100	471	460	459	6	3	6	6	8	12	58	65	52	30	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	61	400	79395	100	0	99	461	446	446	5	10	9	19	24	25	62	58	55	14	8	11
All Students (Prior Year)	72	436	75492	100	98	100	530	520	519	0	9	12	15	16	16	49	50	47	37	25	24
Female	31	195	38743	100	0	100	461	451	451	3	10	7	17	21	24	62	59	57	17	10	12
Male	30	203	40618	100	0	99	461	441	440	7	11	11	21	27	27	62	57	53	10	5	9
African American	--	NC	4052	--	NC	100	--	NC	434	--	NC	11	--	NC	29	--	NC	54	--	NC	6
Hispanic	25	192	32915	100	0	99	450	437	426	0	12	15	35	33	35	52	51	47	13	5	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	--	NC	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	35	189	36221	100	0	99	469	454	465	9	9	4	6	14	15	71	68	63	15	9	17
Students with Disabilities	NC	65	10331	NC	0	100	NC	406	388	NC	27	25	NC	37	37	NC	32	34	NC	3	4
Students without Disabilities	52	335	69139	100	0	99	468	454	454	2	7	7	16	21	24	67	63	58	14	8	11
Limited English Proficient Students	NC	48	15545	NC	0	100	NC	393	399	NC	34	21	NC	40	42	NC	26	35	NC	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	27	264	39484	93	0	96	444	435	429	4	14	14	36	31	35	56	50	47	4	5	4
Non-Economically Disadvantaged	34	136	39986	100	0	100	474	467	461	6	3	4	6	10	16	67	75	63	21	13	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	60	398	78869	100	100	99	458	437	442	7	9	6	9	20	21	74	64	63	11	7	10
All Students (Prior Year)	72	433	75053	100	98	99	596	600	597	1	6	7	9	11	12	84	74	72	6	10	9
Female	30	194	38536	97	99	99	472	448	458	4	9	4	7	15	15	79	68	67	11	9	14
Male	30	203	40302	100	100	99	445	426	428	10	9	8	10	26	26	69	60	60	10	5	7
African American	--	NC	4015	--	NC	99	--	NC	430	--	NC	8	--	NC	24	--	NC	61	--	NC	7
Hispanic	25	191	32606	100	97	98	455	436	426	9	10	8	13	19	27	70	66	60	9	5	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	34	188	36078	97	100	99	461	438	459	6	8	4	6	21	16	76	63	66	12	8	14
Students with Disabilities	NC	65	10246	NC	100	100	NC	350	367	NC	32	18	NC	39	39	NC	27	40	NC	2	4
Students without Disabilities	51	333	68697	98	98	98	470	454	454	2	4	4	6	16	18	81	71	67	10	8	11
Limited English Proficient Students	NC	48	15339	NC	100	100	NC	379	399	NC	26	11	NC	21	31	NC	51	54	NC	2	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	27	264	39106	93	96	95	435	427	427	8	11	8	16	25	28	72	59	59	4	5	5
Non-Economically Disadvantaged	33	134	39837	100	100	100	476	456	457	6	5	4	3	11	14	75	74	67	16	10	15

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

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

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	78	449	78906	99	98	99	511	493	498	3	10	13	19	21	19	59	57	48	20	12	20
All Students (Prior Year)	73	496	76019	100	100	100	510	493	499	10	13	14	34	44	39	17	17	14	39	25	33
Female	49	228	38644	100	98	99	510	498	500	2	7	12	12	18	19	74	66	49	12	9	19
Male	29	220	40236	97	99	99	511	488	497	4	13	15	30	24	19	33	48	46	33	15	20
African American	NC	12	4087	NC	100	99	NC	492	481	NC	0	20	NC	30	24	NC	70	45	NC	0	11
Hispanic	31	213	31938	100	100	99	509	489	481	0	11	19	26	26	25	59	55	46	15	8	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	40	212	36483	98	96	99	513	496	517	5	10	7	13	18	13	58	57	51	24	16	30
Students with Disabilities	11	75	10664	100	100	100	469	442	430	10	30	42	70	38	27	10	25	26	10	8	5
Students without Disabilities	67	375	68310	99	97	98	518	503	509	2	6	9	10	18	18	67	63	51	22	13	22
Limited English Proficient Students	--	33	12573	--	100	100	--	445	454	--	16	27	--	39	30	--	41	38	--	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	34	292	38679	87	91	96	498	491	483	7	12	20	22	24	25	63	54	45	7	9	10
Non-Economically Disadvantaged	44	158	40295	100	100	100	518	497	513	0	6	7	16	16	13	56	62	50	28	16	30

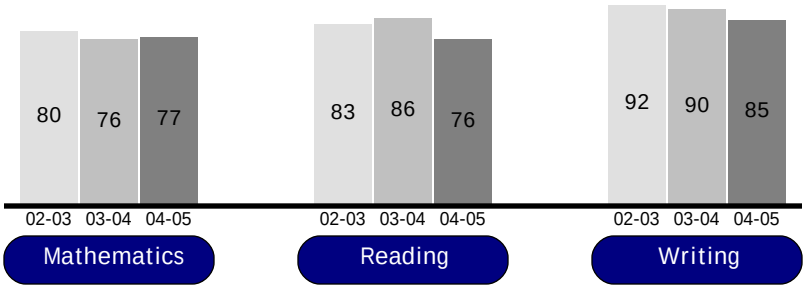
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	449	78908	99	0	99	508	484	484	0	7	10	14	25	23	71	62	58	14	6	9
All Students (Prior Year)	74	497	76020	100	100	100	510	504	503	7	25	25	23	23	23	56	40	40	14	11	12
Female	49	228	38648	100	0	99	511	492	489	0	5	8	12	19	22	74	70	61	14	6	10
Male	29	220	40233	97	0	99	504	476	479	0	9	12	19	31	25	67	55	55	15	6	8
African American	NC	12	4092	NC	0	99	NC	493	473	NC	0	12	NC	20	28	NC	80	54	NC	0	5
Hispanic	31	213	31940	100	0	99	506	476	465	0	11	16	19	30	32	63	54	49	19	5	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	40	212	36502	98	0	99	510	491	502	0	3	4	11	21	14	76	69	67	13	7	15
Students with Disabilities	11	75	10665	100	0	100	487	429	423	0	21	30	20	44	36	80	34	31	0	0	2
Students without Disabilities	67	375	68312	99	0	98	512	494	493	0	4	7	13	22	21	70	67	62	17	7	10
Limited English Proficient Students	--	33	12556	--	0	100	--	414	436	--	30	24	--	45	40	--	25	35	--	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	34	292	38662	87	0	96	499	480	468	0	8	16	22	31	32	70	58	49	7	3	3
Non-Economically Disadvantaged	44	158	40315	100	0	100	514	491	498	0	4	5	9	15	15	72	70	66	19	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	78	451	78750	99	99	99	544	492	500	0	8	6	11	30	29	83	61	63	6	1	2
All Students (Prior Year)	73	494	75673	100	99	100	544	523	530	6	13	12	21	25	25	69	58	58	4	4	4
Female	49	228	38586	100	98	99	555	509	515	0	6	4	5	21	22	86	71	71	9	3	3
Male	29	221	40135	97	99	99	525	473	486	0	10	8	22	38	35	78	52	56	0	0	1
African American	NC	12	4081	NC	100	99	NC	516	488	NC	0	8	NC	30	32	NC	70	59	NC	0	2
Hispanic	31	212	31841	100	100	99	546	483	483	0	10	8	7	31	36	89	59	55	4	1	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	40	215	36440	98	97	99	541	496	516	0	6	3	13	30	22	82	63	71	5	2	4
Students with Disabilities	11	75	10622	100	100	100	494	398	415	0	31	21	40	48	50	60	21	28	0	0	1
Students without Disabilities	67	377	68196	99	98	98	552	508	513	0	4	3	7	26	25	87	69	69	7	1	3
Limited English Proficient Students	--	33	12504	--	100	100	--	407	451	--	25	12	--	36	44	--	39	43	--	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	34	293	38558	87	91	96	535	485	485	0	9	8	11	35	37	85	56	54	4	1	1
Non-Economically Disadvantaged	44	159	40260	100	100	100	549	501	514	0	6	3	12	21	21	81	71	72	7	2	4

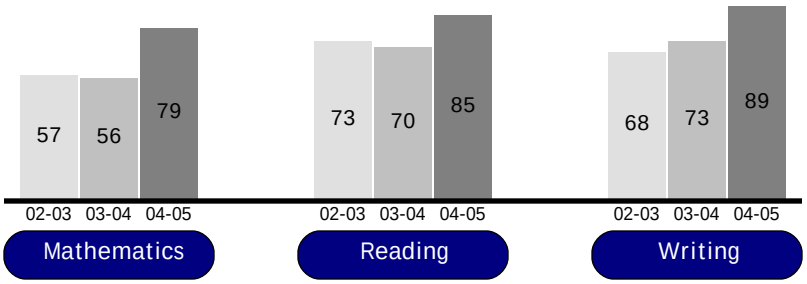
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2004-05

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.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

		2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	65	54	50	96	69	NA	58	100	49	43	47
	Language	100	58	48	43	100	60	54	50	100	53	46	47
	Mathematics	96	77	66	57	99	68	69	64	100	59	50	50
3	Reading	99	60	49	47	97	63	NA	55	100	49	44	44
	Language	97	66	57	54	99	72	59	61	100	49	41	44
	Mathematics	97	75	61	54	99	73	63	61	100	55	51	51
4	Reading	98	72	56	52	97	69	NA	56	100	59	48	48
	Language	100	68	51	48	99	63	52	52	100	61	50	49
	Mathematics	98	75	64	57	97	70	62	61	100	63	56	53
5	Reading	98	67	55	50	99	72	NA	55	99	60	49	50
	Language	99	63	49	46	100	67	47	49	99	56	47	50
	Mathematics	98	78	61	57	97	78	59	63	99	53	47	49
6	Reading	97	72	57	53	100	70	NA	56	100	63	52	51
	Language	100	65	48	45	100	65	48	48	100	60	47	47
	Mathematics	98	85	68	62	100	81	67	66	100	66	52	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	Council Duties
1 School Administrator(s)	ü Instructional Strategies
2 Non-certified Employee(s)	ü Curriculum Development
2 Teacher(s)	ü Textbook Selection
2 Parent(s)	ü School Safety Issues
0 Community Member(s)	ü School Improvement
0 Student(s)	ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	25.75
Other Professional Staff	1.50	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	6
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü On-site Day Care, 6:30 A.M.-6:00 P.M.
- ü Networked, On-line Technology Lab
- ü Networked, On-line School Library
- ü Networked, On-line Classroom Technology

Extracurricular Activities

- ü Intramural Athletics
- ü Choir
- ü Scrapbook Club
- ü Student Council
- ü Science Club

Social Services

- ü Day Care
- ü Breakfast/Lunch Programs
- ü Counseling/Guidance Services
- ü After School Programs
- ü Family Resource Centers

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- Recognized as an Arizona A+ Elementary School.
- Implementation of a Character Education program.

Student Activity Rates for School Year 2004-05

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	97	95	94	95
Transfers Out Rate [5]	6	12	12	17
Transfers In Rate [6]	16	28	28	37
Stability Rate [7]	93	87	87	82
Promotion Rate [8]	97	96	95	81
Retention Rate [9]	1	1	1	3
Dropout Rate [10]	0	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

Hendricks School maintains a strong schoolwide discipline plan that reinforces a safe, orderly learning environment. Parents are expected to support and reinforce the school's high standards for respectful and courteous behavior.

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	Deborah Schreiner	(520) 696-8400
Transportation Policy	David Krogstad	(520) 696-8870
Community Resources	Martha Petty	(520) 887-2600
School Nutrition Programs	Daniel Esparza	(520) 690-2241
Parent Organization	Frances Chavez	(520) 696-8400
Student Health/Nurse	Cathey Crowder	(520) 696-8402

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

ACHIEVEMENT PROFILES

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

Footnotes

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

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

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

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

5 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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** 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.