

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Dr. Deborah J. Schreiner  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : K-6  
 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.

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

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

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

### School / Academic Goals

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

### Enrollment

October 1, 2005 School Year Student Enrollment : 450  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 65

Instructional Programs

- Ü General Music, Band, Strings, Choir
- Ü Structured English Immersion
- Ü Gifted/Talented
- Ü On-site Special Education
- Ü Flexible Grouping for Math
- Ü Extended Day Kindergarten
- Ü Physical Education Grades 1-6
- Ü 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
Ü Arizona A+ Elementary School	2002
Ü Ambassadors for Excellence (2)	2001
Ü Sherrill Scholar Geography Program Recipients (2)	2001
Ü Arizona's Distinguished Administrator Award	2005

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	379	80010	100	98	99	451	447	447	5	8	10	20	20	18	52	56	53	23	16	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	180	38935	100	99	99	444	449	447	3	6	9	20	22	19	60	58	55	17	15	17
Male	31	199	40974	100	98	98	459	445	448	6	11	11	19	19	18	45	54	52	29	16	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	28	194	34545	100	97	99	451	444	432	4	10	14	18	20	24	57	59	53	21	11	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	--	NC	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	29	162	35142	100	99	99	450	453	465	7	7	5	24	20	11	45	51	56	24	22	28
Students with Disabilities	NC	48	10161	NC	91	93	NC	417	419	NC	27	28	NC	33	28	NC	35	36	NC	4	8
Students without Disabilities	57	331	69849	100	100	100	452	451	451	5	6	7	18	18	17	54	59	56	23	17	19
Limited English Proficient Students	NC	51	14013	NC	96	97	NC	412	413	NC	25	24	NC	35	34	NC	39	39	NC	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	30	262	39029	100	98	98	439	442	432	3	10	14	30	23	25	50	56	52	17	11	9
Non-Economically Disadvantaged	31	117	40981	100	99	100	463	459	462	6	6	6	10	14	13	55	55	54	29	26	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	61	365	79438	100	95	98	461	448	451	2	10	9	20	25	24	64	55	56	15	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	175	38775	100	97	99	457	453	457	3	7	7	17	24	22	67	58	58	13	11	13
Male	31	190	40560	100	93	97	465	444	446	NA	12	12	23	26	25	61	52	54	16	10	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	28	189	34297	100	95	98	463	439	434	NA	14	14	18	26	31	68	53	50	14	7	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	29	154	34887	100	94	98	455	459	471	3	5	4	21	25	15	66	57	63	10	14	18
Students with Disabilities	NC	36	9588	NC	68	88	NC	414	416	NC	25	30	NC	42	32	NC	28	34	NC	6	5
Students without Disabilities	57	329	69850	100	99	100	464	452	456	NA	8	7	18	23	23	68	57	59	14	11	12
Limited English Proficient Students	NC	47	13856	NC	89	96	NC	386	407	NC	45	27	NC	38	43	NC	17	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	30	251	38685	100	94	97	454	439	435	3	14	14	20	29	32	63	50	50	13	8	5
Non-Economically Disadvantaged	31	114	40753	100	97	99	467	468	467	NA	2	5	19	18	16	65	65	62	16	16	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	61	381	79971	100	99	99	442	416	423	NA	12	8	39	38	41	61	44	49	NA	6	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	180	38974	100	99	99	452	441	437	NA	7	5	27	28	33	73	57	57	NA	9	4
Male	31	201	40895	100	99	98	432	394	410	NA	17	10	52	48	47	48	33	41	NA	2	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	28	198	34481	100	99	99	444	415	410	NA	13	10	32	37	46	68	45	43	NA	5	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	--	NC	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	29	161	35150	100	99	99	436	417	437	NA	12	5	52	40	35	48	41	56	NA	7	5
Students with Disabilities	NC	53	10258	NC	100	94	NC	327	377	NC	42	23	NC	40	51	NC	17	25	NC	2	1
Students without Disabilities	57	328	69713	100	99	100	444	430	429	NA	7	5	39	38	39	61	48	52	NA	6	3
Limited English Proficient Students	NC	53	13985	NC	100	97	NC	344	382	NC	32	18	NC	57	54	NC	11	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	30	264	38994	100	99	98	440	407	409	NA	14	10	40	42	47	60	40	41	NA	4	1
Non-Economically Disadvantaged	31	117	40977	100	99	100	444	436	437	NA	7	5	39	31	34	61	54	56	NA	9	5

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

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	56	389	80147	100	98	99	487	481	482	7	11	11	13	12	17	55	55	49	25	22	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	193	39281	100	97	99	481	477	483	7	11	9	17	13	17	55	54	50	21	22	24
Male	27	196	40780	100	99	98	495	484	482	7	12	12	7	10	17	56	56	48	30	22	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	21	191	33494	100	98	99	472	474	466	10	13	15	19	14	23	62	57	49	10	16	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	33	181	36122	100	98	99	499	488	501	6	9	5	6	9	10	52	54	50	36	29	35
Students with Disabilities	11	62	10295	100	91	92	453	440	443	27	29	33	18	26	26	36	40	33	18	5	8
Students without Disabilities	45	327	69852	100	100	100	496	488	488	2	8	7	11	9	16	60	57	51	27	25	26
Limited English Proficient Students	NC	44	12722	NC	98	97	NC	436	441	NC	36	27	NC	23	33	NC	39	37	NC	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	26	264	38371	100	99	97	477	473	465	8	13	15	15	14	23	58	55	49	19	18	13
Non-Economically Disadvantaged	30	125	41776	100	97	100	496	496	498	7	8	6	10	6	11	53	54	49	30	31	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	55	367	79686	98	93	98	486	470	470	9	10	11	11	22	24	67	60	57	13	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	185	39163	100	93	99	484	471	475	7	10	9	10	19	22	72	63	60	10	8	10
Male	26	182	40438	96	92	97	488	468	465	12	10	13	12	25	25	62	58	54	15	7	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	21	181	33299	100	93	98	467	456	452	10	13	17	24	31	32	62	52	47	5	3	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	32	171	35914	97	92	98	498	483	489	9	6	5	3	13	15	69	69	67	19	11	14
Students with Disabilities	10	42	9808	91	62	87	NA	438	432	NA	33	35	NA	31	32	NA	31	30	NA	5	3
Students without Disabilities	45	325	69878	100	99	100	492	474	475	4	7	8	9	21	23	73	64	61	13	7	9
Limited English Proficient Students	NC	40	12594	NC	89	96	NC	409	422	NC	45	34	NC	43	45	NC	13	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	26	247	38095	100	93	97	477	460	452	8	12	17	12	28	32	73	56	48	8	4	3
Non-Economically Disadvantaged	29	120	41591	97	93	99	494	489	486	10	7	6	10	11	16	62	69	65	17	13	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	56	394	80372	100	99	99	481	456	475	4	10	4	27	32	30	70	58	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	198	39452	100	99	99	489	466	488	NA	9	3	24	26	22	76	64	72	NA	1	3
Male	27	196	40836	100	99	98	471	445	464	7	11	6	30	38	37	63	52	56	NA	NA	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	21	193	33608	100	99	99	477	446	462	NA	12	6	33	34	36	67	53	57	NA	1	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	33	184	36213	100	99	99	483	465	489	6	7	2	24	29	22	70	63	72	NA	1	3
Students with Disabilities	11	67	10526	100	99	94	437	393	427	18	28	15	45	54	53	36	18	31	NA	NA	1
Students without Disabilities	45	327	69846	100	100	100	491	468	482	NA	6	3	22	28	26	78	66	69	NA	1	2
Limited English Proficient Students	NC	46	12747	NC	100	97	NC	389	432	NC	30	12	NC	41	52	NC	28	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	26	267	38521	100	100	98	482	446	461	NA	11	6	27	37	38	73	51	55	NA	1	1
Non-Economically Disadvantaged	30	127	41851	100	98	100	479	476	489	7	7	3	27	21	22	67	72	72	NA	NA	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	72	431	79306	100	98	99	519	504	504	3	11	13	21	19	20	51	52	49	25	18	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	211	38845	100	97	99	507	507	505	3	7	11	26	17	20	56	58	50	15	18	18
Male	38	220	40383	100	100	98	530	502	504	3	15	14	16	21	19	47	45	47	34	18	19
African American	NC	15	4171	NC	100	98	NC	512	485	NC	NA	20	NC	20	26	NC	67	44	NC	13	10
Hispanic	24	205	32673	100	97	99	492	493	487	4	16	18	42	22	25	33	46	46	21	15	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	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	42	195	36234	100	100	99	530	514	523	2	7	6	10	15	13	62	57	52	26	21	28
Students with Disabilities	NC	72	10286	NC	89	91	NC	466	462	NC	36	41	NC	28	27	NC	32	27	NC	4	5
Students without Disabilities	64	359	69020	100	100	100	524	512	510	2	6	9	17	17	18	53	56	52	28	21	21
Limited English Proficient Students	NC	40	10291	NC	93	96	NC	452	458	NC	40	38	NC	43	34	NC	15	26	NC	3	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	27	261	37437	100	96	97	492	494	486	4	15	19	33	22	26	59	49	46	4	14	9
Non-Economically Disadvantaged	45	170	41869	100	100	100	535	520	521	2	5	7	13	14	14	47	56	51	38	25	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	409	79000	100	93	98	507	489	489	1	10	10	15	22	24	63	59	58	21	10	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	207	38774	100	95	99	504	495	494	NA	4	7	15	21	22	68	65	61	18	10	10
Male	38	202	40150	100	91	98	510	484	485	3	15	12	16	23	25	58	52	55	24	10	8
African American	NC	15	4153	NC	100	98	NC	500	476	NC	NA	13	NC	20	30	NC	73	53	NC	7	4
Hispanic	24	193	32508	100	91	98	490	478	472	4	14	15	8	26	33	79	52	49	8	7	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	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	42	186	36135	100	95	98	514	500	508	NA	6	4	21	17	14	52	64	67	26	13	15
Students with Disabilities	NC	52	9991	NC	64	88	NC	454	449	NC	23	33	NC	50	36	NC	23	29	NC	4	2
Students without Disabilities	64	357	69009	100	100	100	512	494	495	2	8	6	9	18	22	67	64	62	22	11	10
Limited English Proficient Students	NC	40	10199	NC	93	95	NC	424	439	NC	55	35	NC	38	47	NC	8	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	27	247	37234	100	91	97	496	479	472	4	15	15	4	26	33	81	54	50	11	6	3
Non-Economically Disadvantaged	45	162	41766	100	97	99	514	506	505	NA	2	5	22	16	16	51	66	65	27	16	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	70	438	79611	97	100	99	527	496	496	NA	8	7	20	33	37	80	59	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	216	39016	100	100	99	529	510	511	NA	6	4	18	24	29	82	70	66	NA	NA	1
Male	36	222	40519	95	100	98	525	482	482	NA	9	10	22	43	44	78	48	46	NA	NA	0
African American	NC	15	4188	NC	100	98	NC	536	486	NC	NA	9	NC	7	40	NC	93	50	NC	NA	0
Hispanic	23	210	32855	96	100	99	517	484	481	NA	11	10	26	37	43	74	52	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	10	3992	NC	100	96	NC	NA	478	NC	NA	10	NC	NA	46	NC	NA	44	NC	NA	0
White	41	196	36380	98	100	99	529	506	511	NA	4	4	20	32	30	80	64	65	NA	NA	1
Students with Disabilities	NC	80	10664	NC	99	94	NC	445	440	NC	18	23	NC	68	54	NC	15	22	NC	NA	1
Students without Disabilities	63	358	68947	98	100	100	530	507	504	NA	6	4	16	26	34	84	69	61	NA	NA	1
Limited English Proficient Students	NC	41	10362	NC	95	97	NC	402	438	NC	41	22	NC	46	57	NC	12	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	26	269	37626	96	99	98	525	487	479	NA	10	10	23	38	45	77	52	45	NA	NA	0
Non-Economically Disadvantaged	44	169	41985	98	100	100	528	510	511	NA	4	4	18	26	30	82	70	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	79	452	79327	100	96	98	533	519	518	NA	13	19	20	19	20	65	55	46	15	13	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	243	38961	100	98	98	535	521	520	NA	12	16	15	16	20	73	59	48	13	13	16
Male	31	209	40295	100	94	97	529	516	516	NA	14	21	29	22	19	52	51	44	19	13	16
African American	NC	13	4247	NC	100	98	NC	511	499	NC	15	27	NC	23	24	NC	54	41	NC	8	8
Hispanic	34	221	32327	100	96	98	530	509	499	NA	18	27	18	21	25	68	53	41	15	8	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	39	209	36373	100	97	98	538	529	538	NA	9	10	23	16	14	59	57	52	18	18	25
Students with Disabilities	10	53	9321	100	76	87	NA	475	467	NA	42	54	NA	34	22	NA	23	21	NA	2	3
Students without Disabilities	69	399	70006	100	100	100	537	524	524	NA	10	14	16	17	19	67	59	49	17	14	18
Limited English Proficient Students	NC	32	9431	NC	100	95	NC	467	466	NC	53	53	NC	28	27	NC	19	18	NC	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	33	303	37097	100	94	97	519	511	498	NA	17	27	27	20	25	67	51	41	6	11	7
Non-Economically Disadvantaged	46	149	42230	100	100	99	542	535	535	NA	5	11	15	15	15	63	64	50	22	16	24

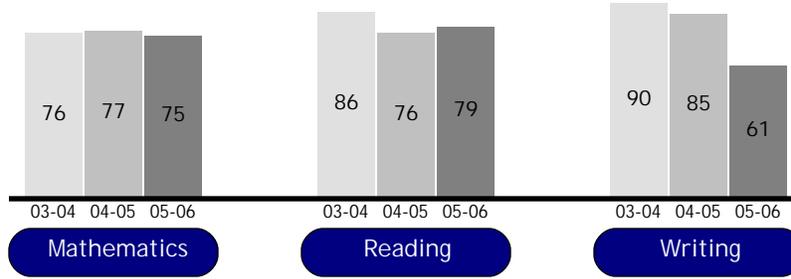
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	446	79501	100	95	98	516	503	497	1	4	10	9	24	25	87	68	60	3	4	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	241	39062	100	98	99	520	506	502	NA	4	8	6	21	23	94	71	64	NA	4	5
Male	31	205	40368	100	92	98	511	498	491	3	5	13	13	28	27	77	64	57	6	3	3
African American	NC	13	4279	NC	100	99	NC	499	485	NC	8	14	NC	23	30	NC	69	54	NC	NA	2
Hispanic	34	215	32389	100	93	98	511	493	478	3	7	16	18	32	34	74	58	48	6	3	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	39	209	36446	100	97	99	521	512	516	NA	1	4	3	17	15	97	77	73	NA	5	7
Students with Disabilities	10	47	9411	100	67	88	NA	470	453	NA	15	36	NA	43	36	NA	43	26	NA	NA	1
Students without Disabilities	69	399	70090	100	100	100	521	506	502	1	3	7	4	22	24	91	71	65	3	4	5
Limited English Proficient Students	NC	28	9401	NC	88	94	NC	447	443	NC	32	40	NC	57	46	NC	11	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	33	299	37183	100	93	97	509	496	479	3	6	16	12	29	34	82	61	49	3	4	1
Non-Economically Disadvantaged	46	147	42318	100	99	99	521	516	513	NA	1	5	7	15	17	91	81	70	2	3	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	469	80000	100	100	99	586	552	564	1	3	3	6	16	11	68	71	75	24	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	248	39288	100	100	99	604	569	579	NA	1	2	4	10	6	65	75	77	31	14	16
Male	31	221	40644	100	100	98	558	533	549	3	5	4	10	23	15	74	67	74	13	5	7
African American	NC	13	4307	NC	100	99	NC	575	551	NC	NA	4	NC	8	13	NC	85	75	NC	8	7
Hispanic	34	232	32672	100	100	99	580	545	548	3	3	4	6	19	14	71	72	76	21	6	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	39	214	36602	100	100	99	594	558	579	NA	3	2	5	14	7	64	68	75	31	14	16
Students with Disabilities	10	69	9919	100	99	93	NA	492	505	NA	7	9	NA	54	35	NA	38	54	NA	1	2
Students without Disabilities	69	400	70081	100	100	100	594	562	571	1	2	2	4	10	7	67	77	79	28	12	12
Limited English Proficient Students	NC	33	9571	NC	100	96	NC	465	502	NC	15	10	NC	39	29	NC	45	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	33	320	37534	100	100	98	573	542	547	3	3	4	9	19	15	73	73	76	15	5	5
Non-Economically Disadvantaged	46	149	42466	100	100	100	596	575	578	NA	1	2	4	10	7	65	68	75	30	21	16

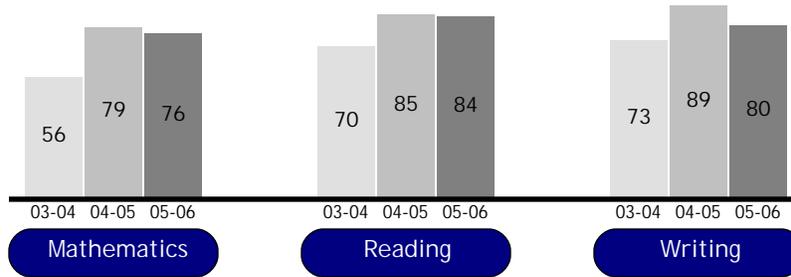
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

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

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress**

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

**Met Percent Tested:**

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

**Met Test Objectives:**

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

**Met Attendance Rate:**

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**Met Graduation Rate:**

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	69	NA	58	100	49	43	47	100	44	39	46
	Language	100	60	54	50	100	53	46	47	100	44	44	48
	Mathematics	99	68	69	64	100	59	50	50	100	43	46	52
3	Reading	97	63	NA	55	100	49	44	44	100	48	44	46
	Language	99	72	59	61	100	49	41	44	100	50	41	46
	Mathematics	99	73	63	61	100	55	51	51	100	58	50	52
4	Reading	97	69	NA	56	100	59	48	48	98	63	52	52
	Language	99	63	52	52	100	61	50	49	100	54	48	52
	Mathematics	97	70	62	61	100	63	56	53	100	61	58	58
5	Reading	99	72	NA	55	99	60	49	50	100	67	58	56
	Language	100	67	47	49	99	56	47	50	99	68	52	54
	Mathematics	97	78	59	63	99	53	47	49	100	67	52	52
6	Reading	100	70	NA	56	100	63	52	51	100	67	58	56
	Language	100	65	48	48	100	60	47	47	100	61	48	50
	Mathematics	100	81	67	66	100	66	52	52	100	68	58	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/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- ü Instructional Strategies
- ü Curriculum Development
- ü Textbook Selection
- ü School Safety Issues
- ü School Improvement
- ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	26.00
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 Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly 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 School Library
- ü Networked, On-line Technology Lab
- ü Networked, On-line Classroom Technology

Extracurricular Activities

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

Social Services

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

ü Recognized as an Arizona A+ Elementary School.

ü Implementation of a Character Education program.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	92	89	88	73
Graduation Rate <sup>6</sup>	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

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 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	Deborah J. Schreiner	(520) 696-8400
Transportation Policy	David Krogstad	(520) 696-8870
Community Resources	Martha Petty	(520) 887-2600
School Nutrition Programs	Susan Beaudry	(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](http://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](http://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](http://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.