



Tom Horne, Superintendent  
of Public Instruction

# ARIZONA DISTRICT REPORT CARD 2005-06

## Flowing Wells Unified District

1556 W Prince Rd, Tucson, AZ 85705-

**No Child Left Behind**

**Adequate Yearly Progress<sup>1</sup>**

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

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.

### Current Administrator<sup>2</sup>

Title: Superintendent  
Name: Dr. Nicholas Clement

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## District At A Glance

### Enrollment<sup>3</sup>

	State	District
2004-2005 Student Enrollment	1,037,655	6,126

### Highly Qualified

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	61	24	0	0
4 to 6 years	33	15	0	0
7 to 9 years	21	18	0	1
10 or more years	62	91	6	0

Percentage of Public Elementary and Secondary School Teachers with Emergency/Provisional Certification

2%

	District Aggregate	High-Poverty Schools	Moderate-Poverty Schools	Low Poverty Schools
Percentage of Core Academic Subject Poverty Elementary and Secondary School Classes Not Taught by Highly Qualified Teachers	4%	N/A	N/A	76%

N/A =Data not available

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your district.

3rd Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	400	79306	100	99	447	445	10	10	17	18	56	51	17	20
All Students (03-04)	434	75509	98	100	528	521	10	13	21	23	34	33	35	31
Female (04-05)	195	38691	99	99	448	446	12	10	13	18	59	52	17	20
Female (03-04)	213	37013	98	100	530	522	8	12	21	24	36	33	36	31
Male (04-05)	203	40583	100	99	446	445	8	11	19	18	54	50	18	21
Male (03-04)	221	38430	98	99	527	521	11	14	21	22	33	33	35	31
African American (04-05)	NC	4041	NC	99	NC	426	NC	17	NC	23	NC	50	NC	10
African American (03-04)	12	3660	92	99	550	496	0	24	10	31	50	28	40	18
Hispanic (04-05)	192	32869	98	99	439	429	13	15	21	25	54	51	13	10
Hispanic (03-04)	191	30486	99	99	518	505	13	18	27	29	29	32	31	21
Asian/Pacific Islander (04-05)	NC	1935	NC	99	NC	474	NC	3	NC	9	NC	48	NC	40
Asian/Pacific Islander (03-04)	NC	1780	NC	98	NC	549	NC	5	NC	13	NC	33	NC	50
American Indian/Alaskan Native (04-05)	NC	4264	NC	100	NC	419	NC	19	NC	30	NC	45	NC	6
American Indian/Alaskan Native (03-04)	NC	4075	NC	100	NC	486	NC	28	NC	34	NC	26	NC	12
White (04-05)	189	36197	100	99	454	463	7	5	11	11	60	53	22	31
White (03-04)	211	35192	96	99	534	534	7	8	16	19	39	35	38	39
Students with Disabilities (04-05)	65	10321	100	100	408	389	24	30	34	27	34	34	8	9
Students with Disabilities (03-04)	71	9708	100	100	503	489	22	32	37	27	22	24	20	17
Students without Disabilities (04-05)	335	69060	98	98	455	454	7	7	13	17	60	54	19	22
Students without Disabilities (03-04)	363	65801	95	98	532	525	8	11	18	23	36	34	38	33
Limited English Proficient Students (04-05)	48	15509	100	100	412	406	28	20	28	30	34	45	11	5
Limited English Proficient Students (03-04)	58	16928	100	100	462	485	67	29	17	33	17	26	0	12
Migrant Students (04-05)	--	118	--	NA	--	419	--	25	--	21	--	50	--	3
Migrant Students (03-04)	--	750	--	NA	--	499	--	21	--	29	--	30	--	20
Economically Disadvantaged (04-05)	264	39415	96	96	440	431	13	15	21	25	52	50	14	10
Economically Disadvantaged (03-04)	NC	36411	NC	NA	NC	503	NC	19	NC	29	NC	32	NC	20
Non-Economically Disadvantaged (04-05)	136	39966	100	100	460	459	3	6	8	12	65	52	24	30
Non-Economically Disadvantaged (03-04)	425	39040	NA	NA	529	534	9	8	20	19	35	34	36	39

3rd Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	400	79395	0	99	446	446	10	9	24	25	58	55	8	11
All Students (03-04)	436	75492	98	100	520	519	9	12	16	16	50	47	25	24
Female (04-05)	195	38691	0	100	451	451	10	7	21	24	59	57	10	12
Female (03-04)	216	37014	99	100	522	523	7	10	19	15	46	48	28	27
Male (04-05)	203	40618	0	99	441	440	11	11	27	27	57	53	5	9
Male (03-04)	220	38400	98	99	519	516	11	14	14	17	54	47	22	21
African American (04-05)	NC	4052	NC	100	NC	434	NC	11	NC	29	NC	54	NC	6
African American (03-04)	12	3665	92	99	542	505	0	20	10	22	40	43	50	14
Hispanic (04-05)	192	32915	0	99	437	426	12	15	33	35	51	47	5	4
Hispanic (03-04)	191	30438	99	99	514	508	14	17	20	21	45	47	21	15
Asian/Pacific Islander (04-05)	NC	1936	NC	99	NC	468	NC	3	NC	14	NC	63	NC	19
Asian/Pacific Islander (03-04)	NC	1773	NC	98	NC	534	NC	4	NC	10	NC	50	NC	36
American Indian/Alaskan Native (04-05)	NC	4271	NC	100	NC	420	NC	15	NC	42	NC	41	NC	2
American Indian/Alaskan Native (03-04)	NC	4081	NC	100	NC	498	NC	25	NC	26	NC	40	NC	8
White (04-05)	189	36221	0	99	454	465	9	4	14	15	68	63	9	17
White (03-04)	213	35177	97	99	525	528	6	8	13	13	54	49	27	31
Students with Disabilities (04-05)	65	10331	0	100	406	388	27	25	37	37	32	34	3	4
Students with Disabilities (03-04)	71	9707	100	100	506	495	17	33	31	21	34	33	17	13
Students without Disabilities (04-05)	335	69139	0	99	454	454	7	7	21	24	63	58	8	11
Students without Disabilities (03-04)	365	65785	96	98	522	522	8	10	15	16	51	49	26	26
Limited English Proficient Students (04-05)	48	15545	0	100	393	399	34	21	40	42	26	35	0	1
Limited English Proficient Students (03-04)	59	16905	100	100	476	489	50	34	33	28	17	32	0	6
Migrant Students (04-05)	--	120	--	NA	--	414	--	20	--	45	--	35	--	0
Migrant Students (03-04)	--	763	--	NA	--	499	--	21	--	30	--	40	--	8
Economically Disadvantaged (04-05)	264	39484	0	96	435	429	14	14	31	35	50	47	5	4
Economically Disadvantaged (03-04)	NC	36302	NC	NA	NC	507	NC	18	NC	21	NC	46	NC	14
Non-Economically Disadvantaged (04-05)	136	39986	0	100	467	461	3	4	10	16	75	63	13	17
Non-Economically Disadvantaged (03-04)	427	39164	NA	NA	521	528	9	8	15	13	50	48	25	31

3rd Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	398	78869	100	99	437	442	9	6	20	21	64	63	7	10
All Students (03-04)	433	75053	98	99	600	597	6	7	11	12	74	72	10	9
Female (04-05)	194	38536	99	99	448	458	9	4	15	15	68	67	9	14
Female (03-04)	213	36872	98	99	626	621	4	5	7	9	76	74	13	12
Male (04-05)	203	40302	100	99	426	428	9	8	26	26	60	60	5	7
Male (03-04)	220	38109	98	99	573	573	8	10	14	14	72	69	6	6
African American (04-05)	NC	4015	NC	99	NC	430	NC	8	NC	24	NC	61	NC	7
African American (03-04)	12	3636	92	99	684	568	0	12	0	16	80	67	20	6
Hispanic (04-05)	191	32606	97	98	436	426	10	8	19	27	66	60	5	5
Hispanic (03-04)	189	30235	98	98	583	575	10	9	12	14	72	70	6	6
Asian/Pacific Islander (04-05)	NC	1925	NC	99	NC	471	NC	3	NC	11	NC	64	NC	22
Asian/Pacific Islander (03-04)	NC	1768	NC	98	NC	651	NC	3	NC	5	NC	72	NC	19
American Indian/Alaskan Native (04-05)	NC	4245	NC	100	NC	423	NC	9	NC	26	NC	61	NC	4
American Indian/Alaskan Native (03-04)	NC	4044	NC	99	NC	550	NC	13	NC	17	NC	66	NC	4
White (04-05)	188	36078	100	99	438	459	8	4	21	16	63	66	8	14
White (03-04)	212	35028	96	99	611	613	2	6	11	10	75	73	12	11
Students with Disabilities (04-05)	65	10246	100	100	350	367	32	18	39	39	27	40	2	4
Students with Disabilities (03-04)	70	9625	100	100	559	530	7	21	22	21	61	55	10	4
Students without Disabilities (04-05)	333	68697	98	98	454	454	4	4	16	18	71	67	8	11
Students without Disabilities (03-04)	363	65428	95	98	605	604	6	6	9	11	75	73	10	10
Limited English Proficient Students (04-05)	48	15339	100	100	379	399	26	11	21	31	51	54	2	3
Limited English Proficient Students (03-04)	59	16765	100	100	506	525	17	17	33	20	50	60	0	2
Migrant Students (04-05)	--	119	--	NA	--	402	--	16	--	30	--	53	--	1
Migrant Students (03-04)	--	752	--	NA	--	562	--	9	--	18	--	68	--	5
Economically Disadvantaged (04-05)	264	39106	96	95	427	427	11	8	25	28	59	59	5	5
Economically Disadvantaged (03-04)	NC	36077	NC	NA	NC	566	NC	10	NC	16	NC	69	NC	5
Non-Economically Disadvantaged (04-05)	134	39837	100	100	456	457	5	4	11	14	74	67	10	15
Non-Economically Disadvantaged (03-04)	424	38950	NA	NA	599	618	6	5	11	9	74	73	9	12

5th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	449	78906	98	99	493	498	10	13	21	19	57	48	12	20
All Students (03-04)	496	76019	100	100	493	499	13	14	44	39	17	14	25	33
Female (04-05)	228	38644	98	99	498	500	7	12	18	19	66	49	9	19
Female (03-04)	246	37207	100	100	490	499	17	12	43	41	17	14	23	33
Male (04-05)	220	40236	99	99	488	497	13	15	24	19	48	46	15	20
Male (03-04)	250	38677	99	100	496	498	9	15	46	38	17	13	28	34
African American (04-05)	12	4087	100	99	492	481	0	20	30	24	70	45	0	11
African American (03-04)	12	3817	100	100	503	475	0	23	50	47	17	11	33	18
Hispanic (04-05)	213	31938	100	99	489	481	11	19	26	25	55	46	8	10
Hispanic (03-04)	202	29458	100	100	482	480	18	20	49	48	15	12	18	20
Asian/Pacific Islander (04-05)	NC	1805	NC	98	NC	536	NC	5	NC	8	NC	45	NC	42
Asian/Pacific Islander (03-04)	10	1673	100	99	500	531	0	4	33	29	44	14	22	53
American Indian/Alaskan Native (04-05)	NC	4593	NC	100	NC	467	NC	26	NC	29	NC	39	NC	6
American Indian/Alaskan Native (03-04)	11	4735	100	100	478	466	25	28	50	49	13	10	13	13
White (04-05)	212	36483	96	99	496	517	10	7	18	13	57	51	16	30
White (03-04)	260	35880	100	100	499	515	10	7	41	32	18	16	30	45
Students with Disabilities (04-05)	75	10664	100	100	442	430	30	42	38	27	25	26	8	5
Students with Disabilities (03-04)	85	9786	100	100	456	457	38	39	58	40	0	7	5	13
Students without Disabilities (04-05)	375	68310	97	98	503	509	6	9	18	18	63	51	13	22
Students without Disabilities (03-04)	411	66233	98	99	497	503	10	11	43	39	19	14	28	35
Limited English Proficient Students (04-05)	33	12573	100	100	445	454	16	27	39	30	41	38	5	5
Limited English Proficient Students (03-04)	45	15206	100	100	472	459	17	31	67	53	0	7	17	9
Migrant Students (04-05)	--	125	--	NA	--	476	--	18	--	35	--	42	--	5
Migrant Students (03-04)	--	745	--	NA	--	473	--	22	--	53	--	11	--	15
Economically Disadvantaged (04-05)	292	38679	91	96	491	483	12	20	24	25	54	45	9	10
Economically Disadvantaged (03-04)	16	35714	NA	NA	473	480	25	20	50	47	8	12	17	20
Non-Economically Disadvantaged (04-05)	158	40295	100	100	497	513	6	7	16	13	62	50	16	30
Non-Economically Disadvantaged (03-04)	480	40266	NA	NA	493	513	12	9	44	33	18	15	26	43

5th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	449	78908	0	99	484	484	7	10	25	23	62	58	6	9
All Students (03-04)	497	76020	100	100	504	503	25	25	23	23	40	40	11	12
Female (04-05)	228	38644	0	99	492	489	5	8	19	22	70	61	6	10
Female (03-04)	246	37213	100	100	506	504	23	22	21	23	43	42	13	13
Male (04-05)	220	40233	0	99	476	479	9	12	31	25	55	55	6	8
Male (03-04)	251	38666	100	100	502	501	27	29	25	22	38	38	9	12
African American (04-05)	12	4092	0	99	493	473	0	12	20	28	80	54	0	5
African American (03-04)	12	3819	100	100	511	494	8	37	17	26	67	31	8	6
Hispanic (04-05)	213	31940	0	99	476	465	11	16	30	32	54	49	5	3
Hispanic (03-04)	201	29442	99	99	499	494	34	37	28	26	32	31	6	6
Asian/Pacific Islander (04-05)	NC	1805	NC	98	NC	507	NC	4	NC	13	NC	65	NC	18
Asian/Pacific Islander (03-04)	10	1672	100	99	525	513	22	12	22	19	22	49	33	20
American Indian/Alaskan Native (04-05)	NC	4569	NC	100	NC	457	NC	18	NC	39	NC	41	NC	2
American Indian/Alaskan Native (03-04)	11	4735	100	100	491	489	44	48	22	25	33	24	0	3
White (04-05)	212	36502	0	99	491	502	3	4	21	14	69	67	7	15
White (03-04)	262	35890	100	100	507	511	20	15	20	20	45	48	14	18
Students with Disabilities (04-05)	75	10665	0	100	429	423	21	30	44	36	34	31	0	2
Students with Disabilities (03-04)	85	9784	100	100	482	485	60	58	20	19	20	19	0	4
Students without Disabilities (04-05)	375	68312	0	98	494	493	4	7	22	21	67	62	7	10
Students without Disabilities (03-04)	412	66236	98	99	507	504	22	23	24	23	42	42	12	13
Limited English Proficient Students (04-05)	33	12556	0	100	414	436	30	24	45	40	25	35	0	1
Limited English Proficient Students (03-04)	45	15198	100	100	482	483	50	59	33	25	17	14	0	1
Migrant Students (04-05)	--	125	--	NA	--	457	--	22	--	40	--	38	--	0
Migrant Students (03-04)	--	743	--	NA	--	488	--	50	--	28	--	19	--	3
Economically Disadvantaged (04-05)	292	38662	0	96	480	468	8	16	31	32	58	49	3	3
Economically Disadvantaged (03-04)	17	35703	NA	NA	488	494	54	37	38	26	8	31	0	6
Non-Economically Disadvantaged (04-05)	158	40315	0	100	491	498	4	5	15	15	70	66	11	14
Non-Economically Disadvantaged (03-04)	480	40274	NA	NA	505	509	24	17	23	20	41	47	11	17

5th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	451	78750	99	99	492	500	8	6	30	29	61	63	1	2
All Students (03-04)	494	75673	99	100	523	530	13	12	25	25	58	58	4	4
Female (04-05)	228	38586	98	99	509	515	6	4	21	22	71	71	3	3
Female (03-04)	246	37099	100	100	537	548	10	8	22	22	63	64	6	6
Male (04-05)	221	40135	99	99	473	486	10	8	38	35	52	56	0	1
Male (03-04)	248	38441	98	99	510	513	15	16	28	29	54	52	3	3
African American (04-05)	12	4081	100	99	516	488	0	8	30	32	70	59	0	2
African American (03-04)	12	3791	100	99	550	506	0	18	17	29	83	50	0	3
Hispanic (04-05)	212	31841	100	99	483	483	10	8	31	36	59	55	1	1
Hispanic (03-04)	201	29305	99	99	509	507	15	16	27	31	54	51	4	2
Asian/Pacific Islander (04-05)	NC	1802	NC	98	NC	533	NC	2	NC	16	NC	75	NC	7
Asian/Pacific Islander (03-04)	10	1665	100	99	548	573	11	6	22	16	44	67	22	10
American Indian/Alaskan Native (04-05)	NC	4586	NC	100	NC	481	NC	8	NC	37	NC	54	NC	1
American Indian/Alaskan Native (03-04)	11	4707	100	100	574	492	0	19	25	33	50	46	25	1
White (04-05)	215	36440	97	99	496	516	6	3	30	22	63	71	2	4
White (03-04)	259	35760	99	99	528	550	12	9	24	21	61	64	3	6
Students with Disabilities (04-05)	75	10622	100	100	398	415	31	21	48	50	21	28	0	1
Students with Disabilities (03-04)	84	9706	100	100	447	462	31	36	44	32	25	31	0	1
Students without Disabilities (04-05)	377	68196	98	98	508	513	4	3	26	25	69	69	1	3
Students without Disabilities (03-04)	410	65967	98	99	530	536	11	10	23	25	61	60	5	5
Limited English Proficient Students (04-05)	33	12504	100	100	407	451	25	12	36	44	39	43	0	1
Limited English Proficient Students (03-04)	44	15115	100	100	404	471	50	26	17	38	33	35	0	1
Migrant Students (04-05)	--	126	--	NA	--	464	--	14	--	44	--	41	--	0
Migrant Students (03-04)	--	738	--	NA	--	488	--	23	--	33	--	43	--	1
Economically Disadvantaged (04-05)	293	38558	91	96	485	485	9	8	35	37	56	54	1	1
Economically Disadvantaged (03-04)	16	35541	NA	NA	501	504	0	17	58	31	42	50	0	2
Non-Economically Disadvantaged (04-05)	159	40260	100	100	501	514	6	3	21	21	71	72	2	4
Non-Economically Disadvantaged (03-04)	478	40091	NA	NA	524	550	13	9	24	21	59	64	4	6

8th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	463	78250	97	99	526	548	33	21	19	18	42	48	7	13
All Students (03-04)	462	75001	97	99	464	468	37	37	43	36	13	16	8	10
Female (04-05)	234	38071	97	99	528	549	27	20	22	19	45	49	6	12
Female (03-04)	242	36846	98	99	464	468	38	36	40	38	13	16	9	10
Male (04-05)	229	40126	98	99	525	547	38	23	16	17	39	46	7	14
Male (03-04)	220	37974	96	99	463	467	35	39	45	34	12	16	7	11
African American (04-05)	11	4058	100	99	532	523	20	32	20	22	50	41	10	5
African American (03-04)	11	3720	100	98	434	446	64	53	36	33	0	9	0	4
Hispanic (04-05)	196	29129	98	99	520	527	41	32	21	23	34	40	4	6
Hispanic (03-04)	172	26675	97	98	451	448	49	52	40	34	6	10	6	4
Asian/Pacific Islander (04-05)	NC	1747	NC	100	NC	589	NC	9	NC	9	NC	50	NC	32
Asian/Pacific Islander (03-04)	NC	1575	NC	99	NC	504	NC	18	NC	33	NC	20	NC	29
American Indian/Alaskan Native (04-05)	NC	4996	NC	100	NC	518	NC	36	NC	25	NC	36	NC	4
American Indian/Alaskan Native (03-04)	15	4731	94	98	440	438	47	61	53	30	0	7	0	2
White (04-05)	248	38320	97	99	532	568	27	12	17	14	48	55	8	19
White (03-04)	254	37785	97	99	473	482	29	25	44	39	18	21	10	15
Students with Disabilities (04-05)	71	9329	99	100	429	454	71	64	11	18	18	16	0	2
Students with Disabilities (03-04)	46	8802	90	100	419	418	88	79	6	16	0	3	6	1
Students without Disabilities (04-05)	392	68996	97	99	544	561	26	16	21	18	46	52	8	14
Students without Disabilities (03-04)	416	66199	98	99	466	472	35	34	44	38	13	17	8	11
Limited English Proficient Students (04-05)	39	10133	100	100	395	488	72	45	10	25	18	28	0	2
Limited English Proficient Students (03-04)	24	11710	100	100	447	429	0	70	100	25	0	4	0	1
Migrant Students (04-05)	--	83	--	NA	--	520	--	39	--	28	--	30	--	4
Migrant Students (03-04)	--	709	--	NA	--	442	--	57	--	34	--	7	--	2
Economically Disadvantaged (04-05)	278	33388	92	94	523	530	40	32	21	22	34	40	4	5
Economically Disadvantaged (03-04)	NC	29814	NC	NA	NC	448	NC	53	NC	33	NC	10	NC	4
Non-Economically Disadvantaged (04-05)	185	44937	100	100	531	561	20	13	16	15	54	54	10	18
Non-Economically Disadvantaged (03-04)	456	45170	NA	NA	464	479	37	28	43	38	12	20	8	14



8th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	461	78302	0	99	498	512	18	11	28	25	48	57	7	7
All Students (03-04)	466	74918	98	99	501	497	27	32	21	19	36	35	16	15
Female (04-05)	234	38071	0	99	505	518	13	8	24	24	53	61	9	7
Female (03-04)	243	36805	98	99	505	501	27	28	19	19	37	37	17	16
Male (04-05)	227	40166	0	99	490	507	22	14	32	26	42	54	5	6
Male (03-04)	223	37936	97	99	497	493	28	35	24	18	34	33	15	14
African American (04-05)	11	4064	0	100	505	498	20	14	20	29	60	54	0	3
African American (03-04)	11	3719	100	98	480	481	50	43	30	21	10	29	10	7
Hispanic (04-05)	195	29152	0	99	488	492	27	17	28	34	41	46	4	2
Hispanic (03-04)	173	26645	97	98	490	478	41	46	24	20	21	27	14	6
Asian/Pacific Islander (04-05)	NC	1746	NC	100	NC	542	NC	5	NC	13	NC	66	NC	16
Asian/Pacific Islander (03-04)	NC	1571	NC	99	NC	521	NC	18	NC	15	NC	38	NC	30
American Indian/Alaskan Native (04-05)	NC	4993	NC	100	NC	484	NC	19	NC	38	NC	42	NC	1
American Indian/Alaskan Native (03-04)	15	4729	94	98	489	468	33	57	27	19	40	19	0	4
White (04-05)	247	38347	0	99	507	531	10	5	28	17	52	68	9	10
White (03-04)	257	37773	98	99	509	511	19	20	18	18	45	41	18	21
Students with Disabilities (04-05)	69	9353	0	100	414	429	31	40	45	38	23	22	0	1
Students with Disabilities (03-04)	47	8801	92	100	462	448	70	75	0	13	20	10	10	2
Students without Disabilities (04-05)	392	69024	0	99	513	524	15	7	25	23	52	62	8	7
Students without Disabilities (03-04)	419	66117	98	99	502	501	26	28	22	19	36	37	16	16
Limited English Proficient Students (04-05)	39	10140	0	100	354	451	69	28	13	43	18	29	0	1
Limited English Proficient Students (03-04)	24	11706	100	100	500	454	0	71	0	16	100	12	0	1
Migrant Students (04-05)	--	83	--	NA	--	480	--	29	--	36	--	35	--	0
Migrant Students (03-04)	--	706	--	NA	--	467	--	55	--	22	--	20	--	4
Economically Disadvantaged (04-05)	276	33398	0	94	492	495	22	18	33	35	42	46	3	2
Economically Disadvantaged (03-04)	NC	29785	NC	NA	NC	477	NC	47	NC	20	NC	26	NC	6
Non-Economically Disadvantaged (04-05)	185	44979	0	100	506	525	10	6	20	18	57	66	13	10
Non-Economically Disadvantaged (03-04)	460	45115	NA	NA	501	508	28	23	21	18	35	39	16	20

8th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	451	78094	95	99	537	545	5	3	18	18	75	77	1	2
All Students (03-04)	464	74503	97	99	488	491	8	9	35	32	51	51	6	8
Female (04-05)	227	38025	94	99	549	558	2	2	15	13	83	82	0	2
Female (03-04)	242	36686	98	99	499	506	4	5	35	29	55	57	7	9
Male (04-05)	224	40013	96	99	524	534	8	5	22	23	68	71	2	1
Male (03-04)	222	37644	97	98	475	476	14	13	35	36	46	45	5	6
African American (04-05)	11	4037	100	99	584	532	0	4	0	22	100	73	0	1
African American (03-04)	11	3677	100	97	456	475	10	12	50	36	40	46	0	5
Hispanic (04-05)	192	29068	96	99	526	523	10	5	19	27	70	67	1	1
Hispanic (03-04)	173	26500	97	97	484	467	9	13	35	39	49	44	6	4
Asian/Pacific Islander (04-05)	NC	1743	NC	100	NC	577	NC	2	NC	9	NC	82	NC	8
Asian/Pacific Islander (03-04)	NC	1566	NC	99	NC	537	NC	5	NC	23	NC	55	NC	18
American Indian/Alaskan Native (04-05)	NC	4981	NC	100	NC	526	NC	4	NC	25	NC	70	NC	0
American Indian/Alaskan Native (03-04)	15	4695	94	97	464	464	7	14	47	39	47	44	0	3
White (04-05)	240	38265	94	99	546	564	2	2	17	11	79	84	1	3
White (03-04)	255	37606	97	99	492	508	8	6	34	28	51	56	7	10
Students with Disabilities (04-05)	71	9275	99	100	409	444	18	14	55	46	27	39	0	1
Students with Disabilities (03-04)	46	8662	90	100	410	409	22	37	67	42	11	20	0	1
Students without Disabilities (04-05)	380	68892	94	98	560	559	3	2	11	14	84	82	1	2
Students without Disabilities (03-04)	418	65841	98	98	490	499	8	7	34	32	52	53	6	8
Limited English Proficient Students (04-05)	37	10084	100	100	358	474	30	10	32	39	38	50	0	1
Limited English Proficient Students (03-04)	24	11608	100	100	583	430	0	23	0	47	100	28	0	1
Migrant Students (04-05)	--	81	--	NA	--	504	--	12	--	27	--	60	--	0
Migrant Students (03-04)	--	701	--	NA	--	449	--	17	--	43	--	38	--	1
Economically Disadvantaged (04-05)	273	33296	91	94	530	527	8	5	23	27	68	67	0	0
Economically Disadvantaged (03-04)	NC	29587	NC	NA	NC	465	NC	14	NC	40	NC	43	NC	4
Non-Economically Disadvantaged (04-05)	178	44871	100	100	547	559	1	2	10	12	87	84	2	3
Non-Economically Disadvantaged (03-04)	458	44898	NA	NA	488	507	8	7	35	28	50	55	6	10

10th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	523	69846	100	100	686	699	18	21	15	11	52	49	16	18
All Students (03-04)	553	65934	100	100	490	492	45	43	20	18	21	24	14	15
Female (04-05)	250	34328	100	99	688	702	20	19	15	12	54	51	11	18
Female (03-04)	275	32586	100	100	490	491	44	44	21	19	23	24	12	14
Male (04-05)	270	35509	100	100	685	696	15	23	14	11	50	48	21	18
Male (03-04)	278	33226	100	99	490	493	47	42	18	18	20	24	15	16
African American (04-05)	NC	3535	NC	100	NC	677	NC	31	NC	15	NC	46	NC	8
African American (03-04)	NC	3042	NC	98	NC	478	NC	58	NC	19	NC	17	NC	6
Hispanic (04-05)	209	23363	100	100	671	680	24	32	18	16	49	45	9	7
Hispanic (03-04)	222	21740	100	100	479	475	58	63	18	17	15	15	9	5
Asian/Pacific Islander (04-05)	NC	1742	NC	99	NC	733	NC	8	NC	7	NC	46	NC	38
Asian/Pacific Islander (03-04)	10	1643	100	99	522	519	13	23	0	13	50	30	38	34
American Indian/Alaskan Native (04-05)	NC	4785	NC	100	NC	671	NC	39	NC	17	NC	39	NC	5
American Indian/Alaskan Native (03-04)	15	4351	100	99	487	472	47	68	13	16	27	13	13	4
White (04-05)	292	36421	99	99	695	714	14	12	12	8	52	54	21	26
White (03-04)	293	34819	100	99	498	505	36	27	22	20	25	31	17	22
Students with Disabilities (04-05)	67	7690	100	100	517	593	57	64	26	14	16	21	0	2
Students with Disabilities (03-04)	73	6507	100	100	458	456	84	83	11	9	5	6	0	2
Students without Disabilities (04-05)	456	62220	100	99	711	712	12	16	13	11	57	53	19	20
Students without Disabilities (03-04)	480	59427	100	100	493	494	43	41	20	19	23	25	15	16
Limited English Proficient Students (04-05)	32	5834	100	100	462	612	29	46	37	20	34	31	0	3
Limited English Proficient Students (03-04)	30	6793	100	100	460	464	86	79	7	11	4	8	4	2
Migrant Students (04-05)	--	117	--	NA	--	677	--	44	--	18	--	35	--	3
Migrant Students (03-04)	--	708	--	NA	--	469	--	72	--	15	--	10	--	3
Economically Disadvantaged (04-05)	191	21421	95	92	701	686	20	35	16	15	51	43	13	7
Economically Disadvantaged (03-04)	NC	18745	NC	NA	NC	475	NC	64	NC	16	NC	15	NC	5
Non-Economically Disadvantaged (04-05)	332	48489	100	100	678	704	16	15	14	10	52	52	18	23
Non-Economically Disadvantaged (03-04)	545	47182	NA	NA	490	499	45	35	20	19	21	27	14	19

10th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	561	71311	100	100	681	694	6	7	22	21	68	63	4	9
All Students (03-04)	544	68162	100	100	511	509	16	18	23	24	54	51	7	8
Female (04-05)	263	34328	100	100	690	700	3	5	21	19	72	66	4	10
Female (03-04)	270	33509	100	100	517	513	11	15	23	23	58	52	8	9
Male (04-05)	296	36430	100	100	674	688	8	9	23	22	65	61	5	8
Male (03-04)	274	34521	100	100	505	505	21	20	24	24	50	49	6	7
African American (04-05)	NC	3573	NC	100	NC	676	NC	9	NC	26	NC	60	NC	4
African American (03-04)	NC	3163	NC	99	NC	497	NC	22	NC	30	NC	46	NC	3
Hispanic (04-05)	220	24056	100	100	665	672	8	13	30	31	60	53	3	3
Hispanic (03-04)	214	22624	100	100	494	487	27	32	27	31	42	35	3	2
Asian/Pacific Islander (04-05)	NC	1731	NC	98	NC	717	NC	3	NC	13	NC	68	NC	16
Asian/Pacific Islander (03-04)	NC	1666	NC	100	NC	523	NC	11	NC	17	NC	60	NC	12
American Indian/Alaskan Native (04-05)	11	5110	100	100	707	661	0	14	10	38	80	46	10	2
American Indian/Alaskan Native (03-04)	15	4592	100	100	493	484	13	32	47	37	40	30	0	1
White (04-05)	315	36841	100	99	692	713	4	3	17	12	73	72	6	13
White (03-04)	290	35727	100	100	524	526	7	7	19	17	64	64	10	12
Students with Disabilities (04-05)	74	8021	100	100	533	590	21	27	46	42	34	29	0	1
Students with Disabilities (03-04)	76	6845	100	100	472	468	42	53	39	29	16	18	3	1
Students without Disabilities (04-05)	489	63379	100	100	704	707	3	5	19	18	73	68	5	10
Students without Disabilities (03-04)	468	61317	100	100	513	512	14	15	22	23	57	53	7	8
Limited English Proficient Students (04-05)	33	6402	100	100	441	596	29	25	51	44	20	30	0	1
Limited English Proficient Students (03-04)	29	7152	100	100	450	464	82	57	14	31	4	12	0	0
Migrant Students (04-05)	NC	548	NC	NA	NC	659	NC	26	NC	36	NC	38	NC	0
Migrant Students (03-04)	--	745	--	NA	--	469	--	51	--	31	--	17	--	1
Economically Disadvantaged (04-05)	197	22243	97	93	694	677	7	14	22	32	68	51	4	3
Economically Disadvantaged (03-04)	NC	19528	NC	NA	NC	487	NC	31	NC	32	NC	34	NC	2
Non-Economically Disadvantaged (04-05)	366	49157	100	100	675	702	5	4	22	16	68	69	5	11
Non-Economically Disadvantaged (03-04)	536	48595	NA	NA	511	518	15	13	23	20	55	57	7	10

10th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	555	70868	100	100	688	688	3	5	21	23	62	63	14	9
All Students (03-04)	560	67629	100	100	541	524	19	22	15	16	61	59	5	3
Female (04-05)	261	34710	100	99	704	697	2	3	14	19	67	66	18	12
Female (03-04)	279	33347	100	100	557	537	13	17	15	15	64	64	8	4
Male (04-05)	292	36176	100	100	674	678	5	7	26	27	58	59	10	7
Male (03-04)	280	34151	100	99	524	512	24	27	16	18	57	54	2	2
African American (04-05)	NC	3557	NC	99	NC	675	NC	7	NC	25	NC	62	NC	6
African American (03-04)	NC	3150	NC	99	NC	515	NC	24	NC	19	NC	56	NC	2
Hispanic (04-05)	217	23868	100	100	674	670	6	9	25	33	61	55	7	4
Hispanic (03-04)	230	22313	100	100	518	493	28	34	16	19	51	46	5	1
Asian/Pacific Islander (04-05)	NC	1732	NC	98	NC	713	NC	2	NC	12	NC	64	NC	22
Asian/Pacific Islander (03-04)	NC	1659	NC	100	NC	564	NC	11	NC	12	NC	68	NC	9
American Indian/Alaskan Native (04-05)	10	5001	100	100	716	661	0	9	11	41	67	48	22	2
American Indian/Alaskan Native (03-04)	15	4528	100	99	529	492	20	35	13	21	67	42	0	1
White (04-05)	313	36710	100	99	695	702	2	2	18	15	62	69	18	13
White (03-04)	290	35593	100	99	559	547	11	13	15	14	69	69	5	4
Students with Disabilities (04-05)	75	7900	100	100	534	580	12	22	52	49	36	28	0	1
Students with Disabilities (03-04)	75	6712	100	100	456	445	46	61	25	18	29	21	0	0
Students without Disabilities (04-05)	482	63054	100	99	712	701	2	3	16	20	66	67	16	10
Students without Disabilities (03-04)	485	60917	100	100	546	530	17	19	15	16	63	61	6	3
Limited English Proficient Students (04-05)	32	6308	100	100	434	591	20	19	55	47	25	33	0	1
Limited English Proficient Students (03-04)	30	6994	100	100	382	442	86	58	10	18	3	23	0	0
Migrant Students (04-05)	NC	540	NC	NA	NC	658	NC	16	NC	42	NC	41	NC	1
Migrant Students (03-04)	--	732	--	NA	--	466	--	44	--	23	--	33	--	0
Economically Disadvantaged (04-05)	196	21994	97	92	702	673	4	10	22	36	62	52	12	3
Economically Disadvantaged (03-04)	NC	19310	NC	NA	NC	489	NC	35	NC	20	NC	44	NC	1
Non-Economically Disadvantaged (04-05)	361	48960	100	100	680	694	3	3	20	18	62	67	15	12
Non-Economically Disadvantaged (03-04)	552	48278	NA	NA	542	538	18	17	15	15	62	65	5	4

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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

District AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

Below is a list of the Title 1 funded schools in the district that are in School Improvement Status as defined by the Federal No Child Left Behind Act of 2001

Title I School - any school that receives Federal Title I funds; the school agrees to the accountability measures mandated by the No Child Left Behind Act of 2001 (NCLB).

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 implement the restructuring plan.

Out of School Improvement - A Title I school that has made adequate yearly progress (AYP) for two consecutive years and is no longer identified.

For More Information on school improvement status, visit our website at [www.ade.az.gov/asd/nclb](http://www.ade.az.gov/asd/nclb)

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## Flowing Wells Unified District

School Name	AZ LEARNS		NCLB
	LABEL ES	LABEL HS	AYP
Centennial Elementary School	Performing	N/A	Met
Flowing Wells High School	N/A	Highly Performing	Met
Flowing Wells Junior High School	Performing Plus	N/A	Met
Homer Davis Elementary School	Performing	N/A	Met
J Robert Hendricks Elementary School	Highly Performing	N/A	Met
Laguna Elementary School	Performing Plus	N/A	Met
Robert Richardson Elementary School	Highly Performing	N/A	Met
Sentinel Peak High School	N/A	Performing	Met
Walter Douglas Elementary School	Performing Plus	N/A	Met



1 Adequate Yearly Progress, please visit our website at <http://www.ade.az.gov/profile/publicview/aypdistrictlist.asp>.

2 Current Administrator: This includes the most current information ADE has available, please contact the district directly if you feel this information is in error.

3 Enrollment: These enrollment counts represent a head count of all active enrollments on October 1st of each school year. Please note these counts are not unduplicated counts; concurrently enrolled students are counted as having an active membership in each school they are enrolled. Joint technology schools where students are concurrently enrolled are not included, which may additionally overstate aggregated enrollment figures.

4 Arizona Instrument to Measure Standards (AIMS) if applicable. Data reflects grades 3,5,8,10. 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. Mean Scale Scores (MSS). The federal law, No Child Left Behind (NCLB), 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. Data also provides a two year trend analysis of student performance as required by NCLB. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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