

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4545 N. LaCholla, Tucson, AZ 85737

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 LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mr. John M Black
 Schedule : 7:00 AM to 5:00 PM
 Grades : 7-8
 2005 Enrollment : 1030
 Web Address : flowingwells.k12.az.us
 Phone Number : (520) 696-8550
 Fax Number : (520) 690-2420
 E-mail : blackj@flowingwells.k12.az.us

Mission

The mission of Flowing Wells Junior High School, guided by our district vision, is to build a caring community of learners. We strive to help students develop the academic, social, and personal skills to enjoy successful, meaningful lives.

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 / Academic Goals

- ü Demonstrate effective reading comprehension skills and critically analyze quality literature.
- ü Demonstrate mathematical basic skills and problem- solving strategies.
- ü Demonstrate knowledge of the scientific process and apply those skills to real-world scientific investigations.

Enrollment

October 1, 2004 School Year Student Enrollment : 962
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 52

Instructional Programs

- Ü Alternative Education
- Ü Yearbook, Media Productions
- Ü SEI
- Ü Drama/Musical Theatre Arts

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 58 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, parent resources, parent pledges, regular progress reports and conferences. The school has established high academic standards that are communicated to parents.

Parents

Parents are encouraged to volunteer and to participate in school functions. Also, parents are expected to assist their children with homework assignments and to attend parent conferences.

Transportation Policy

The Governing Board of Flowing Wells Schools has developed a comprehensive transportation plan which services all students within the district based upon need and location to the schools. Heavily traveled roadways are taken into consideration.

School Honors

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

Award/Honor	Year
Ü A+ School Recognition by Arizona Department of Ed.	2002
Ü North Central Association Accreditation	2000
Ü APEX Program Recognized as #1 in Southern Arizona	2000
Ü National Recognition for Skills for Success program	2005

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	463	463	78250	97	97	99	526	526	548	33	33	21	19	19	18	42	42	48	7	7	13
All Students (Prior Year)	462	462	75001	97	97	99	464	464	468	37	37	37	43	43	36	13	13	16	8	8	10
Female	234	234	38071	97	97	99	528	528	549	27	27	20	22	22	19	45	45	49	6	6	12
Male	229	229	40126	98	98	99	525	525	547	38	38	23	16	16	17	39	39	46	7	7	14
African American	11	11	4058	100	100	99	532	532	523	20	20	32	20	20	22	50	50	41	10	10	5
Hispanic	196	196	29129	98	98	99	520	520	527	41	41	32	21	21	23	34	34	40	4	4	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	248	248	38320	96	97	99	532	532	568	27	27	12	17	17	14	48	48	55	8	8	19
Students with Disabilities	71	71	9329	97	99	100	429	429	454	71	71	64	11	11	18	18	18	16	0	0	2
Students without Disabilities	392	392	68996	97	97	99	544	544	561	26	26	16	21	21	18	46	46	52	8	8	14
Limited English Proficient Students	39	39	10133	100	100	100	395	395	488	72	72	45	10	10	25	18	18	28	0	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	278	278	33388	92	92	94	523	523	530	40	40	32	21	21	22	34	34	40	4	4	5
Non-Economically Disadvantaged	185	185	44937	100	100	100	531	531	561	20	20	13	16	16	15	54	54	54	10	10	18

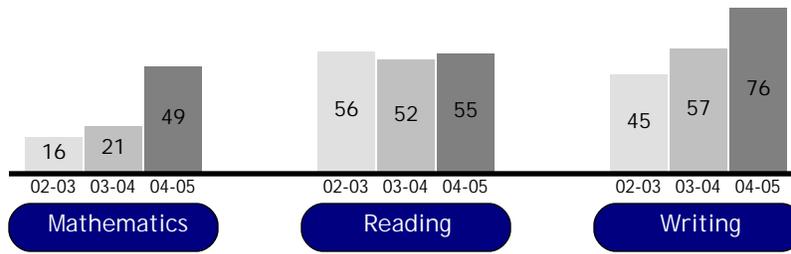
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	461	461	78302	97	0	99	498	498	512	18	18	11	28	28	25	48	48	57	7	7	7
All Students (Prior Year)	466	466	74918	98	98	99	501	501	497	27	27	32	21	21	19	36	36	35	16	16	15
Female	234	234	38082	97	0	99	505	505	518	13	13	8	24	24	24	53	53	61	9	9	7
Male	227	227	40166	97	0	99	490	490	507	22	22	14	32	32	26	42	42	54	5	5	6
African American	11	11	4064	100	0	100	505	505	498	20	20	14	20	20	29	60	60	54	0	0	3
Hispanic	195	195	29152	98	0	99	488	488	492	27	27	17	28	28	34	41	41	46	4	4	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	247	247	38347	96	0	99	507	507	531	10	10	5	28	28	17	52	52	68	9	9	10
Students with Disabilities	69	69	9353	95	0	100	414	414	429	31	31	40	45	45	38	23	23	22	0	0	1
Students without Disabilities	392	392	69024	97	0	99	513	513	524	15	15	7	25	25	23	52	52	62	8	8	7
Limited English Proficient Students	39	39	10140	100	0	100	354	354	451	69	69	28	13	13	43	18	18	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	276	276	33398	91	0	94	492	492	495	22	22	18	33	33	35	42	42	46	3	3	2
Non-Economically Disadvantaged	185	185	44979	100	0	100	506	506	525	10	10	6	20	20	18	57	57	66	13	13	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	451	451	78094	95	95	99	537	537	545	5	5	3	18	18	18	75	75	77	1	1	2
All Students (Prior Year)	464	464	74503	97	97	99	488	488	491	8	8	9	35	35	32	51	51	51	6	6	8
Female	227	227	38025	94	94	99	549	549	558	2	2	2	15	15	13	83	83	82	0	0	2
Male	224	224	40013	96	96	99	524	524	534	8	8	5	22	22	23	68	68	71	2	2	1
African American	11	11	4037	100	100	99	584	584	532	0	0	4	0	0	22	100	100	73	0	0	1
Hispanic	192	192	29068	96	96	99	526	526	523	10	10	5	19	19	27	70	70	67	1	1	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	240	240	38265	93	94	99	546	546	564	2	2	2	17	17	11	79	79	84	1	1	3
Students with Disabilities	71	71	9275	97	99	100	409	409	444	18	18	14	55	55	46	27	27	39	0	0	1
Students without Disabilities	380	380	68892	94	94	98	560	560	559	3	3	2	11	11	14	84	84	82	1	1	2
Limited English Proficient Students	37	37	10084	100	100	100	358	358	474	30	30	10	32	32	39	38	38	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	273	273	33296	90	91	94	530	530	527	8	8	5	23	23	27	68	68	67	0	0	0
Non-Economically Disadvantaged	178	178	44871	100	100	100	547	547	559	1	1	2	10	10	12	87	87	84	2	2	3

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

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

8th Grade Proficiency



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

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.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	90	57	56	51	89	56	NA	54	98	51	51	50
	Language	95	58	57	54	96	54	54	58	98	51	51	52
	Mathematics	95	66	65	58	93	59	59	62	97	49	49	50
8	Reading	88	57	56	53	92	60	NA	55	95	46	46	51
	Language	93	50	49	49	94	55	55	52	95	43	43	50
	Mathematics	92	59	58	58	90	59	59	61	96	45	45	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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

School Site Council

Council Composition

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 2 Teacher(s)
- 7 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 Student Discipline
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	48.50
Other Professional Staff	4.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	6	0	0
4 to 6 years	4	0	0	0
7 to 9 years	2	5	0	0
10 or more years	9	16	2	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	148
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 Computer Labs
- Ü Media Studio

Extracurricular Activities

- Ü Skills for Success After School Classes
- Ü Language Arts & Math Study Hall
- Ü MESA
- Ü Sports: No Activity Fees

Social Services

- Ü After School Program
- Ü Breakfast Program
- Ü Lunch Program
- Ü Clothing/Food Banks

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Media Arts students coordinate and produce daily announcements which are broadcast into each classroom on campus.

- ü Partnership with Tucson Youth Development. Students worked in a summer internship program and created permanent tilework for the school.

- ü National Recognition for Skills for Success after school program. Program promotes teamwork and directly supports the state standards.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	9	12	12	17
Transfers In Rate ⁶	21	28	28	37
Stability Rate ⁷	91	87	87	82
Promotion Rate ⁸	85	96	95	81
Retention Rate ⁹	12	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We view safety as a partnership between students, staff and the community. We have established communication systems for students to report problems. The campus has a fence to control traffic and all guests wear identifying lanyards from the office.

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) :

18

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	John Black	(520) 696-8555
Transportation Policy	David Krogstad	(520) 696-8870
Community Resources	David Baker	(520) 696-8805
School Nutrition Programs	Daniel Esparza	(520) 696-8624
Parent Organization	Phyllis Clark	(520) 696-8634
Student Health/Nurse	Barbara Greenbaum	(520) 696-8558

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

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

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

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

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** 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.