

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3725 N Flowing Wells Rd, Tucson, AZ 85705

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

High School 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 : Mr. Jim Brunenkant
 Schedule : 07:00 AM to 05:00 PM
 Grades : 9-12
 Web Address : www.flowingwells.k12.az.us
 Phone Number : (520) 696-8150
 Fax Number : (520) 690-2379
 E-mail : brunenkj@flowingwells.k12.az.us

Mission

We the people of Flowing Wells High School, create a safe school where students, parents and staff want to be. We provide relevant instruction with active learning for individual educational success. We value diversity, tolerance, personal responsibility and lifelong learning. We expect the best from ourselves and our students. We measure our success by our students' contributions to family, school, and community.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Not 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 apply balanced literacy skills to assist them in understanding, analyzing, and discussing the content in both textbooks and literature in order to meet the state standards in reading.
- ü Students will apply mathematical skills to solve a variety of problems in algebra and geometry and to meet the state standards in mathematics.
- ü Students will apply skills in prewriting, writing, and editing to meet the state standards in written language.

Enrollment

October 1, 2005 School Year Student Enrollment : 1940
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 400

Instructional Programs

- ü Honors Classes
- ü Vocational: Ag/Auto/Woods/Life Mgt
- ü Fine Art: Dance/Choir/Band/Drama/Art/Pho
- ü School-to-Work
- ü JROTC
- ü Concurrent Enrollment Courses
- ü Special Education/Life Skills
- ü Jobs for Arizona Graduates

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/10/2005
Last Day of School :	6/23/2006

Shared Responsibilities

School

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

Parents

Parents are expected to send their students to school and to notify the school in the event of absences; to support school policies, assist their children with homework assignments, and to attend parent conferences and school events.

Transportation Policy

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

School Honors

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

Award/Honor	Year
ü National Dance Alliance National Champion Dance Team	2002
ü Nationally Recognized Vocational Agriculture Program	2003
ü Met Life/NASSP Arizona Secondary Principal of the Year	2003
ü Arizona Education Foundation A+ School	2004

10th 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	382	396	71130	84	82	95	706	705	701	15	16	23	14	15	13	59	58	51	12	11	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	221	226	35465	88	89	96	706	705	702	16	17	21	15	16	13	54	53	53	14	14	13
Male	161	170	35648	78	75	94	705	704	701	13	15	24	12	13	12	66	64	50	9	8	14
African American	NC	10	3868	NC	100	95	NC	NA	686	NC	NA	33	NC	NA	17	NC	NA	45	NC	NA	6
Hispanic	145	151	25103	77	76	95	693	692	685	27	28	34	18	19	16	46	44	45	9	9	5
Asian/Pacific Islander	10	10	1805	100	100	98	NA	NA	731	NA	NA	9	NA	NA	7	NA	NA	50	NA	NA	34
American Indian/Alaskan Native	10	10	4241	100	100	90	NA	NA	679	NA	NA	39	NA	NA	19	NA	NA	39	NA	NA	3
White	208	215	36075	86	85	95	716	714	715	6	7	12	11	12	9	69	67	58	14	13	21
Students with Disabilities	21	22	5862	39	37	71	661	661	658	48	50	63	33	32	15	19	18	20	NA	NA	2
Students without Disabilities	361	374	65268	90	89	98	708	707	705	13	14	19	13	14	12	62	60	54	12	12	15
Limited English Proficient Students	23	23	4859	82	82	93	657	657	662	65	65	64	26	26	15	9	9	20	NA	NA	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	159	166	22957	81	82	93	696	696	685	22	22	34	16	17	17	55	54	44	7	7	5
Non-Economically Disadvantaged	223	230	48173	85	82	96	713	711	709	10	12	17	13	13	11	62	60	55	15	15	18

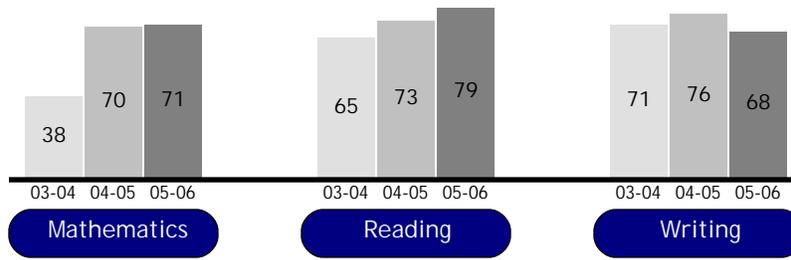
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	387	395	73018	84	82	97	708	708	703	5	6	6	16	16	23	72	72	64	7	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	219	221	36181	87	86	97	714	713	708	5	5	4	13	13	21	71	71	65	10	10	9
Male	168	174	36816	80	77	96	702	701	699	5	6	7	20	20	24	73	72	62	2	2	7
African American	10	10	3976	100	100	96	NA	NA	689	NA	NA	8	NA	NA	29	NA	NA	59	NA	NA	3
Hispanic	143	148	25801	74	73	96	691	691	683	11	11	10	24	24	34	62	62	53	3	3	3
Asian/Pacific Islander	NC	NC	1812	NC	NC	93	NC	NC	722	NC	NC	3	NC	NC	15	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	10	10	4389	100	100	98	NA	NA	675	NA	NA	9	NA	NA	42	NA	NA	47	NA	NA	1
White	215	218	37024	88	86	97	721	720	721	2	2	2	11	11	12	77	78	73	10	10	13
Students with Disabilities	28	29	7170	50	48	85	645	644	654	21	21	23	61	62	47	14	14	29	4	3	1
Students without Disabilities	359	366	65848	88	87	98	713	712	708	4	4	4	13	12	20	76	77	67	7	7	9
Limited English Proficient Students	25	25	5099	86	86	95	628	628	641	48	48	29	48	48	59	4	4	12	NA	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	163	166	23912	82	81	94	697	697	681	9	8	10	20	20	36	67	67	52	4	4	2
Non-Economically Disadvantaged	224	229	49106	85	82	98	717	716	714	3	3	4	13	13	16	75	75	69	8	8	11

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	392	400	72810	85	83	96	689	688	685	7	8	6	24	25	30	62	62	58	6	6	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	221	222	36111	87	86	97	697	697	695	5	5	4	21	21	23	64	64	65	10	10	8
Male	171	178	36678	81	78	95	677	675	674	11	11	9	28	29	36	60	58	52	2	2	3
African American	10	10	3962	100	100	96	NA	NA	675	NA	NA	8	NA	NA	33	NA	NA	55	NA	NA	3
Hispanic	149	153	25735	78	76	96	673	671	669	14	14	10	27	28	41	54	52	48	5	5	2
Asian/Pacific Islander	NC	NC	1809	NC	NC	97	NC	NC	704	NC	NC	4	NC	NC	19	NC	NC	65	NC	NC	13
American Indian/Alaskan Native	10	10	4370	100	100	92	NA	NA	670	NA	NA	9	NA	NA	39	NA	NA	50	NA	NA	2
White	214	218	36915	88	86	97	698	698	697	3	3	3	23	23	21	66	66	67	7	7	8
Students with Disabilities	33	36	7071	59	59	84	622	621	634	33	33	24	45	44	53	21	22	21	NA	NA	1
Students without Disabilities	359	364	65739	88	86	98	694	693	689	5	5	4	22	23	27	66	65	62	7	7	6
Limited English Proficient Students	26	26	5046	90	90	94	589	589	621	58	58	31	35	35	56	8	8	12	NA	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	168	173	23814	85	85	94	677	676	667	13	13	10	29	29	41	51	51	47	7	7	2
Non-Economically Disadvantaged	224	227	48996	85	81	97	698	697	693	3	3	4	21	22	24	71	70	64	6	6	7

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)

10th 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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	No

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
9	Reading	72	45	NA	42	77	47	47	51	85	46	46	52
	Language	75	42	41	42	77	47	46	50	85	43	43	50
	Mathematics	74	69	68	63	72	46	45	50	85	46	44	50

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

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

School Site Council

Council Composition

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

Council Duties

- Ü School Events
- Ü Community Relations
- Ü Curriculum Development
- Ü School Safety Issues
- Ü Textbook Selection
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	89.00
Other Professional Staff	7.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	27	7	0	0
4 to 6 years	9	6	0	0
7 to 9 years	8	1	0	0
10 or more years	12	19	2	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	246
Teachers with Emergency Certification.	7
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Vocational Agriculture Labs
- Ü Full Athletic Facilities/Two Gyms
- Ü Library with a Computer Lab
- Ü Culinary Arts: Professional Kitchen

Extracurricular Activities

- Ü National Honor Society
- Ü STEP (Striving toward Excellence)
- Ü Chess/Bowling/Breakdancing
- Ü VICA/Auto/Woods/Future Farmers of Ameri
- Ü DECA/FBLA/FCCLA
- Ü JROTC Color Guard/Drill Team
- Ü EDC/FCA
- Ü Boys and Girls Sports Programs

Social Services

- Ü Counseling Services
- Ü Job Placement Services
- Ü Health Services
- Ü Lunch Program
- Ü Youth on Their Own

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Flowing Wells High School has successfully completed the Outcomes Endorsement Accreditation Process (North Central Association).
- ü Students received state awards in VICA, agriculture, dance team, spiritline, jazz band, concert band, MESA, Jobs for Arizona Graduates, and JROTC.
- ü Flowing Wells High School was recognized as an A+ school by the Arizona Educational Foundation for the third time.
- ü Seniors were offered over 2.5 million dollars in scholarships. The seniors volunteered over 5,000 community service hours.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	78	89	88	73
Graduation Rate ⁶	85	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

The school participates in the Pima County SMART program. There is an off-duty police officer on campus daily, as well as a probation officer. FWHS has a closed campus and a schoolwide discipline plan is consistently enforced. A peer mediation program assists with resolving student conflicts.

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) :

146

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	Jim Brunenkant	(520) 696-8005
Transportation Policy	David Krogstad	(520) 696-8871
Community Resources	Deidre Mc Adam	(520) 696-8001
School Nutrition Programs	Susan Beaudry	(520) 696-8623
Parent Organization	Corinne Degiovanni	(520) 696-8044
Student Health/Nurse	Debbie Weber	(520) 696-8036

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 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.

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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.