

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1943 W. Gardner Lane, 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 LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2004-05	Performing
2003-04	Performing
2002-03	Alternative School

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

### School Overview

Principal/Administrator : Ms. Diane Swan  
 Schedule : 07:00 AM to 04:30 PM  
 Grades : 9-12  
 2005 Enrollment : 80  
 Web Address : www.flowingwells.k12.az.us  
 Phone Number : (520) 696-8900  
 Fax Number : (520) 690-2329  
 E-mail : swand@flowingwells.k12.az.us

### Mission

A condensed schedule and small class size serve students that are behind in credits, at-risk students, and pregnant students of the Flowing Wells School District with an independent study style curriculum, and direct instruction for core academics.

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2004-05	Met
2003-04	Not Met
2002-03	Met

#### School Improvement Status <sup>(b)</sup>

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 Provide environment and instructional materials to assist students in improving their reading, writing, and math abilities as demonstrated in subjects and on AIMS.
- ü Enable, encourage, and provide the assistance and support so that students are able to achieve two or more credits each semester.

### Enrollment

October 1, 2004 School Year Student Enrollment : 92  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 1

Instructional Programs

- ü Alternative Education
- ü Integrated Curriculum with Computers
- ü At-risk Education
- ü School-to-Work Options
- ü Special Education Programming as needed

Calendar Information

Number of Instruction Days : 180  
Average Daily Instruction Time : 4 hours 0 minutes  
First Day of School : 8/11/2005  
Last Day of School : 5/25/2006

Shared Responsibilities

School

Our school will provide a safe environment; provide goals and regular updates on performance by weekly progress reports; provide opportunity for success with a quiet, supervised environment, and by being available when needed for extra assistance.

Parents

Ensuring student attendance; providing students with transportation, homework support; supporting the school policies including dress code and subject deadlines; and by communicating regularly with the school regarding concerns or absences.

Transportation Policy

Transportation is provided to or from school by the Flowing Wells District when students live more than two miles from school, or it is part of an IEP. Students from the Altar Valley School District receive transportation from that school district.

School Honors

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

Award/Honor

Year

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	24	523	69846	56	100	100	656	686	699	90	18	21	0	15	11	10	52	49	0	16	18
All Students (Prior Year)	51	553	65934	100	100	100	456	490	492	88	45	43	10	20	18	2	21	24	0	14	15
Female	11	250	34328	55	100	99	650	688	702	100	20	19	0	15	12	0	54	51	0	11	18
Male	13	270	35509	57	100	100	663	685	696	80	15	23	0	14	11	20	50	48	0	21	18
African American	--	NC	3535	--	NC	100	--	NC	677	--	NC	31	--	NC	15	--	NC	46	--	NC	8
Hispanic	13	209	23363	76	100	100	668	671	680	75	24	32	0	18	16	25	49	45	0	9	7
Asian/Pacific Islander	--	NC	1742	--	NC	99	--	NC	733	--	NC	8	--	NC	7	--	NC	46	--	NC	38
American Indian/Alaskan Native	--	NC	4785	--	NC	100	--	NC	671	--	NC	39	--	NC	17	--	NC	39	--	NC	5
White	11	292	36421	44	99	99	649	695	714	100	14	12	0	12	8	0	52	54	0	21	26
Students with Disabilities	NC	67	7690	NC	100	100	NC	517	593	NC	57	64	NC	26	14	NC	16	21	NC	0	2
Students without Disabilities	21	456	62220	55	100	99	658	711	712	89	12	16	0	13	11	11	57	53	0	19	20
Limited English Proficient Students	--	32	5834	--	100	100	--	462	612	--	29	46	--	37	20	--	34	31	--	0	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	--	191	21421	--	95	92	--	701	686	--	20	35	--	16	15	--	51	43	--	13	7
Non-Economically Disadvantaged	24	332	48489	65	100	100	656	678	704	90	16	15	0	14	10	10	52	52	0	18	23

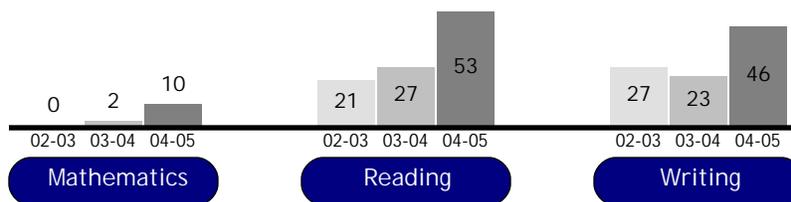
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	32	561	71311	74	100	100	673	681	694	0	6	7	47	22	21	53	68	63	0	4	9
All Students (Prior Year)	48	544	68162	100	100	100	481	511	509	31	16	18	42	23	24	25	54	51	2	7	8
Female	14	263	34899	67	100	100	676	690	700	0	3	5	50	21	19	50	72	66	0	4	10
Male	18	296	36430	82	100	100	669	674	688	0	8	9	43	23	22	57	65	61	0	5	8
African American	--	NC	3573	--	NC	100	--	NC	676	--	NC	9	--	NC	26	--	NC	60	--	NC	4
Hispanic	19	220	24056	100	100	100	666	665	672	0	8	13	50	30	31	50	60	53	0	3	3
Asian/Pacific Islander	--	NC	1731	--	NC	98	--	NC	717	--	NC	3	--	NC	13	--	NC	68	--	NC	16
American Indian/Alaskan Native	--	11	5110	--	100	100	--	707	661	--	0	14	--	10	38	--	80	46	--	10	2
White	12	315	36841	46	100	99	681	692	713	0	4	3	43	17	12	57	73	72	0	6	13
Students with Disabilities	NC	74	8021	NC	100	100	NC	533	590	NC	21	27	NC	46	42	NC	34	29	NC	0	1
Students without Disabilities	27	489	63379	73	100	100	673	704	707	0	3	5	46	19	18	54	73	68	0	5	10
Limited English Proficient Students	--	33	6402	--	100	100	--	441	596	--	29	25	--	51	44	--	20	30	--	0	1
Migrant Students	--	NC	548	--	NC	NA	--	NC	659	--	NC	26	--	NC	36	--	NC	38	--	NC	0
Economically Disadvantaged	--	197	22243	--	97	93	--	694	677	--	7	14	--	22	32	--	68	51	--	4	3
Non-Economically Disadvantaged	32	366	49157	82	100	100	673	675	702	0	5	4	47	22	16	53	68	69	0	5	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	29	555	70868	67	100	100	676	688	688	0	3	5	54	21	23	46	62	63	0	14	9
All Students (Prior Year)	50	560	67629	100	100	100	455	541	524	56	19	22	21	15	16	23	61	59	0	5	3
Female	14	261	34710	67	100	99	706	704	697	0	2	3	14	14	19	86	67	66	0	18	12
Male	15	292	36176	68	100	100	641	674	678	0	5	7	100	26	27	0	58	59	0	10	7
African American	--	NC	3557	--	NC	99	--	NC	675	--	NC	7	--	NC	25	--	NC	62	--	NC	6
Hispanic	17	217	23868	100	100	100	672	674	670	0	6	9	57	25	33	43	61	55	0	7	4
Asian/Pacific Islander	--	NC	1732	--	NC	98	--	NC	713	--	NC	2	--	NC	12	--	NC	64	--	NC	22
American Indian/Alaskan Native	--	10	5001	--	100	100	--	716	661	--	0	9	--	11	41	--	67	48	--	22	2
White	11	313	36710	42	100	99	681	695	702	0	2	2	50	18	15	50	62	69	0	18	13
Students with Disabilities	NC	75	7900	NC	100	100	NC	534	580	NC	12	22	NC	52	49	NC	36	28	NC	0	1
Students without Disabilities	24	482	63054	65	100	99	685	712	701	0	2	3	45	16	20	55	66	67	0	16	10
Limited English Proficient Students	--	32	6308	--	100	100	--	434	591	--	20	19	--	55	47	--	25	33	--	0	1
Migrant Students	--	NC	540	--	NC	NA	--	NC	658	--	NC	16	--	NC	42	--	NC	41	--	NC	1
Economically Disadvantaged	--	196	21994	--	97	92	--	702	673	--	4	10	--	22	36	--	62	52	--	12	3
Non-Economically Disadvantaged	29	361	48960	74	100	100	676	680	694	0	3	3	54	20	18	46	62	67	0	15	12

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 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?	Not Evaluated
	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 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
9	Reading	100	28	41	41	35	32	NA	42	59	34	47	51
	Language	100	22	40	42	35	25	41	42	59	32	46	50
	Mathematics	100	38	61	60	35	35	68	63	57	26	45	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/](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)
- 1 Non-certified Employee(s)
- 1 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Community
- Ü School-To-Work
- Ü Campus Improvement
- Ü Communication
- Ü Technology

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	3.00
Other Professional Staff	2.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	29
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	50%
Percent of core classes not taught by Highly Qualified Teachers	75%

Resources Available at School Site

Special Facilities

- Ü Computer Lab

Extracurricular Activities

- Ü Student Council

Social Services

- Ü Counseling Services

## School Achievements/Accomplishments 2004-05

- ü Over 75% of students that completed each semester earned 2 credits or more.
  
- ü AIMS reading, math and writing continue to improve.
  
- ü Upon changing the name of the school to Sentinel Peak High School, the first class graduated 28 students.

## Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	87	95	94	95
Transfers Out Rates <sup>5</sup>	44	12	12	17
Transfers In Rate <sup>6</sup>	125	28	28	37
Stability Rate <sup>7</sup>	55	87	87	82
Promotion Rate <sup>8</sup>	26	96	95	81
Retention Rate <sup>9</sup>	47	1	1	3
Dropout Rate <sup>10</sup>	22	0	1	6
Status Unknown <sup>11</sup>	16	0	1	4
Graduation Rate <sup>12</sup>	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

Students are always under direct supervision of a staff member. Students are supervised upon arrival, at breaks, and at dismissal. During class time, students are in their seats. Entrances to the school are limited. The school is completely fenced.

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) :

3

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	Advisory Council	(520) 696-8900
Transportation Policy	David Krogstad	(520) 696-8871
Community Resources		
School Nutrition Programs		
Parent Organization		
Student Health/Nurse	Nancy Bonham	(520) 696-8833

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 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](http://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 80 Copies = \$31.00

\*\* 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.