

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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>

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

(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  
 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>

2005-06	Not Met
2004-05	Met
2003-04	Not Met

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

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 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, 2005 School Year Student Enrollment : 85  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 2

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 : 8/10/2005  
Last Day of School : 5/23/2006

Shared Responsibilities

School

Our school will provide a safe environment; provide goals and regular updates on performance through regular progress reports and report cards; 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	14	396	71130	58	82	95	668	705	701	57	16	23	36	15	13	7	58	51	NA	11	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	226	35465	NC	89	96	NC	705	702	NC	17	21	NC	16	13	NC	53	53	NC	14	13
Male	NC	170	35648	NC	75	94	NC	704	701	NC	15	24	NC	13	12	NC	64	50	NC	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	NC	151	25103	NC	76	95	NC	692	685	NC	28	34	NC	19	16	NC	44	45	NC	9	5
Asian/Pacific Islander	--	10	1805	--	100	98	--	NA	731	--	NA	9	--	NA	7	--	NA	50	--	NA	34
American Indian/Alaskan Native	--	10	4241	--	100	90	--	NA	679	--	NA	39	--	NA	19	--	NA	39	--	NA	3
White	NC	215	36075	NC	85	95	NC	714	715	NC	7	12	NC	12	9	NC	67	58	NC	13	21
Students with Disabilities	NC	22	5862	NC	37	71	NC	661	658	NC	50	63	NC	32	15	NC	18	20	NC	NA	2
Students without Disabilities	13	374	65268	72	89	98	669	707	705	54	14	19	38	14	12	8	60	54	NA	12	15
Limited English Proficient Students	--	23	4859	--	82	93	--	657	662	--	65	64	--	26	15	--	9	20	--	NA	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	NC	166	22957	NC	82	93	NC	696	685	NC	22	34	NC	17	17	NC	54	44	NC	7	5
Non-Economically Disadvantaged	NC	230	48173	NC	82	96	NC	711	709	NC	12	17	NC	13	11	NC	60	55	NC	15	18

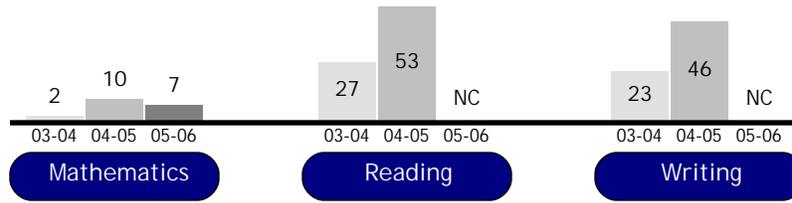
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	395	73018	NC	82	97	NC	708	703	NC	6	6	NC	16	23	NC	72	64	NC	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	221	36181	NC	86	97	NC	713	708	NC	5	4	NC	13	21	NC	71	65	NC	10	9
Male	NC	174	36816	NC	77	96	NC	701	699	NC	6	7	NC	20	24	NC	72	62	NC	2	7
African American	--	10	3976	--	100	96	--	NA	689	--	NA	8	--	NA	29	--	NA	59	--	NA	3
Hispanic	NC	148	25801	NC	73	96	NC	691	683	NC	11	10	NC	24	34	NC	62	53	NC	3	3
Asian/Pacific Islander	--	NC	1812	--	NC	98	--	NC	722	--	NC	3	--	NC	15	--	NC	66	--	NC	16
American Indian/Alaskan Native	--	10	4389	--	100	93	--	NA	675	--	NA	9	--	NA	42	--	NA	47	--	NA	1
White	NC	218	37024	NC	86	97	NC	720	721	NC	2	2	NC	11	12	NC	78	73	NC	10	13
Students with Disabilities	NC	29	7170	NC	48	85	NC	644	654	NC	21	23	NC	62	47	NC	14	29	NC	3	1
Students without Disabilities	NC	366	65848	NC	87	98	NC	712	708	NC	4	4	NC	12	20	NC	77	67	NC	7	9
Limited English Proficient Students	--	25	5099	--	86	95	--	628	641	--	48	29	--	48	59	--	4	12	--	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	NC	166	23912	NC	81	94	NC	697	681	NC	8	10	NC	20	36	NC	67	52	NC	4	2
Non-Economically Disadvantaged	NC	229	49106	NC	82	98	NC	716	714	NC	3	4	NC	13	16	NC	75	69	NC	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	NC	400	72810	NC	83	96	NC	688	685	NC	8	6	NC	25	30	NC	62	58	NC	6	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	222	36111	NC	86	97	NC	697	695	NC	5	4	NC	21	23	NC	64	65	NC	10	8
Male	NC	178	36678	NC	78	95	NC	675	674	NC	11	9	NC	29	36	NC	58	52	NC	2	3
African American	--	10	3962	--	100	96	--	NA	675	--	NA	8	--	NA	33	--	NA	55	--	NA	3
Hispanic	NC	153	25735	NC	76	96	NC	671	669	NC	14	10	NC	28	41	NC	52	48	NC	5	2
Asian/Pacific Islander	--	NC	1809	--	NC	97	--	NC	704	--	NC	4	--	NC	19	--	NC	65	--	NC	13
American Indian/Alaskan Native	--	10	4370	--	100	92	--	NA	670	--	NA	9	--	NA	39	--	NA	50	--	NA	2
White	NC	218	36915	NC	86	97	NC	698	697	NC	3	3	NC	23	21	NC	66	67	NC	7	8
Students with Disabilities	NC	36	7071	NC	59	84	NC	621	634	NC	33	24	NC	44	53	NC	22	21	NC	NA	1
Students without Disabilities	NC	364	65739	NC	86	98	NC	693	689	NC	5	4	NC	23	27	NC	65	62	NC	7	6
Limited English Proficient Students	--	26	5046	--	90	94	--	589	621	--	58	31	--	35	56	--	8	12	--	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	NC	173	23814	NC	85	94	NC	676	667	NC	13	10	NC	29	41	NC	51	47	NC	7	2
Non-Economically Disadvantaged	NC	227	48996	NC	81	97	NC	697	693	NC	3	4	NC	22	24	NC	70	64	NC	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.

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?	N
	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	35	32	NA	42	59	34	47	51	42	37	46	52
	Language	35	25	41	42	59	32	46	50	42	20	43	50
	Mathematics	35	35	68	63	57	26	45	50	42	18	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/](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 Certification.	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 2005-06

- ü Over 75% of students that completed each semester earned 2 credits or more.
  
- ü AIMS reading, math and writing continue to improve.
  
- ü There were 18 students who graduated from Sentinel Peak High School during the 2005-2006 school year. There are currently 10 students who are on track to graduate in December of 2006.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	79	95	94	95
Promotion Rate <sup>5</sup>	47	89	88	73
Graduation Rate <sup>6</sup>	56	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

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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

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	Susan Beaudry	(520) 696-8623
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 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

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

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 60 Copies = \$17.00

\*\* 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.