



Tom Horne, Superintendent
of Public Instruction

ARIZONA DISTRICT REPORT CARD 2004-05

Fowler Elementary District

1617 S 67th Ave, Phoenix, AZ 85043-

No Child Left Behind

Adequate Yearly Progress¹

2003-04 Not Met
2002-03 Not Met
2001-02 N/A

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

Current Administrator²

Title: Superintendent
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District At A Glance

Enrollment³

	State	District
2003-2004 Student Enrollment	1,012,068	3,126

Expenditures⁴

2004 Administration Expense	\$1,678,393.00
2004 Classroom Supplies Expense	\$1,174,640.00
2004 Classroom Instruction Expense	\$10,873,986.00
2004 Other Support Services Expense	\$3,929,553.00
2004 Student Support Services Expense	\$1,430,881.00
2004 Total Current Expenditures	\$19,087,453.00

Highly Qualified

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	64	8	0	0
4 to 6 years	34	13	0	0
7 to 9 years	20	9	0	0
10 or more years	27	37	1	0

Teachers with Emergency Certificaton. 18
Classes not Taught by Highly Qualified Teachers. *
District Poverty Level. *

* Due to the unavailability of these data, we are presently unable to supply information on percentage of classes not taught by highly qualified teachers and district poverty level.

3rd Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	388	75509	99	100	491	521	27	13	28	23	30	33	15	31
All Students (02-03)	325	75372	100	100	490	523	19	9	42	25	27	36	12	30
Female (03-04)	201	37013	100	100	496	522	25	12	26	24	30	33	20	31
Female (02-03)	158	36901	99	100	488	524	20	8	41	25	28	36	11	31
Male (03-04)	187	38430	97	99	485	521	30	14	31	22	30	33	9	31
Male (02-03)	167	38385	100	100	491	523	18	9	43	24	27	36	12	30
African American (03-04)	28	3660	97	99	486	496	20	24	40	31	32	28	8	18
African American (02-03)	25	3589	96	96	464	501	36	18	40	33	20	33	4	16
Hispanic (03-04)	292	30486	99	99	479	505	39	18	21	29	29	32	11	21
Hispanic (02-03)	246	29103	100	99	491	510	17	12	41	31	37	36	5	20
Asian/Pacific Islander (03-04)	NC	1780	NC	98	NC	549	NC	5	NC	13	NC	33	NC	50
Asian/Pacific Islander (02-03)	NC	1574	NC	96	NC	549	NC	3	NC	14	NC	34	NC	48
American Indian/Alaskan Native (03-04)	NC	4075	NC	100	NC	486	NC	28	NC	34	NC	26	NC	12
American Indian/Alaskan Native (02-03)	NC	5086	NC	100	NC	491	NC	22	NC	38	NC	28	NC	12
White (03-04)	59	35192	97	99	509	534	12	8	35	19	31	35	23	39
White (02-03)	46	34597	100	98	502	535	14	4	43	20	14	38	30	38
Students with Disabilities (03-04)	36	9708	90	100	455	489	50	32	42	27	0	24	8	17
Students with Disabilities (02-03)	32	8057	100	99	464	496	33	23	56	31	11	28	0	17
Students without Disabilities (03-04)	352	65801	100	98	494	525	25	11	27	23	32	34	15	33
Students without Disabilities (02-03)	293	67315	98	100	493	525	17	8	40	24	29	37	13	31
Limited English Proficient Students (03-04)	225	16928	100	100	449	485	60	29	40	33	0	26	0	12
Limited English Proficient Students (02-03)	156	16925	98	100	NA	482	NA	27	NA	40	NA	26	NA	7
Migrant Students (03-04)	NC	750	NC	NA	NC	499	NC	21	NC	29	NC	30	NC	20
Migrant Students (02-03)	NC	869	NC	NA	NC	501	NC	17	NC	30	NC	39	NC	14
Economically Disadvantaged (03-04)	301	36411	NA	NA	485	503	30	19	30	29	30	32	10	20
Economically Disadvantaged (02-03)	201	26325	NA	NA	481	504	23	15	43	34	29	33	5	18
Non-Economically Disadvantaged (03-04)	87	39040	NA	NA	501	534	23	8	25	19	30	34	23	39
Non-Economically Disadvantaged (02-03)	124	49047	NA	NA	498	530	15	6	41	21	26	37	18	35

3rd Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	385	75492	98	100	496	519	28	12	23	16	37	47	12	24
All Students (02-03)	326	75221	100	100	500	523	20	8	31	16	42	56	8	21
Female (03-04)	198	37013	99	100	503	523	24	10	22	15	37	48	18	27
Female (02-03)	158	36833	99	100	502	526	18	6	28	15	46	56	8	23
Male (03-04)	184	38400	96	99	490	516	32	14	25	17	37	47	7	21
Male (02-03)	168	38319	100	100	498	520	22	9	33	17	38	56	7	18
African American (03-04)	28	3665	97	99	500	505	20	20	28	22	36	43	16	14
African American (02-03)	24	3597	92	97	486	510	33	14	38	22	25	53	4	11
Hispanic (03-04)	290	30438	98	99	491	508	31	17	26	21	35	47	8	15
Hispanic (02-03)	248	29019	100	99	502	513	20	12	26	21	48	55	7	13
Asian/Pacific Islander (03-04)	NC	1773	NC	98	NC	534	NC	4	NC	10	NC	50	NC	36
Asian/Pacific Islander (02-03)	NC	1572	NC	95	NC	536	NC	2	NC	9	NC	57	NC	31
American Indian/Alaskan Native (03-04)	NC	4081	NC	100	NC	498	NC	25	NC	26	NC	40	NC	8
American Indian/Alaskan Native (02-03)	NC	5071	NC	100	NC	502	NC	20	NC	27	NC	46	NC	8
White (03-04)	58	35177	95	99	505	528	24	8	18	13	41	49	18	31
White (02-03)	46	34543	100	97	504	531	11	4	38	12	38	58	14	26
Students with Disabilities (03-04)	35	9707	88	100	482	495	56	33	0	21	33	33	11	13
Students with Disabilities (02-03)	32	8006	100	99	482	505	29	22	50	23	21	42	0	13
Students without Disabilities (03-04)	350	65785	100	98	497	522	26	10	25	16	37	49	12	26
Students without Disabilities (02-03)	294	67215	98	100	501	524	19	7	29	16	44	56	8	21
Limited English Proficient Students (03-04)	223	16905	100	100	463	489	67	34	17	28	17	32	0	6
Limited English Proficient Students (02-03)	157	16853	99	100	NA	489	NA	29	NA	36	NA	32	NA	3
Migrant Students (03-04)	NC	763	NC	NA	NC	499	NC	21	NC	30	NC	40	NC	8
Migrant Students (02-03)	NC	866	NC	NA	NC	503	NC	19	NC	23	NC	49	NC	8
Economically Disadvantaged (03-04)	298	36302	NA	NA	488	507	35	18	25	21	30	46	9	14
Economically Disadvantaged (02-03)	202	26256	NA	NA	492	509	26	14	35	24	35	51	5	11
Non-Economically Disadvantaged (03-04)	87	39164	NA	NA	514	528	12	8	18	13	51	48	18	31
Non-Economically Disadvantaged (02-03)	124	48965	NA	NA	507	528	14	5	27	13	49	58	10	24

3rd Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	381	75053	97	99	515	597	17	7	30	12	52	72	1	9
All Students (02-03)	317	73654	98	99	500	530	27	9	24	13	49	70	1	7
Female (03-04)	198	36872	99	99	524	621	14	5	30	9	55	74	1	12
Female (02-03)	155	36239	97	99	504	537	22	7	22	11	56	72	0	10
Male (03-04)	180	38109	94	99	505	573	21	10	30	14	48	69	1	6
Male (02-03)	162	37301	98	98	496	523	31	12	26	15	41	68	1	5
African American (03-04)	27	3636	93	99	517	568	8	12	33	16	58	67	0	6
African American (02-03)	24	3488	92	94	489	515	39	16	17	18	43	62	0	4
Hispanic (03-04)	288	30235	98	98	507	575	20	9	28	14	51	70	1	6
Hispanic (02-03)	241	28348	99	96	498	520	24	13	33	17	43	65	0	5
Asian/Pacific Islander (03-04)	NC	1768	NC	98	NC	651	NC	3	NC	5	NC	72	NC	19
Asian/Pacific Islander (02-03)	NC	1558	NC	95	NC	547	NC	3	NC	8	NC	76	NC	13
American Indian/Alaskan Native (03-04)	NC	4044	NC	99	NC	550	NC	13	NC	17	NC	66	NC	4
American Indian/Alaskan Native (02-03)	NC	4947	NC	100	NC	507	NC	22	NC	22	NC	53	NC	3
White (03-04)	57	35028	93	99	529	613	14	6	33	10	51	73	2	11
White (02-03)	44	33924	100	96	510	537	25	5	6	10	67	75	3	9
Students with Disabilities (03-04)	34	9625	85	100	449	530	42	21	25	21	33	55	0	4
Students with Disabilities (02-03)	31	7306	100	90	475	506	57	24	29	20	14	52	0	4
Students without Disabilities (03-04)	347	65428	99	98	520	604	15	6	30	11	53	73	1	10
Students without Disabilities (02-03)	286	66348	96	100	502	531	24	8	24	13	52	71	1	8
Limited English Proficient Students (03-04)	220	16765	100	100	492	525	17	17	50	20	33	60	0	2
Limited English Proficient Students (02-03)	151	16422	95	100	NA	495	NA	30	NA	27	NA	43	NA	0
Migrant Students (03-04)	NC	752	NC	NA	NC	562	NC	9	NC	18	NC	68	NC	5
Migrant Students (02-03)	NC	849	NC	NA	NC	511	NC	19	NC	22	NC	56	NC	4
Economically Disadvantaged (03-04)	295	36077	NA	NA	498	566	18	10	34	16	48	69	0	5
Economically Disadvantaged (02-03)	195	25711	NA	NA	489	514	38	16	23	19	39	61	0	3
Non-Economically Disadvantaged (03-04)	86	38950	NA	NA	551	618	16	5	22	9	59	73	4	12
Non-Economically Disadvantaged (02-03)	122	47943	NA	NA	510	535	15	7	25	11	58	74	1	9

5th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	345	76019	100	100	464	499	29	14	54	39	7	14	10	33
All Students (02-03)	300	76230	100	100	470	498	21	12	55	38	9	12	16	37
Female (03-04)	178	37207	99	100	465	499	26	12	59	41	7	14	8	33
Female (02-03)	153	37247	100	100	477	500	16	11	57	40	9	13	18	37
Male (03-04)	167	38677	100	100	463	498	32	15	49	38	8	13	12	34
Male (02-03)	146	38725	100	100	463	497	26	14	52	37	9	12	13	37
African American (03-04)	36	3817	100	100	465	475	33	23	45	47	12	11	9	18
African American (02-03)	22	3594	96	96	459	476	32	22	53	46	5	11	11	21
Hispanic (03-04)	249	29458	100	100	461	480	28	20	58	48	7	12	7	20
Hispanic (02-03)	226	28100	100	98	470	482	20	18	57	47	9	11	14	24
Asian/Pacific Islander (03-04)	NC	1673	NC	99	NC	531	NC	4	NC	29	NC	14	NC	53
Asian/Pacific Islander (02-03)	NC	1447	NC	95	NC	527	NC	5	NC	26	NC	11	NC	58
American Indian/Alaskan Native (03-04)	NC	4735	NC	100	NC	466	NC	28	NC	49	NC	10	NC	13
American Indian/Alaskan Native (02-03)	NC	5292	NC	100	NC	463	NC	31	NC	47	NC	8	NC	14
White (03-04)	52	35880	96	100	474	515	24	7	52	32	7	16	17	45
White (02-03)	45	35389	100	96	483	514	14	6	49	32	14	14	23	48
Students with Disabilities (03-04)	31	9786	100	100	432	457	58	39	42	40	0	7	0	13
Students with Disabilities (02-03)	32	9022	100	100	420	465	50	31	50	43	0	8	0	17
Students without Disabilities (03-04)	314	66233	99	99	466	503	27	11	55	39	8	14	10	35
Students without Disabilities (02-03)	268	67208	100	100	472	500	20	12	55	38	9	12	16	38
Limited English Proficient Students (03-04)	184	15206	100	100	452	459	30	31	62	53	4	7	4	9
Limited English Proficient Students (02-03)	128	14826	100	100	449	460	41	31	48	51	3	8	7	10
Migrant Students (03-04)	NC	745	NC	NA	NC	473	NC	22	NC	53	NC	11	NC	15
Migrant Students (02-03)	16	837	NA	NA	476	478	0	19	100	51	0	8	0	21
Economically Disadvantaged (03-04)	266	35714	NA	NA	463	480	29	20	54	47	9	12	8	20
Economically Disadvantaged (02-03)	173	25037	NA	NA	465	477	25	21	57	47	6	11	13	21
Non-Economically Disadvantaged (03-04)	79	40266	NA	NA	467	513	27	9	55	33	4	15	15	43
Non-Economically Disadvantaged (02-03)	127	51193	NA	NA	477	507	16	9	52	35	13	13	19	43

5th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	342	76020	100	100	487	503	49	25	27	23	22	40	2	12
All Students (02-03)	296	76202	100	100	497	505	32	19	25	24	40	46	3	11
Female (03-04)	174	37207	97	100	488	504	50	22	23	23	26	42	1	13
Female (02-03)	149	37231	99	100	498	507	26	16	25	24	47	48	2	13
Male (03-04)	168	38666	100	100	485	501	48	29	32	22	18	38	2	12
Male (02-03)	146	38718	100	100	496	503	38	22	26	24	31	44	5	10
African American (03-04)	35	3819	100	100	488	494	50	37	19	26	31	31	0	6
African American (02-03)	22	3600	96	97	496	497	28	28	22	29	44	39	6	5
Hispanic (03-04)	245	29442	99	99	486	494	54	37	23	26	21	31	2	6
Hispanic (02-03)	221	28090	100	98	495	497	31	28	31	30	36	37	2	5
Asian/Pacific Islander (03-04)	NC	1672	NC	99	NC	513	NC	12	NC	19	NC	49	NC	20
Asian/Pacific Islander (02-03)	NC	1443	NC	95	NC	515	NC	9	NC	19	NC	53	NC	19
American Indian/Alaskan Native (03-04)	NC	4735	NC	100	NC	489	NC	48	NC	25	NC	24	NC	3
American Indian/Alaskan Native (02-03)	NC	5311	NC	100	NC	491	NC	38	NC	31	NC	28	NC	3
White (03-04)	54	35890	100	100	490	511	34	15	46	20	17	48	2	18
White (02-03)	46	35371	100	96	510	512	29	10	6	20	59	54	6	16
Students with Disabilities (03-04)	32	9784	100	100	473	485	75	58	25	19	0	19	0	4
Students with Disabilities (02-03)	30	9097	100	100	478	493	75	39	25	27	0	29	0	5
Students without Disabilities (03-04)	310	66236	98	99	487	504	48	23	27	23	23	42	2	13
Students without Disabilities (02-03)	266	67105	100	100	498	506	31	18	25	24	41	47	3	12
Limited English Proficient Students (03-04)	180	15198	100	100	479	483	69	59	21	25	10	14	0	1
Limited English Proficient Students (02-03)	127	14780	100	100	482	486	55	50	34	32	10	18	0	1
Migrant Students (03-04)	NC	743	NC	NA	NC	488	NC	50	NC	28	NC	19	NC	3
Migrant Students (02-03)	16	832	NA	NA	498	492	0	36	50	31	50	31	0	3
Economically Disadvantaged (03-04)	264	35703	NA	NA	486	494	51	37	27	26	20	31	1	6
Economically Disadvantaged (02-03)	168	24961	NA	NA	490	495	42	32	21	30	36	34	1	4
Non-Economically Disadvantaged (03-04)	78	40274	NA	NA	488	509	44	17	26	20	28	47	2	17
Non-Economically Disadvantaged (02-03)	128	51241	NA	NA	506	509	20	14	30	22	44	51	6	14

5th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	343	75673	100	100	484	530	18	12	35	25	48	58	1	4
All Students (02-03)	291	74692	100	99	471	502	32	18	42	27	24	47	1	8
Female (03-04)	176	37099	98	100	502	548	10	8	30	22	59	64	1	6
Female (02-03)	148	36710	98	99	482	509	20	14	49	26	29	50	2	10
Male (03-04)	167	38441	100	99	463	513	26	16	40	29	34	52	0	3
Male (02-03)	142	37742	100	98	459	495	46	22	35	28	19	44	0	6
African American (03-04)	36	3791	100	99	483	506	18	18	30	29	52	50	0	3
African American (02-03)	21	3516	91	94	480	487	24	26	47	31	29	39	0	4
Hispanic (03-04)	246	29305	100	99	486	507	16	16	36	31	47	51	1	2
Hispanic (02-03)	217	27492	98	96	469	486	32	27	44	32	23	38	1	4
Asian/Pacific Islander (03-04)	NC	1665	NC	99	NC	573	NC	6	NC	16	NC	67	NC	10
Asian/Pacific Islander (02-03)	NC	1428	NC	94	NC	528	NC	8	NC	20	NC	54	NC	18
American Indian/Alaskan Native (03-04)	NC	4707	NC	100	NC	492	NC	19	NC	33	NC	46	NC	1
American Indian/Alaskan Native (02-03)	NC	5166	NC	100	NC	470	NC	39	NC	32	NC	27	NC	2
White (03-04)	53	35760	98	99	482	550	21	9	36	21	43	64	0	6
White (02-03)	46	34785	100	94	478	517	32	10	38	23	26	56	3	11
Students with Disabilities (03-04)	32	9706	100	100	449	462	18	36	64	32	18	31	0	1
Students with Disabilities (02-03)	28	8428	100	98	449	472	67	38	0	30	33	29	0	3
Students without Disabilities (03-04)	311	65967	98	99	486	536	17	10	33	25	49	60	1	5
Students without Disabilities (02-03)	263	66264	99	99	472	503	32	17	43	27	24	48	1	8
Limited English Proficient Students (03-04)	183	15115	100	100	473	471	23	26	42	38	36	35	0	1
Limited English Proficient Students (02-03)	123	14363	100	100	442	459	62	47	28	34	10	19	0	1
Migrant Students (03-04)	NC	738	NC	NA	NC	488	NC	23	NC	33	NC	43	NC	1
Migrant Students (02-03)	16	814	NA	NA	477	475	25	33	50	37	25	27	0	2
Economically Disadvantaged (03-04)	266	35541	NA	NA	488	504	14	17	38	31	47	50	1	2
Economically Disadvantaged (02-03)	172	24507	NA	NA	466	480	37	31	41	33	22	33	0	3
Non-Economically Disadvantaged (03-04)	77	40091	NA	NA	474	550	26	9	25	21	49	64	0	6
Non-Economically Disadvantaged (02-03)	119	50185	NA	NA	477	511	27	13	44	24	26	53	2	10

8th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	282	75001	100	99	440	468	61	37	30	36	9	16	1	10
All Students (02-03)	252	71167	100	99	418	463	77	38	21	41	2	14	1	7
Female (03-04)	150	36846	100	99	435	468	67	36	26	38	7	16	0	10
Female (02-03)	115	34825	100	99	419	462	74	38	24	42	2	14	0	6
Male (03-04)	131	37974	99	99	445	467	54	39	33	34	11	16	2	11
Male (02-03)	135	36047	100	99	417	464	79	38	19	39	1	15	1	8
African American (03-04)	30	3720	100	98	441	446	63	53	27	33	10	9	0	4
African American (02-03)	25	3225	100	95	417	441	71	57	29	34	0	6	0	2
Hispanic (03-04)	205	26675	100	98	438	448	65	52	27	34	7	10	1	4
Hispanic (02-03)	188	23643	100	97	418	445	80	53	19	37	2	8	0	2
Asian/Pacific Islander (03-04)	--	1575	--	99	--	504	--	18	--	33	--	20	--	29
Asian/Pacific Islander (02-03)	NC	1503	NC	100	NC	493	NC	18	NC	40	NC	23	NC	19
American Indian/Alaskan Native (03-04)	NC	4731	NC	98	NC	438	NC	61	NC	30	NC	7	NC	2
American Indian/Alaskan Native (02-03)	NC	5161	NC	100	NC	435	NC	63	NC	30	NC	5	NC	2
White (03-04)	40	37785	100	99	447	482	45	25	39	39	13	21	3	15
White (02-03)	30	35245	100	95	428	476	63	26	30	45	3	19	3	10
Students with Disabilities (03-04)	25	8802	100	100	415	418	95	79	5	16	0	3	0	1
Students with Disabilities (02-03)	35	8095	100	100	381	426	100	69	0	25	0	5	0	1
Students without Disabilities (03-04)	257	66199	100	99	443	472	57	34	32	38	10	17	1	11
Students without Disabilities (02-03)	217	63072	97	99	424	464	73	37	24	41	2	15	1	7
Limited English Proficient Students (03-04)	149	11710	100	100	439	429	68	70	22	25	8	4	2	1
Limited English Proficient Students (02-03)	94	10317	100	100	396	426	100	72	0	25	0	2	0	1
Migrant Students (03-04)	NC	709	NC	NA	NC	442	NC	57	NC	34	NC	7	NC	2
Migrant Students (02-03)	NC	614	NC	NA	NC	440	NC	57	NC	34	NC	6	NC	3
Economically Disadvantaged (03-04)	209	29814	NA	NA	435	448	66	53	27	33	7	10	1	4
Economically Disadvantaged (02-03)	252	17057	NA	NA	418	440	77	58	21	34	2	6	1	2
Non-Economically Disadvantaged (03-04)	73	45170	NA	NA	450	479	51	28	34	38	13	20	2	14
Non-Economically Disadvantaged (02-03)	--	54110	--	NA	--	468	--	33	--	43	--	16	--	8

8th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	278	74918	99	99	478	497	48	32	21	19	25	35	6	15
All Students (02-03)	255	71100	100	99	471	502	54	25	25	21	17	40	3	15
Female (03-04)	148	36846	99	99	478	501	43	28	26	19	27	37	3	16
Female (02-03)	115	34801	100	99	475	505	54	21	26	22	15	42	5	15
Male (03-04)	129	37936	98	99	478	493	53	35	15	18	24	33	9	14
Male (02-03)	138	36010	100	99	468	499	55	28	24	20	18	38	2	14
African American (03-04)	30	3719	100	98	484	481	37	43	27	21	30	29	7	7
African American (02-03)	25	3219	100	95	465	486	63	38	25	24	8	31	4	7
Hispanic (03-04)	202	26645	99	98	476	478	50	46	19	20	24	27	6	6
Hispanic (02-03)	189	23630	100	96	473	485	51	37	27	25	19	32	3	6
Asian/Pacific Islander (03-04)	--	1571	--	99	--	521	--	18	--	15	--	38	--	30
Asian/Pacific Islander (02-03)	NC	1509	NC	100	NC	522	NC	12	NC	14	NC	46	NC	28
American Indian/Alaskan Native (03-04)	NC	4729	NC	98	NC	468	NC	57	NC	19	NC	19	NC	4
American Indian/Alaskan Native (02-03)	NC	5144	NC	100	NC	478	NC	46	NC	24	NC	25	NC	5
White (03-04)	40	37773	100	99	481	511	44	20	22	18	28	41	6	21
White (02-03)	32	35198	100	95	475	515	52	15	23	18	19	47	6	21
Students with Disabilities (03-04)	25	8801	100	100	426	448	91	75	0	13	0	10	9	2
Students with Disabilities (02-03)	37	8121	100	100	434	470	91	55	9	20	0	21	0	4
Students without Disabilities (03-04)	253	66117	98	99	481	501	45	28	22	19	27	37	6	16
Students without Disabilities (02-03)	218	62979	98	99	477	503	49	23	28	21	19	41	4	15
Limited English Proficient Students (03-04)	147	11706	100	100	477	454	49	71	28	16	15	12	9	1
Limited English Proficient Students (02-03)	94	10304	100	100	447	462	87	63	13	23	0	13	0	1
Migrant Students (03-04)	NC	706	NC	NA	NC	467	NC	55	NC	22	NC	20	NC	4
Migrant Students (02-03)	NC	623	NC	NA	NC	475	NC	45	NC	27	NC	25	NC	3
Economically Disadvantaged (03-04)	206	29785	NA	NA	469	477	53	47	23	20	21	26	3	6
Economically Disadvantaged (02-03)	255	17040	NA	NA	471	483	54	40	25	25	17	29	3	6
Non-Economically Disadvantaged (03-04)	72	45115	NA	NA	496	508	37	23	16	18	35	39	12	20
Non-Economically Disadvantaged (02-03)	--	54060	--	NA	--	507	--	20	--	20	--	43	--	17

8th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	280	74503	100	99	460	491	13	9	41	32	45	51	1	8
All Students (02-03)	234	69001	100	96	465	490	37	17	44	37	19	45	0	1
Female (03-04)	150	36686	100	99	470	506	8	5	40	29	51	57	1	9
Female (02-03)	105	34086	95	97	470	496	34	13	44	36	22	51	0	1
Male (03-04)	129	37644	98	98	447	476	18	13	43	36	37	45	1	6
Male (02-03)	128	34644	100	95	461	484	39	22	45	39	17	38	0	0
African American (03-04)	30	3677	100	97	480	475	10	12	33	36	53	46	3	5
African American (02-03)	23	3115	96	92	460	478	50	25	27	44	23	31	0	0
Hispanic (03-04)	203	26500	99	97	447	467	16	13	42	39	43	44	0	4
Hispanic (02-03)	176	22656	100	92	465	476	34	27	50	43	16	30	0	0
Asian/Pacific Islander (03-04)	--	1566	--	99	--	537	--	5	--	23	--	55	--	18
Asian/Pacific Islander (02-03)	NC	1472	NC	98	NC	507	NC	8	NC	30	NC	60	NC	2
American Indian/Alaskan Native (03-04)	NC	4695	NC	97	NC	464	NC	14	NC	39	NC	44	NC	3
American Indian/Alaskan Native (02-03)	NC	4940	NC	98	NC	469	NC	34	NC	43	NC	23	NC	0
White (03-04)	40	37606	100	99	482	508	8	6	42	28	47	56	3	10
White (02-03)	30	34501	100	93	469	500	34	10	34	34	31	55	0	1
Students with Disabilities (03-04)	25	8662	100	100	384	409	58	37	26	42	16	20	0	1
Students with Disabilities (02-03)	35	7386	100	95	428	459	86	46	14	37	0	17	0	0
Students without Disabilities (03-04)	255	65841	99	98	469	499	7	7	43	32	48	53	1	8
Students without Disabilities (02-03)	199	61615	89	97	471	491	29	16	49	37	22	45	0	1
Limited English Proficient Students (03-04)	148	11608	100	100	463	430	12	23	38	47	50	28	0	1
Limited English Proficient Students (02-03)	84	9662	97	100	445	454	57	51	43	40	0	9	0	0
Migrant Students (03-04)	NC	701	NC	NA	NC	449	NC	17	NC	43	NC	38	NC	1
Migrant Students (02-03)	NC	590	NC	NA	NC	466	NC	35	NC	43	NC	22	NC	0
Economically Disadvantaged (03-04)	207	29587	NA	NA	455	465	14	14	44	40	41	43	1	4
Economically Disadvantaged (02-03)	234	16383	NA	NA	465	472	37	30	44	43	19	26	0	0
Non-Economically Disadvantaged (03-04)	73	44898	NA	NA	469	507	10	7	36	28	52	55	2	10
Non-Economically Disadvantaged (02-03)	--	52618	--	NA	--	494	--	14	--	36	--	49	--	1

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

District AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Fowler Elementary District

SCHOOL IMPROVEMENT STATUS

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

	District		State	
	SCHOOLS	PERCENTAGE	SCHOOLS	PERCENTAGE
Identified for School Improvement	2	33.34	121	6.14
Identified for Corrective Action	0	.000	45	2.28

School Name	Years in School Improvement
Fowler Elementary School	Year 1
Santa Maria Middle School	Year 2

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on school improvement status, visit our website at www.ade.az.gov/asd/nclb

Fowler Elementary District

School Name	AZ LEARNS		NCLB
	LABEL ES	LABEL HS	AYP
Fowler Elementary School	Performing	N/A	Not Met
Santa Maria Middle School	Performing	N/A	Met
Sun Canyon Elementary School	Not Evaluated	Not Evaluated	Met
Sunridge Elementary School	Not Evaluated	Not Evaluated	Met
Western Valley Elementary School	Not Evaluated	Not Evaluated	Met
Western Valley Middle School	Not Evaluated	Not Evaluated	Not Met

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

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

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

4 Expenditures: These data may not be exact due to rounding. Please note these data are self-reported by the district and not audited by the ADE. If all values are set to \$0.00, no expenditure data exist under this entity.

5 AIMS data if applicable: These data reflects grades 3,5,8,10 and does not include re-testers. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standards, and Exceeds (E). MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation of data by subgroups and by 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. No Data Available is replaced with dashes (-). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards. These data also provides a two year trend analysis of student performance as required by NCLB.

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