

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

6250 W. Durango, Phoenix, AZ 85043

Fowler Elementary District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Ms. Nora Ulloa
 Schedule : 7:45 AM to 4:00 PM
 Grades : Pre-K-5
 2004 Enrollment : 700
 Web Address : www.fesd.org
 Phone Number : (623) 707-2100
 Fax Number : (623) 707-2104
 E-mail : nulloa@fesd.org

Mission

Western Valley Elementary School strives to provide a safe and nurturing learning community. We provide an academically challenging curriculum for all students. We value the input and support of all of our parents and families. We will do all we can to ensure that parents are always informed and included as partners in the education process.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Western Valley Elementary School will develop and implement an educational plan which requires all students to meet or exceed state reading standards. Our goal is for students to demonstrate a minimum of one year's growth on spring assessments.
- ü Western Valley Elementary School will develop and implement an educational plan which requires all students to meet or exceed state math standards. Our goal is for students to demonstrate a minimum of one year's growth on spring math assessments.
- ü Our goal is for students to meet or exceed grade level standards in reading, writing and mathematics on the Arizona State required AIMS test.
- ü Western Valley will work in partnership with our parents, community and local businesses to ensure that we provide a welcoming environment whose presence in the community is valued.

Enrollment

October 1, 2003 School Year Student Enrollment : 423
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2003-04 : 13

Instructional Programs

- ü General Education Curriculum
- ü Gifted Education
- ü Structured English Immersion
- ü On-site Special Education
- ü Special Education Preschool
- ü All Day Kindergarten

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/2/2004
Last Day of School :	6/9/2005

Shared Responsibilities

School

Western Valley Elementary School has the following responsibilities: to provide a safe and orderly environment, to provide appropriate learning curriculum, to provide staff with ongoing professional development, to communicate with parents in a timely and professional manner, and to maintain high expectations and ensure our students have the support to achieve these expectations.

Parents

In our school-home partnership parents are responsible for reading, signing and returning the student handbook, ensuring that their child maintains good attendance and puts forth good effort, communicating with WVES staff when absences are unavoidable by the next school day, attend conferences both in the fall and spring semesters, review and sign student agendas and/or other teacher communication, and maintain updated emergency cards and work with staff to maintain a safe learning environment.

Transportation Policy

FESD provides air conditioned bus transportation for all students that travel distances greater than one mile to/from school. District boundaries are between 59th and 83rd Avenues, and between Van Buren and Lower Buckeye Road. To ensure student safety all students are expected to maintain positive behavior and follow the directions of the driver. Buses are equipped with video cameras. Defiant/disrespectful students receive a verbal/written warning. Repeat offenders may lose bus privileges.

School Honors

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

Award/Honor	Year
ü Western Valley Elementary School is a new school.	

3rd 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	81	388	75509	100	99	100	485	491	521	30	27	13	26	28	23	32	30	33	12	15	31
All Students (Prior Year)	--	325	75372	--	100	100	--	490	523	--	19	9	--	42	25	--	27	36	--	12	30
Female	42	201	37013	100	100	100	493	496	522	21	25	12	31	26	24	31	30	33	17	20	31
Male	39	187	38430	100	97	99	477	485	521	39	30	14	21	31	22	32	30	33	7	9	31
African American	NC	28	3660	NC	97	99	NC	486	496	NC	20	24	NC	40	31	NC	32	28	NC	8	18
Hispanic	52	292	30486	100	99	99	472	479	505	45	39	18	16	21	29	29	29	32	10	11	21
Asian/Pacific Islander	NC	NC	1780	NC	NC	98	NC	NC	549	NC	NC	5	NC	NC	13	NC	NC	33	NC	NC	50
American Indian/Alaskan Native	NC	NC	4075	NC	NC	100	NC	NC	486	NC	NC	28	NC	NC	34	NC	NC	26	NC	NC	12
White	22	59	35192	100	97	99	504	509	534	15	12	8	25	35	19	45	31	35	15	23	39
Students with Disabilities	NC	36	9708	NC	90	100	NC	455	489	NC	50	32	NC	42	27	NC	0	24	NC	8	17
Students without Disabilities	73	352	65801	100	100	98	489	494	525	27	25	11	25	27	23	35	32	34	12	15	33
Limited English Proficient Students	24	225	16928	100	100	100	NA	449	485	NA	60	29	NA	40	33	NA	0	26	NA	0	12
Migrant Students	NC	NC	750				NC	NC	499	NC	NC	21	NC	NC	29	NC	NC	30	NC	NC	20
Economically Disadvantaged	55	301	36411				484	485	503	31	30	19	28	30	29	31	30	32	11	10	20
Non-Economically Disadvantaged	26	87	39040				488	501	534	29	23	8	24	25	19	33	30	34	14	23	39

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	80	385	75492	100	98	100	498	496	519	26	28	12	23	23	16	36	37	47	15	12	24
All Students (Prior Year)	--	326	75221	--	100	100	--	500	523	--	20	8	--	31	16	--	42	56	--	8	21
Female	41	198	37014	100	99	100	511	503	523	12	24	10	31	22	15	31	37	48	27	18	27
Male	39	184	38400	100	96	99	485	490	516	41	32	14	15	25	17	41	37	47	4	7	21
African American	NC	28	3665	NC	97	99	NC	500	505	NC	20	20	NC	28	22	NC	36	43	NC	16	14
Hispanic	52	290	30438	100	98	99	493	491	508	34	31	17	21	26	21	28	35	47	17	8	15
Asian/Pacific Islander	NC	NC	1773	NC	NC	98	NC	NC	534	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	4081	NC	NC	100	NC	NC	498	NC	NC	25	NC	NC	26	NC	NC	40	NC	NC	8
White	22	58	35177	100	95	99	510	505	528	16	24	8	16	18	13	53	41	49	16	18	31
Students with Disabilities	NC	35	9707	NC	88	100	NC	482	495	NC	56	33	NC	0	21	NC	33	33	NC	11	13
Students without Disabilities	72	350	65785	100	100	98	497	497	522	26	26	10	24	25	16	36	37	49	14	12	26
Limited English Proficient Students	24	223	16905	100	100	100	NA	463	489	NA	67	34	NA	17	28	NA	17	32	NA	0	6
Migrant Students	NC	NC	763				NC	NC	499	NC	NC	21	NC	NC	30	NC	NC	40	NC	NC	8
Economically Disadvantaged	56	298	36302				490	488	507	31	35	18	26	25	21	31	30	46	11	9	14
Non-Economically Disadvantaged	24	87	39164				513	514	528	17	12	8	17	18	13	44	51	48	22	18	31

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	81	381	75053	100	97	99	519	515	597	19	17	7	30	30	12	49	52	72	2	1	9
All Students (Prior Year)	--	317	73654	--	98	99	--	500	530	--	27	9	--	24	13	--	49	70	--	1	7
Female	42	198	36872	100	99	99	517	524	621	14	14	5	31	30	9	55	55	74	0	1	12
Male	39	180	38109	100	94	99	520	505	573	25	21	10	29	30	14	43	48	69	4	1	6
African American	NC	27	3636	NC	93	99	NC	517	568	NC	8	12	NC	33	16	NC	58	67	NC	0	6
Hispanic	53	288	30235	100	98	98	518	507	575	25	20	9	25	28	14	47	51	70	3	1	6
Asian/Pacific Islander	NC	NC	1768	NC	NC	98	NC	NC	651	NC	NC	3	NC	NC	5	NC	NC	72	NC	NC	19
American Indian/Alaskan Native	NC	NC	4044	NC	NC	99	NC	NC	550	NC	NC	13	NC	NC	17	NC	NC	66	NC	NC	4
White	22	57	35028	100	93	99	517	529	613	10	14	6	45	33	10	45	51	73	0	2	11
Students with Disabilities	NC	34	9625	NC	85	100	NC	449	530	NC	42	21	NC	25	21	NC	33	55	NC	0	4
Students without Disabilities	73	347	65428	100	99	98	527	520	604	16	15	6	31	30	11	51	53	73	2	1	10
Limited English Proficient Students	24	220	16765	100	100	100	NA	492	525	NA	17	17	NA	50	20	NA	33	60	NA	0	2
Migrant Students	NC	NC	752				NC	NC	562	NC	NC	9	NC	NC	18	NC	NC	68	NC	NC	5
Economically Disadvantaged	56	295	36077				510	498	566	17	18	10	33	34	16	50	48	69	0	0	5
Non-Economically Disadvantaged	25	86	38950				533	551	618	24	16	5	24	22	9	48	59	73	5	4	12

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

5th 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	72	345	76019	100	100	100	472	464	499	23	29	14	56	54	39	5	7	14	16	10	33
All Students (Prior Year)	--	300	76230	--	100	100	--	470	498	--	21	12	--	55	38	--	9	12	--	16	37
Female	40	178	37207	100	99	100	474	465	499	21	26	12	59	59	41	9	7	14	12	8	33
Male	32	167	38677	100	100	100	470	463	498	25	32	15	54	49	38	0	8	13	21	12	34
African American	NC	36	3817	NC	100	100	NC	465	475	NC	33	23	NC	45	47	NC	12	11	NC	9	18
Hispanic	41	249	29458	100	100	100	470	461	480	18	28	20	68	58	48	0	7	12	15	7	20
Asian/Pacific Islander	--	NC	1673	--	NC	99	--	NC	531	--	NC	4	--	NC	29	--	NC	14	--	NC	53
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	466	NC	NC	28	NC	NC	49	NC	NC	10	NC	NC	13
White	20	52	35880	95	96	100	474	474	515	28	24	7	50	52	32	6	7	16	17	17	45
Students with Disabilities	NC	31	9786	NC	100	100	NC	432	457	NC	58	39	NC	42	40	NC	0	7	NC	0	13
Students without Disabilities	66	314	66233	100	99	99	474	466	503	21	27	11	57	55	39	5	8	14	17	10	35
Limited English Proficient Students	12	184	15206	100	100	100	455	452	459	0	30	31	100	62	53	0	4	7	0	4	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	50	266	35714				468	463	480	21	29	20	62	54	47	7	9	12	10	8	20
Non-Economically Disadvantaged	22	79	40266				481	467	513	25	27	9	45	55	33	0	4	15	30	15	43

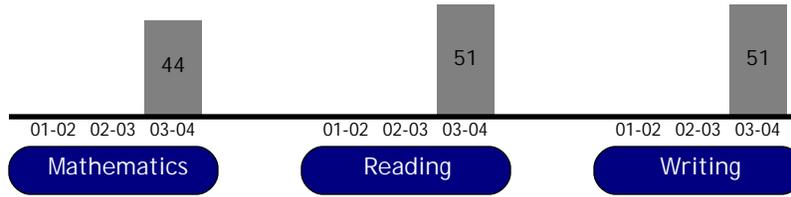
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	342	76020	100	100	100	493	487	503	33	49	25	33	27	23	34	22	40	0	2	12
All Students (Prior Year)	--	296	76202	--	100	100	--	497	505	--	32	19	--	25	24	--	40	46	--	3	11
Female	39	174	37213	98	97	100	493	488	504	40	50	22	23	23	23	37	26	42	0	1	13
Male	33	168	38666	100	100	100	493	485	501	25	48	29	43	32	22	32	18	38	0	2	12
African American	NC	35	3819	NC	100	100	NC	488	494	NC	50	37	NC	19	26	NC	31	31	NC	0	6
Hispanic	40	245	29442	100	99	99	494	486	494	32	54	37	29	23	26	39	21	31	0	2	6
Asian/Pacific Islander	--	NC	1672	--	NC	99	--	NC	513	--	NC	12	--	NC	19	--	NC	49	--	NC	20
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	489	NC	NC	48	NC	NC	25	NC	NC	24	NC	NC	3
White	21	54	35890	100	100	100	489	490	511	35	34	15	47	46	20	18	17	48	0	2	18
Students with Disabilities	NC	32	9784	NC	100	100	NC	473	485	NC	75	58	NC	25	19	NC	0	19	NC	0	4
Students without Disabilities	66	310	66236	100	98	99	493	487	504	33	48	23	33	27	23	34	23	42	0	2	13
Limited English Proficient Students	12	180	15198	100	100	100	476	479	483	100	69	59	0	21	25	0	10	14	0	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	51	264	35703				492	486	494	36	51	37	36	27	26	28	20	31	0	1	6
Non-Economically Disadvantaged	21	78	40274				494	488	509	26	44	17	26	26	20	47	28	47	0	2	17

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	72	343	75673	100	100	100	487	484	530	16	18	12	37	35	25	47	48	58	0	1	4
All Students (Prior Year)	--	291	74692	--	100	99	--	471	502	--	32	18	--	42	27	--	24	47	--	1	8
Female	39	176	37099	98	98	100	499	502	548	12	10	8	36	30	22	52	59	64	0	1	6
Male	33	167	38441	100	100	99	474	463	513	21	26	16	38	40	29	41	34	52	0	0	3
African American	NC	36	3791	NC	100	99	NC	483	506	NC	18	18	NC	30	29	NC	52	50	NC	0	3
Hispanic	40	246	29305	100	100	99	498	486	507	15	16	16	39	36	31	45	47	51	0	1	2
Asian/Pacific Islander	--	NC	1665	--	NC	99	--	NC	573	--	NC	6	--	NC	16	--	NC	67	--	NC	10
American Indian/Alaskan Native	NC	NC	4707	NC	NC	100	NC	NC	492	NC	NC	19	NC	NC	33	NC	NC	46	NC	NC	1
White	21	53	35760	100	98	99	475	482	550	16	21	9	53	36	21	32	43	64	0	0	6
Students with Disabilities	NC	32	9706	NC	100	100	NC	449	462	NC	18	36	NC	64	32	NC	18	31	NC	0	1
Students without Disabilities	66	311	65967	100	98	99	491	486	536	16	17	10	34	33	25	50	49	60	0	1	5
Limited English Proficient Students	12	183	15115	100	100	100	479	473	471	50	23	26	0	42	38	50	36	35	0	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	51	266	35541				486	488	504	14	14	17	44	38	31	42	47	50	0	1	2
Non-Economically Disadvantaged	21	77	40091				491	474	550	21	26	9	21	25	21	58	49	64	0	0	6

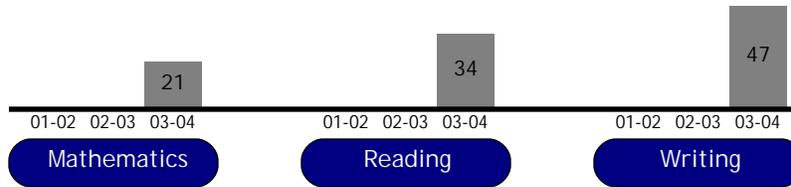
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th 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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 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

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	19	44	--	--	26	50	94	31	NA	58
	Language	--	--	16	39	--	--	20	43	100	23	22	50
	Mathematics	--	--	35	52	--	--	37	57	100	40	40	64
3	Reading	--	--	19	43	--	--	22	47	95	32	NA	55
	Language	--	--	26	50	--	--	27	54	98	35	37	61
	Mathematics	--	--	33	50	--	--	29	54	98	44	45	61
4	Reading	--	--	23	47	--	--	31	52	100	34	NA	56
	Language	--	--	25	45	--	--	32	48	100	35	33	52
	Mathematics	--	--	38	52	--	--	38	57	100	48	42	61
5	Reading	--	--	25	46	--	--	30	50	100	39	NA	55
	Language	--	--	24	43	--	--	33	46	100	41	33	49
	Mathematics	--	--	40	54	--	--	44	57	100	49	45	63

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

Council Duties

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

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	36.00
Other Professional Staff	2.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	0	0	0
4 to 6 years	0	0	0	0
7 to 9 years	2	1	0	0
10 or more years	4	2	0	0

Highly Qualified (NCLB) & Core Academics

- Core academic teachers meeting the definition of Highly Qualified (NCLB): 20
- Core academic classes taught by Highly Qualified (NCLB) teachers. 0
- Teachers with Emergency Certificaton. 4

Resources Available at School Site

Special Facilities

- Ü Multi-media Center
- Ü Technology Lab
- Ü Gymnasium
- Ü Multi-purpose Room

Extracurricular Activities

- Ü Band
- Ü Choir
- Ü After School Clubs
- Ü After School Tutoring
- Ü Student Council
- Ü Community Service Club
- Ü Grade Level Field Trips

Social Services

- Ü School Nurse
- Ü Counseling Available
- Ü School Psychologist
- Ü Community Advocate
- Ü Parent Meetings
- Ü Classes offered for Parents
- Ü Translators provided for conferences

Western Valley Elementary School opened in January of 2004.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	7	10	9	9
Promotion Rate ⁸	98	98	98	94
Retention Rate ⁹	1	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	58	52
Grades 3-4	72	90
Grades 4-5	63	83

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

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

Western Valley Elementary School is working to develop a School-Wide Discipline Plan. Our goal is to ensure a safe, orderly and healthy learning environment. Families are informed of discipline policies through the student conduct handbooks, which are sent home for parents and child to review, sign and return. In addition policies are reviewed in the student agendas in 1st-5th grades. Information regarding any safety concerns is communicated to parents through parent meetings and in writing.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

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.

Contacts

	Name	Phone Number
School Site Council	Nora Ulloa	(623) 707-2100
Transportation Policy	Ignacio Fernandez	(623) 707-4500
Community Resources	Ms. Maria Valenzuela	(623) 707-2100
School Nutrition Programs	Mary Donovan	(623) 707-4500
Parent Organization	Mrs. Laurel Heinrickson	(623) 707-2100
Student Health/Nurse	Nichole	(623) 707-2100

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. 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 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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

Total cost of printing: 12 Pages X .0318 Per page X 700 Copies = \$267.00

** 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.