

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing
2003-04	Not Evaluated

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

#### School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

### School Overview

Principal/Administrator : Ms. Nora Ulloa  
 Schedule : 07:45 AM to 04:15 PM  
 Grades : Pre-K-5  
 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 provides a safe and nurturing learning community. Our curriculum is academically challenging. Our primary objective is to ensure that all students receive effective instruction and perform at or above grade level; giving all students the opportunity to reach their maximum potential. We value the input and support of our families and community. We view families as partners in the education process and we work to keep parents informed and solicit parent input.

### School / Academic Goals

- ü WVE will successfully implement a Reading First program in kindergarten through third grades. We will work towards the goal of having each child be reading at or above grade level by the end of third grade.
- ü WVE will develop and implement an educational plan which requires all students to meet or exceed state math and reading standards. Students will demonstrate a minimum of one year's growth on spring assessments.
- ü Each grade level and each individual special area teacher will create multiple opportunities for parent involvement and interaction. Parents will be encouraged to take an active role in their child's education.
- ü Western Valley will work in partnership with our parents, community and local businesses to ensure that we provide a welcoming environment. Community partnerships will continue to be a high priority at WVE.

### Enrollment

October 1, 2005 School Year Student Enrollment : 604  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 24

Instructional Programs

- ü Academic Curriculum
- ü After School Tutoring
- ü Structured English Immersion
- ü On-site Special Education
- ü Special Education Preschool
- ü All Day Kindergarten
- ü Reading First School
- ü Macro Math Club

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/1/2005
Last Day of School :	6/6/2006

Shared Responsibilities

School

WVES provides a safe and orderly learning climate. We provide an appropriate and challenging curriculum. We expect students to meet or exceed state standards for their grade levels. Differentiated instruction is provided to support all students in achieving mastery in all subject areas within the homeroom. Parent communication occurs in a timely and professional manner. Parents are invited to be active partners in the education process. Staff development opportunities are provided.

Parents

Parents are expected to sign and return the student handbook. Parents shall ensure that: their child maintains good attendance (arriving on time and staying for the entire teaching day), puts forth good effort and is rested and ready to learn. In addition parents are to communicate with WVES staff (within 24 hours) when absences are unavoidable. Parents shall attend parent-teacher conferences twice a year, review and sign teacher communication as needed and maintain current contact information.

Transportation Policy

FESD provides air conditioned bus transportation for all students that travel distances greater than one mile and reside within WVES boundaries. In order to ensure student safety all students are expected to maintain positive behavior and follow all reasonable requests made by Laidlaw bus drivers. 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 Arizona Commission on the Arts Artist in Residence Grant	2005
ü Phoenix Commission on the Arts Artist in Residence Grant	2005
ü ADE Named - Performing Plus School	2006
ü 10 Westside Impact Teacher Grants Awarded	2006

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	101	495	80010	97	100	99	426	429	447	19	17	10	23	23	18	52	52	53	6	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	234	38935	100	100	99	434	434	447	13	12	9	21	24	19	57	54	55	9	10	17
Male	48	259	40974	94	98	98	417	424	448	25	20	11	25	22	18	48	51	52	2	7	19
African American	12	42	4201	100	100	99	428	430	430	8	12	17	25	21	23	67	60	51	NA	7	9
Hispanic	81	400	34545	94	99	99	425	428	432	22	18	14	20	23	24	51	51	53	7	8	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	NC	41	35142	NC	100	99	NC	440	465	NC	5	5	NC	27	11	NC	59	56	NC	10	28
Students with Disabilities	12	34	10161	80	92	93	404	390	419	33	50	28	42	35	28	25	15	36	NA	NA	8
Students without Disabilities	89	461	69849	100	100	100	429	431	451	17	14	7	20	22	17	56	55	56	7	9	19
Limited English Proficient Students	25	164	14013	96	98	97	388	404	413	48	32	24	36	32	34	16	35	39	NA	1	3
Migrant Students	NC	NC	603	NC	NC	96	NC	NC	417	NC	NC	22	NC	NC	32	NC	NC	42	NC	NC	4
Economically Disadvantaged	84	405	39029	93	96	98	423	425	432	19	17	14	25	25	25	52	52	52	4	6	9
Non-Economically Disadvantaged	17	90	40981	100	100	100	442	446	462	18	17	6	12	12	13	53	51	54	18	20	27

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	96	484	79438	92	97	98	425	425	451	21	20	9	31	36	24	45	41	56	3	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	233	38775	100	100	99	443	435	457	6	14	7	30	34	22	60	46	58	4	6	13
Male	43	249	40560	84	94	97	402	416	446	40	24	12	33	39	25	26	36	54	2	1	9
African American	11	40	4178	100	98	98	421	428	439	9	10	13	45	40	29	45	50	52	NA	NA	6
Hispanic	77	392	34297	90	97	98	425	423	434	22	21	14	30	36	31	44	39	50	4	3	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	NC	41	34887	NC	100	98	NC	441	471	NC	12	4	NC	29	15	NC	51	63	NC	7	18
Students with Disabilities	NC	24	9588	NC	65	88	NC	377	416	NC	67	30	NC	25	32	NC	8	34	NC	NA	5
Students without Disabilities	89	460	69850	100	100	100	427	427	456	18	17	7	31	37	23	47	42	59	3	4	12
Limited English Proficient Students	24	163	13856	92	97	96	381	394	407	58	40	27	33	44	43	8	15	29	NA	1	1
Migrant Students	NC	NC	600	NC	NC	96	NC	NC	418	NC	NC	22	NC	NC	38	NC	NC	39	NC	NC	2
Economically Disadvantaged	80	395	38685	89	94	97	421	421	435	24	21	14	31	39	32	43	38	50	3	3	5
Non-Economically Disadvantaged	16	89	40753	100	100	99	444	447	467	6	16	5	31	22	16	56	54	62	6	8	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	102	496	79971	98	100	99	403	408	423	11	11	8	48	48	41	40	39	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	233	38974	100	100	99	430	423	437	2	8	5	38	39	33	60	50	57	NA	3	4
Male	49	261	40895	96	98	98	374	394	410	20	14	10	59	56	47	18	29	41	2	1	2
African American	12	42	4203	100	100	99	407	423	411	17	10	11	25	36	45	58	52	43	NA	2	2
Hispanic	82	401	34481	95	99	99	405	405	410	10	12	10	49	49	46	40	37	43	1	1	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	NC	41	35150	NC	100	99	NC	417	437	NC	5	5	NC	54	35	NC	41	56	NC	NA	5
Students with Disabilities	11	32	10258	73	86	94	337	335	377	36	47	23	45	47	51	18	6	25	NA	NA	1
Students without Disabilities	91	464	69713	100	100	100	411	412	429	8	9	5	48	48	39	43	41	52	1	2	3
Limited English Proficient Students	25	166	13985	96	99	97	368	370	382	16	21	18	68	60	54	16	19	27	NA	NA	0
Migrant Students	NC	NC	608	NC	NC	97	NC	NC	389	NC	NC	16	NC	NC	50	NC	NC	33	NC	NC	0
Economically Disadvantaged	84	405	38994	93	96	98	400	404	409	11	11	10	49	50	47	40	38	41	NA	1	1
Non-Economically Disadvantaged	18	91	40977	100	100	100	420	426	437	11	11	5	44	40	34	39	45	56	6	4	5

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

4th 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	86	469	80147	95	100	99	465	463	482	17	17	11	17	21	17	55	51	49	10	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	218	39281	93	99	99	468	465	483	15	15	9	15	21	17	59	53	50	10	11	24
Male	47	249	40780	96	100	98	462	462	482	19	18	12	19	21	17	51	49	48	11	12	24
African American	NC	44	4249	NC	100	99	NC	457	464	NC	23	17	NC	23	22	NC	45	48	NC	9	13
Hispanic	66	366	33494	94	99	99	456	460	466	21	17	15	17	23	23	56	50	49	6	10	14
Asian/Pacific Islander	NC	10	2103	NC	100	99	NC	NA	515	NC	NA	4	NC	NA	8	NC	NA	44	NC	NA	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	NC	44	36122	NC	100	99	NC	486	501	NC	7	5	NC	7	10	NC	66	50	NC	20	35
Students with Disabilities	NC	32	10295	NC	91	92	NC	413	443	NC	63	33	NC	13	26	NC	25	33	NC	NA	8
Students without Disabilities	80	437	69852	98	100	100	467	467	488	16	14	7	19	22	16	54	53	51	11	12	26
Limited English Proficient Students	20	126	12722	91	98	97	438	435	441	35	29	27	25	36	33	40	33	37	NA	2	3
Migrant Students	NC	NC	622	NC	NC	97	NC	NC	454	NC	NC	19	NC	NC	30	NC	NC	43	NC	NC	8
Economically Disadvantaged	64	388	38371	93	98	97	457	460	465	23	18	15	14	21	23	56	51	49	6	10	13
Non-Economically Disadvantaged	22	81	41776	100	100	100	487	476	498	NA	10	6	27	20	11	50	52	49	23	19	33

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	86	465	79686	95	99	98	447	445	470	19	20	11	33	36	24	44	42	57	5	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	217	39163	93	98	99	453	452	475	10	13	9	36	36	22	51	47	60	3	3	10
Male	47	247	40438	96	99	97	441	439	465	26	25	13	30	36	25	38	36	54	6	2	7
African American	NC	43	4228	NC	98	98	NC	446	458	NC	23	15	NC	28	28	NC	47	53	NC	2	4
Hispanic	66	364	33299	94	99	98	440	442	452	24	21	17	32	38	32	41	39	47	3	2	3
Asian/Pacific Islander	NC	10	2097	NC	100	99	NC	NA	490	NC	NA	5	NC	NA	13	NC	NA	68	NC	NA	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	NC	44	35914	NC	100	98	NC	465	489	NC	9	5	NC	30	15	NC	52	67	NC	9	14
Students with Disabilities	NC	29	9808	NC	83	87	NC	404	432	NC	55	35	NC	34	32	NC	10	30	NC	NA	3
Students without Disabilities	80	436	69878	98	100	100	449	448	475	18	17	8	31	36	23	46	44	61	5	3	9
Limited English Proficient Students	20	125	12594	91	98	96	412	413	422	50	42	34	35	46	45	15	12	21	NA	NA	0
Migrant Students	NC	NC	611	NC	NC	95	NC	NC	439	NC	NC	22	NC	NC	39	NC	NC	37	NC	NC	2
Economically Disadvantaged	64	386	38095	93	97	97	438	441	452	25	21	17	33	39	32	41	38	48	2	2	3
Non-Economically Disadvantaged	22	79	41591	100	100	99	473	468	486	NA	13	6	32	22	16	55	58	65	14	8	13

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	88	470	80372	97	100	99	470	454	475	5	7	4	34	44	30	59	49	64	2	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	219	39452	95	99	99	489	470	488	3	4	3	28	35	22	68	59	72	3	1	3
Male	48	249	40836	98	100	98	454	441	464	6	8	6	40	51	37	52	40	56	2	0	1
African American	NC	44	4264	NC	100	99	NC	458	465	NC	5	5	NC	43	35	NC	52	59	NC	NA	1
Hispanic	68	367	33608	97	99	99	462	452	462	6	7	6	38	46	36	53	46	57	3	1	1
Asian/Pacific Islander	NC	10	2098	NC	100	99	NC	NA	500	NC	NA	2	NC	NA	16	NC	NA	75	NC	NA	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	NC	44	36213	NC	100	99	NC	464	489	NC	7	2	NC	32	22	NC	61	72	NC	NA	3
Students with Disabilities	NC	31	10526	NC	89	94	NC	387	427	NC	29	15	NC	55	53	NC	16	31	NC	NA	1
Students without Disabilities	82	439	69846	100	100	100	473	458	482	4	5	3	32	43	26	62	51	69	2	1	2
Limited English Proficient Students	21	127	12747	95	99	97	439	420	432	10	13	12	52	65	52	33	21	36	5	1	0
Migrant Students	NC	NC	621	NC	NC	97	NC	NC	452	NC	NC	9	NC	NC	40	NC	NC	51	NC	NC	0
Economically Disadvantaged	66	390	38521	96	98	98	460	451	461	6	7	6	41	47	38	52	46	55	2	1	1
Non-Economically Disadvantaged	22	80	41851	100	100	100	500	470	489	NA	6	3	14	30	22	82	63	72	5	1	4

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	108	462	79306	99	99	99	479	489	504	25	18	13	27	28	20	44	44	49	4	10	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	232	38845	98	98	99	478	491	505	18	16	11	35	29	20	44	43	50	4	13	18
Male	52	229	40383	98	100	98	480	487	504	31	21	14	19	27	19	46	45	47	4	7	19
African American	NC	38	4171	NC	100	98	NC	481	485	NC	24	20	NC	26	26	NC	42	44	NC	8	10
Hispanic	81	365	32673	99	99	99	473	484	487	27	19	18	32	31	25	37	42	46	4	8	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	16	50	36234	100	100	99	510	524	523	19	14	6	6	12	13	69	48	52	6	26	28
Students with Disabilities	18	56	10286	90	95	91	422	439	462	83	70	41	11	20	27	6	9	27	NA	2	5
Students without Disabilities	90	406	69020	100	100	100	486	495	510	13	11	9	30	29	18	52	49	52	4	11	21
Limited English Proficient Students	24	99	10291	100	98	96	442	447	458	54	48	38	38	38	34	8	13	26	NA	NA	2
Migrant Students	NC	NC	630	NC	NC	95	NC	NC	478	NC	NC	24	NC	NC	27	NC	NC	43	NC	NC	6
Economically Disadvantaged	86	382	37437	95	97	97	479	486	486	23	19	19	29	29	26	44	44	46	3	8	9
Non-Economically Disadvantaged	22	80	41869	100	100	100	480	504	521	32	16	7	18	23	14	45	44	51	5	18	27

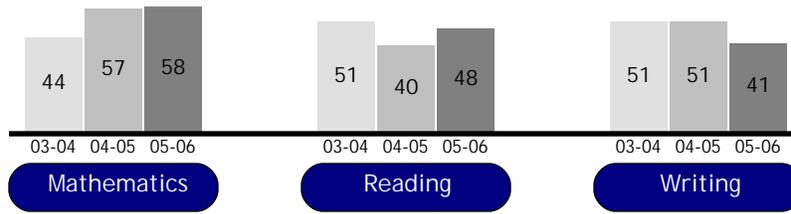
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	456	79000	99	98	98	464	468	489	19	15	10	35	38	24	45	44	58	1	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	228	38774	98	97	99	470	475	494	16	13	7	35	34	22	47	49	61	2	5	10
Male	52	227	40150	98	99	98	458	461	485	21	18	12	35	42	25	44	39	55	NA	1	8
African American	NC	35	4153	NC	92	98	NC	472	476	NC	11	13	NC	43	30	NC	43	53	NC	3	4
Hispanic	81	362	32508	99	98	98	457	463	472	20	17	15	40	40	33	40	41	49	1	2	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	16	50	36135	100	100	98	496	500	508	13	4	4	19	26	14	69	58	67	NA	12	15
Students with Disabilities	18	50	9991	90	85	88	429	425	449	44	48	33	39	44	36	17	8	29	NA	NA	2
Students without Disabilities	90	406	69009	100	100	100	468	473	495	13	11	6	34	37	22	51	48	62	1	3	10
Limited English Proficient Students	24	98	10199	100	97	95	432	430	439	38	43	35	50	50	47	13	7	18	NA	NA	0
Migrant Students	NC	NC	629	NC	NC	95	NC	NC	457	NC	NC	22	NC	NC	41	NC	NC	37	NC	NC	1
Economically Disadvantaged	86	376	37234	95	95	97	463	465	472	15	15	15	40	41	33	44	41	50	1	2	3
Non-Economically Disadvantaged	22	80	41766	100	100	99	465	485	505	32	14	5	18	23	16	50	56	65	NA	8	14

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	107	460	79611	98	99	99	474	482	496	16	11	7	36	41	37	47	48	56	2	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	231	39016	96	98	99	491	500	511	11	6	4	35	38	29	52	55	66	2	1	1
Male	52	228	40519	98	99	98	456	464	482	21	16	10	35	43	44	42	41	46	2	0	0
African American	NC	38	4188	NC	100	98	NC	482	486	NC	11	9	NC	50	40	NC	39	50	NC	NA	0
Hispanic	80	363	32855	98	98	99	472	478	481	14	12	10	41	42	43	44	46	47	1	0	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	16	50	36380	100	100	99	515	517	511	19	8	4	6	22	30	75	68	65	NA	2	1
Students with Disabilities	19	57	10664	95	97	94	379	408	440	53	42	23	37	49	54	5	7	22	5	2	1
Students without Disabilities	88	403	68947	99	99	100	489	492	504	8	7	4	35	39	34	56	53	61	1	0	1
Limited English Proficient Students	22	96	10362	92	95	97	392	425	438	45	29	22	41	53	57	14	18	21	NA	NA	NA
Migrant Students	NC	NC	636	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	47	NC	NC	38	NC	NC	0
Economically Disadvantaged	86	381	37626	95	96	98	471	477	479	15	12	10	40	44	45	44	44	45	1	1	0
Non-Economically Disadvantaged	21	79	41985	100	100	100	489	510	511	19	6	4	19	25	30	57	67	65	5	1	1

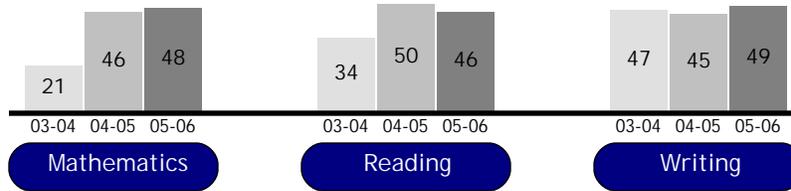
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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

AYP Determination	Met Percent Tested?	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 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
2	Reading	94	31	NA	58	97	28	31	47	100	20	27	46
	Language	100	23	22	50	97	27	33	47	100	20	30	48
	Mathematics	100	40	40	64	97	37	41	50	100	32	44	52
3	Reading	95	32	NA	55	94	29	25	44	93	25	25	46
	Language	98	35	37	61	94	31	27	44	97	28	28	46
	Mathematics	98	44	45	61	93	40	36	51	98	35	35	52
4	Reading	100	34	NA	56	96	38	36	48	96	35	35	52
	Language	100	35	33	52	96	37	35	49	96	39	35	52
	Mathematics	100	48	42	61	96	41	43	53	96	43	44	58
5	Reading	100	39	NA	55	97	36	34	50	94	41	41	56
	Language	100	41	33	49	97	36	34	50	94	37	37	54
	Mathematics	100	49	45	63	97	35	35	49	94	34	39	52

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

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 8 Teacher(s)
- 3 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Achievement
- Ü School Safety
- Ü Ongoing Care of School Facilities
- Ü Parent Involvement & Education
- Ü Community Support & Involvement
- Ü Extracurricular Student Opportunities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	35.00
Other Professional Staff	2.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	18	2	0	0
4 to 6 years	5	2	0	0
7 to 9 years	2	0	0	0
10 or more years	3	3	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	28
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Multi-Media Center
- Ü Cafetorium
- Ü Technology Lab
- Ü Primary and Intermediate Playgrounds

Extracurricular Activities

- Ü Band/Choir
- Ü Student Council
- Ü Artist Residencies
- Ü Girl Scouts Meeting Site
- Ü After School Clubs
- Ü Grade Level Field Trips
- Ü After School Tutoring
- Ü Open Gym Night

Social Services

- Ü School Nurse
- Ü Parent Meetings - Breakfast with Books
- Ü Before and After School Daycare
- Ü Classes offered for Parents
- Ü Psychologist
- Ü Translators provided for conferences
- Ü Bilingual Speech Therapy
- Ü Kith and Kin Child-Care Taker Classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Western Valley Elementary School received the distinction of being named a Performing Plus School by the Arizona Department of Education.
  
- ü Last year our teachers wrote for and were successfully awarded over one dozen privately funded grants. These grants funded the after school programs as well as individual units of study within the homeroom classrooms.
  
- ü Western Valley Elementary school was awarded a Reading First Grant to help implement successful reading instruction and interventions in kindergarten through 3rd grades.
  
- ü We successfully completed two artist residencies. Poet Sarah Vapp was worked with students on poetry and creative writing. Writer Stella Duarte worked with our students in writer's workshop and story telling.

Student Activity Rates for School Year 2005-06

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

We have a school-wide discipline plan that all students and teachers are familiar with. Teachers utilize the referral process to the school administration for discipline problems. Information regarding any safety, discipline, or emergency concerns is communicated to parents through meetings or in writing (i.e. newsletters, notes, student handbook, school and teacher websites). All visitors and staff must wear ID badges. School access is restricted to the main entrance during the school day.

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) :

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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Nora Ulloa	(623) 707-2100
Transportation Policy	Ignacio Fernandez	(623) 707-4500
Community Resources	Ms. Cindy Bradley	(623) 707-4500
School Nutrition Programs	Mary Donovan	(623) 707-4500
Parent Organization	Mrs. Gloria Hedrick	(623) 707-2100
Student Health/Nurse	Ms. Julie Davis, R.N.	(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](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).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.