

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

6250 West 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	Underperforming
2004-05	Underperforming
2003-04	Not Evaluated

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

### School Overview

Principal/Administrator : Mr. Louis Daniels  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : 6-8  
 Web Address : www.fesd.org  
 Phone Number : (623) 707-2200  
 Fax Number : (623) 707-2204  
 E-mail : ldaniels@fesd.org

### Mission

Our mission is to create a climate in which all students can learn. Each member of the Western Valley Community will acquire new skills and behaviors to attain their optimal academic and social development. We will provide multiple paths of learning to ensure all students can succeed.

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

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

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

### School / Academic Goals

- ü Western Valley Middle School will develop and promote an educational plan where all students will be expected to meet or exceed the academic standards for the state in literacy and reading.
- ü Western Valley Middle School will develop and promote an educational plan where all students will be expected to meet or exceed the academic standards for the state in mathematics.
- ü Western Valley will develop and implement an educational plan where all students will be expected to meet or exceed the academic standards for the state in science.
- ü Western Valley Middle School will develop and implement an educational plan where students utilize technology through the use of computers in the classroom and computer labs.

### Enrollment

October 1, 2005 School Year Student Enrollment : 585  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 9

Instructional Programs

- General Education Curriculum
- Fine Arts Curriculum
- Structured English Immersion
- On-site Special Education
- After School Tutoring
- Bridges for Learning
- Project Discovery (Gifted Program)
- Computer Technology Development

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 :	6/8/2006

Shared Responsibilities

School

Western Valley has the responsibility to provide a safe and orderly environment; to provide appropriate learning activities, and communicate in a timely and professional manner. We have high expectations and are developing a positive culture.

Parents

Our parents have the responsibility to support Western Valley Middle School and Fowler School District policies for appropriate behavior and the consequences for misbehavior. Parents need to ensure that their children attend school daily, and get involved with the school by supporting our school functions.

Transportation Policy

The Fowler School District provides air conditioned bus transportation for all students that travel distances to/from school greater than one mile. District boundaries are between 59th and 83rd Avenues, and between McDowell and Lower Buckeye Road.

School Honors

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

Award/Honor	Year
• Accomplished (AYP) Adequate Yearly Progress for '04-'05	
• National Junior Honor Society	
• Recipient of the Arizona AzAspires Grant	

6th 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	218	447	79327	97	98	98	484	490	518	37	30	19	25	26	20	36	42	46	2	2	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	106	213	38961	96	98	98	489	493	520	32	25	16	25	27	20	41	46	48	2	1	16
Male	112	234	40295	97	99	97	479	488	516	41	34	21	24	24	19	32	38	44	3	3	16
African American	21	47	4247	95	100	98	496	493	499	24	28	27	24	26	24	43	40	41	10	6	8
Hispanic	175	355	32327	97	99	98	483	489	499	38	30	27	26	27	25	34	41	41	2	2	8
Asian/Pacific Islander	NC	10	1939	NC	91	99	NC	NA	556	NC	NA	6	NC	NA	10	NC	NA	47	NC	NA	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	16	32	36373	94	94	98	479	490	538	44	34	10	13	16	14	44	50	52	NA	NA	25
Students with Disabilities	23	51	9321	88	93	87	444	441	467	74	76	54	26	18	22	NA	6	21	NA	NA	3
Students without Disabilities	195	396	70006	98	99	100	489	496	524	32	24	14	25	27	19	41	46	49	3	3	18
Limited English Proficient Students	74	115	9431	95	97	95	460	460	466	58	58	53	30	29	27	12	13	18	NA	NA	1
Migrant Students	NC	NC	635	NC	NC	94	NC	NC	488	NC	NC	31	NC	NC	29	NC	NC	36	NC	NC	4
Economically Disadvantaged	176	342	37097	97	98	97	483	488	498	36	31	27	24	26	25	38	41	41	1	2	7
Non-Economically Disadvantaged	42	105	42230	98	100	99	486	498	535	38	27	11	26	25	15	29	44	50	7	5	24

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	219	449	79501	97	99	98	460	469	497	29	23	10	39	35	25	31	41	60	1	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	107	215	39062	97	99	99	466	473	502	26	20	8	34	33	23	39	47	64	1	0	5
Male	112	234	40368	97	99	98	455	466	491	32	26	13	44	38	27	23	36	57	1	1	3
African American	22	48	4279	100	100	99	477	476	485	14	19	14	36	33	30	50	48	54	NA	NA	2
Hispanic	175	355	32389	97	99	98	459	468	478	31	24	16	39	36	34	29	39	48	1	1	1
Asian/Pacific Islander	NC	10	1936	NC	91	99	NC	NA	519	NC	NA	3	NC	NA	14	NC	NA	73	NC	NA	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	16	33	36446	94	97	99	449	472	516	38	27	4	38	27	15	25	45	73	NA	NA	7
Students with Disabilities	24	53	9411	92	96	88	420	422	453	67	68	36	29	25	36	4	8	26	NA	NA	1
Students without Disabilities	195	396	70090	98	99	100	465	475	502	25	17	7	40	37	24	34	45	65	1	1	5
Limited English Proficient Students	74	115	9401	95	97	94	431	434	443	54	50	40	42	43	46	4	8	14	NA	NA	0
Migrant Students	NC	NC	642	NC	NC	95	NC	NC	465	NC	NC	24	NC	NC	41	NC	NC	35	NC	NC	0
Economically Disadvantaged	177	343	37183	97	98	97	460	467	479	28	24	16	40	37	34	31	39	49	1	1	1
Non-Economically Disadvantaged	42	106	42318	98	100	99	460	477	513	33	22	5	36	30	17	31	48	70	NA	NA	7

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	219	449	80000	97	99	99	528	545	564	4	2	3	26	19	11	65	75	75	5	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	106	214	39288	96	98	99	548	559	579	2	1	2	17	12	6	72	81	77	9	6	16
Male	113	235	40644	98	100	98	510	532	549	6	3	4	35	26	15	58	70	74	1	1	7
African American	22	48	4307	100	100	99	549	552	551	5	2	4	14	19	13	77	75	75	5	4	7
Hispanic	174	354	32672	97	98	99	526	544	548	5	3	4	28	19	14	63	75	76	5	3	6
Asian/Pacific Islander	NC	10	1945	NC	91	99	NC	NA	592	NC	NA	1	NC	NA	4	NC	NA	69	NC	NA	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	17	34	36602	100	100	99	526	544	579	NA	NA	2	29	21	7	65	76	75	6	3	16
Students with Disabilities	25	54	9919	96	98	93	473	492	505	4	2	9	72	57	35	24	41	54	NA	NA	2
Students without Disabilities	194	395	70081	97	99	100	536	552	571	4	2	2	20	14	7	70	80	79	6	4	12
Limited English Proficient Students	73	114	9571	94	96	96	486	499	502	10	7	10	41	39	29	49	54	60	NA	NA	1
Migrant Students	NC	NC	654	NC	NC	97	NC	NC	534	NC	NC	7	NC	NC	16	NC	NC	74	NC	NC	3
Economically Disadvantaged	176	342	37534	97	98	98	527	543	547	5	3	4	24	18	15	66	75	76	5	4	5
Non-Economically Disadvantaged	43	107	42466	100	100	100	532	552	578	NA	NA	2	35	21	7	60	76	75	5	3	16

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

7th 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	197	403	78546	93	95	97	512	522	543	26	21	15	31	23	18	41	51	52	2	4	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	108	215	38645	96	98	98	509	519	545	24	19	13	36	28	18	39	50	54	1	3	15
Male	89	188	39792	89	93	97	515	524	542	28	24	17	26	17	17	43	53	50	3	6	15
African American	16	40	4205	89	95	97	505	519	524	44	28	22	6	10	22	50	63	49	NA	NA	7
Hispanic	154	311	31177	96	97	97	511	521	524	25	21	22	34	25	23	39	49	48	2	5	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	21	42	36450	81	88	97	524	535	563	10	10	7	38	21	12	48	62	57	5	7	23
Students with Disabilities	NC	18	8093	NC	53	82	NC	476	489	NC	61	50	NC	17	24	NC	22	23	NC	NA	2
Students without Disabilities	191	385	70453	97	99	100	512	524	549	26	19	11	31	23	17	41	52	56	2	5	16
Limited English Proficient Students	38	78	9323	81	89	94	483	491	491	55	50	47	29	26	28	16	23	24	NA	1	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	167	333	34694	91	93	96	512	520	524	26	21	23	30	24	23	42	52	48	2	4	7
Non-Economically Disadvantaged	30	70	43852	100	100	99	510	527	559	27	24	10	40	20	13	33	49	56	NA	7	22

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	204	414	79045	96	98	98	483	491	512	21	16	10	39	33	25	40	48	58	1	2	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	111	219	38860	99	100	98	482	494	519	17	11	7	47	37	22	35	49	62	1	3	8
Male	93	194	40075	93	96	97	484	488	505	25	22	12	29	29	28	45	47	54	1	2	6
African American	17	41	4250	94	98	98	483	503	500	24	15	12	35	24	31	41	56	54	NA	5	3
Hispanic	158	318	31314	98	99	98	480	488	493	22	18	16	41	35	34	37	45	48	1	2	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	23	44	36730	88	92	98	496	507	532	13	7	4	26	23	16	61	66	68	NA	5	12
Students with Disabilities	13	28	8552	81	82	87	449	443	463	54	61	35	31	29	40	15	11	23	NA	NA	1
Students without Disabilities	191	386	70493	97	99	100	485	494	517	18	13	7	39	33	24	41	51	62	1	3	8
Limited English Proficient Students	42	84	9355	89	95	95	447	452	456	48	40	37	40	44	48	12	15	15	NA	NA	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	174	343	34922	95	96	96	481	489	493	22	18	15	37	33	34	40	48	48	1	2	3
Non-Economically Disadvantaged	30	71	44123	100	100	99	490	500	527	10	10	6	50	35	18	40	51	66	NA	4	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	204	413	79657	96	98	99	542	554	566	7	6	3	11	8	8	82	86	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	110	218	39120	98	99	99	554	566	580	5	3	2	6	4	4	89	93	92	NA	NA	2
Male	94	194	40423	94	96	98	528	541	553	10	8	5	16	13	12	74	79	83	NA	NA	1
African American	17	40	4290	94	95	99	546	570	560	NA	NA	4	24	10	9	76	90	86	NA	NA	1
Hispanic	157	317	31642	98	98	99	537	550	552	8	7	5	10	8	11	82	85	84	NA	NA	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	23	44	36929	88	92	99	562	571	579	4	2	2	NA	2	5	96	95	91	NA	NA	2
Students with Disabilities	13	28	9069	81	82	92	512	497	508	8	14	11	31	29	30	62	57	58	NA	NA	1
Students without Disabilities	191	385	70588	97	99	100	544	558	573	7	5	2	9	6	5	84	89	91	NA	NA	1
Limited English Proficient Students	42	83	9521	89	94	96	476	487	507	21	19	13	33	27	24	45	54	63	NA	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	174	344	35341	95	96	97	538	550	551	8	6	5	10	8	12	82	85	83	NA	NA	0
Non-Economically Disadvantaged	30	69	44316	100	100	100	562	571	578	NA	1	2	13	7	5	87	91	90	NA	NA	2

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

8th 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	172	389	78400	98	97	97	519	530	554	38	31	21	28	27	19	33	38	47	1	4	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	95	202	38686	93	96	98	518	526	554	40	35	20	27	26	20	32	36	49	1	3	12
Male	77	187	39636	100	98	96	521	534	554	36	28	23	29	27	18	34	39	46	1	6	13
African American	20	41	4193	100	100	97	520	522	533	35	37	32	30	24	23	35	34	40	NA	5	5
Hispanic	128	294	30732	98	98	97	517	528	534	42	34	31	26	27	24	30	35	40	2	4	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	20	47	37038	91	89	97	523	544	575	20	15	11	45	28	14	35	51	56	NA	6	19
Students with Disabilities	15	30	7840	75	67	81	484	483	498	73	60	60	13	13	18	13	17	20	NA	10	2
Students without Disabilities	157	359	70560	100	100	99	522	533	560	35	29	17	29	28	19	34	39	50	1	4	14
Limited English Proficient Students	42	82	8956	100	96	95	487	496	502	74	66	56	24	21	25	2	12	18	NA	1	1
Migrant Students	NC	NC	676	NC	NC	95	NC	NC	523	NC	NC	38	NC	NC	25	NC	NC	36	NC	NC	1
Economically Disadvantaged	139	309	33014	95	95	95	516	527	534	40	32	31	28	28	24	32	36	40	NA	4	5
Non-Economically Disadvantaged	33	80	45386	100	100	99	530	538	569	30	28	15	27	23	15	36	44	52	6	6	18

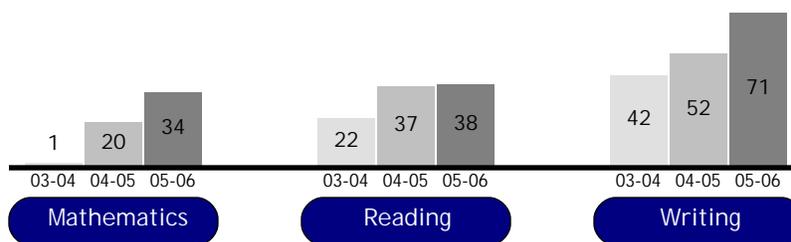
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	178	406	79179	100	100	98	490	499	519	19	15	11	44	39	27	37	44	58	1	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	100	209	38974	98	100	99	491	501	524	15	12	8	50	41	25	34	45	61	1	2	5
Male	78	197	40124	100	100	97	487	497	513	23	19	13	37	37	28	40	42	54	NA	2	4
African American	20	42	4243	100	100	98	510	507	506	15	14	14	45	40	32	35	43	51	5	2	3
Hispanic	133	305	30987	100	100	98	486	496	498	19	16	17	46	40	36	35	44	45	NA	1	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	21	51	37467	95	96	98	488	510	539	24	14	5	33	29	17	43	47	70	NA	10	8
Students with Disabilities	21	47	8567	100	100	88	443	443	467	52	53	39	38	34	38	10	11	22	NA	2	1
Students without Disabilities	157	359	70612	100	100	99	496	506	524	14	10	7	45	40	25	40	48	62	1	2	5
Limited English Proficient Students	43	86	9013	100	100	95	456	460	461	40	37	40	56	53	48	5	9	12	NA	NA	0
Migrant Students	NC	NC	680	NC	NC	96	NC	NC	487	NC	NC	20	NC	NC	43	NC	NC	36	NC	NC	1
Economically Disadvantaged	145	321	33345	99	99	96	487	496	499	21	16	17	48	41	36	31	42	46	1	1	1
Non-Economically Disadvantaged	33	85	45834	100	100	99	502	511	533	9	13	7	30	31	19	61	51	67	NA	6	7

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	178	405	79734	100	100	99	536	546	554	6	4	3	24	20	19	71	76	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	101	210	39243	99	100	99	546	558	568	3	2	2	21	17	12	76	81	85	NA	0	1
Male	77	195	40413	100	100	98	523	534	541	9	7	4	27	23	26	64	70	70	NA	1	0
African American	20	42	4285	100	100	99	559	552	548	NA	2	3	20	17	22	80	81	74	NA	NA	0
Hispanic	133	304	31254	100	100	99	531	545	539	6	4	5	26	21	25	68	75	70	NA	0	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	21	51	37668	95	96	99	538	547	569	10	8	1	10	14	13	81	76	85	NA	2	1
Students with Disabilities	21	47	8943	100	100	92	475	462	495	19	21	11	48	51	51	33	23	38	NA	4	1
Students without Disabilities	157	358	70791	100	100	100	544	556	561	4	2	2	20	15	15	76	82	83	NA	NA	0
Limited English Proficient Students	42	84	9138	100	99	97	489	499	492	12	11	13	45	44	46	43	44	40	NA	1	NA
Migrant Students	NC	NC	687	NC	NC	97	NC	NC	528	NC	NC	6	NC	NC	28	NC	NC	65	NC	NC	NA
Economically Disadvantaged	144	320	33718	98	99	97	532	544	538	7	5	5	25	19	26	68	75	69	NA	1	0
Non-Economically Disadvantaged	34	85	46016	100	100	100	555	555	567	NA	1	2	18	21	14	82	78	84	NA	NA	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)

8th 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?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**Met Graduation Rate:**

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	100	34	NA	56	99	38	39	51	99	30	35	56
	Language	100	24	27	48	99	31	35	47	98	22	28	50
	Mathematics	100	42	40	66	98	36	38	52	98	28	35	58
7	Reading	95	22	NA	54	99	32	37	50	98	32	37	54
	Language	96	22	30	58	99	37	41	52	98	34	39	58
	Mathematics	95	22	27	62	99	33	35	50	94	30	39	54
8	Reading	100	34	NA	55	99	32	35	51	100	39	44	58
	Language	100	27	35	52	99	34	37	50	100	37	44	56
	Mathematics	100	31	40	61	98	28	32	53	98	32	39	58

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)
- 4 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Development of common vision for school
- Ü Identify educational needs of school
- Ü Identify and appropriate community funds
- Ü Recommend uses for community funds
- Ü Decision making for school improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	33.00
Other Professional Staff	4.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	1	0	0
4 to 6 years	1	5	0	0
7 to 9 years	1	1	0	0
10 or more years	0	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	124
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	6%
Percent of core classes not taught by Highly Qualified Teachers	18%

Resources Available at School Site

Special Facilities

- Ü Multi-media center
- Ü Computer labs with internet access
- Ü Gymnasium
- Ü Science labs

Extracurricular Activities

- Ü Cross Country/Track
- Ü Volleyball
- Ü Basketball
- Ü Baseball/Softball
- Ü Soccer
- Ü Science Club
- Ü Cheer leading
- Ü Journalism/Student Council

Social Services

- Ü Community Coordinator
- Ü School Social Worker
- Ü School Psychologist
- Ü Speech Therapist
- Ü Counselor
- Ü Occupational Therapist
- Ü Representative for the Hearing Impaired

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Western Valley Middle School had 3 students to receive the 1st, 2nd, and 3rd place artistic peace awards from the Sun City Lions Club.
  
- ü Western Valley is participating in a partnership with Arizona State University,(Club ASU).
  
- ü Western Valley Middle School had a 1st and 2nd place winner in a holiday essay writing contest sponsored by Wal-Mart.
  
- ü Western Valley Middle School had the 1st place District Spelling Bee Champion for the 2005-06 school year.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	91	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

Western Valley Middle School is participating in a School-Wide Discipline Plan in an effort to ensure a safe and healthy learning environment. We implemented the plan and communicated it to the parents and students at the beginning of the school year. Western Valley is also using the Responsible Thinking Classroom (RTC) program that requires them to be responsible for their own actions. Students are allowed the opportunity to self reflect their actions and hopefully make better choices.

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) :

6
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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	Louis Daniels	(623) 707-2200
Transportation Policy	Ignacio Fernandez	(623) 707-4500
Community Resources	Maria Valenzuela	(623) 707-2100
School Nutrition Programs	Mary Donovan	(623) 707-4500
Parent Organization	Teresa Krause	(623) 707-2200
Student Health/Nurse	Beatrice Gollihare	(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.