

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

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 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 : Mr. Louis Daniels
 Schedule : 7:45 AM to 4:00 PM
 Grades : 6-8
 2004 Enrollment : 438
 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)

2003-04	Not 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 Middle School will develop and implement 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 implement 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, 2003 School Year Student Enrollment : 386
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 11

Instructional Programs

- ü General Education Curriculum
- ü Fine Arts Curriculum
- ü Structured English Immersion
- ü On-site Special Education

Calendar Information

Number of Instruction Days :	178
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 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 and Fowler District policies for proper behavior and the consequences for misbehavior; to ensure that their children attend school daily, and to attend conferences and 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
ü New School	
ü National Honor Society	

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	118	282	75001	100	100	99	426	440	468	72	61	37	27	30	36	1	9	16	0	1	10
All Students (Prior Year)	--	252	71167	--	100	99	--	418	463	--	77	38	--	21	41	--	2	14	--	1	7
Female	59	150	36846	100	100	99	425	435	468	79	67	36	18	26	38	3	7	16	0	0	10
Male	58	131	37974	100	99	99	425	445	467	67	54	39	33	33	34	0	11	16	0	2	11
African American	12	30	3720	100	100	98	426	441	446	83	63	53	17	27	33	0	10	9	0	0	4
Hispanic	89	205	26675	100	100	98	425	438	448	76	65	52	21	27	34	2	7	10	0	1	4
Asian/Pacific Islander	--	--	1575	--	--	99	--	--	504	--	--	18	--	--	33	--	--	20	--	--	29
American Indian/Alaskan Native	NC	NC	4731	NC	NC	98	NC	NC	438	NC	NC	61	NC	NC	30	NC	NC	7	NC	NC	2
White	13	40	37785	100	100	99	429	447	482	46	45	25	54	39	39	0	13	21	0	3	15
Students with Disabilities	NC	25	8802	NC	100	100	NC	415	418	NC	95	79	NC	5	16	NC	0	3	NC	0	1
Students without Disabilities	109	257	66199	100	100	99	430	443	472	69	57	34	30	32	38	2	10	17	0	1	11
Limited English Proficient Students	68	149	11710	100	100	100	423	439	429	76	68	70	24	22	25	0	8	4	0	2	1
Migrant Students	NC	NC	709				NC	NC	442	NC	NC	57	NC	NC	34	NC	NC	7	NC	NC	2
Economically Disadvantaged	98	209	29814				423	435	448	75	66	53	25	27	33	0	7	10	0	1	4
Non-Economically Disadvantaged	20	73	45170				438	450	479	63	51	28	31	34	38	6	13	20	0	2	14

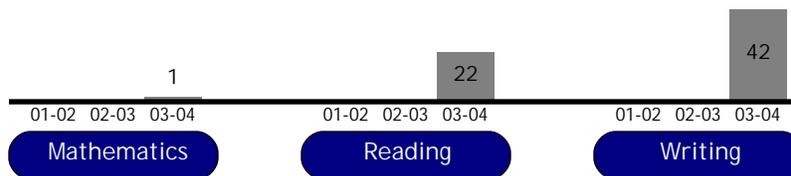
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	114	278	74918	100	99	99	467	478	497	58	48	32	20	21	19	19	25	35	3	6	15
All Students (Prior Year)	--	255	71100	--	100	99	--	471	502	--	54	25	--	25	21	--	17	40	--	3	15
Female	57	148	36805	98	99	99	473	478	501	52	43	28	27	26	19	18	27	37	3	3	16
Male	56	129	37936	100	98	99	462	478	493	63	53	35	14	15	18	20	24	33	3	9	14
African American	12	30	3719	100	100	98	475	484	481	50	37	43	17	27	21	33	30	29	0	7	7
Hispanic	86	202	26645	99	99	98	468	476	478	59	50	46	17	19	20	20	24	27	5	6	6
Asian/Pacific Islander	--	--	1571	--	--	99	--	--	521	--	--	18	--	--	15	--	--	38	--	--	30
American Indian/Alaskan Native	NC	NC	4729	NC	NC	98	NC	NC	468	NC	NC	57	NC	NC	19	NC	NC	19	NC	NC	4
White	13	40	37773	100	100	99	462	481	511	54	44	20	38	22	18	8	28	41	0	6	21
Students with Disabilities	NC	25	8801	NC	100	100	NC	426	448	NC	91	75	NC	0	13	NC	0	10	NC	9	2
Students without Disabilities	105	253	66117	99	98	99	473	481	501	53	45	28	23	22	19	21	27	37	3	6	16
Limited English Proficient Students	66	147	11706	100	100	100	465	477	454	52	49	71	33	28	16	10	15	12	5	9	1
Migrant Students	NC	NC	706				NC	NC	467	NC	NC	55	NC	NC	22	NC	NC	20	NC	NC	4
Economically Disadvantaged	95	206	29785				463	469	477	58	53	47	25	23	20	17	21	26	0	3	6
Non-Economically Disadvantaged	19	72	45115				481	496	508	56	37	23	6	16	18	25	35	39	13	12	20

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	117	280	74503	100	100	99	445	460	491	20	13	9	38	41	32	42	45	51	0	1	8
All Students (Prior Year)	--	234	69001	--	100	96	--	465	490	--	37	17	--	44	37	--	19	45	--	0	1
Female	60	150	36686	100	100	99	461	470	506	11	8	5	34	40	29	54	51	57	0	1	9
Male	56	129	37644	100	98	98	427	447	476	29	18	13	43	43	36	29	37	45	0	1	6
African American	12	30	3677	100	100	97	461	480	475	17	10	12	25	33	36	58	53	46	0	3	5
Hispanic	88	203	26500	100	99	97	435	447	467	24	16	13	38	42	39	38	43	44	0	0	4
Asian/Pacific Islander	--	--	1566	--	--	99	--	--	537	--	--	5	--	--	23	--	--	55	--	--	18
American Indian/Alaskan Native	NC	NC	4695	NC	NC	97	NC	NC	464	NC	NC	14	NC	NC	39	NC	NC	44	NC	NC	3
White	13	40	37606	100	100	99	461	482	508	15	8	6	46	42	28	38	47	56	0	3	10
Students with Disabilities	10	25	8662	100	100	100	392	384	409	63	58	37	13	26	42	25	16	20	0	0	1
Students without Disabilities	107	255	65841	100	99	98	452	469	499	14	7	7	41	43	32	44	48	53	0	1	8
Limited English Proficient Students	67	148	11608	100	100	100	448	463	430	19	12	23	38	38	47	43	50	28	0	0	1
Migrant Students	NC	NC	701				NC	NC	449	NC	NC	17	NC	NC	43	NC	NC	38	NC	NC	1
Economically Disadvantaged	97	207	29587				440	455	465	24	14	14	38	44	40	38	41	43	0	1	4
Non-Economically Disadvantaged	20	73	44898				465	469	507	6	10	7	38	36	28	56	52	55	0	2	10

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 2003-04

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?	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 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
6	Reading	--	--	28	49	--	--	26	53	100	34	NA	56
	Language	--	--	23	42	--	--	18	45	100	24	27	48
	Mathematics	--	--	34	58	--	--	29	62	100	42	40	66
7	Reading	--	--	22	48	--	--	31	51	95	22	NA	54
	Language	--	--	21	51	--	--	32	54	96	22	30	58
	Mathematics	--	--	23	54	--	--	36	58	95	22	27	62
8	Reading	--	--	30	49	--	--	26	53	100	34	NA	55
	Language	--	--	24	46	--	--	20	49	100	27	35	52
	Mathematics	--	--	26	54	--	--	26	58	100	31	40	61

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	2.00	Teacher	24.00
Other Professional Staff	12.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	2	0	0
4 to 6 years	4	3	0	0
7 to 9 years	1	1	0	0
10 or more years	1	8	0	0

Highly Qualified (NCLB) & Core Academics

- Core academic teachers meeting the definition of Highly Qualified (NCLB): 5
- Core academic classes taught by Highly Qualified (NCLB) teachers. 0
- Teachers with Emergency Certificaton. 3

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
- Ü Volleyball
- Ü Basketball
- Ü Baseball
- Ü Soccer
- Ü Track
- Ü Cheer leading
- Ü Softball

Social Services

- Ü Community Coordinator
- Ü School Social Worker
- Ü School Psychologist
- Ü Speech Therapist
- Ü Counselor

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

New School - No Data Available

Student Activity Rates for School Year 2003-04

New School - No Data Available

Measure of Academic Progress

New School - No Data Available

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.

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 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 2004-05 school year.

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	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	Laurel Hinrichsen	(623) 907-2567
Student Health/Nurse	Nicole Palumbo	(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.

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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.