



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1750 W Roller Coaster Rd, Tucson, AZ 85704

Amphitheater Unified 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)

2005-06 Highly Performing
2004-05 Highly Performing
2003-04 Performing

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

School Overview

Principal/Administrator : Ms. Roseanne M Lopez
Schedule : 07:00 AM to 04:00 PM
Grades : K-5
Web Address : www.amphi.com
Phone Number : (520) 696-6510
Fax Number : (520) 696-6555
E-mail : rlopez@amphi.com

Mission

The mission of Walker Elementary School, in partnership with home and community, is to educate and to empower students to achieve their highest potential.

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 / Academic Goals

- Walker students will increase achievement in reading comprehension. We are working toward this goal with an emphasis on non-fiction reading strategies.
Walker students will increase achievement in the area of mathematics.
Walker will align science curriculum and increase the amount of time spent on teaching science.
Walker students will show increased involvement in and satisfaction with school.

Enrollment

October 1, 2005 School Year Student Enrollment : 585
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 55

Instructional Programs

- ü Everyday Mathematics
- ü Houghton Mifflin Reading
- ü FOSS Science
- ü Art, Music and PE
- ü Structured English Immersion
- ü On-site special education
- ü On-site gifted education
- ü Second Step

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	5 hours 50 minutes
First Day of School :	8/11/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The school commitment is to provide a safe and supportive environment; provide challenging activities; maintain high academic standards; communicate frequently and address individual needs.

Parents

Parents are asked to instill the value of learning in their children; to ensure that students come to school on time and well-prepared for class; to provide study time and assistance; to check homework and assignment books; to communicate with us.

Transportation Policy

Transportation is provided within school boundaries--approximately a four-mile radius. Kindergarten through grade 3 students walk if they live within one-half mile of school; students in grades four and five walk if they live within one mile.

School Honors

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

Award/Honor	Year
ü First Two National Board Certified Teachers in District	2003
ü Odyssey of the Mind: State Level Winner	2003
ü Semi-Finalist for Discovery Channel Scientist Award	2004
ü AZ Learns Label: Highly Performing School	2005

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	92	1211	80010	99	99	99	455	456	447	7	8	10	12	15	18	59	55	53	23	23	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	581	38935	100	100	99	439	453	447	8	7	9	17	18	19	64	55	55	11	20	17
Male	55	628	40974	96	98	98	465	460	448	5	8	11	9	13	18	55	54	52	31	26	19
African American	NC	63	4201	NC	98	99	NC	432	430	NC	22	17	NC	16	23	NC	51	51	NC	11	9
Hispanic	28	450	34545	100	99	99	451	434	432	11	13	14	7	25	24	64	53	53	18	10	9
Asian/Pacific Islander	NC	52	2068	NC	100	99	NC	477	474	NC	4	4	NC	2	10	NC	60	50	NC	35	36
American Indian/Alaskan Native	NC	35	3979	NC	100	96	NC	441	424	NC	11	17	NC	14	30	NC	66	47	NC	9	6
White	49	609	35142	98	99	99	459	474	465	6	2	5	14	9	11	51	55	56	29	33	28
Students with Disabilities	13	203	10161	93	98	93	441	431	419	NA	18	28	31	27	28	62	44	36	8	11	8
Students without Disabilities	79	1008	69849	100	99	100	457	461	451	8	6	7	9	13	17	58	57	56	25	25	19
Limited English Proficient Students	NC	117	14013	NC	97	97	NC	404	413	NC	32	24	NC	35	34	NC	32	39	NC	2	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	41	574	39029	95	96	98	443	434	432	7	13	14	12	23	25	68	56	52	12	8	9
Non-Economically Disadvantaged	51	637	40981	100	100	100	464	477	462	6	3	6	12	8	13	51	53	54	31	36	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	92	1213	79438	99	99	98	456	458	451	5	8	9	23	20	24	61	57	56	11	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	583	38775	100	100	99	451	461	457	8	7	7	22	20	22	67	58	58	3	15	13
Male	55	628	40560	96	98	97	460	456	446	4	9	12	22	20	25	58	57	54	16	14	9
African American	NC	64	4178	NC	100	98	NC	435	439	NC	20	13	NC	20	29	NC	55	52	NC	5	6
Hispanic	28	451	34297	100	99	98	452	435	434	7	13	14	18	33	31	68	49	50	7	5	5
Asian/Pacific Islander	NC	52	2063	NC	100	99	NC	477	475	NC	4	3	NC	8	15	NC	65	63	NC	23	20
American Indian/Alaskan Native	NC	35	3940	NC	100	95	NC	434	429	NC	11	14	NC	46	36	NC	40	47	NC	3	3
White	49	609	34887	98	99	98	459	478	471	6	3	4	22	11	15	55	64	63	16	22	18
Students with Disabilities	13	202	9588	93	98	88	429	428	416	8	22	30	54	28	32	31	44	34	8	7	5
Students without Disabilities	79	1011	69850	100	100	100	460	464	456	5	5	7	18	19	23	66	60	59	11	16	12
Limited English Proficient Students	NC	118	13856	NC	98	96	NC	393	407	NC	43	27	NC	33	43	NC	24	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	41	575	38685	95	96	97	445	434	435	5	13	14	32	33	32	59	50	50	5	4	5
Non-Economically Disadvantaged	51	638	40753	100	100	99	465	480	467	6	4	5	16	9	16	63	64	62	16	24	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	93	1212	79971	100	99	99	441	434	423	2	7	8	35	35	41	61	50	49	1	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	581	38974	100	100	99	452	447	437	NA	5	5	25	27	33	72	58	57	3	10	4
Male	56	629	40895	98	99	98	434	422	410	4	9	10	41	42	47	55	43	41	NA	6	2
African American	NC	64	4203	NC	100	99	NC	395	411	NC	22	11	NC	38	45	NC	34	43	NC	6	2
Hispanic	28	449	34481	100	99	99	434	419	410	7	10	10	36	42	46	57	44	43	NA	4	1
Asian/Pacific Islander	NC	52	2067	NC	100	99	NC	458	449	NC	4	4	NC	21	28	NC	60	60	NC	15	8
American Indian/Alaskan Native	NC	35	3995	NC	100	96	NC	410	409	NC	9	10	NC	49	47	NC	40	42	NC	3	1
White	50	610	35150	100	99	99	444	448	437	NA	4	5	38	30	35	60	56	56	2	10	5
Students with Disabilities	13	202	10258	93	98	94	404	394	377	8	17	23	62	44	51	31	38	25	NA	1	1
Students without Disabilities	80	1010	69713	100	100	100	447	441	429	1	5	5	31	33	39	66	53	52	1	9	3
Limited English Proficient Students	NC	115	13985	NC	95	97	NC	368	382	NC	30	18	NC	42	54	NC	28	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	42	575	38994	98	96	98	437	413	409	2	10	10	38	45	47	60	42	41	NA	3	1
Non-Economically Disadvantaged	51	637	40977	100	100	100	444	452	437	2	4	5	33	25	34	63	58	56	2	12	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	101	1230	80147	100	97	99	478	492	482	12	7	11	12	15	17	54	47	49	22	30	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	595	39281	100	98	99	480	492	483	10	6	9	10	15	17	54	48	50	25	31	24
Male	53	634	40780	100	96	98	477	492	482	13	8	12	13	15	17	55	47	48	19	30	24
African American	NC	54	4249	NC	96	99	NC	478	464	NC	11	17	NC	13	22	NC	56	48	NC	20	13
Hispanic	34	451	33494	100	97	99	478	473	466	3	10	15	21	23	23	59	50	49	18	17	14
Asian/Pacific Islander	NC	41	2103	NC	100	99	NC	526	515	NC	NA	4	NC	5	8	NC	37	44	NC	59	45
American Indian/Alaskan Native	NC	25	4117	NC	100	96	NC	465	456	NC	8	19	NC	32	27	NC	56	46	NC	4	8
White	58	658	36122	100	97	99	477	505	501	17	5	5	7	10	10	53	46	50	22	39	35
Students with Disabilities	23	190	10295	100	88	92	453	459	443	30	24	33	22	26	26	35	36	33	13	14	8
Students without Disabilities	78	1040	69852	100	99	100	486	498	488	6	4	7	9	13	16	60	50	51	24	33	26
Limited English Proficient Students	NC	150	12722	NC	96	97	NC	442	441	NC	21	27	NC	37	33	NC	39	37	NC	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	54	568	38371	100	96	97	472	469	465	15	12	15	15	23	23	50	51	49	20	14	13
Non-Economically Disadvantaged	47	662	41776	100	99	100	485	512	498	9	3	6	9	9	11	60	45	49	23	44	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	101	1231	79686	100	97	98	470	477	470	9	9	11	25	21	24	56	58	57	10	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	594	39163	100	98	99	479	482	475	8	8	9	15	19	22	67	61	60	10	13	10
Male	53	636	40438	100	97	97	462	473	465	9	10	13	34	24	25	47	56	54	9	10	7
African American	NC	54	4228	NC	96	98	NC	463	458	NC	19	15	NC	17	28	NC	61	53	NC	4	4
Hispanic	34	450	33299	100	97	98	478	457	452	NA	13	17	32	34	32	59	50	47	9	4	3
Asian/Pacific Islander	NC	41	2097	NC	100	99	NC	489	490	NC	5	5	NC	10	13	NC	78	68	NC	7	14
American Indian/Alaskan Native	NC	25	4087	NC	100	96	NC	461	446	NC	8	16	NC	36	38	NC	52	44	NC	4	2
White	58	660	35914	100	98	98	466	492	489	14	5	5	22	14	15	53	63	67	10	18	14
Students with Disabilities	23	190	9808	100	88	87	440	440	432	26	31	35	39	27	32	30	37	30	4	5	3
Students without Disabilities	78	1041	69878	100	100	100	479	484	475	4	5	8	21	20	23	64	62	61	12	12	9
Limited English Proficient Students	NC	149	12594	NC	95	96	NC	419	422	NC	34	34	NC	50	45	NC	15	21	NC	1	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	54	567	38095	100	96	97	464	453	452	11	16	17	26	33	32	57	49	48	6	3	3
Non-Economically Disadvantaged	47	664	41591	100	99	99	477	498	486	6	3	6	23	11	16	55	67	65	15	19	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	101	1231	80372	100	97	99	470	480	475	4	4	4	34	29	30	62	64	64	NA	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	595	39452	100	98	99	476	491	488	2	4	3	33	22	22	65	70	72	NA	5	3
Male	53	635	40836	100	97	98	465	470	464	6	4	6	34	35	37	60	58	56	NA	3	1
African American	NC	54	4264	NC	96	99	NC	465	465	NC	6	5	NC	31	35	NC	61	59	NC	2	1
Hispanic	34	450	33608	100	97	99	476	463	462	NA	6	6	38	39	36	62	52	57	NA	3	1
Asian/Pacific Islander	NC	41	2098	NC	100	99	NC	504	500	NC	2	2	NC	12	16	NC	78	75	NC	7	7
American Indian/Alaskan Native	NC	25	4128	NC	100	97	NC	460	464	NC	8	4	NC	40	39	NC	44	56	NC	8	1
White	58	660	36213	100	98	99	466	492	489	7	3	2	33	22	22	60	72	72	NA	4	3
Students with Disabilities	23	192	10526	100	88	94	446	441	427	13	11	15	48	46	53	39	41	31	NA	2	1
Students without Disabilities	78	1039	69846	100	99	100	478	486	482	1	3	3	29	25	26	69	68	69	NA	4	2
Limited English Proficient Students	NC	148	12747	NC	94	97	NC	419	432	NC	14	12	NC	58	52	NC	28	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	54	569	38521	100	96	98	465	457	461	6	6	6	39	41	38	56	51	55	NA	1	1
Non-Economically Disadvantaged	47	662	41851	100	99	100	476	499	489	2	2	3	28	18	22	70	75	72	NA	6	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	94	1240	79306	100	98	99	530	518	504	7	8	13	6	17	20	52	48	49	34	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	640	38845	100	98	99	535	519	505	4	7	11	7	16	20	54	49	50	35	28	18
Male	48	598	40383	100	97	98	524	516	504	10	10	14	6	18	19	50	46	47	33	26	19
African American	NC	50	4171	NC	96	98	NC	480	485	NC	20	20	NC	32	26	NC	38	44	NC	10	10
Hispanic	35	440	32673	100	97	99	528	497	487	11	14	18	6	25	25	49	47	46	34	15	10
Asian/Pacific Islander	NC	42	2147	NC	95	99	NC	543	539	NC	2	5	NC	10	10	NC	45	46	NC	43	40
American Indian/Alaskan Native	NC	23	4034	NC	100	97	NC	498	479	NC	13	22	NC	30	29	NC	35	43	NC	22	7
White	48	682	36234	100	98	99	530	533	523	6	4	6	6	11	13	54	49	52	33	35	28
Students with Disabilities	11	157	10286	100	87	91	443	470	462	64	28	41	18	40	27	18	27	27	NA	4	5
Students without Disabilities	83	1083	69020	100	100	100	541	524	510	NA	5	9	5	14	18	57	51	52	39	30	21
Limited English Proficient Students	--	79	10291	--	95	96	--	450	458	--	38	38	--	38	34	--	24	26	--	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	44	498	37437	100	95	97	513	489	486	11	14	19	9	30	26	57	45	46	23	11	9
Non-Economically Disadvantaged	50	742	41869	100	99	100	544	537	521	4	4	7	4	9	14	48	49	51	44	38	27

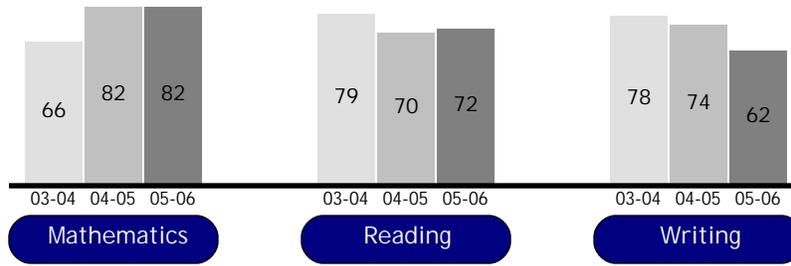
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	1242	79000	100	98	98	505	498	489	4	6	10	13	20	24	73	62	58	10	12	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	643	38774	100	98	99	508	503	494	2	4	7	7	17	22	83	66	61	9	13	10
Male	48	597	40150	100	97	98	502	493	485	6	8	12	19	23	25	65	59	55	10	10	8
African American	NC	50	4153	NC	96	98	NC	465	476	NC	16	13	NC	36	30	NC	48	53	NC	NA	4
Hispanic	35	438	32508	100	97	98	498	478	472	6	11	15	9	29	33	77	56	49	9	4	3
Asian/Pacific Islander	NC	42	2142	NC	95	99	NC	510	510	NC	5	4	NC	10	14	NC	69	67	NC	17	16
American Indian/Alaskan Native	NC	23	4016	NC	100	96	NC	485	467	NC	4	14	NC	30	37	NC	57	46	NC	9	2
White	48	686	36135	100	98	98	511	513	508	4	2	4	15	13	14	69	67	67	13	17	15
Students with Disabilities	11	160	9991	100	88	88	437	459	449	36	19	33	36	44	36	27	32	29	NA	6	2
Students without Disabilities	83	1082	69009	100	99	100	514	504	495	NA	4	6	10	16	22	80	67	62	11	13	10
Limited English Proficient Students	--	77	10199	--	93	95	--	431	439	--	40	35	--	52	47	--	8	18	--	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	44	497	37234	100	95	97	491	474	472	9	12	15	14	32	33	75	53	50	2	3	3
Non-Economically Disadvantaged	50	745	41766	100	100	99	517	515	505	NA	2	5	12	12	16	72	69	65	16	18	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	94	1238	79611	100	98	99	510	515	496	2	4	7	33	29	37	64	64	56	1	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	644	39016	100	98	99	525	532	511	2	2	4	20	21	29	76	74	66	2	3	1
Male	48	592	40519	100	96	98	496	496	482	2	7	10	46	39	44	52	54	46	NA	1	0
African American	NC	50	4188	NC	96	98	NC	479	486	NC	14	9	NC	30	40	NC	56	50	NC	NA	0
Hispanic	35	438	32855	100	97	99	501	497	481	3	7	10	37	39	43	60	53	47	NA	1	0
Asian/Pacific Islander	NC	42	2149	NC	95	100	NC	541	519	NC	NA	4	NC	24	24	NC	67	70	NC	10	2
American Indian/Alaskan Native	NC	23	3992	NC	100	96	NC	505	478	NC	4	10	NC	30	46	NC	65	44	NC	NA	0
White	48	682	36380	100	98	99	510	528	511	2	3	4	31	23	30	67	71	65	NA	3	1
Students with Disabilities	11	155	10664	100	86	94	430	453	440	9	17	23	91	55	54	NA	27	22	NA	1	1
Students without Disabilities	83	1083	68947	100	100	100	521	523	504	1	3	4	25	26	34	72	69	61	1	2	1
Limited English Proficient Students	--	77	10362	--	93	97	--	427	438	--	26	22	--	56	57	--	18	21	--	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	44	498	37626	100	95	98	501	487	479	2	7	10	39	45	45	59	47	45	NA	1	0
Non-Economically Disadvantaged	50	740	41985	100	99	100	518	534	511	2	2	4	28	19	30	68	76	65	2	3	1

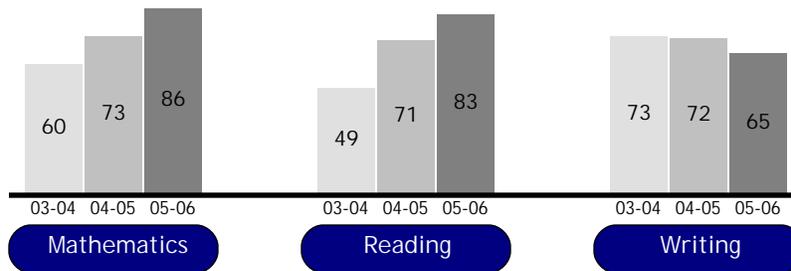
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	98	NA	NA	58	100	54	54	47	100	59	56	46
	Language	98	NA	59	50	100	51	55	47	100	56	54	48
	Mathematics	98	NA	72	64	100	59	58	50	100	61	58	52
3	Reading	97	NA	NA	55	100	44	49	44	100	52	54	46
	Language	97	NA	68	61	100	46	48	44	100	54	52	46
	Mathematics	96	NA	71	61	100	57	57	51	100	63	63	52
4	Reading	96	NA	NA	56	99	53	54	48	100	50	58	52
	Language	98	NA	59	52	99	49	54	49	100	54	58	52
	Mathematics	98	NA	72	61	99	57	59	53	100	54	65	58
5	Reading	100	NA	NA	55	99	54	55	50	100	67	63	56
	Language	100	NA	60	49	99	55	55	50	100	65	61	54
	Mathematics	100	NA	78	63	99	57	56	49	100	70	61	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/

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

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

Council Duties

- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Site Strategic Planning/Goal Setting
- Ü Budget Priorities
- Ü School Policy Issues
- Ü Community/School Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	36.00
Other Professional Staff	2.00	Teacher Aide	3.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	2	0	0
4 to 6 years	3	3	0	0
7 to 9 years	2	1	0	0
10 or more years	12	11	0	1

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 Computer Lab with internet access
- Ü Science/Environmental Center
- Ü Comprehensive elementary library

Extracurricular Activities

- Ü Band
- Ü Odyssey of the Mind
- Ü Wolf Clubs
- Ü ACHIEVE Tutoring
- Ü Orchestra
- Ü Chorus
- Ü Milers Club

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Before/After School Program
- Ü Social Worker/Counselor On-site
- Ü School Psychologist

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Increases in math achievement are noted. Teachers have become highly skilled in teaching mathematics. Student successes are evident in scores and middle school math course placements.

- ü Increased student engagement in school and decreased disciplinary action were noted by providing; clubs, homework help, student performances, simulations and web based instruction. We continue to support and utilize PeaceBuilders and Second Step.

- ü We have seen a continued decrease in the gap in achievement for various groups of students over the past two state testing sessions. We are very pleased to see this occur for our students.

- ü All five first grade classes designed and produced their own operas partially as a result of a grant from the Arizona Commission on the Arts and the National Endowment for the Arts. We saw significant gains in reading as a result.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	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

Walker is a PeaceBuilders school. We also use the Second Step violence prevention curriculum which incorporates lessons school-wide in the areas of anger management, empathy and problem solving. The principal is FEMA trained. We have a locked campus. Everyone who visits must check-in at the office for a badge. Fire and lock down drills are held regularly. We pride ourselves on highly disciplined, yet child-friendly classrooms.

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	Roseanne Lopez	(520) 696-6510
Transportation Policy	Marc Lappitt	(520) 696-3783
Community Resources	Community Extension Program	(520) 888-2727
School Nutrition Programs	Karen Martin	(520) 696-5134
Parent Organization	Dave Gilinsky	(520) 696-6510
Student Health/Nurse	Elaine Armstrong	(520) 696-6516

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.

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.

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 200 Copies = \$78.00

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

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