

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

29697 N. Desert Willow Blvd., Queen Creek, AZ 85243

Florence Unified School 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)

2004-05	Performing Plus
2003-04	Performing
2002-03	Not Evaluated

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Not Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School Overview

Principal/Administrator : Mr. Joel Knorr
 Schedule : 07:30 AM to 03:30 PM
 Grades : K-8
 2005 Enrollment : 940
 Web Address : www.florenceusd.org/walkerbutte
 Phone Number : (480) 987-5360
 Fax Number : (480) 987-5369
 E-mail : jknorr@florence.k12.az.us

Mission

The Walker Butte K-8 mission is to provide children with knowledge, skills, and character to be lifelong learners and responsible citizens. To provide an educational foundation that allows each student to reach their maximum potential.

School / Academic Goals

- ü Students will demonstrate proficiency in reading. Students will also demonstrate increased comprehension through following directions, vocabulary exercises, and comprehension materials. Reading is taught via a comprehensive/differentiated approach.
- ü Students will improve in written language by producing written material that is clear, technically correct, and on topic. Students will demonstrate improvement in writing as measured by AIMS Tests. Six Traits are the foundation of instruction.
- ü Students will demonstrate proficiency in math, specifically computation skills, problem solving, and mathematical application skills. Alternative strategies are valued and multiple strategies are taught to students through our Everyday Math program.
- ü Site goals for the 2005-06 school year, established by the Walker Butte Site Leadership Team, include increasing the percentage of students meeting or exceeding standards on all measured areas of the AIMS test.

Enrollment

October 1, 2004 School Year Student Enrollment : 1231
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 5

Instructional Programs

- ü Full-day Kindergarten Program
- ü Special Education Services
- ü Emphasis on Early Literacy Development
- ü Every Day Mathematics Program
- ü ITV - Distance Learning Opportunities
- ü Foreign Language for Students K-8
- ü Band, Choir, and Orchestra
- ü PE, General Music, and Art

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	7/25/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Walker Butte K-8 School is proud of the partnership with our students' parents. Our school is fortunate to have thousands of volunteer hours donated to our classrooms each year. Parents are expected to help support the education children are receiving by providing a consistent time each night for homework and daily reading. Quality instruction, high academic and behavioral expectations, and regular school-to-home communications are supported by Walker Butte parents, PTO, and Site Council.

Parents

Parents are partners in the educational community. We believe parents are the child's primary teachers and that they are instrumental in a child's success. We value parent participation through involvement in student learning at home and in the classroom. We ask that parents volunteer time at school via the classroom, PTO events, or specialized events. We also believe it is the parents responsibility to reinforce expectations of behavior and study skills while children are at school.

Transportation Policy

The Walker Butte K-8 School boundary is the Johnson Ranch Master Planned Community, on the south/east side of Hunt Hwy. Students living within one mile may walk or ride bikes to school. Bus transportation is provided for children that live over one mile from the school. Children with special needs transportation requests have access to specialized transportation. More information regarding specific transportation questions should be directed to our transportation department at 520-866-3527.

School Honors

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

Award/Honor	Year
ü The first new school in the district in 40 years	2001
ü TRIBES Program Implemented School-wide	2005
ü District Football Champions	2005
ü Pinal County Spelling Bee Champions - 7th in State	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	172	395	79306	98	99	99	442	442	445	9	8	10	18	21	18	51	55	51	22	16	20
All Students (Prior Year)	150	252	75509	100	100	100	515	508	521	14	15	13	26	28	23	37	38	33	23	19	31
Female	78	194	38691	98	99	99	450	445	446	9	5	10	16	22	18	50	57	52	25	16	20
Male	94	201	40583	99	100	99	434	439	445	9	11	11	20	19	18	52	53	50	19	17	21
African American	NC	19	4041	NC	95	99	NC	426	426	NC	17	17	NC	25	23	NC	50	50	NC	8	10
Hispanic	45	125	32869	96	98	99	424	431	429	10	9	15	23	24	25	57	59	51	10	8	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	116	240	36197	100	100	99	448	449	463	8	7	5	17	19	11	49	53	53	26	21	31
Students with Disabilities	22	41	10321	100	100	100	357	389	389	23	25	30	23	25	27	54	42	34	0	8	9
Students without Disabilities	150	354	69060	96	97	98	451	447	454	7	7	7	18	20	17	51	56	54	24	17	22
Limited English Proficient Students	NC	23	15509	NC	100	100	NC	376	406	NC	6	20	NC	50	30	NC	44	45	NC	0	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	29	119	39415	78	75	96	452	441	431	5	7	15	11	23	25	68	58	50	16	12	10
Non-Economically Disadvantaged	143	276	39966	100	100	100	440	443	459	9	9	6	20	19	12	48	53	52	23	18	30

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	172	396	79395	98	0	99	447	445	446	4	7	9	24	25	25	63	61	55	9	7	11
All Students (Prior Year)	152	254	75492	100	100	100	519	516	519	11	13	12	15	20	16	51	47	47	22	20	24
Female	78	194	38743	98	0	100	462	452	451	2	5	7	20	25	24	68	62	57	11	9	12
Male	94	202	40618	99	0	99	434	437	440	6	9	11	28	26	27	59	60	53	7	4	9
African American	NC	19	4052	NC	0	100	NC	433	434	NC	0	11	NC	50	29	NC	50	54	NC	0	6
Hispanic	45	126	32915	96	0	99	430	433	426	7	10	15	23	27	35	60	57	47	10	6	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	116	240	36221	100	0	99	451	451	465	3	6	4	25	22	15	63	63	63	9	8	17
Students with Disabilities	22	41	10331	100	0	100	366	389	388	8	13	25	31	38	37	54	46	34	8	4	4
Students without Disabilities	150	355	69139	96	0	99	456	450	454	4	7	7	23	24	24	64	62	58	9	7	11
Limited English Proficient Students	NC	23	15545	NC	0	100	NC	361	399	NC	11	21	NC	44	42	NC	44	35	NC	0	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	29	120	39484	78	0	96	461	442	429	5	10	14	16	27	35	68	59	47	11	4	4
Non-Economically Disadvantaged	143	276	39986	100	0	100	444	446	461	4	6	4	25	25	16	62	62	63	8	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	170	395	78869	97	99	99	455	442	442	3	6	6	13	19	21	68	64	63	16	10	10
All Students (Prior Year)	151	251	75053	100	100	99	620	584	597	4	8	7	9	15	12	75	70	72	12	7	9
Female	78	195	38536	98	99	99	479	461	458	4	4	4	9	18	15	66	64	67	21	14	14
Male	92	200	40302	97	99	99	436	423	428	3	9	8	16	20	26	69	65	60	12	7	7
African American	NC	19	4015	NC	95	99	NC	440	430	NC	0	8	NC	50	24	NC	42	61	NC	8	7
Hispanic	44	126	32606	94	99	98	431	433	426	7	9	8	14	17	27	62	63	60	17	10	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	115	239	36078	99	99	99	460	446	459	2	6	4	14	18	16	69	66	66	15	10	14
Students with Disabilities	21	40	10246	100	100	100	346	355	367	15	21	18	23	25	39	62	54	40	0	0	4
Students without Disabilities	149	355	68697	95	98	98	468	451	454	2	5	4	12	19	18	68	65	67	18	11	11
Limited English Proficient Students	NC	24	15339	NC	100	100	NC	322	399	NC	33	11	NC	22	31	NC	44	54	NC	0	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	29	121	39106	78	77	95	456	440	427	5	7	8	11	22	28	63	65	59	21	7	5
Non-Economically Disadvantaged	141	274	39837	100	100	100	455	444	457	3	6	4	13	18	14	69	64	67	15	12	15

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	119	347	78906	98	100	99	490	490	498	17	15	13	13	23	19	56	48	48	13	14	20
All Students (Prior Year)	155	252	76019	99	100	100	482	478	499	16	20	14	49	49	39	12	12	14	22	19	33
Female	57	171	38644	100	100	99	505	492	500	8	12	12	10	25	19	64	49	49	18	14	19
Male	62	175	40236	95	100	99	475	487	497	26	17	15	16	21	19	49	48	46	9	13	20
African American	NC	23	4087	NC	100	99	NC	481	481	NC	7	20	NC	43	24	NC	50	45	NC	0	11
Hispanic	29	100	31938	100	100	99	475	466	481	23	29	19	15	31	25	62	38	46	0	1	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	78	215	36483	99	100	99	492	500	517	13	10	7	15	17	13	57	54	51	15	19	30
Students with Disabilities	16	32	10664	100	100	100	410	415	430	56	72	42	11	11	27	22	11	26	11	6	5
Students without Disabilities	103	316	68310	97	100	98	499	495	509	12	11	9	14	24	18	60	51	51	14	15	22
Limited English Proficient Students	NC	14	12573	NC	100	100	NC	400	454	NC	56	27	NC	22	30	NC	22	38	NC	0	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	14	94	38679	74	74	96	471	479	483	38	20	20	0	34	25	63	39	45	0	7	10
Non-Economically Disadvantaged	105	254	40295	100	100	100	492	494	513	15	13	7	15	19	13	55	51	50	15	17	30

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	121	349	78908	100	0	99	477	475	484	4	11	10	27	30	23	66	54	58	4	5	9
All Students (Prior Year)	155	252	76020	99	100	100	496	496	503	31	32	25	29	29	23	37	34	40	3	5	12
Female	57	171	38648	100	0	99	494	481	489	0	8	8	18	26	22	74	60	61	8	5	10
Male	63	176	40233	97	0	99	462	469	479	7	13	12	34	35	25	59	49	55	0	4	8
African American	NC	23	4092	NC	0	99	NC	455	473	NC	7	12	NC	50	28	NC	43	54	NC	0	5
Hispanic	29	100	31940	100	0	99	470	454	465	8	24	16	38	35	32	54	41	49	0	0	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	80	217	36502	100	0	99	479	486	502	2	5	4	24	26	14	71	62	67	3	7	15
Students with Disabilities	16	32	10665	100	0	100	396	403	423	0	44	30	78	44	36	22	11	31	0	0	2
Students without Disabilities	105	318	68312	99	0	98	487	481	493	4	8	7	20	29	21	72	58	62	4	5	10
Limited English Proficient Students	NC	14	12556	NC	0	100	NC	372	436	NC	56	24	NC	33	40	NC	11	35	NC	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	14	94	38662	74	0	96	457	467	468	13	12	16	38	39	32	50	46	49	0	3	3
Non-Economically Disadvantaged	107	256	40315	100	0	100	479	479	498	3	10	5	25	27	15	68	58	66	4	6	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	118	346	78750	98	100	99	502	488	500	2	7	6	28	34	29	68	58	63	1	1	2
All Students (Prior Year)	154	251	75673	99	100	100	516	503	530	13	17	12	34	33	25	51	48	58	1	2	4
Female	56	170	38586	100	99	99	529	515	515	0	0	4	18	29	22	79	70	71	3	1	3
Male	61	174	40135	94	99	99	478	462	486	5	14	8	37	40	35	58	45	56	0	1	1
African American	NC	23	4081	NC	100	99	NC	482	488	NC	7	8	NC	43	32	NC	50	59	NC	0	2
Hispanic	27	98	31841	93	99	99	506	464	483	0	16	8	33	34	36	67	49	55	0	0	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	79	216	36440	100	100	99	497	498	516	3	4	3	30	34	22	66	61	71	2	1	4
Students with Disabilities	16	32	10622	100	100	100	402	398	415	11	28	21	56	56	50	33	17	28	0	0	1
Students without Disabilities	102	315	68196	96	99	98	514	495	513	1	6	3	25	32	25	72	61	69	1	1	3
Limited English Proficient Students	NC	13	12504	NC	100	100	NC	355	451	NC	33	12	NC	56	44	NC	11	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	13	93	38558	68	73	96	484	479	485	0	8	8	50	38	37	50	54	54	0	0	1
Non-Economically Disadvantaged	105	254	40260	100	100	100	504	491	514	3	7	3	26	32	21	70	59	72	1	1	4

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	200	293	78250	98	99	99	534	535	548	22	24	21	25	23	18	45	46	48	7	7	13
All Students (Prior Year)	151	229	75001	98	100	99	449	444	468	49	54	37	40	38	36	8	6	16	4	2	10
Female	84	127	38071	97	99	99	532	535	549	22	21	20	25	23	19	48	50	49	5	6	12
Male	116	166	40126	99	99	99	536	535	547	23	26	23	25	22	17	44	44	46	9	8	14
African American	15	20	4058	100	100	99	444	472	523	56	50	32	22	21	22	22	29	41	0	0	5
Hispanic	59	91	29129	94	96	99	527	531	527	26	26	32	36	28	23	36	42	40	3	4	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	123	175	38320	98	100	99	547	545	568	16	18	12	22	21	14	53	52	55	9	9	19
Students with Disabilities	20	28	9329	100	100	100	405	431	454	69	71	64	23	19	18	8	10	16	0	0	2
Students without Disabilities	180	265	68996	96	98	99	547	546	561	18	19	16	25	23	18	49	50	52	8	8	14
Limited English Proficient Students	NC	NC	10133	NC	NC	100	NC	NC	488	NC	NC	45	NC	NC	25	NC	NC	28	NC	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	49	71	33388	77	82	94	525	524	530	35	38	32	29	21	22	29	36	40	6	6	5
Non-Economically Disadvantaged	151	222	44937	100	100	100	537	538	561	19	19	13	24	23	15	50	50	54	7	7	18

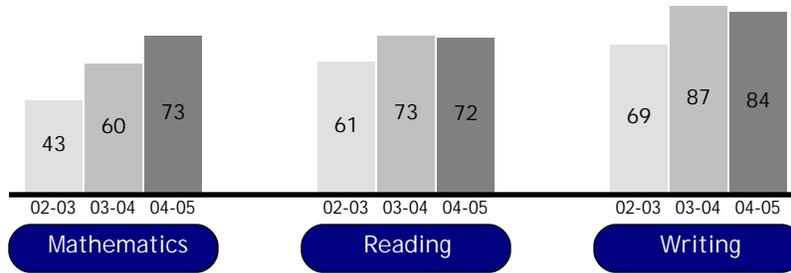
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	200	293	78302	98	0	99	505	504	512	6	10	11	35	32	25	56	55	57	3	3	7
All Students (Prior Year)	150	228	74918	97	100	99	493	488	497	34	38	32	23	22	19	27	27	35	17	14	15
Female	84	127	38082	97	0	99	503	505	518	8	12	8	33	27	24	56	58	61	3	3	7
Male	116	166	40166	99	0	99	506	503	507	5	9	14	36	37	26	56	52	54	3	2	6
African American	15	20	4064	100	0	100	435	449	498	11	21	14	56	50	29	33	29	54	0	0	3
Hispanic	58	90	29152	92	0	99	501	501	492	8	12	17	38	33	34	54	55	46	0	0	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	124	176	38347	99	0	99	513	512	531	4	7	5	32	30	17	60	59	68	4	4	10
Students with Disabilities	20	28	9353	100	0	100	397	417	429	23	43	40	69	52	38	8	5	22	0	0	1
Students without Disabilities	180	265	69024	96	0	99	515	513	524	5	7	7	32	30	23	61	60	62	3	3	7
Limited English Proficient Students	NC	NC	10140	NC	NC	100	NC	NC	451	NC	NC	28	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	48	70	33398	75	0	94	501	499	495	13	19	18	35	30	35	48	49	46	3	2	2
Non-Economically Disadvantaged	152	223	44979	100	0	100	506	505	525	4	7	6	35	33	18	58	57	66	3	3	10

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	197	289	78094	97	98	99	535	535	545	5	4	3	21	23	18	73	72	77	1	1	2
All Students (Prior Year)	144	221	74503	94	100	99	494	483	491	9	11	9	31	33	32	53	50	51	7	5	8
Female	82	124	38025	94	97	99	551	553	558	3	2	2	16	19	13	77	77	82	3	2	2
Male	115	165	40013	98	99	99	522	521	534	6	6	5	25	26	23	69	67	71	0	0	1
African American	15	20	4037	100	100	99	429	454	532	22	14	4	22	36	22	56	50	73	0	0	1
Hispanic	58	89	29068	92	94	99	524	527	523	8	7	5	26	25	27	66	67	67	0	0	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	121	173	38265	97	99	99	550	549	564	2	2	2	18	20	11	77	77	84	2	1	3
Students with Disabilities	20	28	9275	100	100	100	407	424	444	15	14	14	46	52	46	38	33	39	0	0	1
Students without Disabilities	177	261	68892	95	96	98	548	547	559	4	3	2	19	20	14	76	76	82	2	1	2
Limited English Proficient Students	NC	NC	10084	NC	NC	100	NC	NC	474	NC	NC	10	NC	NC	39	NC	NC	50	NC	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	47	69	33296	73	79	94	526	524	527	10	10	5	13	17	27	77	73	67	0	0	0
Non-Economically Disadvantaged	150	220	44871	100	100	100	537	539	559	4	3	2	23	25	12	71	71	84	2	1	3

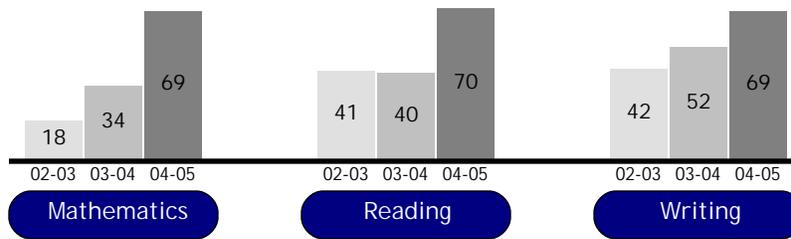
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

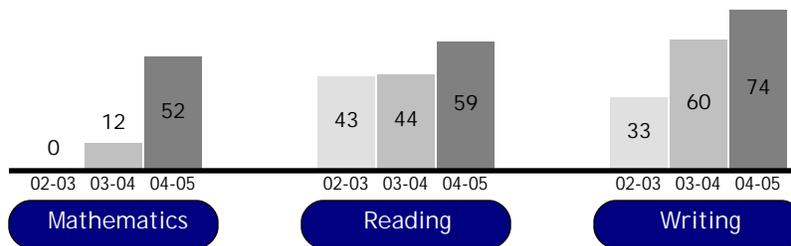
3rd Grade Proficiency



5th Grade Proficiency



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.

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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	44	41	50	95	44	NA	58	96	48	46	47
	Language	96	35	34	43	100	33	33	50	96	46	44	47
	Mathematics	92	49	45	57	100	45	42	64	95	53	50	50
3	Reading	90	34	37	47	100	50	NA	55	97	45	44	44
	Language	95	40	43	54	100	60	55	61	97	46	43	44
	Mathematics	93	32	38	54	100	51	50	61	97	51	51	51
4	Reading	92	47	45	52	100	54	NA	56	98	46	46	48
	Language	93	45	42	48	100	46	46	52	98	47	47	49
	Mathematics	92	46	44	57	100	50	50	61	97	50	49	53
5	Reading	93	45	41	50	100	47	NA	55	99	45	45	50
	Language	89	44	37	46	100	39	37	49	99	48	45	50
	Mathematics	95	38	38	57	100	43	40	63	98	49	47	49
6	Reading	93	49	46	53	100	48	NA	56	96	53	50	51
	Language	95	39	37	45	100	40	34	48	96	50	46	47
	Mathematics	95	49	48	62	100	56	47	66	95	54	53	52
7	Reading	95	54	51	51	100	58	NA	54	93	45	43	50
	Language	96	54	51	54	99	52	49	58	93	51	47	52
	Mathematics	96	63	57	58	100	56	49	62	92	46	44	50
8	Reading	98	47	46	53	98	61	NA	55	97	50	49	51
	Language	98	40	38	49	99	49	46	52	97	50	49	50
	Mathematics	99	33	35	58	99	50	46	61	97	49	47	53

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

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 6 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Health and Safety Issues
- Ü Capital Budget Expenditures
- Ü Establish Goals for School Improvement
- Ü Advisory Council to the Principal
- Ü Suggest Curricular Activities/Programs
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	65.00
Other Professional Staff	2.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	40	0	0	0
4 to 6 years	10	7	0	0
7 to 9 years	7	6	0	0
10 or more years	8	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	60
Teachers with Emergency Certificaton.	12
Percent of teachers in the school with Emergency/Provisional Certification	15%
Percent of core classes not taught by Highly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

- Ü Library and Literacy Resource Center
- Ü Multipurpose Room and Wood Floored Gym
- Ü Applications Lab & Distance Learning Lab
- Ü Band, Choir, Art, and Foreign Language

Extracurricular Activities

- Ü After School Tutoring
- Ü Science Explorers/Science Olympiad
- Ü Drama Club
- Ü Athletics for 7th/8th grades
- Ü Technology Club
- Ü Newspaper
- Ü Yearbook Club
- Ü Student Govt & National JR Honor Society

Social Services

- Ü Health Services
- Ü Breakfast/Lunch Programs
- Ü After School Tutoring
- Ü School District Counseling available
- Ü School Probation Officer on site
- Ü District Bilingual/ELL services
- Ü District Migrant Family Resources
- Ü YMCA Before and After School Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Walker Butte K-8 School is a rapidly growing school in the Florence Unified School District. The school is four years old and each year student services and activities have been added for our students. The staff at Walker Butte K-8 is outstanding.
- ü Children with special needs are offered extended learning opportunities for all K-8 students through our supported instruction teaching model. Our school is the site within our school district for children with autism.
- ü Students in our school are afforded many elective and enrichment opportunities. Some of these include Foreign Language, Band, Orchestra, Choir, Science Olympiad, Art, Distance Learning/ITV and Application Technology Lab.
- ü Walker Butte K-8 School has improved test scores each year as measured by SAT 9 and AIMS assessments.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	17	12	12	17
Transfers In Rate ⁶	58	28	28	37
Stability Rate ⁷	82	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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 Butte K-8 School has a comprehensive Safety and Crisis Prevention Plan that includes specific procedures practiced regularly. Staff and parents are innovative & proactive in providing a safe and orderly school climate for students. Students and staff consistently reinforce the Walker Butte TEAM rules and our TRIBE Community expectations for student behavior are strictly enforced. Each student is expected to follow the Walker Butte Standards For Student Success Policy.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

4

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	Joel F. Knorr	(480) 987-5360
Transportation Policy	Mark Lamas	(480) 866-3527
Community Resources	Joel F. Knorr	(480) 987-5360
School Nutrition Programs	Sheba Grannillo	(520) 866-3500
Parent Organization	Isabel Herrera	(480) 987-5360
Student Health/Nurse	Kathleen Ward	(480) 987-5360

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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.

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