

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

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

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

School Overview

Principal/Administrator : Mr. Jeff Yazwa
 Schedule : 07:30 AM to 03:30 PM
 Grades : K-8
 Web Address : www.florenceusd.org/walkerbutte
 Phone Number : (480) 987-5360
 Fax Number : (480) 987-5369
 E-mail : jyazwa@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.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü 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, 2005 School Year Student Enrollment : 928
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 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	109	478	80010	94	97	99	460	444	447	6	9	10	14	18	18	54	59	53	26	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	236	38935	95	97	99	459	442	447	4	8	9	15	19	19	60	62	55	21	11	17
Male	57	242	40974	93	98	98	461	446	448	9	11	11	12	17	18	49	55	52	30	17	19
African American	NC	29	4201	NC	100	99	NC	423	430	NC	17	17	NC	24	23	NC	55	51	NC	3	9
Hispanic	29	123	34545	94	94	99	442	433	432	10	13	14	17	23	24	66	60	53	7	4	9
Asian/Pacific Islander	NC	14	2068	NC	100	99	NC	464	474	NC	7	4	NC	7	10	NC	64	50	NC	21	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	68	303	35142	93	98	99	467	450	465	4	7	5	13	16	11	50	58	56	32	19	28
Students with Disabilities	NC	39	10161	NC	78	93	NC	416	419	NC	31	28	NC	31	28	NC	28	36	NC	10	8
Students without Disabilities	103	439	69849	100	100	100	460	446	451	7	8	7	14	17	17	53	61	56	26	14	19
Limited English Proficient Students	NC	55	14013	NC	93	97	NC	415	413	NC	22	24	NC	31	34	NC	47	39	NC	NA	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	37	223	39029	90	96	98	445	434	432	11	12	14	16	23	25	62	58	52	11	7	9
Non-Economically Disadvantaged	72	255	40981	96	99	100	468	452	462	4	7	6	13	14	13	50	59	54	33	20	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	483	79438	97	98	98	465	453	451	4	8	9	16	21	24	66	63	56	14	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	240	38775	98	99	99	472	458	457	4	7	7	13	18	22	63	65	58	20	10	13
Male	58	243	40560	95	98	97	458	448	446	3	9	12	19	25	25	69	60	54	9	7	9
African American	NC	28	4178	NC	97	98	NC	447	439	NC	7	13	NC	25	29	NC	64	52	NC	4	6
Hispanic	30	127	34297	97	97	98	448	437	434	7	13	14	23	26	31	67	60	50	3	2	5
Asian/Pacific Islander	NC	14	2063	NC	100	99	NC	470	475	NC	7	3	NC	14	15	NC	57	63	NC	21	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	70	305	34887	96	99	98	470	459	471	1	6	4	14	19	15	66	64	63	19	11	18
Students with Disabilities	NC	42	9588	NC	84	88	NC	412	416	NC	38	30	NC	17	32	NC	45	34	NC	NA	5
Students without Disabilities	103	441	69850	100	100	100	465	457	456	3	5	7	17	22	23	64	64	59	16	9	12
Limited English Proficient Students	NC	57	13856	NC	97	96	NC	414	407	NC	21	27	NC	42	43	NC	37	29	NC	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	39	227	38685	95	97	97	448	444	435	8	9	14	28	27	32	56	59	50	8	4	5
Non-Economically Disadvantaged	73	256	40753	97	99	99	474	461	467	1	6	5	10	16	16	71	66	62	18	12	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	113	482	79971	97	98	99	438	414	423	3	9	8	39	48	41	54	42	49	4	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	240	38974	98	99	99	454	424	437	2	6	5	26	43	33	67	49	57	6	2	4
Male	59	242	40895	97	98	98	424	403	410	3	11	10	51	52	47	42	36	41	3	2	2
African American	NC	29	4203	NC	100	99	NC	400	411	NC	17	11	NC	41	45	NC	41	43	NC	NA	2
Hispanic	30	125	34481	97	95	99	423	404	410	3	12	10	47	47	46	50	41	43	NA	NA	1
Asian/Pacific Islander	NC	14	2067	NC	100	99	NC	440	449	NC	NA	4	NC	43	28	NC	50	60	NC	7	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	71	305	35150	97	99	99	440	418	437	3	7	5	39	48	35	52	43	56	6	2	5
Students with Disabilities	10	41	10258	77	82	94	NA	373	377	NA	24	23	NA	54	51	NA	20	25	NA	2	1
Students without Disabilities	103	441	69713	100	100	100	440	417	429	3	7	5	36	47	39	56	44	52	5	2	3
Limited English Proficient Students	NC	55	13985	NC	93	97	NC	380	382	NC	18	18	NC	58	54	NC	24	27	NC	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	39	226	38994	95	97	98	427	402	409	3	10	10	46	55	47	44	33	41	8	2	1
Non-Economically Disadvantaged	74	256	40977	99	99	100	444	424	437	3	7	5	35	41	34	59	51	56	3	2	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	114	465	80147	93	96	99	483	475	482	7	9	11	14	19	17	62	58	49	17	14	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	234	39281	97	97	99	486	474	483	7	9	9	13	20	17	63	57	50	18	14	24
Male	58	231	40780	91	95	98	481	475	482	7	8	12	16	19	17	62	58	48	16	15	24
African American	10	33	4249	100	100	99	NA	453	464	NA	15	17	NA	33	22	NA	52	48	NA	NA	13
Hispanic	23	138	33494	96	97	99	484	466	466	4	9	15	26	25	23	48	57	49	22	9	14
Asian/Pacific Islander	NC	11	2103	NC	92	99	NC	500	515	NC	NA	4	NC	9	8	NC	64	44	NC	27	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	74	281	36122	93	95	99	484	480	501	8	8	5	11	16	10	64	58	50	18	18	35
Students with Disabilities	NC	45	10295	NC	78	92	NC	436	443	NC	33	33	NC	22	26	NC	40	33	NC	4	8
Students without Disabilities	108	420	69852	99	99	100	485	479	488	6	6	7	15	19	16	62	60	51	18	15	26
Limited English Proficient Students	10	55	12722	91	98	97	NA	446	441	NA	20	27	NA	31	33	NA	47	37	NA	2	3
Migrant Students	--	10	622	--	100	97	--	NA	454	--	NA	19	--	NA	30	--	NA	43	--	NA	8
Economically Disadvantaged	39	226	38371	98	95	97	480	469	465	8	11	15	13	23	23	64	54	49	15	13	13
Non-Economically Disadvantaged	75	239	41776	91	97	100	485	480	498	7	7	6	15	16	11	61	62	49	17	15	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	115	466	79686	94	96	98	477	467	470	2	8	11	23	29	24	65	58	57	10	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	237	39163	97	98	99	485	471	475	NA	7	9	18	27	22	70	60	60	13	6	10
Male	59	229	40438	92	94	97	470	463	465	3	8	13	29	31	25	61	57	54	7	4	7
African American	10	33	4228	100	100	98	NA	460	458	NA	6	15	NA	42	28	NA	52	53	NA	NA	4
Hispanic	23	136	33299	96	95	98	472	454	452	NA	12	17	39	38	32	43	45	47	17	5	3
Asian/Pacific Islander	NC	11	2097	NC	92	99	NC	481	490	NC	NA	5	NC	18	13	NC	82	68	NC	NA	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	75	283	35914	94	96	98	477	474	489	3	6	5	20	23	15	68	65	67	9	6	14
Students with Disabilities	NC	47	9808	NC	81	87	NC	428	432	NC	28	35	NC	47	32	NC	23	30	NC	2	3
Students without Disabilities	108	419	69878	99	98	100	479	471	475	2	5	8	20	27	23	68	62	61	10	6	9
Limited English Proficient Students	10	53	12594	91	95	96	NA	433	422	NA	25	34	NA	45	45	NA	30	21	NA	NA	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	39	226	38095	98	95	97	475	458	452	3	10	17	28	35	32	59	52	48	10	3	3
Non-Economically Disadvantaged	76	240	41591	93	97	99	478	475	486	1	5	6	21	23	16	68	64	65	9	8	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	121	471	80372	99	97	99	479	473	475	3	4	4	29	28	30	64	67	64	3	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	239	39452	100	99	99	493	487	488	2	2	3	19	18	22	75	78	72	5	2	3
Male	62	232	40836	97	95	98	466	458	464	5	6	6	39	38	37	55	55	56	2	1	1
African American	10	33	4264	100	100	99	NA	454	465	NA	6	5	NA	36	35	NA	58	59	NA	NA	1
Hispanic	24	137	33608	100	96	99	488	470	462	NA	4	6	29	31	36	63	64	57	8	1	1
Asian/Pacific Islander	NC	12	2098	NC	100	99	NC	501	500	NC	NA	2	NC	17	16	NC	83	75	NC	NA	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	79	286	36213	99	97	99	478	476	489	4	3	2	30	27	22	63	68	72	3	2	3
Students with Disabilities	12	50	10526	92	86	94	431	432	427	8	10	15	83	52	53	8	36	31	NA	2	1
Students without Disabilities	109	421	69846	100	99	100	485	478	482	3	3	3	23	25	26	71	70	69	4	1	2
Limited English Proficient Students	11	54	12747	100	96	97	462	452	432	NA	6	12	55	46	52	45	48	36	NA	NA	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	40	225	38521	100	95	98	486	467	461	NA	4	6	35	33	38	60	61	55	5	1	1
Non-Economically Disadvantaged	81	246	41851	99	100	100	476	478	489	5	3	3	26	24	22	67	72	72	2	2	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	99	445	79306	90	94	99	507	498	504	7	12	13	17	21	20	57	55	49	19	13	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	219	38845	94	95	99	507	497	505	2	10	11	18	24	20	57	53	50	23	13	18
Male	55	225	40383	87	93	98	506	498	504	11	14	14	16	18	19	56	56	47	16	12	19
African American	11	33	4171	85	85	98	495	501	485	18	15	20	18	15	26	45	55	44	18	15	10
Hispanic	29	128	32673	85	95	99	498	487	487	10	19	18	28	28	25	48	44	46	14	9	10
Asian/Pacific Islander	NC	12	2147	NC	100	99	NC	513	539	NC	8	5	NC	8	10	NC	67	46	NC	17	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	52	265	36234	93	96	99	513	502	523	4	8	6	10	18	13	63	60	52	23	14	28
Students with Disabilities	NC	42	10286	NC	66	91	NC	467	462	NC	26	41	NC	38	27	NC	33	27	NC	2	5
Students without Disabilities	93	403	69020	100	99	100	508	501	510	8	10	9	14	19	18	58	57	52	20	14	21
Limited English Proficient Students	NC	40	10291	NC	87	96	NC	453	458	NC	45	38	NC	30	34	NC	25	26	NC	NA	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	43	198	37437	83	89	97	498	487	486	12	19	19	21	25	26	56	48	46	12	8	9
Non-Economically Disadvantaged	56	247	41869	97	99	100	513	506	521	4	6	7	14	18	14	57	60	51	25	16	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	100	453	79000	91	96	98	497	488	489	5	8	10	17	24	24	73	62	58	5	6	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	226	38774	94	98	99	507	493	494	2	5	7	14	21	22	77	66	61	7	8	10
Male	56	226	40150	89	94	98	489	483	485	7	12	12	20	26	25	70	58	55	4	5	8
African American	12	36	4153	92	92	98	487	481	476	8	14	13	17	22	30	75	61	53	NA	3	4
Hispanic	29	129	32508	85	96	98	481	475	472	7	12	15	34	32	33	59	53	49	NA	3	3
Asian/Pacific Islander	NC	12	2142	NC	100	99	NC	507	510	NC	8	4	NC	8	14	NC	67	67	NC	17	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	52	269	36135	93	97	98	508	494	508	2	6	4	8	20	14	83	67	67	8	8	15
Students with Disabilities	NC	48	9991	NC	75	88	NC	454	449	NC	25	33	NC	40	36	NC	33	29	NC	2	2
Students without Disabilities	93	405	69009	100	100	100	499	492	495	4	6	6	18	22	22	72	65	62	5	7	10
Limited English Proficient Students	NC	40	10199	NC	87	95	NC	445	439	NC	33	35	NC	45	47	NC	23	18	NC	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	43	202	37234	83	91	97	488	478	472	7	12	15	30	31	33	60	53	50	2	4	3
Non-Economically Disadvantaged	57	251	41766	98	100	99	504	496	505	4	5	5	7	18	16	82	69	65	7	8	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	462	79611	99	98	99	498	487	496	5	9	7	42	43	37	52	48	56	1	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	225	39016	98	98	99	524	501	511	NA	4	4	28	38	29	70	57	66	2	1	1
Male	63	236	40519	100	98	98	480	473	482	8	13	10	52	48	44	40	39	46	NA	NA	0
African American	13	36	4188	100	92	98	486	493	486	8	8	9	46	39	40	46	53	50	NA	NA	0
Hispanic	33	134	32855	97	99	99	481	468	481	12	14	10	39	46	43	48	40	47	NA	NA	0
Asian/Pacific Islander	NC	12	2149	NC	100	100	NC	459	519	NC	25	4	NC	33	24	NC	42	70	NC	NA	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	56	272	36380	100	99	99	509	497	511	NA	5	4	43	42	30	55	52	65	2	1	1
Students with Disabilities	17	57	10664	100	89	94	451	453	440	18	18	23	65	58	54	18	25	22	NA	NA	1
Students without Disabilities	92	405	68947	99	100	100	507	491	504	2	8	4	38	41	34	59	51	61	1	0	1
Limited English Proficient Students	10	44	10362	91	96	97	NA	431	438	NA	30	22	NA	55	57	NA	16	21	NA	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	51	211	37626	98	95	98	487	473	479	8	12	10	47	51	45	45	37	45	NA	NA	0
Non-Economically Disadvantaged	58	251	41985	100	100	100	508	498	511	2	6	4	38	36	30	59	57	65	2	1	1

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

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	425	79327	98	98	98	516	504	518	10	21	19	23	26	20	57	45	46	9	8	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	212	38961	100	99	98	531	505	520	9	21	16	9	26	20	71	44	48	12	8	16
Male	52	212	40295	95	97	97	507	504	516	12	21	21	31	26	19	50	45	44	8	8	16
African American	NC	34	4247	NC	100	98	NC	509	499	NC	24	27	NC	21	24	NC	50	41	NC	6	8
Hispanic	19	120	32327	100	100	98	488	480	499	21	35	27	47	34	25	26	30	41	5	1	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	54	256	36373	98	97	98	525	515	538	7	14	10	19	23	14	63	51	52	11	11	25
Students with Disabilities	NC	28	9321	NC	74	87	NC	452	467	NC	57	54	NC	32	22	NC	11	21	NC	NA	3
Students without Disabilities	82	397	70006	100	100	100	518	508	524	9	19	14	23	26	19	59	47	49	10	9	18
Limited English Proficient Students	NC	41	9431	NC	98	95	NC	466	466	NC	59	53	NC	22	27	NC	20	18	NC	NA	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	27	180	37097	90	97	97	496	490	498	26	33	27	26	27	25	44	38	41	4	2	7
Non-Economically Disadvantaged	60	245	42230	100	99	99	525	515	535	3	13	11	22	26	15	63	49	50	12	12	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	430	79501	98	99	98	495	493	497	5	7	10	30	33	25	64	58	60	1	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	216	39062	100	100	99	507	496	502	NA	5	8	21	32	23	76	60	64	3	3	5
Male	52	213	40368	95	98	98	487	489	491	8	8	13	37	34	27	56	56	57	NA	2	3
African American	NC	34	4279	NC	100	99	NC	496	485	NC	NA	14	NC	35	30	NC	65	54	NC	NA	2
Hispanic	19	120	32389	100	100	98	480	475	478	5	13	16	42	47	34	53	40	48	NA	1	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	54	261	36446	98	98	99	501	501	516	4	5	4	30	27	15	65	65	73	2	4	7
Students with Disabilities	NC	33	9411	NC	87	88	NC	444	453	NC	30	36	NC	58	36	NC	12	26	NC	NA	1
Students without Disabilities	82	397	70090	100	100	100	497	496	502	5	5	7	26	31	24	68	62	65	1	3	5
Limited English Proficient Students	NC	41	9401	NC	98	94	NC	454	443	NC	22	40	NC	59	46	NC	20	14	NC	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	27	182	37183	90	98	97	479	484	479	7	9	16	44	40	34	48	48	49	NA	3	1
Non-Economically Disadvantaged	60	248	42318	100	100	99	502	499	513	3	5	5	23	27	17	72	65	70	2	2	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	429	80000	100	99	99	565	557	564	1	3	3	9	10	11	81	79	75	9	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	213	39288	100	99	99	598	570	579	NA	2	2	3	5	6	79	82	77	18	11	16
Male	55	216	40644	100	99	98	545	543	549	2	4	4	13	15	15	82	75	74	4	6	7
African American	NC	35	4307	NC	100	99	NC	569	551	NC	NA	4	NC	3	13	NC	86	75	NC	11	7
Hispanic	19	120	32672	100	100	99	543	542	548	5	4	4	11	15	14	79	76	76	5	5	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	55	259	36602	100	98	99	569	561	579	NA	3	2	9	9	7	84	79	75	7	8	16
Students with Disabilities	NC	34	9919	NC	89	93	NC	501	505	NC	3	9	NC	44	35	NC	53	54	NC	NA	2
Students without Disabilities	81	395	70081	100	100	100	571	561	571	1	3	2	6	7	7	83	81	79	10	9	12
Limited English Proficient Students	NC	42	9571	NC	100	96	NC	511	502	NC	10	10	NC	24	29	NC	64	60	NC	2	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	30	184	37534	100	99	98	548	548	547	3	4	4	13	13	15	77	77	76	7	6	5
Non-Economically Disadvantaged	59	245	42466	100	99	100	574	563	578	NA	2	2	7	8	7	83	80	75	10	10	16

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

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	424	78546	97	98	97	561	544	543	6	11	15	12	17	18	60	61	52	22	11	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	221	38645	100	100	98	566	548	545	6	8	13	8	17	18	62	64	54	24	11	15
Male	43	200	39792	93	94	97	554	538	542	7	15	17	16	18	17	58	57	50	19	11	15
African American	12	38	4205	92	100	97	523	520	524	17	18	22	25	29	22	50	47	49	8	5	7
Hispanic	24	117	31177	92	94	97	558	536	524	4	14	22	17	23	23	54	51	48	25	12	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	NC	11	4689	NC	92	95	NC	537	515	NC	18	28	NC	18	25	NC	45	43	NC	18	4
White	54	248	36450	100	99	97	570	551	563	6	8	7	7	14	12	63	67	57	24	11	23
Students with Disabilities	11	33	8093	69	69	82	514	505	489	18	27	50	36	27	24	45	45	23	NA	NA	2
Students without Disabilities	82	391	70453	100	100	100	567	546	549	5	9	11	9	17	17	62	62	56	24	12	16
Limited English Proficient Students	NC	23	9323	NC	88	94	NC	503	491	NC	22	47	NC	52	28	NC	22	24	NC	4	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	31	179	34694	94	95	96	537	532	524	13	16	23	26	23	23	48	54	48	13	7	7
Non-Economically Disadvantaged	62	245	43852	98	100	99	572	552	559	3	7	10	5	13	13	66	65	56	26	14	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	432	79045	97	100	98	527	516	512	2	5	10	26	24	25	58	64	58	14	7	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	223	38860	100	100	98	532	523	519	NA	3	7	22	19	22	66	70	62	12	8	8
Male	43	206	40075	93	97	97	522	509	505	5	7	12	30	30	28	49	58	54	16	6	6
African American	12	37	4250	92	100	98	499	503	500	8	5	12	33	35	31	50	54	54	8	5	3
Hispanic	24	121	31314	92	98	98	513	503	493	NA	8	16	38	31	34	58	60	48	4	2	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	NC	13	4719	NC	100	96	NC	520	489	NC	NA	15	NC	15	39	NC	69	45	NC	15	2
White	54	251	36730	100	100	98	539	525	532	2	3	4	20	20	16	57	67	68	20	10	12
Students with Disabilities	11	41	8552	69	85	87	468	476	463	9	12	35	64	46	40	27	41	23	NA	NA	1
Students without Disabilities	82	391	70493	100	100	100	535	520	517	1	4	7	21	22	24	62	67	62	16	8	8
Limited English Proficient Students	NC	24	9355	NC	92	95	NC	472	456	NC	21	37	NC	58	48	NC	21	15	NC	NA	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	31	183	34922	94	97	96	497	501	493	3	7	15	48	34	34	45	56	48	3	3	3
Non-Economically Disadvantaged	62	249	44123	98	100	99	542	528	527	2	3	6	15	16	18	65	70	66	19	10	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	432	79657	100	100	99	596	577	566	NA	2	3	4	5	8	93	91	87	3	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	225	39120	100	100	99	608	593	580	NA	1	2	NA	0	4	96	97	92	4	1	2
Male	45	204	40423	98	96	98	583	560	553	NA	4	5	9	11	12	89	85	83	2	0	1
African American	12	37	4290	92	100	99	574	579	560	NA	NA	4	17	8	9	83	92	86	NA	NA	1
Hispanic	25	121	31642	96	98	99	596	563	552	NA	6	5	4	9	11	96	84	84	NA	1	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	NC	12	4760	NC	100	97	NC	576	547	NC	NA	5	NC	8	14	NC	92	81	NC	NA	0
White	56	253	36929	100	100	99	600	584	579	NA	1	2	2	3	5	93	94	91	5	1	2
Students with Disabilities	14	40	9069	88	83	92	551	533	508	NA	5	11	21	18	30	79	78	58	NA	NA	1
Students without Disabilities	82	392	70588	100	100	100	604	581	573	NA	2	2	1	4	5	95	93	91	4	1	1
Limited English Proficient Students	NC	24	9521	NC	92	96	NC	513	507	NC	21	13	NC	8	24	NC	71	63	NC	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	33	182	35341	100	97	97	585	571	551	NA	3	5	6	6	12	94	91	83	NA	NA	0
Non-Economically Disadvantaged	63	250	44316	100	100	100	602	582	578	NA	2	2	3	5	5	92	92	90	5	2	2

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	369	78400	96	97	97	531	530	554	21	32	21	35	24	19	44	40	47	NA	3	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	170	38686	93	99	98	534	534	554	19	30	20	35	24	20	46	41	49	NA	5	12
Male	54	199	39636	98	95	96	529	526	554	22	34	23	35	25	18	43	39	46	NA	2	13
African American	NC	29	4193	NC	97	97	NC	506	533	NC	55	32	NC	14	23	NC	31	40	NC	NA	5
Hispanic	17	112	30732	100	95	97	534	521	534	6	41	31	47	25	24	47	31	40	NA	3	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	48	212	37038	94	97	97	537	538	575	21	25	11	31	24	14	48	47	56	NA	4	19
Students with Disabilities	11	38	7840	73	76	81	486	491	498	73	55	60	18	24	18	9	21	20	NA	NA	2
Students without Disabilities	69	331	70560	100	100	99	538	533	560	13	30	17	38	24	19	49	42	50	NA	4	14
Limited English Proficient Students	NC	26	8956	NC	84	95	NC	490	502	NC	73	56	NC	19	25	NC	8	18	NC	NA	1
Migrant Students	--	NC	676	--	NC	95	--	NC	523	--	NC	38	--	NC	25	--	NC	36	--	NC	1
Economically Disadvantaged	17	142	33014	77	92	95	518	521	534	29	42	31	41	21	24	29	35	40	NA	3	5
Non-Economically Disadvantaged	63	227	45386	100	100	99	534	535	569	19	26	15	33	26	15	48	44	52	NA	4	18

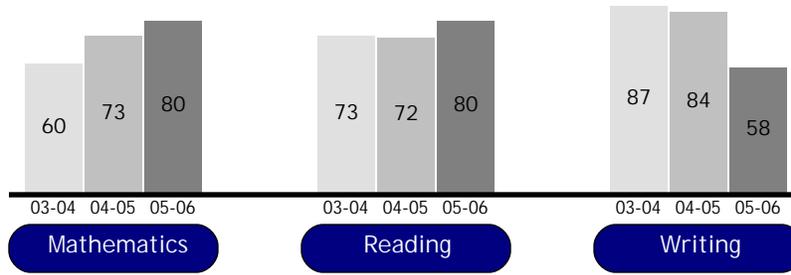
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	373	79179	94	98	98	510	505	519	6	12	11	33	34	27	56	52	58	4	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	173	38974	96	100	99	512	509	524	7	10	8	33	33	25	56	55	61	4	2	5
Male	51	200	40124	93	95	97	509	502	513	6	14	13	33	36	28	57	49	54	4	2	4
African American	NC	28	4243	NC	93	98	NC	479	506	NC	36	14	NC	29	32	NC	36	51	NC	NA	3
Hispanic	17	117	30987	100	99	98	511	494	498	NA	14	17	35	44	36	65	43	45	NA	NA	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	--	NC	4573	--	NC	96	--	NC	494	--	NC	16	--	NC	41	--	NC	42	--	NC	1
White	48	213	37467	94	98	98	515	515	539	4	8	5	38	29	17	52	59	70	6	4	8
Students with Disabilities	NC	40	8567	NC	80	88	NC	468	467	NC	35	39	NC	33	38	NC	33	22	NC	NA	1
Students without Disabilities	69	333	70612	100	100	99	517	509	524	3	9	7	32	35	25	61	54	62	4	2	5
Limited English Proficient Students	NC	29	9013	NC	94	95	NC	463	461	NC	38	40	NC	52	48	NC	10	12	NC	NA	0
Migrant Students	--	NC	680	--	NC	96	--	NC	487	--	NC	20	--	NC	43	--	NC	36	--	NC	1
Economically Disadvantaged	17	145	33345	77	94	96	484	496	499	24	16	17	29	37	36	47	47	46	NA	NA	1
Non-Economically Disadvantaged	61	228	45834	100	100	99	518	511	533	2	9	7	34	32	19	59	55	67	5	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	377	79734	94	99	99	547	542	554	1	4	3	19	23	19	79	73	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	174	39243	96	100	99	564	559	568	4	3	2	4	12	12	93	84	85	NA	NA	1
Male	51	203	40413	93	97	98	538	529	541	NA	4	4	27	33	26	73	64	70	NA	NA	0
African American	NC	29	4285	NC	97	99	NC	519	548	NC	10	3	NC	24	22	NC	66	74	NC	NA	0
Hispanic	15	116	31254	94	98	99	558	534	539	NA	5	5	20	28	25	80	66	70	NA	NA	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	--	NC	4613	--	NC	97	--	NC	535	--	NC	4	--	NC	29	--	NC	67	--	NC	0
White	49	217	37668	96	100	99	548	549	569	NA	2	1	20	20	13	80	77	85	NA	NA	1
Students with Disabilities	10	46	8943	67	92	92	NA	486	495	NA	13	11	NA	54	51	NA	33	38	NA	NA	1
Students without Disabilities	68	331	70791	100	100	100	551	549	561	1	2	2	15	19	15	84	79	83	NA	NA	0
Limited English Proficient Students	NC	30	9138	NC	97	97	NC	489	492	NC	13	13	NC	50	46	NC	37	40	NC	NA	NA
Migrant Students	--	NC	687	--	NC	97	--	NC	528	--	NC	6	--	NC	28	--	NC	65	--	NC	NA
Economically Disadvantaged	18	148	33718	82	96	97	525	540	538	6	5	5	28	25	26	67	70	69	NA	NA	0
Non-Economically Disadvantaged	60	229	46016	98	100	100	554	544	567	NA	3	2	17	22	14	83	75	84	NA	NA	1

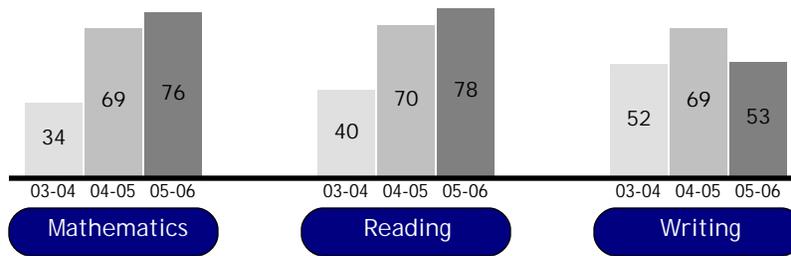
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

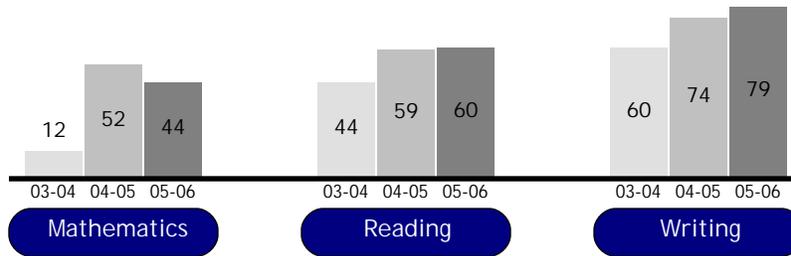
3rd Grade Proficiency



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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	44	NA	58	96	48	46	47	--	--	--	46
	Language	100	33	33	50	96	46	44	47	--	--	--	48
	Mathematics	100	45	42	64	95	53	50	50	--	--	--	52
3	Reading	100	50	NA	55	97	45	44	44	97	56	48	46
	Language	100	60	55	61	97	46	43	44	97	58	48	46
	Mathematics	100	51	50	61	97	51	51	51	94	68	56	52
4	Reading	100	54	NA	56	98	46	46	48	96	58	50	52
	Language	100	46	46	52	98	47	47	49	100	56	52	52
	Mathematics	100	50	50	61	97	50	49	53	95	56	52	58
5	Reading	100	47	NA	55	99	45	45	50	91	68	58	56
	Language	100	39	37	49	99	48	45	50	100	61	56	54
	Mathematics	100	43	40	63	98	49	47	49	90	63	50	52
6	Reading	100	48	NA	56	96	53	50	51	98	54	52	56
	Language	100	40	34	48	96	50	46	47	100	48	44	50
	Mathematics	100	56	47	66	95	54	53	52	98	59	48	58
7	Reading	100	58	NA	54	93	45	43	50	96	65	58	54
	Language	99	52	49	58	93	51	47	52	99	65	59	58
	Mathematics	100	56	49	62	92	46	44	50	96	58	52	54
8	Reading	98	61	NA	55	97	50	49	51	94	58	50	58
	Language	99	49	46	52	97	50	49	50	95	52	46	56
	Mathematics	99	50	46	61	97	49	47	53	96	48	44	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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 Certification.	10
Percent of teachers in the school with Emergency/Provisional Certification	12%
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 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

		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 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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

10

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	Jeff Yazwa	(480) 987-5360
Transportation Policy	Mark Lamas	(480) 866-3527
Community Resources	Jeff Yazwa	(480) 987-5360
School Nutrition Programs	Sheba Grannillo	(520) 866-3500
Parent Organization	Cathi Perry	(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 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.

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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.