

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Desert Willow Elementary School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Vail Unified District
9400 E. Esmond Loop, Tucson, AZ 85747

Principal: Ms. Deborah Frazelle
Schedule: 7:30 AM to 4:00 PM
Web Address: www.vail.k12.az.us
E-mail: frazelled@vail.k12.az.us

Grades: K-5
2002 Enrollment: 678
Phone: (520) 762-2300
Fax: (520) 574-1564

∨ School Overview ∨

Mission

It is the mission of Desert Willow to create lifelong learners by promoting high academic standards, respect for one's self and others, cooperation and personal responsibility within a safe and caring environment. It is the vision of Desert Willow Elementary School to develop caring individuals who strive for excellence and are dedicated to respecting themselves and others.

Organization and Philosophy

- w Innovative/Traditional Instruction
- w Inclusive Classrooms
- w Grade Level Teams
- w Multi-Grade Classrooms

Instructional Programs

- w Preschool and Kindercottage Services
- w K-3 Saxon Math Curriculum
- w Flexible Ability Reading Groups
- w Tutoring Program
- w Resource/Inclusive Special Education
- w Extensive Field Trips
- w Gifted and Talented Services
- w Structured English Immersion Services

School/Academic Goals

- w Promote growth in math through daily instruction aligned to the Arizona Academic Standards and Vail School District curriculum. Implement tutoring programs, family math curriculum night, and the Accelerated Math Program.
- w Promote growth in reading through daily instruction aligned to the AZ Academic Standards and Vail School District curriculum. Implement flexible ability grouping, tutoring programs, family reading curriculum nights, and Accelerated Reader Program.
- w Promote growth in writing through daily instruction aligned to the Arizona Academic Standards and Vail School District curriculum. Implement Six Trait Writing, Come On Into Language class, family writing curriculum night, and tutoring program.
- w Provide effective communication between school, parents, students and community through the following: Monthly classroom and schoolwide newsletters, Internet accessed grading program (Powerschool) updated weekly, and daily student binder/agenda use.

Enrollment

October 1, 2001 School Year Student Enrollment:	596
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	No
Number of Students Attending Under Open Enrollment in 2001-02:	9

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w Approve Annual School Goals and Budget
- w Approve Discipline Procedures/Handbook
- w Approve Educational Enrichment Plans
- w Approve Field Trips/Fundraisers
- w Guide School Calendar/Master Schedule
- w Guide Parent Communication

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	43.00
Other Professional Staff	2.00	Teacher Aide	23.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	1	0	0
4 to 6 years	10	5	0	0
7 to 9 years	4	2	0	0
10 or more years	1	8	0	0

∨ **Shared Responsibilities** ∨

School

It is our responsibility to provide parents with a safe and nurturing school community where their children can obtain a quality education. We provide learning beyond the classroom, upholding traditional values and responsibility to the community.

Parents

It is the parents' responsibility to work in partnership with the school to ensure their child's regular attendance, dietary needs, adequate shelter, and hygiene. Parents are responsible for supporting school policies regarding code of conduct, homework, dress code and for maintaining communication with the school.

∨ **Transportation Policy** ∨

Regular school bus transportation is provided to students with disabilities requiring transportation and for students who live outside a one-mile radius of the school.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	7/22/02
Average Daily Instruction Time:	5 hrs. 35 min.	Last Day of School:	6/5/03

Operates on Year-round Schedule

Report Card Release Dates

9/19/02	12/19/02	3/7/03	6/5/03
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Additional Calendar/Report Card Information

Our school calendar is divided into four nine week grading periods. Parents receive a progress report at the mid-point of each quarter. A detailed report card is issued at the end of each quarter. Parent/Teacher conferences are held at the end of the first and third quarters. Dates are listed above.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Computer Lab/TV Studio	W Outdoor Amphitheater
W Multipurpose Room	W Art Room

Extracurricular Activities

W Peer Mediation	W Band and Choir
W Hands Across the Border	W Chess Club/Algebra Club
W Before/After Care and Parks/Rec Prg.	W Mountain Explorers Club
W Accelerated Reader Program	W Technology Team

School/Community Resources

W Day Care/Afterschool Program	W Tutoring
W Breakfast/Lunch Programs	W Student Services Coordinator
W Health Services	W Clothing/Food Banks
W Recreational Activities	W Community Classes

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|--|--|
| <p>w North Central Association Accreditation, April 2000 to present.</p> | <p>w Maintained high academic standards across the curriculum.</p> |
| <p>w Continued growth in the goal areas of reading, math, writing and communication.</p> | <p>w Desert Willow recorded 7,000 volunteer hours for the 2001-02 school year.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	6.4 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.2 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	12.6 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.9 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.1 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Golden Bell Recipient	1999
North Central Association Accreditation	2000
INC Northern Annuity's Unsung Hero Award	2001
Apple iCademy 1st Place Award for Accelerated Reader	2002

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	98	552	0%	4%	41%	55%
	School State	58840	524	9%	17%	45%	29%
Writing	School	98	566	0%	4%	73%	22%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	97	537	1%	9%	51%	39%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	91	522	0%	13%	56%	31%
	State	61305	505	21%	20%	43%	15%
Writing	School	89	556	0%	12%	54%	34%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	91	534	0%	26%	11%	63%
	State	61760	494	14%	40%	12%	34%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	89	71	60	--	--	--
2	Reading	--	--	--	100	59	50	92	65	52	93	62	53	100	69	57
	Language	--	--	--	100	57	40	92	53	43	95	50	44	100	58	48
	Mathematics	--	--	--	100	67	51	92	69	55	94	61	57	100	79	61
3	Reading	100	66	47	100	63	47	86	66	48	77	63	50	95	71	50
	Language	100	70	49	100	66	51	86	73	54	86	69	56	95	76	57
	Mathematics	100	68	46	100	61	49	91	68	52	87	70	54	94	73	56
4	Reading	97	70	53	100	67	54	94	68	54	81	67	55	92	75	55
	Language	98	62	47	100	62	49	92	64	48	81	66	50	92	69	50
	Mathematics	97	71	51	100	69	54	94	79	55	83	69	57	92	76	58
5	Reading	99	63	51	100	67	51	92	71	51	35	71	51	87	76	53
	Language	100	55	42	100	55	44	90	61	45	95	64	45	87	73	47
	Mathematics	100	70	51	100	68	54	91	75	55	95	79	57	87	75	59

∨ Measure of Academic Progress ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	79	80
Grades 3-4	89	80
Grades 4-5	84	75
Grades 5-6	***	***

*Less than 10 students matched

**No information available

***Not applicable

∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

It is important for parents, staff & students to work together to maintain a positive educational atmosphere. Rules & discipline procedures have been established for the protection of our students. Students are expected to adhere to these rules, as well as the people responsible for carrying them out. Parents are the most important people in a child's life & we value their support in promoting appropriate behavior. Our goal is for each student to learn to be responsible for his/her own actions.

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

2

School uniforms are not required at this school.

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.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$3,971	\$3,365,414
Classroom Supplies	\$36	\$30,878
Administration	\$502	\$425,226
Support Services-Students	\$118	\$99,837
Other Support Services and Operations	\$718	\$608,522
Total Expenditures- All Categories 2000-2001	\$5,344	\$4,529,877

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Deborah Frazelle	(520) 762-2300	304
Transportation Policy	Al Flores	(520) 762-2435	
Community Resources	Rosemary McCain	(520) 762-2031	
School Nutrition Programs	Marilyn Bennett	(520) 762-2409	
Parent Organization	Brandy McCall-Luske	(520) 762-2300	360
Student Health/Nurse	Chris Conte	(520) 762-2200	270

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.

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