

# Desert Willow Elementary School

## ARIZONA SCHOOL REPORT CARD 2003-04

4322 E. Desert Willow Parkway, Cave Creek, AZ 85331

Cave Creek Unified District

### AZ LEARNS<sup>1</sup>

Elementary  
Achievement Profile \*

Performing\*

\* The profiles are Excelling, Highly Performing, Performing or Underperforming.

### No Child Left Behind

Adequate Yearly  
Progress\*\*\*

Met

School Improvement  
Status\*\*\*

N/A

\*\*\* For additional information, please refer to the AYP page in this report card.

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.

### School Overview

Principal/Administrator : Ms. Jana R. Woodward  
Schedule : 8:00 AM to 4:00 PM  
Grades : K-5  
2003 Enrollment : 700  
Web Address : www.ccusd93.org  
Phone Number : (480) 575-2800  
Fax Number : (480) 419-7265  
E-mail : jwoodward@ccusd93.org

### Mission

Our vision and desire at Desert Willow Elementary is that students will read at or above grade level at the end of the school year. Our educational community will prepare students to become excellent readers, writers, thinkers and problem solvers.

### School / Academic Goals

ü The desire at Desert Willow Elementary is that students will read at or above their grade level at the end of their academic school year.

ü Our educational community will prepare students to become excellent readers, writers, thinkers and problem solvers.

### Instructional Programs

- ü Technology-based Learning
- ü Cooperative Learning Environment
- ü Community Education
- ü Spanish Partial Immersion

### Enrollment

October 1, 2002 School Year Student Enrollment : 680  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: No  
Number of Students Attending Under Open Enrollment in 2002-03 : 10

### Calendar Information

Number of Instruction Days : 178  
Average Daily Instruction Time : 5 hours 30 minutes  
First Day of School : 8/13/2003  
Last Day of School : 5/20/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA  
DEPARTMENT OF  
EDUCATION

# Desert Willow Elementary School

## School Site Council

### Council Composition

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

### Council Duties

- Ü Technology
- Ü Curriculum
- Ü Instruction
- Ü School Safety
- Ü Community Involvement
- Ü Strategic Planning

## Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	35.00
Other Professional Staff	11.00	Teacher Aide	6.00

## Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	1	0	0
4 to 6 years	3	5	0	0
7 to 9 years	2	2	0	0
10 or more years	2	12	0	0

## Shared Responsibilities

### School

Desert Willow Elementary School is a learning place where excellence is modeled and expected in every area of school. We are dedicated to providing a safe, nurturing learning environment.

### Parents

Desert Willow Elementary School parents are seen daily on campus working in various areas of the school, reading to children, and contributing to an environment where children are happy learners. Parents are valued members of our school culture.

## Resources Available at School Site

### Special Facilities

- Ü Computer Lab
- Ü Indoor/Outdoor Performing Arts Facility

### Extracurricular Activities

- Ü Birthday Book Club
- Ü Mini-museum
- Ü Girl Scouts
- Ü Musical Performances

### Social Services

- Ü Kids Count
- Ü Phoenix Police Partnership
- Ü Enrichment Classes
- Ü Summer School

## Transportation Policy

Students walk, ride bikes and ride the school bus to school. Students who live on the east side of Cave Creek Road are encouraged to ride the school bus rather than walking. Transportation is provided for students with special needs.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Students at Desert Willow Elementary indicate continuous improvement in reading, writing and math.
  
- ü Desert Willow Elementary prides itself in excellent teaching and learning. Superior teaching was celebrated through the Milken Award during the 2002-03 school year.

School Honors

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

Award/Honor	Year
ü Project GOAL - 1st Grade	2000
ü Project GOAL - 1st Grade	2001
ü Project GOAL - 1st Grade	2002
ü Milken Award Recipient	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>2</sup>	97	95	94	96
Transfers Out <sup>3</sup>	16	20	20	20
Transfers In <sup>4</sup> (Within District)	0	2	2	2
Transfers In <sup>5</sup> (Out of District)	6	10	10	9
Promotion Rate <sup>6</sup>	100	99	98	95
Retention Rate <sup>7</sup>	0	1	2	5
Dropout Rate <sup>8</sup>	--			8
Status Unknown <sup>9</sup>	--			6
Graduation Rate <sup>10</sup>	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	59	54
Grades 3-4	79	87
Grades 4-5	68	73

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 2002-03. 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 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

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	94	422	75372	91	97	101	530	529	523	1	5	9	29	23	25	45	41	36	25	32	30
All Students (Prior Year)	140	402	70809	NA	NA	NA	528	525	518	4	3	11	19	22	27	49	48	35	29	27	27
Female	49	213	36901	96	98	101	525	526	524	2	4	8	35	26	25	46	41	36	17	28	31
Male	45	209	38385	87	95	101	535	532	523	0	5	9	23	19	24	44	41	36	33	36	30
African American	NC	NC	3589	NC	NC	96	NC	NC	501	NC	NC	18	NC	NC	33	NC	NC	33	NC	NC	16
Hispanic	NC	17	29103	NC	53	99	NC	501	510	NC	18	12	NC	27	31	NC	27	36	NC	27	20
Asian/Pacific Islander	--	NC	1574	--	NC	96	--	NC	549	--	NC	3	--	NC	14	--	NC	34	--	NC	48
American Indian/Alaskan Native	--	NC	5086	--	NC	114	--	NC	491	--	NC	22	--	NC	38	--	NC	28	--	NC	12
White	88	364	34597	90	93	98	532	532	535	1	3	4	27	22	20	45	41	38	26	33	38
Students with Disabilities	12	34	8057	86	79	99	543	532	496	0	15	23	29	15	31	43	31	28	29	38	17
Students without Disabilities	82	388	67315	92	98	101	529	529	525	1	4	8	29	23	24	45	41	37	24	32	31
Limited English Proficient Students	--	NC	16925	--	NC	112	--	NC	482	--	NC	27	--	NC	40	--	NC	26	--	NC	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	15	26325				--	473	504	--	21	15	--	57	34	--	21	33	--	0	18
Non-Economically Disadvantaged	94	407	49047				530	531	530	1	4	6	29	21	21	45	41	37	25	33	35

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	95	422	75221	92	97	101	537	533	523	0	3	8	6	10	16	69	61	56	26	26	21
All Students (Prior Year)	136	395	70860	NA	NA	NA	538	539	524	3	3	9	11	9	17	42	44	45	43	44	30
Female	49	213	36833	96	98	100	535	535	526	0	2	6	7	10	15	70	61	56	24	28	23
Male	46	209	38319	88	95	101	539	531	520	0	5	9	5	10	17	68	62	56	27	23	18
African American	NC	NC	3597	NC	NC	97	NC	NC	510	NC	NC	14	NC	NC	22	NC	NC	53	NC	NC	11
Hispanic	NC	19	29019	NC	59	99	NC	528	513	NC	15	12	NC	8	21	NC	54	55	NC	23	13
Asian/Pacific Islander	--	NC	1572	--	NC	95	--	NC	536	--	NC	2	--	NC	9	--	NC	57	--	NC	31
American Indian/Alaskan Native	--	NC	5071	--	NC	114	--	NC	502	--	NC	20	--	NC	27	--	NC	46	--	NC	8
White	89	366	34543	91	94	97	539	535	531	0	2	4	6	9	12	67	63	58	27	26	26
Students with Disabilities	12	33	8006	86	77	99	531	534	505	0	0	22	0	0	23	86	82	42	14	18	13
Students without Disabilities	83	389	67215	93	99	101	538	533	524	0	3	7	6	10	16	67	61	56	27	26	21
Limited English Proficient Students	--	NC	16853	--	NC	112	--	NC	489	--	NC	29	--	NC	36	--	NC	32	--	NC	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	17	26256				--	503	509	--	7	14	--	20	24	--	73	51	--	0	11
Non-Economically Disadvantaged	95	405	48965				537	534	528	0	3	5	6	9	13	69	61	58	26	27	24

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	92	418	73654	89	96	99	547	541	530	3	5	9	2	7	13	80	77	70	15	11	7
All Students (Prior Year)	134	390	68592	NA	NA	NA	555	555	542	4	3	9	8	10	12	70	69	63	18	18	16
Female	48	215	36239	94	99	99	545	546	537	4	3	7	2	6	11	78	75	72	15	15	10
Male	44	203	37301	85	93	98	549	535	523	2	6	12	2	8	15	81	79	68	14	6	5
African American	NC	NC	3488	NC	NC	94	NC	NC	515	NC	NC	16	NC	NC	18	NC	NC	62	NC	NC	4
Hispanic	--	16	28348	--	50	96	--	513	520	--	10	13	--	10	17	--	80	65	--	0	5
Asian/Pacific Islander	--	NC	1558	--	NC	95	--	NC	547	--	NC	3	--	NC	8	--	NC	76	--	NC	13
American Indian/Alaskan Native	--	NC	4947	--	NC	111	--	NC	507	--	NC	22	--	NC	22	--	NC	53	--	NC	3
White	87	363	33924	89	93	96	548	543	537	4	4	5	2	7	10	79	78	75	15	12	9
Students with Disabilities	10	32	7306	71	74	90	544	537	506	0	9	24	0	0	20	83	82	52	17	9	4
Students without Disabilities	82	386	66348	92	98	100	547	541	531	4	4	8	2	7	13	79	77	71	15	11	8
Limited English Proficient Students	--	NC	16422	--	NC	109	--	NC	495	--	NC	30	--	NC	27	--	NC	43	--	NC	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	17	25711				--	494	514	--	13	16	--	47	19	--	40	61	--	0	3
Non-Economically Disadvantaged	92	401	47943				547	543	535	3	4	7	2	6	11	80	79	74	15	11	9

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	115	425	76230	102	99	101	507	513	498	1	5	12	40	31	38	20	18	12	39	46	37
All Students (Prior Year)	107	405	72888	NA	NA	NA	515	521	494	4	2	14	33	30	40	15	17	12	49	51	34
Female	52	198	37247	102	98	100	506	514	500	2	5	11	46	32	40	10	18	13	42	46	37
Male	62	225	38725	100	98	101	508	513	497	0	4	14	36	31	37	27	18	12	38	46	37
African American	NC	NC	3594	NC	NC	96	NC	NC	476	NC	NC	22	NC	NC	46	NC	NC	11	NC	NC	21
Hispanic	NC	27	28100	NC	96	98	NC	506	482	NC	5	18	NC	35	47	NC	25	11	NC	35	24
Asian/Pacific Islander	NC	NC	1447	NC	NC	95	NC	NC	527	NC	NC	5	NC	NC	26	NC	NC	11	NC	NC	58
American Indian/Alaskan Native	--	NC	5292	--	NC	113	--	NC	463	--	NC	31	--	NC	47	--	NC	8	--	NC	14
White	98	331	35389	93	84	96	506	513	514	1	4	6	43	32	32	19	18	14	37	46	48
Students with Disabilities	NC	26	9022	NC	70	105	NC	459	465	NC	50	31	NC	17	43	NC	0	8	NC	33	17
Students without Disabilities	106	399	67208	103	101	100	507	514	500	1	4	12	40	31	38	20	18	12	38	46	38
Limited English Proficient Students	--	NC	14826	--	NC	113	--	NC	460	--	NC	31	--	NC	51	--	NC	8	--	NC	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	NC	25037				--	NC	477	--	NC	21	--	NC	47	--	NC	11	--	NC	21
Non-Economically Disadvantaged	115	420	51193				507	514	507	1	4	9	40	30	35	20	18	13	39	47	43

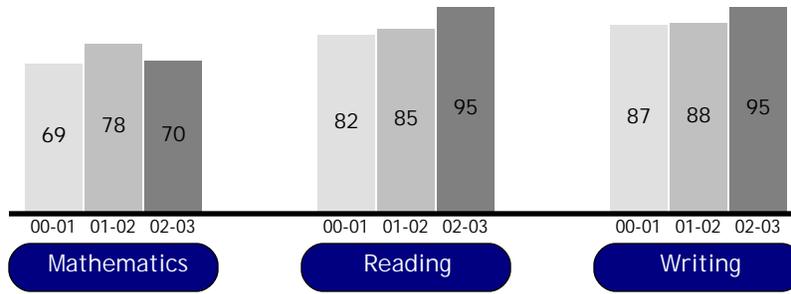
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	422	76202	99	98	101	510	512	505	5	6	19	27	21	24	55	59	46	13	15	11
All Students (Prior Year)	102	402	72779	NA	NA	NA	519	518	505	10	6	21	15	14	20	47	54	43	28	26	15
Female	51	196	37231	100	97	100	512	512	507	2	3	16	28	21	24	60	63	48	11	13	13
Male	60	224	38718	97	98	101	508	513	503	7	8	22	28	21	24	50	54	44	15	17	10
African American	NC	NC	3600	NC	NC	97	NC	NC	497	NC	NC	28	NC	NC	29	NC	NC	39	NC	NC	5
Hispanic	NC	26	28090	NC	93	98	NC	512	497	NC	16	28	NC	26	30	NC	42	37	NC	16	5
Asian/Pacific Islander	NC	NC	1443	NC	NC	95	NC	NC	515	NC	NC	9	NC	NC	19	NC	NC	53	NC	NC	19
American Indian/Alaskan Native	--	NC	5311	--	NC	113	--	NC	491	--	NC	38	--	NC	31	--	NC	28	--	NC	3
White	95	332	35371	90	84	96	508	512	512	6	5	10	27	21	20	57	61	54	10	14	16
Students with Disabilities	NC	27	9097	NC	73	106	NC	492	493	NC	29	39	NC	29	27	NC	43	29	NC	0	5
Students without Disabilities	103	395	67105	100	100	100	510	513	506	5	5	18	27	20	24	55	59	47	13	15	12
Limited English Proficient Students	--	NC	14780	--	NC	113	--	NC	486	--	NC	50	--	NC	32	--	NC	18	--	NC	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	NC	24961				--	NC	495	--	NC	32	--	NC	30	--	NC	34	--	NC	4
Non-Economically Disadvantaged	112	413	51241				510	513	509	5	5	14	27	20	22	55	60	51	13	15	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	105	413	74692	93	96	99	526	528	502	2	6	18	17	20	27	70	59	47	10	15	8
All Students (Prior Year)	105	399	70710	NA	NA	NA	543	540	512	5	3	17	15	16	26	49	56	42	30	25	16
Female	49	193	36710	96	96	99	530	535	509	4	4	14	15	20	26	70	59	50	11	17	10
Male	55	218	37742	89	95	98	523	522	495	0	7	22	20	21	28	70	58	44	10	13	6
African American	NC	NC	3516	NC	NC	94	NC	NC	487	NC	NC	26	NC	NC	31	NC	NC	39	NC	NC	4
Hispanic	NC	28	27492	NC	100	96	NC	505	486	NC	14	27	NC	29	32	NC	48	38	NC	10	4
Asian/Pacific Islander	NC	NC	1428	NC	NC	94	NC	NC	528	NC	NC	8	NC	NC	20	NC	NC	54	NC	NC	18
American Indian/Alaskan Native	--	NC	5166	--	NC	110	--	NC	470	--	NC	39	--	NC	32	--	NC	27	--	NC	2
White	88	321	34785	84	81	94	525	529	517	2	6	10	17	18	23	71	61	56	10	15	11
Students with Disabilities	NC	23	8428	NC	62	98	NC	465	472	NC	50	38	NC	33	30	NC	17	29	NC	0	3
Students without Disabilities	100	390	66264	97	99	99	526	529	503	2	5	17	17	20	27	70	60	48	10	15	8
Limited English Proficient Students	--	NC	14363	--	NC	109	--	NC	459	--	NC	47	--	NC	34	--	NC	19	--	NC	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	10	24507				--	447	480	--	67	31	--	33	33	--	0	33	--	0	3
Non-Economically Disadvantaged	105	403	50185				526	530	511	2	4	13	17	20	24	70	60	53	10	15	10

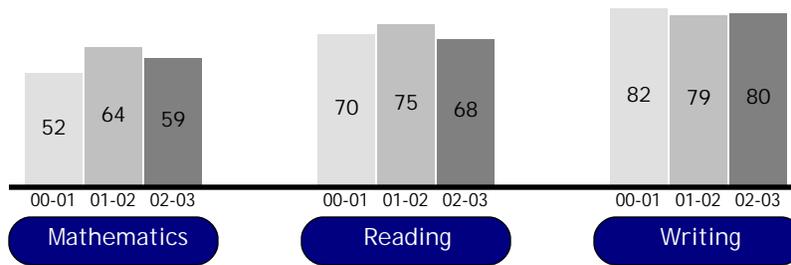
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2002-03

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?	NA
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress (AYP):** The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

**Met Percent Tested:** Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

**Met Test Objectives:** The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

**Met Attendance Rate:** Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

**Met Graduation Rate:** School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

**School Improvement - Year 1:** Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

**School Improvement - Year 2:** Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

**Corrective Action:** Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	81	67	68	53	96	75	61	44	98	72	68	50
	Language	97	65	67	45	96	66	61	39	97	66	61	43
	Mathematics	97	73	75	56	96	74	70	52	98	73	73	57
3	Reading	95	60	66	50	96	63	65	43	98	69	67	47
	Language	95	69	73	55	96	62	66	50	100	70	70	54
	Mathematics	95	57	65	53	96	62	61	50	98	69	64	54
4	Reading	98	70	72	55	97	66	70	47	99	72	73	52
	Language	98	63	64	50	97	63	64	45	99	68	67	48
	Mathematics	99	67	71	56	97	69	71	52	98	74	72	57
5	Reading	97	71	75	51	98	72	73	46	100	70	73	50
	Language	98	59	65	46	98	61	64	43	100	60	63	46
	Mathematics	99	67	76	56	98	76	78	54	100	75	76	57

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 Safety

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

Desert Willow Elementary works closely with the community to provide a safe environment. The Tatum Ranch Association and Desert Willow PTO partnered with the Phoenix Police Department. Site Council has been actively involved in addressing safety.

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

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Jana Woodward	(480) 575-2800
Transportation Policy	Cathy Erwin	(480) 575-2081
Community Resources	Evelyn Holbrook	(480) 575-2070
School Nutrition Programs	Office	(480) 575-2437
Parent Organization	Susie Warren	(480) 575-2877
Student Health/Nurse	Nicki Raimondi	(480) 575-2802

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](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns). If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 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 2002-03 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 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)