

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

4322 E Desert Willow Parkway, Cave Creek, AZ 85331

Cave Creek Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

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

#### Elementary Achievement Profile (a)

2003-04	Performing
2002-03	Performing
2001-02	Improving

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

### School Overview

Principal/Administrator : Dr. Jana R. Miller  
 Schedule : 8:00 AM to 4:00 PM  
 Grades : K-5  
 2004 Enrollment : 710  
 Web Address : ccusd93.org  
 Phone Number : (480) 575-2800  
 Fax Number : (480) 419-7265  
 E-mail : jmiller@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.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

#### School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

### 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.

### Enrollment

October 1, 2003 School Year Student Enrollment : 708  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> No  
 Number of Students Attending Under Open Enrollment in 2003-04 : 15

Instructional Programs

- Technology-based Learning
- Cooperative Learning Environment
- Community Education
- Spanish Partial Immersion
- Before and After School Programs
- Reading, Reading and More Reading

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/16/2004
Last Day of School :	5/26/2005

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.

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.

School Honors

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

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

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	463	75509	99	99	100	519	527	521	12	8	13	19	20	23	44	41	33	25	32	31
All Students (Prior Year)	94	422	75372	91	97	100	530	529	523	1	5	9	29	23	25	45	41	36	25	32	30
Female	65	237	37013	100	100	100	528	532	522	8	6	12	14	17	24	47	43	33	31	34	31
Male	44	226	38430	98	99	99	503	521	521	18	10	14	26	22	22	39	38	33	16	30	31
African American	NC	NC	3660	NC	NC	99	NC	NC	496	NC	NC	24	NC	NC	31	NC	NC	28	NC	NC	18
Hispanic	--	35	30486	--	100	99	--	496	505	--	21	18	--	28	29	--	38	32	--	14	21
Asian/Pacific Islander	NC	10	1780	NC	91	98	NC	504	549	NC	20	5	NC	40	13	NC	10	33	NC	30	50
American Indian/Alaskan Native	--	NC	4075	--	NC	100	--	NC	486	--	NC	28	--	NC	34	--	NC	26	--	NC	12
White	106	407	35192	99	99	99	521	530	534	10	6	8	19	19	19	44	42	35	26	34	39
Students with Disabilities	14	43	9708	100	100	100	493	487	489	29	24	32	14	36	27	43	30	24	14	9	17
Students without Disabilities	95	420	65801	96	97	98	521	530	525	11	6	11	19	18	23	44	42	34	26	34	33
Limited English Proficient Students	--	NC	16928	--	NC	100	--	NC	485	--	NC	29	--	NC	33	--	NC	26	--	NC	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	33	36411				NC	489	503	NC	30	19	NC	22	29	NC	41	32	NC	7	20
Non-Economically Disadvantaged	104	430	39040				519	529	534	12	6	8	19	19	19	42	41	34	27	34	39

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	109	463	75492	99	99	100	529	530	519	6	6	12	12	10	16	59	54	47	24	30	24
All Students (Prior Year)	95	422	75221	92	97	100	537	533	523	0	3	8	6	10	16	69	61	56	26	26	21
Female	65	237	37014	100	100	100	537	535	523	2	4	10	8	6	15	59	53	48	31	36	27
Male	44	226	38400	98	99	99	515	524	516	13	8	14	18	14	17	58	54	47	11	24	21
African American	NC	NC	3665	NC	NC	99	NC	NC	505	NC	NC	20	NC	NC	22	NC	NC	43	NC	NC	14
Hispanic	--	35	30438	--	100	99	--	504	508	--	23	17	--	17	21	--	53	47	--	7	15
Asian/Pacific Islander	NC	10	1773	NC	91	98	NC	522	534	NC	20	4	NC	0	10	NC	60	50	NC	20	36
American Indian/Alaskan Native	--	NC	4081	--	NC	100	--	NC	498	--	NC	25	--	NC	26	--	NC	40	--	NC	8
White	107	408	35177	100	100	99	529	532	528	6	4	8	12	10	13	58	53	49	24	33	31
Students with Disabilities	15	44	9707	100	100	100	501	500	495	25	26	33	13	24	21	50	35	33	13	15	13
Students without Disabilities	94	419	65785	95	97	98	531	532	522	4	4	10	12	9	16	60	55	49	24	32	26
Limited English Proficient Students	--	NC	16905	--	NC	100	--	NC	489	--	NC	34	--	NC	28	--	NC	32	--	NC	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	33	36302				NC	495	507	NC	33	18	NC	19	21	NC	37	46	NC	11	14
Non-Economically Disadvantaged	104	430	39164				529	532	528	6	4	8	12	9	13	57	55	48	24	32	31

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	75053	99	99	99	587	625	597	11	7	7	10	6	12	71	74	72	9	13	9
All Students (Prior Year)	92	418	73654	89	96	99	547	541	530	3	5	9	2	7	13	80	77	70	15	11	7
Female	65	237	36872	100	100	99	636	652	621	5	3	5	8	6	9	73	73	74	14	18	12
Male	44	225	38109	98	99	99	504	596	573	21	11	10	13	6	14	66	75	69	0	7	6
African American	NC	NC	3636	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	16	NC	NC	67	NC	NC	6
Hispanic	--	35	30235	--	100	98	--	601	575	--	7	9	--	10	14	--	77	70	--	7	6
Asian/Pacific Islander	NC	10	1768	NC	91	98	NC	619	651	NC	10	3	NC	0	5	NC	80	72	NC	10	19
American Indian/Alaskan Native	--	NC	4044	--	NC	99	--	NC	550	--	NC	13	--	NC	17	--	NC	66	--	NC	4
White	107	407	35028	100	99	99	584	627	613	11	7	6	10	6	10	70	74	73	9	13	11
Students with Disabilities	15	44	9625	100	100	100	523	535	530	38	28	21	13	14	21	38	53	55	13	6	4
Students without Disabilities	94	418	65428	95	97	98	592	632	604	9	5	6	10	6	11	73	76	73	9	13	10
Limited English Proficient Students	--	NC	16765	--	NC	100	--	NC	525	--	NC	17	--	NC	20	--	NC	60	--	NC	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	33	36077				NC	561	566	NC	11	10	NC	19	16	NC	70	69	NC	0	5
Non-Economically Disadvantaged	104	429	38950				588	629	618	11	7	5	9	6	9	70	74	73	9	13	12

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	138	471	76019	99	100	100	530	528	499	2	4	14	22	26	39	21	15	14	55	54	33
All Students (Prior Year)	115	425	76230	100	99	100	507	513	498	1	5	12	40	31	38	20	18	12	39	46	37
Female	65	241	37207	97	99	100	533	530	499	2	3	12	22	25	41	17	14	14	60	58	33
Male	73	230	38677	100	100	100	528	526	498	3	5	15	22	27	38	25	17	13	51	51	34
African American	NC	NC	3817	NC	NC	100	NC	NC	475	NC	NC	23	NC	NC	47	NC	NC	11	NC	NC	18
Hispanic	NC	28	29458	NC	100	100	NC	507	480	NC	4	20	NC	42	48	NC	13	12	NC	42	20
Asian/Pacific Islander	NC	10	1673	NC	100	99	NC	577	531	NC	0	4	NC	0	29	NC	20	14	NC	80	53
American Indian/Alaskan Native	--	NC	4735	--	NC	100	--	NC	466	--	NC	28	--	NC	49	--	NC	10	--	NC	13
White	130	420	35880	99	100	100	531	529	515	2	4	7	22	26	32	21	16	16	55	55	45
Students with Disabilities	16	41	9786	100	100	100	529	494	457	8	19	39	17	33	40	17	14	7	58	33	13
Students without Disabilities	122	430	66233	95	97	99	531	531	503	2	3	11	22	26	39	21	16	14	55	56	35
Limited English Proficient Students	--	NC	15206	--	NC	100	--	NC	459	--	NC	31	--	NC	53	--	NC	7	--	NC	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	10	33	35714				492	500	480	10	14	20	40	41	47	40	17	12	10	28	20
Non-Economically Disadvantaged	128	438	40266				534	530	513	2	3	9	20	25	33	19	15	15	59	56	43

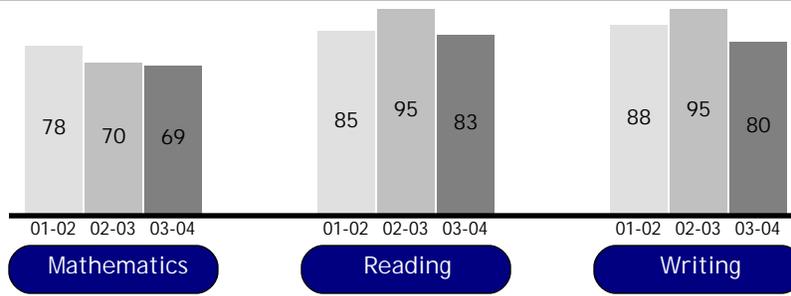
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	468	76020	99	99	100	519	514	503	7	10	25	13	17	23	62	57	40	19	17	12
All Students (Prior Year)	112	422	76202	99	98	100	510	512	505	5	6	19	27	21	24	55	59	46	13	15	11
Female	65	239	37213	97	98	100	524	517	504	5	5	22	11	17	23	65	60	42	20	18	13
Male	73	229	38666	100	100	100	514	511	501	9	14	29	14	18	22	59	53	38	17	15	12
African American	NC	NC	3819	NC	NC	100	NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Hispanic	NC	27	29442	NC	96	99	NC	504	494	NC	13	37	NC	25	26	NC	58	31	NC	4	6
Asian/Pacific Islander	NC	10	1672	NC	100	99	NC	518	513	NC	0	12	NC	10	19	NC	50	49	NC	40	20
American Indian/Alaskan Native	--	NC	4735	--	NC	100	--	NC	489	--	NC	48	--	NC	25	--	NC	24	--	NC	3
White	130	419	35890	99	100	100	519	515	511	7	9	15	13	16	20	61	58	48	18	17	18
Students with Disabilities	16	40	9784	100	100	100	509	494	485	0	35	58	33	26	19	58	32	19	8	6	4
Students without Disabilities	122	428	66236	95	97	99	520	516	504	7	8	23	11	16	23	62	59	42	20	17	13
Limited English Proficient Students	--	NC	15198	--	NC	100	--	NC	483	--	NC	59	--	NC	25	--	NC	14	--	NC	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	10	31	35703				497	497	494	30	29	37	40	21	26	30	50	31	0	0	6
Non-Economically Disadvantaged	128	437	40274				521	515	509	5	8	17	10	17	20	65	57	47	20	18	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	135	467	75673	97	99	100	614	585	530	5	6	12	5	16	25	73	65	58	17	14	4
All Students (Prior Year)	105	413	74692	93	96	99	526	528	502	2	6	18	17	20	27	70	59	47	10	15	8
Female	63	239	37099	94	98	100	617	605	548	3	2	8	6	13	22	71	68	64	19	17	6
Male	72	228	38441	100	100	99	611	563	513	6	11	16	4	18	29	75	61	52	15	10	3
African American	NC	NC	3791	NC	NC	99	NC	NC	506	NC	NC	18	NC	NC	29	NC	NC	50	NC	NC	3
Hispanic	NC	28	29305	NC	100	99	NC	546	507	NC	4	16	NC	21	31	NC	67	51	NC	8	2
Asian/Pacific Islander	NC	10	1665	NC	100	99	NC	651	573	NC	0	6	NC	20	16	NC	50	67	NC	30	10
American Indian/Alaskan Native	--	NC	4707	--	NC	100	--	NC	492	--	NC	19	--	NC	33	--	NC	46	--	NC	1
White	127	417	35760	97	99	99	613	587	550	5	6	9	5	15	21	73	65	64	17	14	6
Students with Disabilities	16	41	9706	100	100	100	544	492	462	17	31	36	8	22	32	67	44	31	8	3	1
Students without Disabilities	119	426	65967	92	96	99	621	593	536	3	4	10	5	15	25	74	66	60	18	15	5
Limited English Proficient Students	--	NC	15115	--	NC	100	--	NC	471	--	NC	26	--	NC	38	--	NC	35	--	NC	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	NC	32	35541				NC	499	504	NC	14	17	NC	29	31	NC	54	50	NC	4	2
Non-Economically Disadvantaged	126	435	40091				619	591	550	4	6	9	5	15	21	74	65	64	17	14	6

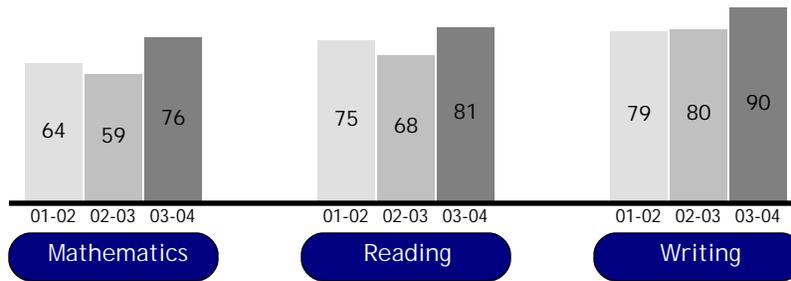
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2003-04**

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

<b>AYP Determination</b>	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

**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	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	75	61	44	98	72	68	50	98	76	NA	58
	Language	96	66	61	39	97	66	61	43	99	69	63	50
	Mathematics	96	74	70	52	98	73	73	57	99	76	75	64
3	Reading	96	63	65	43	98	69	67	47	97	65	NA	55
	Language	96	62	66	50	100	70	70	54	100	71	74	61
	Mathematics	96	62	61	50	98	69	64	54	100	65	68	61
4	Reading	97	66	70	47	99	72	73	52	100	78	NA	56
	Language	97	63	64	45	99	68	67	48	100	70	69	52
	Mathematics	97	69	71	52	98	74	72	57	100	75	73	61
5	Reading	98	72	73	46	100	70	73	50	98	74	NA	55
	Language	98	61	64	43	100	60	63	46	98	69	67	49
	Mathematics	98	76	78	54	100	75	76	57	98	82	80	63

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."

# 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 2004-05

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

## Years of Teaching Experience for School Year 2004-05

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

## Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	26
Core academic classes taught by Highly Qualified (NCLB) teachers.	74
Teachers with Emergency Certificaton.	1

## Resources Available at School Site

### Special Facilities

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

### Extracurricular Activities

- Ü Birthday Book Club
- Ü Kickball After School
- Ü Mini-museum
- Ü Basketball After School
- Ü Girl Scouts
- Ü Boy Scouts
- Ü Musical Performances

### Social Services

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

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- 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.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	97	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	0	2	2	2
Transfers In <sup>7</sup> (Out of District)	3	10	9	9
Promotion Rate <sup>8</sup>	99	98	98	94
Retention Rate <sup>9</sup>	0	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	59	54
Grades 3-4	79	74
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 2003-04. 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 2004. 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. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. 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).

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 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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](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.

3 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)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. 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).

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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.