

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS¹

Elementary Achievement Profile (a)

2005-06	Excelling
2004-05	Highly Performing
2003-04	Performing

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

School Overview

Principal/Administrator : Dr. Jana Miller
 Schedule : 08:00 AM to 04:00 PM
 Grades : K-5
 Web Address : ccusd93.org
 Phone Number : (480) 575-2800
 Fax Number : (480) 419-7265
 E-mail : jmiller@ccusd93.org

Mission

'Learning for Life, Loving to Learn'

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)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
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 The school wide focus for Desert Willow School for the 2006-07 school year is to develop and improve age appropriate vocabulary at each grade level.
- ü The Desert Willow Elementary School staff is preparing all students to read at or above their grade level by the end of their academic school year.
- ü The grade level focus for Desert Willow School for the 2006-07 school year is to improve 2 traits on the 6 trait rubric in writing to increase writing scores on the AIMS.
- ü Our educational community will prepare students to become excellent readers, writers, thinkers and problem solvers.

Enrollment

October 1, 2005 School Year Student Enrollment : 641
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 50

Instructional Programs

- Technology-Based Learning
- Cooperative Learning Environment
- Community Education
- Band, Strings, Chorus
- Before and After School Sports
- Instructional Coach
- Language Acquisition Immersion Grade 1-4
- Language Acquisition Preschool

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/14/2005
Last Day of School :	5/25/2006

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 where children are happy learners. Our focus is on assisting all children in becoming excellent readers. Reading is the most important skill our children can learn.

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

The safe transportation of students to and from school is the primary function of the Transportation Department. Bus riding is a privilege extended to students through Governing Board policy. Students are to conduct themselves while on the bus, before boarding the bus, and after leaving the bus, in a manner consistent with established bus safety standards. Students shall conform to all policies and regulations relating to conduct on school buses.

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	112	452	80010	99	100	99	487	471	447	1	4	10	5	8	18	42	55	53	52	33	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	225	38935	99	100	99	482	473	447	1	3	9	6	8	19	47	55	55	46	34	17
Male	44	227	40974	100	100	98	494	470	448	NA	4	11	5	8	18	34	55	52	61	33	19
African American	--	NC	4201	--	NC	99	--	NC	430	--	NC	17	--	NC	23	--	NC	51	--	NC	9
Hispanic	NC	22	34545	NC	96	99	NC	434	432	NC	NA	14	NC	45	24	NC	41	53	NC	14	9
Asian/Pacific Islander	NC	10	2068	NC	100	99	NC	NA	474	NC	NA	4	NC	NA	10	NC	NA	50	NC	NA	36
American Indian/Alaskan Native	--	--	3979	--	--	96	--	--	424	--	--	17	--	--	30	--	--	47	--	--	6
White	105	415	35142	100	100	99	488	473	465	1	4	5	6	7	11	39	55	56	54	34	28
Students with Disabilities	13	50	10161	93	100	93	459	423	419	8	28	28	15	30	28	46	30	36	31	12	8
Students without Disabilities	99	402	69849	100	100	100	490	477	451	NA	1	7	4	5	17	41	58	56	55	36	19
Limited English Proficient Students	--	10	14013	--	100	97	--	NA	413	--	NA	24	--	NA	34	--	NA	39	--	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	--	NC	39029	--	NC	98	--	NC	432	--	NC	14	--	NC	25	--	NC	52	--	NC	9
Non-Economically Disadvantaged	112	443	40981	99	100	100	487	472	462	1	4	6	5	8	13	42	54	54	52	34	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	113	452	79438	100	100	98	484	475	451	1	3	9	5	9	24	75	72	56	19	15	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	69	226	38775	100	100	99	484	481	457	1	2	7	4	7	22	75	73	58	19	18	13
Male	44	226	40560	100	99	97	482	469	446	NA	4	12	7	12	25	75	72	54	18	13	9
African American	--	NC	4178	--	NC	98	--	NC	439	--	NC	13	--	NC	29	--	NC	52	--	NC	6
Hispanic	NC	23	34297	NC	100	98	NC	440	434	NC	9	14	NC	35	31	NC	52	50	NC	4	5
Asian/Pacific Islander	NC	10	2063	NC	100	99	NC	NA	475	NC	NA	3	NC	NA	15	NC	NA	63	NC	NA	20
American Indian/Alaskan Native	--	--	3940	--	--	95	--	--	429	--	--	14	--	--	36	--	--	47	--	--	3
White	105	414	34887	100	100	98	484	476	471	1	3	4	6	8	15	74	74	63	19	15	18
Students with Disabilities	14	50	9588	100	100	88	459	426	416	7	22	30	7	30	32	86	46	34	NA	2	5
Students without Disabilities	99	402	69850	100	100	100	487	481	456	NA	0	7	5	7	23	74	76	59	21	17	12
Limited English Proficient Students	--	10	13856	--	100	96	--	NA	407	--	NA	27	--	NA	43	--	NA	29	--	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	--	NC	38685	--	NC	97	--	NC	435	--	NC	14	--	NC	32	--	NC	50	--	NC	5
Non-Economically Disadvantaged	113	443	40753	100	100	99	484	475	467	1	3	5	5	9	16	75	73	62	19	16	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	453	79971	100	100	99	466	458	423	NA	4	8	15	19	41	80	69	49	5	9	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	69	226	38974	100	100	99	474	474	437	NA	2	5	7	11	33	86	75	57	7	12	4
Male	44	227	40895	100	100	98	454	443	410	NA	6	10	27	26	47	70	63	41	2	5	2
African American	--	NC	4203	--	NC	99	--	NC	411	--	NC	11	--	NC	45	--	NC	43	--	NC	2
Hispanic	NC	23	34481	NC	100	99	NC	431	410	NC	4	10	NC	35	46	NC	61	43	NC	NA	1
Asian/Pacific Islander	NC	10	2067	NC	100	99	NC	NA	449	NC	NA	4	NC	NA	28	NC	NA	60	NC	NA	8
American Indian/Alaskan Native	--	--	3995	--	--	96	--	--	409	--	--	10	--	--	47	--	--	42	--	--	1
White	105	415	35150	100	100	99	466	459	437	NA	4	5	16	18	35	78	69	56	6	9	5
Students with Disabilities	14	51	10258	100	100	94	451	399	377	NA	22	23	21	37	51	79	37	25	NA	4	1
Students without Disabilities	99	402	69713	100	100	100	469	465	429	NA	2	5	14	16	39	80	73	52	6	9	3
Limited English Proficient Students	--	10	13985	--	100	97	--	NA	382	--	NA	18	--	NA	54	--	NA	27	--	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	--	NC	38994	--	NC	98	--	NC	409	--	NC	10	--	NC	47	--	NC	41	--	NC	1
Non-Economically Disadvantaged	113	444	40977	100	100	100	466	459	437	NA	4	5	15	18	34	80	69	56	5	9	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	99	472	80147	100	100	99	512	504	482	3	4	11	9	8	17	45	49	49	42	38	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	225	39281	100	100	99	515	504	483	2	4	9	5	7	17	50	54	50	43	35	24
Male	55	247	40780	100	100	98	510	504	482	4	4	12	13	10	17	42	45	48	42	41	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	NC	36	33494	NC	100	99	NC	474	466	NC	17	15	NC	25	23	NC	31	49	NC	28	14
Asian/Pacific Islander	NC	19	2103	NC	100	99	NC	523	515	NC	NA	4	NC	NA	8	NC	53	44	NC	47	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	86	411	36122	100	100	99	510	506	501	3	3	5	9	7	10	45	51	50	42	39	35
Students with Disabilities	11	52	10295	100	100	92	458	453	443	27	25	33	27	29	26	36	35	33	9	12	8
Students without Disabilities	88	420	69852	100	100	100	518	510	488	NA	2	7	7	6	16	47	51	51	47	41	26
Limited English Proficient Students	--	NC	12722	--	NC	97	--	NC	441	--	NC	27	--	NC	33	--	NC	37	--	NC	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	NC	38371	NC	NC	97	NC	NC	465	NC	NC	15	NC	NC	23	NC	NC	49	NC	NC	13
Non-Economically Disadvantaged	97	467	41776	100	100	100	513	504	498	3	4	6	9	8	11	44	49	49	43	39	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	99	470	79686	100	100	98	496	496	470	3	4	11	7	9	24	78	74	57	12	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	225	39163	100	100	99	502	497	475	2	4	9	5	7	22	82	75	60	11	14	10
Male	55	245	40438	100	99	97	491	494	465	4	3	13	9	11	25	75	74	54	13	13	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	NC	35	33299	NC	97	98	NC	466	452	NC	17	17	NC	14	32	NC	63	47	NC	6	3
Asian/Pacific Islander	NC	19	2097	NC	100	99	NC	504	490	NC	NA	5	NC	5	13	NC	89	68	NC	5	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	86	410	35914	100	100	98	496	498	489	3	3	5	7	9	15	76	75	67	14	14	14
Students with Disabilities	11	50	9808	100	96	87	456	449	432	27	20	35	9	30	32	55	46	30	9	4	3
Students without Disabilities	88	420	69878	100	100	100	501	501	475	NA	2	8	7	6	23	81	78	61	13	14	9
Limited English Proficient Students	--	NC	12594	--	NC	96	--	NC	422	--	NC	34	--	NC	45	--	NC	21	--	NC	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	NC	38095	NC	NC	97	NC	NC	452	NC	NC	17	NC	NC	32	NC	NC	48	NC	NC	3
Non-Economically Disadvantaged	97	465	41591	100	100	99	496	496	486	3	3	6	7	9	16	77	75	65	12	13	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	99	471	80372	100	100	99	490	499	475	1	2	4	27	18	30	69	75	64	3	6	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	225	39452	100	100	99	510	515	488	NA	1	3	11	9	22	84	82	72	5	8	3
Male	55	246	40836	100	100	98	473	483	464	2	2	6	40	26	37	56	69	56	2	3	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	NC	36	33608	NC	100	99	NC	463	462	NC	8	6	NC	28	36	NC	61	57	NC	3	1
Asian/Pacific Islander	NC	19	2098	NC	100	99	NC	511	500	NC	NA	2	NC	16	16	NC	84	75	NC	NA	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	86	410	36213	100	100	99	491	502	489	1	1	2	27	17	22	69	76	72	3	6	3
Students with Disabilities	11	51	10526	100	98	94	439	450	427	9	6	15	45	49	53	45	39	31	NA	6	1
Students without Disabilities	88	420	69846	100	100	100	495	505	482	NA	1	3	25	14	26	72	79	69	3	5	2
Limited English Proficient Students	--	NC	12747	--	NC	97	--	NC	432	--	NC	12	--	NC	52	--	NC	36	--	NC	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	NC	38521	NC	NC	98	NC	NC	461	NC	NC	6	NC	NC	38	NC	NC	55	NC	NC	1
Non-Economically Disadvantaged	97	466	41851	100	100	100	490	500	489	1	1	3	28	18	22	68	75	72	3	6	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	100	505	79306	100	100	99	531	530	504	7	5	13	9	9	20	48	53	49	36	33	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	247	38845	100	100	99	540	532	505	2	3	11	9	10	20	51	55	50	39	32	18
Male	43	258	40383	100	100	98	519	527	504	14	6	14	9	8	19	44	52	47	33	34	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	NC	43	32673	NC	100	99	NC	483	487	NC	16	18	NC	21	25	NC	56	46	NC	7	10
Asian/Pacific Islander	NC	11	2147	NC	100	99	NC	544	539	NC	18	5	NC	NA	10	NC	36	46	NC	45	40
American Indian/Alaskan Native	--	NC	4034	--	NC	97	--	NC	479	--	NC	22	--	NC	29	--	NC	43	--	NC	7
White	90	443	36234	100	100	99	535	534	523	6	3	6	8	8	13	48	53	52	39	35	28
Students with Disabilities	12	52	10286	100	100	91	468	478	462	50	31	41	8	19	27	33	44	27	8	6	5
Students without Disabilities	88	453	69020	100	100	100	539	536	510	1	2	9	9	8	18	50	54	52	40	36	21
Limited English Proficient Students	--	NC	10291	--	NC	96	--	NC	458	--	NC	38	--	NC	34	--	NC	26	--	NC	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	--	11	37437	--	100	97	--	479	486	--	18	19	--	27	26	--	45	46	--	9	9
Non-Economically Disadvantaged	100	494	41869	100	100	100	531	531	521	7	4	7	9	9	14	48	53	51	36	34	27

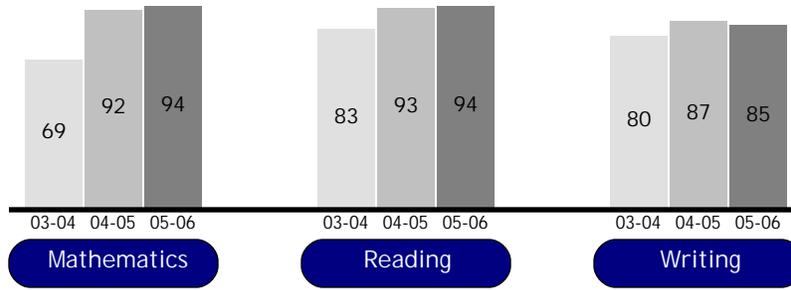
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	504	79000	100	100	98	515	515	489	5	3	10	10	10	24	67	70	58	18	17	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	247	38774	100	100	99	525	519	494	2	2	7	7	6	22	67	74	61	25	18	10
Male	43	257	40150	100	100	98	502	511	485	9	3	12	14	15	25	67	67	55	9	16	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	NC	42	32508	NC	98	98	NC	482	472	NC	7	15	NC	26	33	NC	64	49	NC	2	3
Asian/Pacific Islander	NC	11	2142	NC	100	99	NC	533	510	NC	NA	4	NC	18	14	NC	64	67	NC	18	16
American Indian/Alaskan Native	--	NC	4016	--	NC	96	--	NC	467	--	NC	14	--	NC	37	--	NC	46	--	NC	2
White	90	443	36135	100	100	98	519	518	508	4	2	4	9	9	14	67	71	67	20	19	15
Students with Disabilities	12	52	9991	100	100	88	450	463	449	42	21	33	25	44	36	33	29	29	NA	6	2
Students without Disabilities	88	452	69009	100	100	100	523	521	495	NA	0	6	8	6	22	72	75	62	20	18	10
Limited English Proficient Students	--	NC	10199	--	NC	95	--	NC	439	--	NC	35	--	NC	47	--	NC	18	--	NC	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	--	10	37234	--	91	97	--	NA	472	--	NA	15	--	NA	33	--	NA	50	--	NA	3
Non-Economically Disadvantaged	100	494	41766	100	100	99	515	516	505	5	2	5	10	10	16	67	70	65	18	17	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	100	503	79611	100	100	99	531	525	496	4	3	7	18	22	37	73	73	56	5	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	247	39016	100	100	99	556	546	511	NA	1	4	7	13	29	84	83	66	9	3	1
Male	43	256	40519	100	99	98	498	505	482	9	6	10	33	30	44	58	63	46	NA	1	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	NC	42	32855	NC	98	99	NC	498	481	NC	10	10	NC	36	43	NC	55	47	NC	NA	0
Asian/Pacific Islander	NC	11	2149	NC	100	100	NC	552	519	NC	18	4	NC	NA	24	NC	73	70	NC	9	2
American Indian/Alaskan Native	--	NC	3992	--	NC	96	--	NC	478	--	NC	10	--	NC	46	--	NC	44	--	NC	0
White	90	442	36380	100	100	99	532	528	511	3	2	4	17	21	30	74	75	65	6	2	1
Students with Disabilities	12	51	10664	100	98	94	438	456	440	33	20	23	33	53	54	33	27	22	NA	NA	1
Students without Disabilities	88	452	68947	100	100	100	543	533	504	NA	2	4	16	18	34	78	78	61	6	2	1
Limited English Proficient Students	--	NC	10362	--	NC	97	--	NC	438	--	NC	22	--	NC	57	--	NC	21	--	NC	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	--	10	37626	--	91	98	--	NA	479	--	NA	10	--	NA	45	--	NA	45	--	NA	0
Non-Economically Disadvantaged	100	493	41985	100	100	100	531	526	511	4	3	4	18	22	30	73	73	65	5	2	1

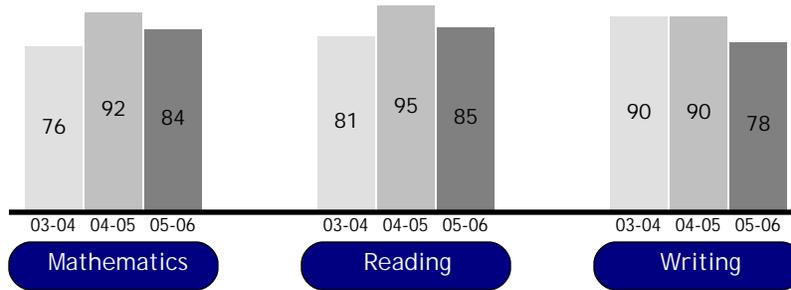
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	76	NA	58	100	65	61	47	98	72	67	46
	Language	99	69	63	50	100	63	59	47	98	67	65	48
	Mathematics	99	76	75	64	100	66	66	50	98	75	73	52
3	Reading	97	65	NA	55	97	69	62	44	100	72	67	46
	Language	100	71	74	61	97	64	57	44	100	67	61	46
	Mathematics	100	65	68	61	97	69	65	51	100	80	75	52
4	Reading	100	78	NA	56	100	65	64	48	99	72	70	52
	Language	100	70	69	52	100	66	65	49	99	76	72	52
	Mathematics	100	75	73	61	100	64	64	53	99	79	72	58
5	Reading	98	74	NA	55	100	69	68	50	99	72	72	56
	Language	98	69	67	49	100	72	68	50	99	73	72	54
	Mathematics	98	82	80	63	100	67	67	49	99	65	70	52

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

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

Council Duties

- Ü Campus Improvements
- Ü Tax Credit
- Ü Instruction
- Ü School Safety
- Ü Community Involvement
- Ü Strategic Planning

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	33.00
Other Professional Staff	11.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	88
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

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

Extracurricular Activities

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

Social Services

- Ü Kids Count
- Ü Phoenix Police Partnership
- Ü Counselor
- Ü Support Groups
- Ü Second Step Bullying Prevention
- Ü Character Counts

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Over 94% of Desert Willow 3rd graders met and exceeded the Arizona Academic Standards in Math and Reading as measured by the AIMS Test.
- ü Over 89% of Desert Willow 4th graders met and exceeded the Arizona Academic Standrds in Math and Reading as measured by the AIMS test.
- ü Over 84% of Desert Willow 5th graders met and exceeded the Arizona Academic Standards in Math and Reading as measured by the AIMS Test.
- ü Students at Desert Willow Elementary have shown continuous improvement in student achievement each year since the opening of our school in 1999 in reading, writing and math.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	96	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

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 each year. The Scottsdale Police Department recognized Desert Willow as an extremely safe campus in comparison to other schools in Maricopa County.

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) :

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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Jana Miller	(480) 575-2800
Transportation Policy	Cathy Erwin	(480) 575-2080
Community Resources	Evelyn Holbrook	(480) 575-2070
School Nutrition Programs	Jeff Stempak	(480) 575-2437
Parent Organization	Digna Affronti	(480) 575-2877
Student Health/Nurse	Sheila Morgan	(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 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.