Arizona Department of Education

Tom Horne, Superintendent of Public Instruction

Desert Willow Elementary School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2172 N. Arizola Rd., Casa Grande, AZ 85222

Casa Grande Elementary District

AZ LEARNS[1]

Elementary Achievement Profile (a)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

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

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.

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 :	Mrs. Jennifer Murrieta
Schedule :	07:00 AM to 04:00 PM
Grades :	Pre-K-5
Web Address :	www.cgelem.k12.az.us
Phone Number :	(520) 876-5397
Fax Number :	(520) 876-0909
E-mail :	jennifer.murrieta@cgelem.k12.az.us

Mission

At Desert Willow we are on the 'Journey to Success' and are committed to the mission of the Casa Grande Elementary District: Success for Everyone! The Responsibility is Yours and Mine.

School / Academic Goals

- By 2007, 80% of all students will achieve at or above the 50th percentile on the Arizona Instrument to Measure Standards in Mathematics.
- By 2008, 80% of all students will achieve at or above the 50th percentile on the Arizona Instrument to Measure Standards in Mathematics.
- By 2009, 80% of all students will achieve at or above the 50th percentile on the Arizona Instrument to Measure Standards in Writing.

Enrollment

October 1, 2005 School Year Student Enrollment : N/A

Accepting New Students in 2005-06 Under Open Enrollment Law : [2] Yes

Number of Students Attending Under Open Enrollment in 2005-06 : 41

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- Houghton Mifflin Reading
- Character Counts
- SRA Math
- Read Well
- Read Naturally
- Special Education PreSchool
- Step Up to Writing
- Curriculum Enrichment

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 50 minutes
First Day of School :	8/9/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

At Desert Willow we are committed to creating a safe and orderly learning environment where all students shall have the opportunity to grow academically, socially, emotionally and intellectually. We believe that all students can succeed!

Parents

We believe that it is the responsibility of the parents to provide a healthy and safe home environment for their children. In doing so, parents are contributing to the overall success of their child/children.

Transportation Policy

Bus transportation is available to all students in grades K-5 who live mores than one mile from school. Students must follow all rules and regulations concerning bus transportation.

School Honors

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

Award/Honor	Year

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 [3]

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	--	739	80010	--	100	99	--	438	447	--	11	10	--	24	18	--	53	53	--	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	372	38935	--	100	99	--	437	447	--	10	9	--	24	19	--	57	55	--	9	17
Male	--	367	40974	--	100	98	--	439	448	--	12	11	--	23	18	--	50	52	--	15	19
African American	--	31	4201	--	100	99	--	440	430	--	3	17	--	32	23	--	55	51	--	10	9
Hispanic	--	382	34545	--	100	99	--	431	432	--	14	14	--	24	24	--	55	53	--	8	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	--	47	3979	--	100	96	--	415	424	--	15	17	--	43	30	--	43	47	--	NA	6
White	--	274	35142	--	100	99	--	452	465	--	7	5	--	19	11	--	54	56	--	20	28
Students with Disabilities	--	81	10161	--	100	93	--	412	419	--	33	28	--	27	28	--	32	36	--	7	8
Students without Disabilities	--	658	69849	--	100	100	--	441	451	--	8	7	--	23	17	--	56	56	--	12	19
Limited English Proficient Students	--	100	14013	--	97	97	--	409	413	--	23	24	--	36	34	--	40	39	--	1	3
Migrant Students	--	18	603	--	95	96	--	443	417	--	11	22	--	22	32	--	44	42	--	22	4
Economically Disadvantaged	--	490	39029	--	99	98	--	430	432	--	14	14	--	26	25	--	52	52	--	8	9
Non-Economically Disadvantaged	--	249	40981	--	100	100	--	454	462	--	4	6	--	20	13	--	55	54	--	20	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	741	79438	--	100	98	--	446	451	--	11	9	--	27	24	--	54	56	--	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	373	38775	--	100	99	--	450	457	--	8	7	--	27	22	--	54	58	--	11	13
Male	--	368	40560	--	100	97	--	442	446	--	13	12	--	27	25	--	54	54	--	6	9
African American	--	31	4178	--	100	98	--	456	439	--	3	13	--	42	29	--	39	52	--	16	6
Hispanic	--	383	34297	--	100	98	--	437	434	--	14	14	--	28	31	--	54	50	--	4	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	--	47	3940	--	100	95	--	426	429	--	17	14	--	36	36	--	45	47	--	2	3
White	--	275	34887	--	100	98	--	461	471	--	6	4	--	22	15	--	57	63	--	15	18
Students with Disabilities	--	81	9588	--	100	88	--	411	416	--	38	30	--	31	32	--	27	34	--	4	5
Students without Disabilities	--	660	69850	--	100	100	--	450	456	--	7	7	--	27	23	--	57	59	--	9	12
Limited English Proficient Students	--	100	13856	--	97	96	--	410	407	--	24	27	--	42	43	--	34	29	--	NA	1
Migrant Students	--	18	600	--	95	96	--	432	418	--	17	22	--	28	38	--	56	39	--	NA	2
Economically Disadvantaged	--	490	38685	--	99	97	--	437	435	--	13	14	--	32	32	--	48	50	--	7	5
Non-Economically Disadvantaged	--	251	40753	--	100	99	--	465	467	--	6	5	--	17	16	--	65	62	--	13	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	--	739	79971	--	100	99	--	415	423	--	7	8	--	49	41	--	42	49	--	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	373	38974	--	100	99	--	426	437	--	6	5	--	40	33	--	51	57	--	2	4
Male	--	366	40895	--	99	98	--	403	410	--	8	10	--	58	47	--	32	41	--	1	2
African American	--	31	4203	--	100	99	--	426	411	--	6	11	--	32	45	--	58	43	--	3	2
Hispanic	--	382	34481	--	100	99	--	414	410	--	8	10	--	48	46	--	43	43	--	1	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	--	47	3995	--	100	96	--	406	409	--	13	10	--	47	47	--	40	42	--	NA	1
White	--	274	35150	--	100	99	--	417	437	--	6	5	--	53	35	--	39	56	--	3	5
Students with Disabilities	--	79	10258	--	99	94	--	368	377	--	24	23	--	57	51	--	19	25	--	NA	1
Students without Disabilities	--	660	69713	--	100	100	--	420	429	--	5	5	--	48	39	--	45	52	--	2	3
Limited English Proficient Students	--	100	13985	--	97	97	--	384	382	--	14	18	--	59	54	--	27	27	--	NA	0
Migrant Students	--	18	608	--	95	97	--	405	389	--	11	16	--	39	50	--	44	33	--	6	0
Economically Disadvantaged	--	489	38994	--	99	98	--	409	409	--	9	10	--	51	47	--	40	41	--	1	1
Non-Economically Disadvantaged	--	250	40977	--	100	100	--	427	437	--	5	5	--	44	34	--	46	56	--	4	5

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

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 [3]

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	--	703	80147	--	100	99	--	480	482	--	11	11	--	16	17	--	52	49	--	21	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	367	39281	--	100	99	--	486	483	--	10	9	--	12	17	--	54	50	--	24	24
Male	--	336	40780	--	100	98	--	473	482	--	13	12	--	21	17	--	49	48	--	18	24
African American	--	46	4249	--	100	99	--	471	464	--	13	17	--	24	22	--	48	48	--	15	13
Hispanic	--	381	33494	--	100	99	--	475	466	--	12	15	--	18	23	--	52	49	--	17	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	--	40	4117	--	100	96	--	459	456	--	25	19	--	23	27	--	35	46	--	18	8
White	--	228	36122	--	100	99	--	493	501	--	7	5	--	11	10	--	54	50	--	29	35
Students with Disabilities	--	85	10295	--	100	92	--	437	443	--	48	33	--	13	26	--	29	33	--	9	8
Students without Disabilities	--	618	69852	--	100	100	--	485	488	--	6	7	--	17	16	--	55	51	--	22	26
Limited English Proficient Students	--	86	12722	--	100	97	--	446	441	--	26	27	--	23	33	--	47	37	--	5	3
Migrant Students	--	20	622	--	100	97	--	460	454	--	20	19	--	25	30	--	50	43	--	5	8
Economically Disadvantaged	--	439	38371	--	100	97	--	471	465	--	14	15	--	19	23	--	49	49	--	17	13
Non-Economically Disadvantaged	--	264	41776	--	100	100	--	496	498	--	6	6	--	11	11	--	56	49	--	27	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	--	702	79686	--	100	98	--	463	470	--	11	11	--	29	24	--	52	57	--	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	367	39163	--	100	99	--	472	475	--	6	9	--	28	22	--	57	60	--	9	10
Male	--	335	40438	--	100	97	--	453	465	--	17	13	--	31	25	--	47	54	--	5	7
African American	--	46	4228	--	100	98	--	462	458	--	7	15	--	39	28	--	43	53	--	11	4
Hispanic	--	381	33299	--	100	98	--	455	452	--	13	17	--	35	32	--	48	47	--	4	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	--	40	4087	--	100	96	--	446	446	--	25	16	--	25	38	--	48	44	--	3	2
White	--	227	35914	--	100	98	--	478	489	--	8	5	--	18	15	--	63	67	--	12	14
Students with Disabilities	--	84	9808	--	100	87	--	416	432	--	49	35	--	29	32	--	18	30	--	5	3
Students without Disabilities	--	618	69878	--	100	100	--	469	475	--	6	8	--	29	23	--	57	61	--	7	9
Limited English Proficient Students	--	86	12594	--	100	96	--	426	422	--	27	34	--	49	45	--	23	21	--	1	0
Migrant Students	--	20	611	--	100	95	--	438	439	--	20	22	--	50	39	--	25	37	--	5	2
Economically Disadvantaged	--	439	38095	--	100	97	--	455	452	--	13	17	--	36	32	--	47	48	--	5	3
Non-Economically Disadvantaged	--	263	41591	--	100	99	--	477	486	--	9	6	--	19	16	--	62	65	--	11	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	--	703	80372	--	100	99	--	462	475	--	5	4	--	40	30	--	55	64	--	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	367	39452	--	100	99	--	478	488	--	2	3	--	30	22	--	67	72	--	1	3
Male	--	336	40836	--	100	98	--	445	464	--	7	6	--	51	37	--	41	56	--	0	1
African American	--	46	4264	--	100	99	--	460	465	--	2	5	--	48	35	--	50	59	--	NA	1
Hispanic	--	381	33608	--	100	99	--	459	462	--	5	6	--	43	36	--	51	57	--	0	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	40	4128	--	100	97	--	441	464	--	10	4	--	55	39	--	35	56	--	NA	1
White	--	228	36213	--	100	99	--	471	489	--	4	2	--	32	22	--	64	72	--	1	3
Students with Disabilities	--	85	10526	--	100	94	--	399	427	--	25	15	--	62	53	--	12	31	--	1	1
Students without Disabilities	--	618	69846	--	100	100	--	470	482	--	2	3	--	37	26	--	61	69	--	0	2
Limited English Proficient Students	--	86	12747	--	100	97	--	428	432	--	13	12	--	60	52	--	27	36	--	NA	0
Migrant Students	--	20	621	--	100	97	--	434	452	--	20	9	--	45	40	--	35	51	--	NA	0
Economically Disadvantaged	--	439	38521	--	100	98	--	455	461	--	5	6	--	46	38	--	48	55	--	NA	1
Non-Economically Disadvantaged	--	264	41851	--	100	100	--	475	489	--	3	3	--	30	22	--	65	72	--	1	4

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

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 [3]

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	--	708	79306	--	100	99	--	507	504	--	12	13	--	18	20	--	50	49	--	20	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	343	38845	--	100	99	--	512	505	--	7	11	--	17	20	--	54	50	--	21	18
Male	--	365	40383	--	100	98	--	502	504	--	16	14	--	18	19	--	46	47	--	20	19
African American	--	42	4171	--	100	98	--	496	485	--	14	20	--	17	26	--	52	44	--	17	10
Hispanic	--	376	32673	--	100	99	--	501	487	--	12	18	--	20	25	--	50	46	--	18	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	--	56	4034	--	98	97	--	490	479	--	20	22	--	27	29	--	43	43	--	11	7
White	--	229	36234	--	100	99	--	520	523	--	9	6	--	13	13	--	51	52	--	28	28
Students with Disabilities	--	92	10286	--	100	91	--	460	462	--	42	41	--	26	27	--	27	27	--	4	5
Students without Disabilities	--	616	69020	--	100	100	--	513	510	--	7	9	--	17	18	--	53	52	--	23	21
Limited English Proficient Students	--	66	10291	--	100	96	--	464	458	--	32	38	--	33	34	--	30	26	--	5	2
Migrant Students	--	17	630	--	100	95	--	503	478	--	12	24	--	18	27	--	59	43	--	12	6
Economically Disadvantaged	--	469	37437	--	100	97	--	497	486	--	14	19	--	22	26	--	49	46	--	16	9
Non-Economically Disadvantaged	--	239	41869	--	100	100	--	527	521	--	6	7	--	11	14	--	53	51	--	30	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	--	706	79000	--	100	98	--	482	489	--	10	10	--	27	24	--	57	58	--	6	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	342	38774	--	99	99	--	490	494	--	4	7	--	25	22	--	64	61	--	7	10
Male	--	364	40150	--	100	98	--	475	485	--	16	12	--	29	25	--	50	55	--	4	8
African American	--	42	4153	--	100	98	--	482	476	--	12	13	--	26	30	--	57	53	--	5	4
Hispanic	--	375	32508	--	100	98	--	478	472	--	12	15	--	27	33	--	57	49	--	4	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	--	56	4016	--	98	96	--	468	467	--	13	14	--	43	37	--	43	46	--	2	2
White	--	228	36135	--	100	98	--	492	508	--	8	4	--	23	14	--	60	67	--	9	15
Students with Disabilities	--	90	9991	--	100	88	--	437	449	--	42	33	--	40	36	--	17	29	--	1	2
Students without Disabilities	--	616	69009	--	100	100	--	488	495	--	6	6	--	25	22	--	63	62	--	6	10
Limited English Proficient Students	--	66	10199	--	100	95	--	444	439	--	36	35	--	41	47	--	23	18	--	NA	0
Migrant Students	--	17	629	--	100	95	--	467	457	--	18	22	--	24	41	--	59	37	--	NA	1
Economically Disadvantaged	--	468	37234	--	100	97	--	473	472	--	13	15	--	31	33	--	53	50	--	3	3
Non-Economically Disadvantaged	--	238	41766	--	100	99	--	501	505	--	5	5	--	19	16	--	65	65	--	11	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	--	708	79611	--	100	99	--	482	496	--	8	7	--	46	37	--	45	56	--	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	343	39016	--	100	99	--	503	511	--	3	4	--	35	29	--	61	66	--	1	1
Male	--	365	40519	--	100	98	--	462	482	--	13	10	--	56	44	--	31	46	--	NA	0
African American	--	42	4188	--	100	98	--	464	486	--	14	9	--	40	40	--	45	50	--	NA	0
Hispanic	--	376	32855	--	100	99	--	478	481	--	10	10	--	49	43	--	41	47	--	0	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	--	56	3992	--	98	96	--	465	478	--	7	10	--	64	46	--	29	44	--	NA	0
White	--	229	36380	--	100	99	--	496	511	--	5	4	--	38	30	--	57	65	--	0	1
Students with Disabilities	--	92	10664	--	100	94	--	400	440	--	36	23	--	53	54	--	10	22	--	1	1
Students without Disabilities	--	616	68947	--	100	100	--	493	504	--	4	4	--	45	34	--	51	61	--	0	1
Limited English Proficient Students	--	66	10362	--	100	97	--	435	438	--	24	22	--	64	57	--	12	21	--	NA	NA
Migrant Students	--	17	636	--	100	96	--	463	467	--	12	14	--	59	47	--	29	38	--	NA	0
Economically Disadvantaged	--	469	37626	--	100	98	--	469	479	--	11	10	--	53	45	--	36	45	--	0	0
Non-Economically Disadvantaged	--	239	41985	--	100	100	--	507	511	--	3	4	--	33	30	--	64	65	--	0	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)

No AIMS test data found for this school.

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?	Not Evaluated
	Met Test Objectives?	Not Evaluated
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Not Evaluated

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.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

		2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	NA	58	--	--	45	47	--	--	44	46
	Language	--	--	34	50	--	--	46	47	--	--	44	48
	Mathematics	--	--	67	64	--	--	49	50	--	--	43	52
3	Reading	--	--	NA	55	--	--	39	44	--	--	43	46
	Language	--	--	44	61	--	--	41	44	--	--	41	46
	Mathematics	--	--	54	61	--	--	47	51	--	--	43	52
4	Reading	--	--	NA	56	--	--	44	48	--	--	48	52
	Language	--	--	38	52	--	--	44	49	--	--	44	52
	Mathematics	--	--	58	61	--	--	53	53	--	--	54	58
5	Reading	--	--	NA	55	--	--	44	50	--	--	50	56
	Language	--	--	36	49	--	--	44	50	--	--	46	54
	Mathematics	--	--	56	63	--	--	48	49	--	--	50	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	Council Duties
1 School Administrator(s)	ü School/Business/Community Relations
1 Non-certified Employee(s)	ü School Improvement
3 Teacher(s)	ü Community Involvement
3 Parent(s)	ü Community Feedback on Board Policy
1 Community Member(s)	
0 Student(s)	

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	28.00
Other Professional Staff	4.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	24
Teachers with Emergency Certification.	15
Percent of teachers in the school with Emergency/Provisional Certification	51%
Percent of core classes not taught by Highly Qualified Teachers	25%

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Media Center
- ü Multi-Purpose Room

Extracurricular Activities

- ü Student Council
- ü Spelling Bee
- ü Young Author's Conference
- ü Math Fair

Social Services

- ü Free Breakfast
- ü Volunteer Program
- ü Counseling Agencies work with Schools

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

Student Activity Rates for School Year 2005-06

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	NA	95	94	95
Promotion Rate [5]	NA	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 is a brand new school. We hope that through teaching students that character counts and by promoting a positive school climate, we will reduce the number of future safety incidents.

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	Jennifer Murrieta	(520) 876-5397
Transportation Policy	Paul Potts	(520) 836-2111
Community Resources	Jennifer Murrieta	(520) 876-5397
School Nutrition Programs	Germaine Shephard	(520) 836-2111
Parent Organization	Nancy Browning	(520) 876-5397
Student Health/Nurse	Gaye Walker	(520) 876-5397

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."

ACHIEVEMENT PROFILES

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.

Footnotes

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 50 Copies = $19.00

** 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.