

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

17901 W Lundberg St, Surprise, AZ 85374

Dysart 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

High School Achievement Profile ^(a)

2004-05	Performing Plus
2003-04	Not Evaluated
2002-03	Not Evaluated

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

School Overview

Principal/Administrator : Dr. Margaret Crespo
 Schedule : 06:30 AM to 03:00 PM
 Grades : 9-12
 2005 Enrollment : 2660
 Web Address : dysart.org
 Phone Number : (623) 523-8000
 Fax Number : (623) 523-8011
 E-mail : mcrespo@dysart.org

Mission

WCBS will provide a quality instructional program designed to CHALLENGE each student to reach their potential. Through a focus on character, community involvement, technology, and a standards-based curriculum, we will create a community of learners.

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05	Met
2003-04	Met
2002-03	Not Evaluated

School Improvement Status ^(b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School / Academic Goals

- ü Excellence in Curriculum Teachers will develop challenging, cohesive, problem based instruction using "best practices" to facilitate student success.
- ü School Structure - We will provide a customer friendly environment responding to the needs of all stakeholders within the educational community.

Enrollment

October 1, 2004 School Year Student Enrollment : 1651
 Accepting New Students in 2005-06 Under Open Enrollment Law :² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 32

Instructional Programs

- ü Honors/Advanced Placement
- ü International Baccalaureate Program
- ü Math/Science/Tech

Calendar Information

Number of Instruction Days : 180
Average Daily Instruction Time : 7 hours 0 minutes
First Day of School : 8/8/2005
Last Day of School : 5/25/2006

Shared Responsibilities

School

School Structure - We will provide a customer friendly environment responding to the needs of all stakeholders within the educational community.

Parents

The parents are responsible for assisting in building the tradition and excellence at Willow Canyon High School by communicating with the children and the school on a regular basis and modeling the behavior we all expect from our students.

Transportation Policy

Transportation is not provided for students on variances. Transportation is provided for high school students who live more than 1.5 miles away from the school.

School Honors

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

Award/Honor

Year

10th 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	562	891	69846	99	100	100	688	681	699	24	30	21	15	17	11	53	47	49	8	6	18
All Students (Prior Year)	337	608	65934	98	99	100	477	472	492	59	65	43	22	20	18	14	11	24	5	4	15
Female	269	439	34328	99	100	99	691	685	702	20	27	19	14	17	12	57	48	51	10	8	18
Male	291	450	35509	97	100	100	685	677	696	28	34	23	15	17	11	50	45	48	6	5	18
African American	43	83	3535	100	100	100	683	682	677	38	41	31	15	14	15	44	42	46	3	3	8
Hispanic	117	308	23363	100	100	100	668	666	680	33	39	32	16	20	16	49	40	45	2	1	7
Asian/Pacific Islander	14	20	1742	93	95	99	704	696	733	25	29	8	17	24	7	50	35	46	8	12	38
American Indian/Alaskan Native	NC	11	4785	NC	100	100	NC	686	671	NC	30	39	NC	20	17	NC	40	39	NC	10	5
White	381	469	36421	98	100	99	694	690	714	20	22	12	14	15	8	56	53	54	10	10	26
Students with Disabilities	51	92	7690	100	99	100	589	582	593	72	77	64	9	9	14	19	13	21	0	0	2
Students without Disabilities	511	799	62220	98	100	99	698	692	712	19	25	16	15	18	11	57	50	53	9	7	20
Limited English Proficient Students	24	70	5834	100	100	100	581	609	612	65	63	46	12	18	20	24	20	31	0	0	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	197	414	21421	95	96	92	687	680	686	32	37	35	13	17	15	48	41	43	7	5	7
Non-Economically Disadvantaged	365	477	48489	100	100	100	689	682	704	20	24	15	16	17	10	56	52	52	8	8	23

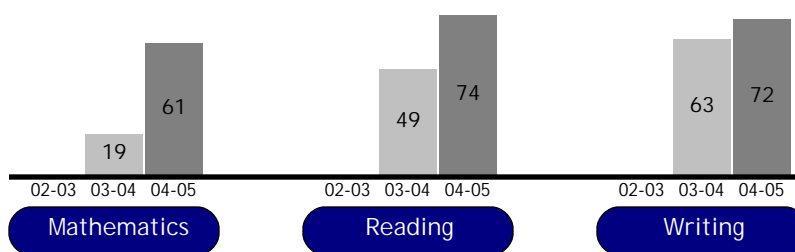
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	555	889	71311	99	100	100	694	683	694	7	10	7	20	25	21	68	61	63	6	4	9
All Students (Prior Year)	349	625	68162	99	99	100	497	492	509	22	28	18	29	29	24	45	41	51	4	3	8
Female	268	442	34899	100	100	100	703	691	700	4	7	5	16	21	19	72	67	66	8	5	10
Male	287	447	36430	98	99	100	686	675	688	9	13	9	24	29	22	64	54	61	3	3	8
African American	42	76	3573	100	96	100	688	684	676	15	12	9	18	24	26	64	63	60	3	1	4
Hispanic	120	320	24056	100	100	100	674	664	672	8	13	13	30	36	31	58	49	53	4	2	3
Asian/Pacific Islander	12	19	1731	86	95	98	719	702	717	0	12	3	18	24	13	64	53	68	18	12	16
American Indian/Alaskan Native	NC	13	5110	NC	100	100	NC	685	661	NC	27	14	NC	18	38	NC	45	46	NC	9	2
White	373	461	36841	98	100	99	700	695	713	5	7	3	17	19	12	72	69	72	6	6	13
Students with Disabilities	50	92	8021	100	100	100	579	575	590	29	40	27	53	48	42	18	13	29	0	0	1
Students without Disabilities	506	798	63379	99	100	100	706	696	707	4	7	5	16	23	18	73	66	68	6	5	10
Limited English Proficient Students	26	74	6402	100	100	100	581	599	596	24	28	25	46	48	44	30	24	30	0	0	1
Migrant Students	--	NC	548	--	NC	NA	--	NC	659	--	NC	26	--	NC	36	--	NC	38	--	NC	0
Economically Disadvantaged	198	418	22243	98	97	93	688	678	677	12	14	14	25	32	32	59	52	51	4	2	3
Non-Economically Disadvantaged	358	472	49157	100	100	100	697	688	702	4	6	4	17	19	16	73	69	69	6	6	11

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	550	880	70868	98	100	100	688	678	688	4	7	5	24	28	23	67	62	63	5	4	9
All Students (Prior Year)	348	624	67629	98	99	100	517	507	524	22	27	22	15	16	16	62	56	59	1	1	3
Female	264	437	34710	99	100	99	698	689	697	2	4	3	16	20	19	75	71	66	8	6	12
Male	286	443	36176	98	98	100	677	666	678	6	10	7	32	36	27	60	53	59	2	1	7
African American	43	77	3557	100	97	99	696	693	675	5	6	7	18	15	25	69	75	62	8	4	6
Hispanic	117	314	23868	100	100	100	666	661	670	6	9	9	33	37	33	57	53	55	4	1	4
Asian/Pacific Islander	13	20	1732	93	100	98	706	692	713	0	6	2	25	28	12	75	67	64	0	0	22
American Indian/Alaskan Native	NC	14	5001	NC	100	100	NC	673	661	NC	8	9	NC	25	41	NC	67	48	NC	0	2
White	369	455	36710	97	98	99	693	687	702	3	5	2	21	24	15	70	66	69	5	5	13
Students with Disabilities	48	91	7900	100	99	100	573	567	580	30	34	22	47	47	49	23	18	28	0	1	1
Students without Disabilities	503	790	63054	98	100	99	699	691	701	1	4	3	22	25	20	72	67	67	5	4	10
Limited English Proficient Students	25	73	6308	100	100	100	575	595	591	14	19	19	53	49	47	33	30	33	0	1	1
Migrant Students	--	NC	540	--	NC	NA	--	NC	658	--	NC	16	--	NC	42	--	NC	41	--	NC	1
Economically Disadvantaged	197	417	21994	98	97	92	681	673	673	6	9	10	33	34	36	57	54	52	4	2	3
Non-Economically Disadvantaged	354	464	48960	99	100	100	692	683	694	3	4	3	19	22	18	73	69	67	5	5	12

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)

10th 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.

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?	Not Evaluated
	Met Graduation Rate?	Y
	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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	--	--	26	41	97	32	NA	42	97	51	--	51
	Language	--	--	26	42	98	34	29	42	97	48	--	50
	Mathematics	--	--	42	60	95	45	44	63	96	46	--	50

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)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- ü Curriculum Development
- ü Program Focus
- ü Community Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	5.00	Teacher	.00
Other Professional Staff	10.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	27	18	0	0
4 to 6 years	23	6	0	0
7 to 9 years	11	4	0	0
10 or more years	7	13	1	0

Highly Qualified (NCLB) School Year 2004-05

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

Resources Available at School Site

Special Facilities

- ü 10 Computer Labs
- ü TV/Media Broadcasting Studio
- ü Media Center

Extracurricular Activities

- ü CANYON ADVANCED TEAM SERVICES (CATS)
- ü STUDENT COUNCIL
- ü FROSH/JV /VARSITY ATHLETICS/CLUBS
- ü FINE ARTS
- ü CAREER CENTER
- ü RENAISSANCE
- ü NATIONAL HONOR SOCIETY
- ü ACADEMIC DECATHALON

Social Services

- ü Counseling Services
- ü Language Aquisition
- ü Dental Program
- ü Parent Workshops
- ü Tutoring
- ü AIMS Attack

School Achievements/Accomplishments 2004-05

ü The Willow Canyon High School architectural plans were submitted and published by the national journal Learning by Design.

ü Todd McFarlane Enterprises provided our mascot.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	98	95	94	95
Transfers Out Rates ⁵	18	12	12	17
Transfers In Rate ⁶	27	28	28	37
Stability Rate ⁷	81	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	2	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

EXCELLENCE IN CURRICULUM

Teachers will develop challenging, cohesive, problem based instruction using "best practices" to facilitate student success.

SCHOOL STRUCTURE

We will provide a customer friendly environment responding to the needs of all stakeholders within the educational community.

INVOLVEMENT

Willow Canyon is a place where all are welcome, encouraged to come and valued as an asset.

Total number of incidents that occurred on the school grounds for school year 2004-05 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	Amber Justesen	(623) 523-8012
Transportation Policy	Durham School Services	(623) 876-7030
Community Resources	Michelle Bohon	(623) 532-8014
School Nutrition Programs	Southwest Food Services	(623) 876-7000
Parent Organization	Mike Planeta	(623) 523-8075
Student Health/Nurse	Ginger Pillai	(623) 523-8004

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** 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.