

Desert Willow School

Clark County School District

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Las Vegas, NV 89148

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Cheryl A. Joyce, Principal

Grade Levels: K-12

Website: www.ccsd.net



2007-2008 School Accountability Summary Report

For more information visit www.nevadareportcard.com

Mission Statement

Students who are placed at Desert Willow Treatment Center and participate in the Desert Willow/Miley West Educational Program will benefit from their education academically and socially by receiving direct instruction and social skill training.

Principal's Highlights

The Educational Program is designed to meet the needs of the students placed in a psychiatric hospital setting, focusing on academic and behavioral needs.

- Character Building taught social skills that included: respect, communication, self esteem building and many others.
- A Career conference was held for the high school students to help foster higher learning and vocational skills.
- Historical themes were presented throughout the school: Underground Railroad, famous inventors and political issues.
- Interactive instructional math activities were presented to all grade levels to help foster math concepts.
- Reading Week included themes for the day, write about your favorite author and self-reflecting autobiographies.
- Students learned various writing strategies utilizing the Writer's Workshop and daily structured journal writing.
- Students' learned Power Point, presenting various information on specific countries.
- Consistent behavior interventions were taught to help students learn to make better choices for themselves.
- Many new computer instructional programs were available to students to help build math, reading and language skills.

Goals and Objectives

Goal 1

Students will increase their math skills as measured by a 10% decrease in non-proficient students.

Objective(s):

By June 2008, students will increase their math skills in computations and problem solving as measured by state mandated assessments.

Goal 2

Students will increase their reading levels as measured by a 10% decrease in non-proficient students.

Objective(s):

By June 2008, students will increase their reading comprehension, fluency and oral skills as assessed through mandated testing.

Goal 3

By June 2008, the students will increase their written expression skills assessed by state mandated testing.

Objective(s):

By June 2008, students will increase their writing skills focusing on topic and supporting and closing sentences as assessed by the state mandated testing.

Demographics and Student Information

Demographic profiles are reported by gender, race/ethnicity, and special student populations as of count day. Student Average Daily Attendance (ADA) is the percentage of the school enrollment in attendance on an "average school day" as of the 100th day of school.

	Enrollment #		Enrollment %		Avg Daily Attendance		
	School	District	School	District	School	District	State
Total Students	38	308,554	100.0 %	100.0 %	97.9 %	94.2 %	94.2 %
Male	17	159,011	44.7 %	51.5 %	*	*	*
Female	21	149,543	55.3 %	48.5 %	*	*	*
American Indian/Alaskan Native	-	2,417	-	0.8 %	-	92.8 %	93.0 %
Asian/Pacific Islander	-	28,584	-	9.3 %	-	96.0 %	96.0 %
Hispanic	-	123,147	-	39.9 %	-	94.2 %	94.2 %
Black/African American	-	43,022	-	13.9 %	-	92.8 %	92.9 %
White	22	111,384	57.9 %	36.1 %	98.0 %	93.9 %	94.1 %
IEP	17	31,888	44.7 %	10.3 %	98.4 %	92.4 %	92.5 %
LEP	-	60,593	-	19.6 %	-	94.9 %	94.9 %
FRL	N/A	131,272	N/A	42.5 %	N/A	93.2 %	93.4 %
Migrant	N/A	N/A	N/A	N/A	*	*	*

IEP = Students with Disabilities
 LEP = Students with Limited English Proficiency
 FRL = Students qualifying for Free/Reduced Lunch

⌋ indicates data not presented for groups fewer than 10.
 'N/A' indicates a population of zero.
 '**' indicates data are not available.

Transiency, Truancy, and Discipline

	School	District
Transiency Rate	150.4 %	34.7 %
Habitual Truancy - # of Incidents	0	2,117
Discipline - # of Incidents Resulting in Suspension/Expulsion for:		
Violence to Other Students	0	6,019
Violence to Staff	0	126
Possession of Weapon	0	501
Distribution of Controlled Substance	0	82
Possession/Use of Controlled Substance	0	820
Possession/Use of Alcohol	0	163
Habitual Disciplinary Expulsions	0	13

Incidents are reported at the school where the action occurred.
 Data reported as of the end of the school year.

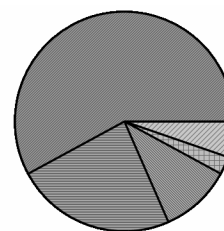
Retention/Credit Deficiency*

Grade	School #	School %	District #	District %
K	0	0.0 %	398	1.7 %
1	0	0.0 %	618	2.5 %
2	0	0.0 %	363	1.5 %
3	0	0.0 %	211	0.9 %
4	0	0.0 %	108	0.4 %
5	0	0.0 %	47	0.2 %
6	0	0.0 %	277	1.1 %
7	0	0.0 %	441	1.8 %
8	1	25.0 %	821	3.3 %
9	3	25.0 %	5,324	18.4 %
10	1	12.5 %	3,457	14.3 %
11	0	0.0 %	631	3.6 %
12	0	0.0 %	292	1.9 %

* Students are retained in grades 9-12 if they have insufficient credits.

Student Ethnicity

Data reported as of count day.



- American Indian/ Alaskan Native (5.3%)
- Asian/ Pacific Islander (2.6%)
- Hispanic (10.5%)
- Black/ African American (23.7%)
- White (57.9%)

Average Class Size

Subject Area	School	District
English	3	25
Mathematics	3	26
Science	3	28
Social Studies	2	28

Average Class Size is listed for all core classes where students rotate to different teachers for different subjects.
 Data reported as of December 1.

Adequate Yearly Progress (AYP)

Elementary Designation: Adequate

Desert Willow Elementary School has been classified as a school which demonstrated Adequate Yearly Progress during the 2007-2008 school year. Classification as demonstrating AYP is due to the schools meeting all No Child Left Behind criteria in the areas of English language arts (ELA), mathematics, and the school-wide other indicator.

Middle Designation: Adequate

Desert Willow Secondary School has been classified as a school which demonstrated Adequate Yearly Progress during the 2007-2008 school year. Classification as demonstrating AYP is due to the schools meeting all No Child Left Behind criteria in the areas of English language arts (ELA), mathematics, and the school-wide other indicator.

High Designation: Adequate

Desert Willow Secondary School has been classified as a school which demonstrated Adequate Yearly Progress during the 2007-2008 school year. Classification as demonstrating AYP is due to the schools meeting all No Child Left Behind criteria in the areas of English language arts (ELA), mathematics, and the school-wide other indicator.

Summary of Standards-Based Test Performance

Nevada uses criterion referenced tests (CRTs) and the High School Proficiency Exam (HSPE) to measure student achievement relative to Nevada's academic standards. Data in these tables are a compilation of test results for grades represented at this school and may not represent the figures that were used to determine this school's Adequate Yearly Progress. For grade-specific assessment results and other assessment information, refer to the Nevada Report Card Website at www.nevadareportcard.com.

ED = Percentage of students performing in the lowest range of achievement (Emergent/Developing)

AS = Percentage of students performing in the Approaches Standards range of achievement

MS = Percentage of students performing in the Meets Standards range of achievement

ES = Percentage of students performing in the highest range of achievement (Exceeds Standards)

K-8	Reading				Writing				Mathematics				Science			
	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES
State	10 %	33 %	42 %	15 %	8 %	42 %	43 %	8 %	11 %	29 %	40 %	20 %	11 %	33 %	45 %	10 %
District	11 %	34 %	40 %	15 %	9 %	42 %	42 %	7 %	12 %	29 %	39 %	20 %	13 %	34 %	43 %	10 %
School	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

'-' indicates data not presented for groups fewer than 10.

'N/A' indicates that data are not available.

9-12	Reading				Writing				Mathematics			
	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES
State	2 %	5 %	46 %	47 %	3 %	9 %	81 %	6 %	4 %	24 %	53 %	19 %
District	2 %	5 %	48 %	45 %	3 %	10 %	81 %	6 %	5 %	26 %	51 %	18 %
School	-	-	-	-	-	-	-	-	-	-	-	-

'-' indicates data not presented for groups fewer than 10.

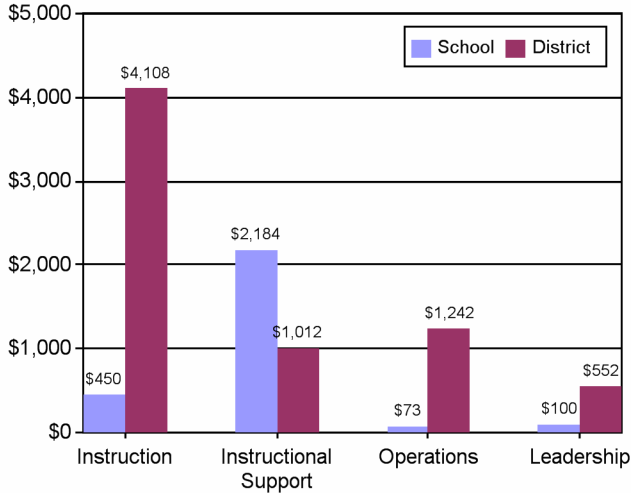
'N/A' indicates that data are not available.

Per-Pupil Expenditures 2006-2007

The per pupil expenditures for all Nevada school districts and schools are calculated by In\$ite, which results in comparable financial information over time and across the state. Financial data are reported for the year prior to the school year just completed.

Desert Willow School Total Cost Per Pupil = \$2,806.88
 District Total Cost Per Pupil = \$6,913.14

Per-Pupil Expenditures By Category



Schools showing only \$0 have not been in operation long enough to have data for 2006-2007.

Graduation/Dropout Information: Class of 2007

	Graduation Rate			Dropout Rate		
	School	District	State	School	District	State
Total Students	N/A	63.0 %	67.4 %	7.4 %	6.0 %	4.8 %
Male	N/A	60.3 %	65.0 %	7.7 %	6.3 %	5.0 %
Female	N/A	65.7 %	69.7 %	7.1 %	5.8 %	4.6 %
American Indian/Alaskan Native	N/A	51.0 %	59.9 %	0.0 %	7.5 %	4.6 %
Asian/Pacific Islander	N/A	76.4 %	76.8 %	0.0 %	3.6 %	3.4 %
Hispanic	N/A	51.9 %	53.7 %	0.0 %	7.9 %	6.8 %
Black/African American	N/A	52.0 %	52.4 %	25.0 %	6.5 %	6.2 %
White	N/A	71.4 %	76.1 %	6.3 %	4.9 %	3.6 %

'-' indicates data not presented for groups fewer than 10 for graduation rate.
 'N/A' indicates sufficient data are not available.

Personnel Information

Classes Not Taught by Highly Qualified Teachers

Data Not Available

Teacher ADA and Licensure Information

	Teacher Average Daily Attendance Rate	Teachers providing instruction:		
		Pursuant to NRS 391.125 (Emergency Credential)	Pursuant to waiver with State Approval	Without an endorsement for the subject area
State	95.7 %	411	451	141
District	96.0 %	397	296	94

Teacher Average Daily Attendance (ADA) is the percentage of licensed educators who provided instruction to students in classrooms on an "average school day".
 'N/A' indicates that data are not available.

Parent/Community Involvement

Communication is a vital component of the success of the educational program at Desert Willow. Desert Willow is located in a state operated psychiatric treatment center. School and hospital staff works together creating a harmonious milieu. Students' academic and behavioral progress in the classroom is monitored daily. Data is used in conjunction with the hospital staff to determine the psychiatric progress of children and adolescents. Weekly treatment team meetings involve parents, psychiatrists, psychologists, social workers, probation officers and school personnel. Together the team develops a plan that encompasses family, school and an Educational Plan.

Note: District totals do not include state or district sponsored charter school data.

The development of this annual school accountability report is a joint effort among the Nevada Department of Education, Otis Educational Systems, Inc., and Nevada school districts. This report is provided to the public as required by the federal No Child Left Behind Act and NRS 385.347. A comprehensive listing of all accountability data, including student test data, may be accessed on the Nevada Annual Reports of Accountability website at www.nevadareportcard.com.