

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

945 W 8th Street, Mesa, AZ 85201

Mesa 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)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Not Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Mrs. Helen Riddle
 Schedule : 7:00 AM to 4:00 PM
 Grades : 10-12
 2004 Enrollment : 2413
 Web Address : www.mpsaz.org
 Phone Number : (480) 472-4400
 Fax Number : (480) 472-4404
 E-mail : hdriddle@mpsaz.org

Mission

The mission of the Westwood High School community is to develop the knowledge, skills and attitudes necessary to prepare all students to become lifelong learners and productive members of our diverse society.

- * Communicate information effectively
- * Apply learning strategies & technology
- * Demonstrate global awareness & cross-cultural understanding
- * Integrate an effective method of problem solving
- * Demonstrate respect for self & others
- * Think critically & creatively

School / Academic Goals

- ü Ensure that all students have the opportunity to learn MPS curriculum standards, State standards, and mastery elements.
- ü Teach students to be respectful and tolerant of one another. Teach students that diversity is an asset, and cooperation among diverse groups is a challenge worth pursuing.
- ü Teach students to recognize their individual strengths and to develop them to their fullest potential.
- ü Teach students to understand the importance of personal responsibility and demonstrate responsible behavior on a daily basis.

Enrollment

October 1, 2003 School Year Student Enrollment : 2351
 Accepting New Students in 2004-05 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 230

Instructional Programs

- ü Alternative Education/Star Lab
- ü Advanced Placement/Dual Enrollment
- ü AVID
- ü Gear Up

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 56 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Westwood High School Staff will ensure that every student has the opportunity to master MPS curriculum and State standards, develop positive relationships, self-discipline and respect for others. We will monitor and communicate student progress.

Parents

We ask parents to support educational goals set by the State, district and school. We ask parents to support school policies including dress and behavior codes. Additionally, we ask parents to encourage their students to be respectful and tolerant.

Transportation Policy

Busing is provided for students who live more than two miles from the school to which they are assigned. Transportation is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

School Honors

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

Award/Honor	Year
ü National Hispanic Scholar	2004
ü Future Farmers of America (FFA) Superior Chapter Award	2004
ü War Chant Newspaper 1st Place Arizona's Newspapers	2003
ü Yearbook National Best of Show	2003

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	795	5047	65934	93	96	100	495	510	492	37	24	43	19	17	18	29	33	24	15	27	15
All Students (Prior Year)	592	4342	57534	70	83	91	500	510	491	37	24	46	14	15	16	26	34	23	23	27	15
Female	392	2418	32586	94	97	100	495	509	491	38	24	44	19	18	19	28	33	24	16	25	14
Male	403	2624	33226	92	95	99	495	510	493	36	24	42	19	16	18	30	32	24	15	28	16
African American	40	161	3042	87	90	98	486	490	478	49	42	58	18	23	19	28	25	17	5	10	6
Hispanic	314	1135	21740	95	96	100	483	488	475	51	46	63	21	18	17	21	25	15	7	10	5
Asian/Pacific Islander	21	138	1643	95	97	99	509	524	519	25	21	23	25	10	13	20	27	30	30	41	34
American Indian/Alaskan Native	72	163	4351	82	83	99	488	488	472	46	46	68	18	17	16	26	28	13	10	8	4
White	347	3446	34819	93	97	99	508	518	505	21	15	27	18	17	20	38	36	31	24	33	22
Students with Disabilities	76	396	6507	89	92	100	461	465	456	80	74	83	13	11	9	5	11	6	2	3	2
Students without Disabilities	719	4651	59427	93	96	100	498	512	494	33	21	41	20	17	19	31	34	25	16	28	16
Limited English Proficient Students	168	541	6793	100	100	100	475	479	464	62	59	79	18	16	11	17	18	8	4	7	2
Migrant Students	NC	NC	708				NC	NC	469	NC	NC	72	NC	NC	15	NC	NC	10	NC	NC	3
Economically Disadvantaged	426	1572	18745				488	493	475	46	40	64	18	18	16	26	27	15	9	14	5
Non-Economically Disadvantaged	369	3475	47182				504	517	499	25	17	35	20	17	19	32	35	27	22	32	19

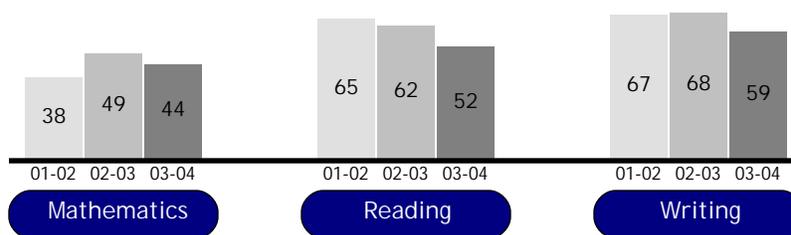
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	893	5245	68162	95	97	100	501	519	509	21	12	18	26	20	24	47	58	51	5	10	8
All Students (Prior Year)	529	4207	56700	62	81	89	512	522	512	12	9	15	26	19	23	52	59	52	10	14	10
Female	433	2506	33509	95	97	100	506	523	513	18	10	15	25	18	23	51	60	52	6	11	9
Male	457	2725	34521	94	96	100	498	515	505	25	13	20	28	21	24	43	57	49	4	9	7
African American	47	172	3163	96	93	99	489	495	497	30	21	22	23	28	30	47	50	46	0	1	3
Hispanic	351	1204	22624	96	96	100	487	492	487	30	27	32	33	31	31	35	38	35	3	3	2
Asian/Pacific Islander	22	137	1666	96	96	100	495	520	523	18	13	11	36	19	17	41	54	60	5	14	12
American Indian/Alaskan Native	90	188	4592	87	88	100	484	491	484	35	26	32	34	33	37	30	38	30	1	2	1
White	382	3536	35727	95	98	100	521	531	526	10	5	7	18	15	17	63	67	64	9	13	12
Students with Disabilities	93	437	6845	97	99	100	457	465	468	70	55	53	21	28	29	9	16	18	0	0	1
Students without Disabilities	800	4808	61317	95	97	100	506	522	512	16	10	15	27	19	23	51	61	53	6	11	8
Limited English Proficient Students	180	565	7152	100	100	100	472	473	464	40	43	57	40	35	31	20	22	12	0	0	0
Migrant Students	NC	NC	745				NC	NC	469	NC	NC	51	NC	NC	31	NC	NC	17	NC	NC	1
Economically Disadvantaged	487	1671	19528				490	497	487	28	24	31	32	29	32	39	43	34	2	4	2
Non-Economically Disadvantaged	406	3574	48595				515	528	518	14	7	13	20	16	20	57	65	57	9	13	10

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	882	5229	67629	94	97	100	511	536	524	23	14	22	18	13	16	58	70	59	1	2	3
All Students (Prior Year)	611	4369	55090	72	84	87	474	492	479	18	10	16	14	9	13	68	81	70	0	0	0
Female	430	2504	33347	95	97	100	524	548	537	18	10	17	18	12	15	62	75	64	2	3	4
Male	449	2711	34151	92	95	99	500	525	512	28	18	27	18	14	18	53	66	54	0	2	2
African American	46	173	3150	94	94	99	502	518	515	31	23	24	13	16	19	56	60	56	0	1	2
Hispanic	347	1195	22313	95	96	100	491	500	493	30	28	34	20	17	19	49	54	46	1	1	1
Asian/Pacific Islander	22	136	1659	96	95	100	528	554	564	27	16	11	0	9	12	68	68	68	5	7	9
American Indian/Alaskan Native	89	187	4528	86	88	99	497	502	492	34	31	35	19	17	21	46	51	42	1	1	1
White	377	3531	35593	94	97	99	534	551	547	13	8	13	18	11	14	68	78	69	1	3	4
Students with Disabilities	88	429	6712	92	97	100	438	440	445	64	63	61	16	14	18	20	23	21	0	0	0
Students without Disabilities	794	4800	60917	94	96	100	518	541	530	20	12	19	18	13	16	61	72	61	1	2	3
Limited English Proficient Students	178	562	6994	100	100	100	468	472	442	41	41	58	19	18	18	40	41	23	0	0	0
Migrant Students	NC	NC	732				NC	NC	466	NC	NC	44	NC	NC	23	NC	NC	33	NC	NC	0
Economically Disadvantaged	475	1649	19310				497	510	489	29	24	35	20	16	20	51	59	44	1	1	1
Non-Economically Disadvantaged	407	3580	48278				528	548	538	17	10	17	16	12	15	66	75	65	2	3	4

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

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	N
	Made AYP?	No

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

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

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

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

No SAT-9 test data found for this school.
The SAT-9 is only administered to Grades 2-9.

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

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

Council Duties

- Ü School Safety Issues
- Ü Student Discipline
- Ü Reading in the community
- Ü Budget
- Ü Student Travel
- Ü Student Attendance

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	4.00	Teacher	113.00
Other Professional Staff	10.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	10	9	0	0
7 to 9 years	9	7	0	0
10 or more years	12	61	2	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	134
Core academic classes taught by Highly Qualified (NCLB) teachers.	399.5
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Library/Media Center
- Ü Computer Labs
- Ü Career Center
- Ü Video Journalism studio

Extracurricular Activities

- Ü Performing Arts
- Ü Interscholastic Sports
- Ü Vocational Clubs/FFA
- Ü Air Force Jr. ROTC
- Ü Academic Decathlon

Social Services

- Ü Adult Education
- Ü GED Classes
- Ü Citizenship Classes
- Ü Community Classes

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Westwood's FFA received the Superior Award for the state of Arizona and sent two students to the national competition. For the third year, Westwood students won top honors in the the annual Scottsdale Community College Math and Science Field Day.
- ü Westwood's scores for SAT/ACT tests were above the state and national averages. The Academic Decathlon finished 7th in the state. Westwood seniors were named AP scholars as a result of exceptional achievement on college-level AP exams.
- ü A school record of 11,050 service learning hours was set by the class of 2004.
- ü Westwood's badminton team was the East Valley Regional champions and State 5 A Runners up.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	93	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	4	2	2	2
Transfers In ⁷ (Out of District)	3	10	9	9
Promotion Rate ⁸	98	98	98	94
Retention Rate ⁹	2	1	1	5
Dropout Rate ¹⁰	2	NA		3
Status Unknown ¹¹	1			2
Graduation Rate ¹²	71			77

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

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Westwood has an active program of prevention, education, and enforcement through the collaboration of school, police and probation officials. Clear and concise student behavior expectations are set and aggressively, fairly and consistently enforced.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

207

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Helen D. Riddle	(480) 472-4400
Transportation Policy	Community Relations	(480) 472-0223
Community Resources	Community Relations	(480) 472-0223
School Nutrition Programs	Loretta Zullo	(480) 472-0909
Parent Organization	School Improvement Advisory Council	(480) 472-4400
Student Health/Nurse	Vicki Joyce	(480) 472-4433

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.

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

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

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

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

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

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

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

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

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

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

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

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

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

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

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

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

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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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.