

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2004-05	Performing
2003-04	Performing
2002-03	Performing

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

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

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

#### School Improvement Status <sup>(b)</sup>

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 Overview

Principal/Administrator : Mrs. Helen Riddle  
 Schedule : 07:00 AM to 05:00 PM  
 Grades : 10-12  
 2005 Enrollment : 2313  
 Web Address : www.mpsaz.org  
 Phone Number : (480) 472-4400  
 Fax Number : (480) 472-4509  
 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 & demonstrate respect for self & others
- \* Integrate an effective method of problem solving
- \* Think critically & creatively

### School / Academic Goals

- ü Ensure that all students have the opportunity to master MPS curriculum and State standards.
- 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, 2004 School Year Student Enrollment : 2259  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 165

## Instructional Programs

- Ü Alternative Education/Star Lab
- Ü Advanced Placement/Dual Enrollment
- Ü AVID
- Ü Gear Up
- Ü International Baccalaureate

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 56 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

## 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 Flinn Scholar	2005
Ü Aquatic Team 1st in State Competition	2005
Ü Future Farmers of America (FFA) Superior Chapter Award	2004
Ü War Chant Newspaper 1st Place Arizona's Newspapers	2004

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	706	5172	69846	96	96	100	701	714	699	18	12	21	11	7	11	52	53	49	19	29	18
All Students (Prior Year)	795	5047	65934	93	96	100	495	510	492	37	24	43	19	17	18	29	33	24	15	27	15
Female	353	2496	34328	96	97	99	700	717	702	18	9	19	12	8	12	55	55	51	15	29	18
Male	353	2676	35509	96	96	100	701	710	696	19	14	23	10	7	11	49	51	48	23	28	18
African American	51	202	3535	94	97	100	648	665	677	25	23	31	18	14	15	48	53	46	9	11	8
Hispanic	285	1226	23363	96	97	100	685	687	680	26	23	32	11	13	16	56	53	45	7	11	7
Asian/Pacific Islander	18	136	1742	100	98	99	716	735	733	24	7	8	12	7	7	47	47	46	18	39	38
American Indian/Alaskan Native	87	196	4785	98	97	100	697	692	671	24	22	39	18	15	17	42	50	39	15	13	5
White	265	3412	36421	96	96	99	725	726	714	7	7	12	7	5	8	52	53	54	34	36	26
Students with Disabilities	70	469	7690	97	100	100	549	557	593	68	58	64	17	14	14	14	26	21	0	2	2
Students without Disabilities	636	4703	62220	96	96	99	717	729	712	13	7	16	10	7	11	56	55	53	21	31	20
Limited English Proficient Students	67	302	5834	100	100	100	596	549	612	49	42	46	11	18	20	36	37	31	4	4	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	392	1657	21421	93	91	92	702	703	686	23	21	35	13	12	15	51	52	43	13	15	7
Non-Economically Disadvantaged	314	3515	48489	100	99	100	699	718	704	13	8	15	8	5	10	53	53	52	26	35	23

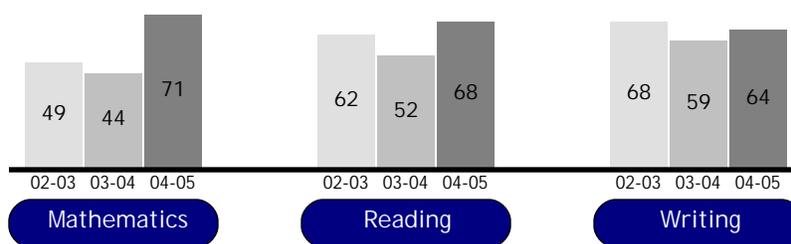
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	736	5238	71311	95	95	100	686	702	694	9	5	7	23	16	21	61	69	63	7	11	9
All Students (Prior Year)	893	5245	68162	95	97	100	501	519	509	21	12	18	26	20	24	47	58	51	5	10	8
Female	371	2526	34899	96	97	100	688	707	700	8	3	5	23	14	19	63	71	66	6	11	10
Male	365	2713	36430	95	94	100	684	696	688	9	6	9	24	18	22	60	66	61	8	10	8
African American	54	203	3573	100	98	100	640	658	676	10	8	9	40	27	26	48	61	60	2	4	4
Hispanic	297	1269	24056	94	96	100	668	671	672	13	11	13	31	31	31	54	55	53	2	3	3
Asian/Pacific Islander	17	129	1731	94	91	98	704	715	717	6	2	3	19	13	13	63	73	68	13	13	16
American Indian/Alaskan Native	91	200	5110	96	96	100	681	680	661	10	8	14	28	28	38	62	63	46	0	2	2
White	277	3437	36841	95	95	99	713	716	713	3	2	3	12	10	12	71	74	72	14	14	13
Students with Disabilities	72	466	8021	96	100	100	548	552	590	34	24	27	54	42	42	12	33	29	0	0	1
Students without Disabilities	664	4773	63379	95	95	100	701	716	707	6	3	5	20	14	18	67	72	68	8	12	10
Limited English Proficient Students	76	331	6402	100	100	100	571	529	596	31	27	25	53	49	44	16	24	30	0	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	411	1720	22243	92	91	93	684	688	677	12	9	14	27	28	32	58	60	51	3	3	3
Non-Economically Disadvantaged	325	3519	49157	99	98	100	688	708	702	4	3	4	20	11	16	65	73	69	11	14	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	719	5157	70868	93	94	100	674	696	688	8	4	5	28	17	23	57	65	63	7	14	9
All Students (Prior Year)	882	5229	67629	94	97	100	511	536	524	23	14	22	18	13	16	58	70	59	1	2	3
Female	360	2475	34710	93	95	99	681	707	697	6	2	3	26	12	19	60	67	66	7	19	12
Male	359	2683	36176	93	93	100	667	686	678	10	6	7	30	21	27	53	63	59	7	10	7
African American	54	203	3557	100	98	99	626	656	675	10	7	7	42	27	25	48	60	62	0	7	6
Hispanic	284	1244	23868	90	94	100	656	666	670	12	10	9	36	31	33	49	53	55	3	5	4
Asian/Pacific Islander	19	125	1732	100	89	98	689	720	713	6	2	2	24	12	12	59	64	64	12	23	22
American Indian/Alaskan Native	88	187	5001	93	89	100	676	679	661	11	8	9	30	23	41	57	65	48	1	5	2
White	274	3398	36710	94	94	99	699	709	702	3	2	2	18	11	15	65	69	69	14	18	13
Students with Disabilities	69	454	7900	92	97	100	521	538	580	40	24	22	51	42	49	9	33	28	0	1	1
Students without Disabilities	650	4704	63054	93	94	99	691	711	701	4	2	3	26	14	20	62	68	67	8	15	10
Limited English Proficient Students	70	322	6308	100	100	100	552	518	591	31	27	19	48	45	47	21	27	33	0	1	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	401	1677	21994	90	88	92	672	683	673	11	9	10	34	28	36	50	57	52	5	6	3
Non-Economically Disadvantaged	318	3481	48960	97	97	100	677	702	694	4	2	3	22	11	18	64	69	67	10	18	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?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	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 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.

No test data found for this school.

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)
- 5 Teacher(s)
- 5 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 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	119.00
Other Professional Staff	10.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

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	3	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	699
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Hightly Qualified Teachers	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 2004-05

School Achievements/Accomplishments 2004-05

- ü In Performing Arts, Westwood 13 students were placed in the All-State Choir and 7 in the All-State Orchestra.
  
- ü Westwood's scores for SAT/ACT tests were above the state and national averages. Seniors obtained over \$6 million in scholarships. Scholarships awarded included ASU Leadership, Homa and Irene Wood, and Flinn Scholar.
  
- ü Westwood's Academic Decathlon Team placed 2nd in State Competition. Aquatic Team placed 1st in State Competition.
  
- ü Westwood was named East Valley Champions in Varsity Football and Girls Volleyball. We also have individual state champions in girls swimming and boys track.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Transfers Out Rates <sup>5</sup>	17	12	12	17
Transfers In Rate <sup>6</sup>	21	28	28	37
Stability Rate <sup>7</sup>	82	87	87	82
Promotion Rate <sup>8</sup>	90	96	95	81
Retention Rate <sup>9</sup>	2	1	1	3
Dropout Rate <sup>10</sup>	2	0	1	6
Status Unknown <sup>11</sup>	1	0	1	4
Graduation Rate <sup>12</sup>	74	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

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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

36
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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	Helen D. Riddle	(480) 472-4400
Transportation Policy	Michael Yonkers	(480) 472-0178
Community Resources	Kathy Bareiss	(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](http://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](http://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](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.