

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Performing Plus
2004-05	Performing
2003-04	Performing

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

School Overview

Principal/Administrator : Mrs. Helen Riddle
 Schedule : 07:00 AM to 04:00 PM
 Grades : 10-12
 Web Address : www.mpsaz.org
 Phone Number : (480) 472-4400
 Fax Number : (480) 472-4509
 E-mail : hriddle@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

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Not Met
2003-04	Not Met

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.

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, 2005 School Year Student Enrollment : 2263
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 147

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 56 minutes
First Day of School :	8/14/2005
Last Day of School :	5/24/2006

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 and Mesa Public Schools. We ask parents to support school policies and procedures 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 student's Individual Education Plan.

School Honors

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

Award/Honor	Year
Ü Flinn Scholar	2005
Ü FFA Aquatic Team 1st in State Competition	2005
Ü Bill and Melinda Gates Foundation Scholarship	2005
Ü East Valley Regional Football Champions	2005

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	716	5040	71130	85	91	95	700	721	701	22	11	23	14	9	13	52	56	51	13	25	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	359	2490	35465	87	93	96	698	720	702	21	10	21	15	9	13	53	57	53	11	25	13
Male	357	2549	35648	83	89	94	702	721	701	22	12	24	12	8	12	50	54	50	15	26	14
African American	45	196	3868	80	86	95	697	704	686	27	15	33	20	16	17	40	57	45	13	12	6
Hispanic	325	1326	25103	88	90	95	688	697	685	30	23	34	16	14	16	46	53	45	7	10	5
Asian/Pacific Islander	23	126	1805	100	92	98	705	736	731	17	7	9	13	6	7	57	52	50	13	35	34
American Indian/Alaskan Native	72	170	4241	75	80	90	685	696	679	28	21	39	13	16	19	60	56	39	NA	7	3
White	251	3222	36075	86	92	95	720	732	715	8	5	12	10	6	9	58	57	58	24	33	21
Students with Disabilities	35	232	5862	37	48	71	663	678	658	40	31	63	17	20	15	40	47	20	3	3	2
Students without Disabilities	681	4808	65268	92	95	98	701	722	705	21	10	19	14	8	12	52	56	54	13	26	15
Limited English Proficient Students	82	259	4859	85	89	93	664	666	662	57	54	64	17	20	15	26	25	20	NA	NA	1
Migrant Students	12	19	786	75	79	95	671	673	681	50	47	38	17	16	18	33	37	41	NA	NA	4
Economically Disadvantaged	447	1673	22957	85	86	93	690	700	685	28	21	34	16	13	17	49	55	44	7	11	5
Non-Economically Disadvantaged	269	3367	48173	86	93	96	716	731	709	11	6	17	10	6	11	56	56	55	23	32	18

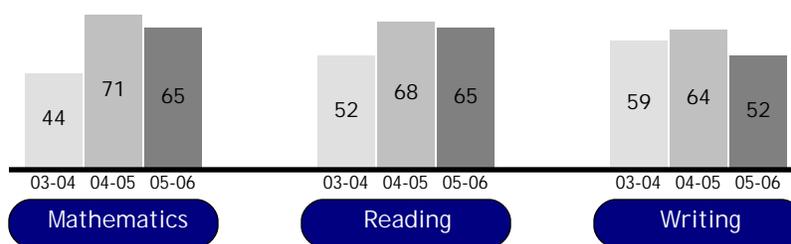
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	760	5144	73018	87	92	97	694	715	703	7	3	6	28	16	23	59	70	64	6	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	372	2530	36181	88	94	97	696	718	708	6	2	4	26	15	21	62	70	65	5	12	9
Male	388	2614	36816	87	90	96	692	712	699	8	4	7	29	17	24	56	69	62	7	10	7
African American	52	205	3976	90	88	96	689	701	689	8	4	8	27	21	29	62	71	59	4	4	3
Hispanic	341	1351	25801	89	90	96	679	687	683	11	8	10	35	31	34	51	58	53	3	3	3
Asian/Pacific Islander	23	122	1812	100	90	98	681	719	722	4	4	3	43	19	15	52	66	66	NA	11	16
American Indian/Alaskan Native	76	174	4389	77	82	93	674	686	675	8	6	9	38	34	42	54	57	47	NA	3	1
White	268	3292	37024	88	93	97	721	729	721	2	1	2	14	9	12	71	75	73	12	15	13
Students with Disabilities	54	309	7170	55	63	85	645	662	654	31	15	23	37	43	47	30	41	29	2	1	1
Students without Disabilities	706	4835	65848	92	94	98	697	718	708	5	2	4	27	15	20	61	71	67	6	12	9
Limited English Proficient Students	90	265	5099	89	89	95	639	639	641	33	31	29	59	60	59	8	8	12	NA	NA	0
Migrant Students	13	21	817	81	88	96	656	656	667	15	14	15	69	67	44	15	19	39	NA	NA	1
Economically Disadvantaged	479	1752	23912	87	87	94	683	691	681	9	7	10	34	29	36	54	60	52	3	4	2
Non-Economically Disadvantaged	281	3392	49106	88	94	98	713	727	714	4	1	4	17	9	16	68	75	69	10	15	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	741	5108	72810	85	91	96	671	690	685	8	4	6	40	27	30	50	63	58	2	6	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	368	2510	36111	87	93	97	677	700	695	7	3	4	34	19	23	58	69	65	2	8	8
Male	373	2598	36678	84	89	95	664	681	674	9	5	9	46	33	36	42	57	52	2	4	3
African American	46	199	3962	79	85	96	684	685	675	2	4	8	35	29	33	59	64	55	4	4	3
Hispanic	338	1345	25735	88	90	96	656	668	669	14	10	10	46	41	41	39	47	48	1	2	2
Asian/Pacific Islander	23	124	1809	100	92	97	662	700	704	9	3	4	43	19	19	48	66	65	NA	11	13
American Indian/Alaskan Native	74	173	4370	75	82	92	661	673	670	8	8	9	51	39	39	39	50	50	1	2	2
White	260	3267	36915	85	92	97	691	701	697	1	2	3	30	20	21	65	71	67	3	8	8
Students with Disabilities	33	260	7071	33	53	84	637	646	634	15	13	24	45	51	53	30	35	21	9	2	1
Students without Disabilities	708	4848	65739	92	95	98	672	692	689	8	4	4	40	25	27	51	65	62	2	6	6
Limited English Proficient Students	86	262	5046	85	88	94	599	604	621	49	42	31	47	54	56	5	4	12	NA	NA	0
Migrant Students	14	20	812	88	83	96	649	647	654	7	15	15	79	60	51	14	25	34	NA	NA	0
Economically Disadvantaged	473	1746	23814	86	87	94	662	670	667	11	9	10	45	40	41	43	49	47	1	2	2
Non-Economically Disadvantaged	268	3362	48996	84	93	97	687	701	693	3	2	4	31	20	24	62	70	64	4	8	7

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?	Y
	Met Attendance Rate?	NA
	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)
- 0 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 2 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Student Discipline
- Ü School Improvement
- Ü Budget
- Ü Student Travel
- Ü Student Attendance

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	134.00
Other Professional Staff	8.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	0	0	0
4 to 6 years	8	12	0	0
7 to 9 years	7	16	0	0
10 or more years	13	64	3	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	699
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly 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
- Ü National Honor Society
- Ü Service Learning

Social Services

- Ü Adult Education
- Ü GED Classes
- Ü Taking Charge Program
- Ü Community Classes
- Ü Dental Health care

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü In Performing Arts, Westwood 7 students were placed in the All-State Choir. Our band, orchestra, and ROTC receive consistent ratings of excellence.

- ü Westwood's scores for SAT/ACT tests were above the state and national averages. Seniors obtained over \$8 million in scholarships and grants.

- ü Seniors donated 29,400 hours of Service Learning and 260 units of blood

- ü Westwood was named East Valley Champions in Varsity Football. We also have individual state champions in boys track.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	85	89	88	73
Graduation Rate ⁶	89	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

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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

15

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	Ron Latko	(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 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 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.

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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.