

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Westwind Elementary School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Pendergast Elementary District  
9040 W. Campbell Avenue, Phoenix, AZ 85037-1498

**Principal:** Mrs. Leslie Ann Szostak

**Schedule:** 7:45 AM to 4:30 PM

**Web Address:** [Pendergast.k12.az.us](http://Pendergast.k12.az.us)

**E-mail:** [LSzostak@Pendergast.k12.az.us](mailto:LSzostak@Pendergast.k12.az.us)

**Grades:** Pre-K-8

**2002 Enrollment:** 1531

**Phone:** (623) 877-1914

**Fax:** (623) 872-0327

## ∨ School Overview ∨

### Mission

Westwind takes pride in offering an educational program that is motivating and challenging. We are committed in fulfilling an educational environment that meets the needs of all students. Students are encouraged to 'Do what is expected and do it the best we can.' We provide an educational environment for students in preschool through grade 8. This allows us to monitor students' academic, social and emotional growth and development from childhood through adolescence.

### Organization and Philosophy

- w Self-contained Classrooms
- w Departmentalized Classrooms
- w District Alternative Class: PASS
- w Performance Assessments

### School/Academic Goals

- w To develop a passion in the areas of reading, writing and communication through the eight components of balanced literacy.
- w To improve student achievement in reading, writing and math.

### Instructional Programs

- w Preschool
- w Gifted
- w On-site Special Education
- w Bilingual/ESL
- w Alternative Education
- w Title I Math, Reading and Writing
- w Balanced Literacy
- w Head Start

- w To improve student achievement in math by exposing students to various math experiences that challenge/promote problem solving.
- w To provide standards-based instruction at every level.

### Enrollment

October 1, 2001 School Year Student Enrollment:	1481
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	No
Number of Students Attending Under Open Enrollment in 2001-02:	12

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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.

∨ **School Site Council** ∨

**Council Composition**

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

**Council Duties**

- w Instructional Programs and Strategies
- w Curriculum Development
- w School Improvement
- w School Safety Issues
- w School/Business/Community Relations

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	3.00	Teacher	79.00
Other Professional Staff	3.00	Teacher Aide	26.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	29	2	0	0
4 to 6 years	20	1	0	0
7 to 9 years	4	2	0	0
10 or more years	12	9	0	0

∨ **Shared Responsibilities** ∨

**School**

We believe that our role is to educate the children of the Westwind community. We strive to do the following: Communicate efficiently and effectively with parents and students; provide a safe learning environment that reflects best practices; provide students with a quality child-centered learning environment; provide parents with student progress information and provide opportunities for the community to use our facilities.

**Parents**

We believe that parents and teachers working together generate student success. Our expectations are as follows: That parents be directly involved in their child's academic and social/emotional progress; that parents be aware, knowledgeable, and support Make Your Day and CONNECTIONS; that parents set aside time daily to talk about school, do homework and read; that parents support and visit our school; and that parents provide feedback to promote a quality learning environment.

∨ **Transportation Policy** ∨

Transportation of students is a privilege granted by the district. Bus transportation is provided for students who are residents within the school attendance area and live more than one mile from school. Transportation is also provided for students with disabilities who require transportation, as indicated in their Individual Education Program (IEP).

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/5/02
<b>Average Daily Instruction Time:</b>	6 hrs. 0 min.	<b>Last Day of School:</b>	6/4/03

**Operates on Extended Schedule**

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#### Report Card Release Dates

10/11/02	1/10/03	3/14/03	6/4/03
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#### Additional Calendar/Report Card Information

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### ∨ Resources Available at School Site ∨

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#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - Yes

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

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#### Special Facilities

W Computer Lab	W Media Center
W Science Labs	

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#### Extracurricular Activities

W Student Council	W Yearbook
W Volleyball (Girls & Boys)	W Basketball (Girls & Boys)
W Cheer	W Chess Club
W National Junior Honor Society	W ELL club

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#### School/Community Resources

W Counseling Services	W Health Services
W School Resource Officer	W Cummings Community Center
W Afterschool Program (PAC)	W GED Adult Education
W Bilingual Adult Education	W DARE & GREAT Programs

## ∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |  |  |
|--|--|
| <p>W To support the goal to improve student achievement in reading, Westwind has a book room with over 700 titles.</p> | <p>W To recognize student achievement, Westwind participates in Westwind Wildcats of the Month, National Junior Honor Society.</p> |
| <p>W To promote student leadership activities, Westwind has a peer mediation and student council program.</p>          | <p>W Westwind leads the district in its yearly food drive and in charitable giving to the American Heart Association.</p>          |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	94.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	22.4 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.9 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	13.5 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	97.7 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	2.3 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> 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 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ∨ School Honors ∨

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Five Westside Impact Grant Recipients	1999
Who's Who Among American Teachers	2000
School-to-Work Outstanding Program	2000
Geography Bee & Spelling Bee Champions	2000

## ∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E	
<b>Grade 3</b>	<b>Reading</b>	<b>School</b>	<b>135</b>	<b>516</b>	<b>11%</b>	<b>19%</b>	<b>47%</b>	<b>24%</b>
		State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>135</b>	<b>539</b>	<b>9%</b>	<b>11%</b>	<b>68%</b>	<b>12%</b>	
	State	57282	541	10%	12%	63%	16%	
<b>Mathematics</b>	<b>School</b>	<b>136</b>	<b>502</b>	<b>15%</b>	<b>36%</b>	<b>35%</b>	<b>14%</b>	
	State	59030	517	11%	27%	35%	27%	

#### Legend

- MS - The Mean Scale 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.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

#### Grade 5

<b>Reading</b>	<b>School</b>	<b>120</b>	<b>494</b>	<b>32%</b>	<b>20%</b>	<b>38%</b>	<b>9%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>122</b>	<b>500</b>	<b>25%</b>	<b>28%</b>	<b>35%</b>	<b>12%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>126</b>	<b>468</b>	<b>28%</b>	<b>40%</b>	<b>10%</b>	<b>21%</b>
	State	61760	494	14%	40%	12%	34%

#### Grade 8

<b>Reading</b>	<b>School</b>	<b>106</b>	<b>491</b>	<b>31%</b>	<b>21%</b>	<b>41%</b>	<b>8%</b>
	State	57484	504	24%	20%	40%	16%
<b>Writing</b>	<b>School</b>	<b>101</b>	<b>486</b>	<b>17%</b>	<b>50%</b>	<b>33%</b>	<b>1%</b>
	State	55420	493	15%	42%	41%	2%
<b>Mathematics</b>	<b>School</b>	<b>108</b>	<b>425</b>	<b>64%</b>	<b>29%</b>	<b>7%</b>	<b>0%</b>
	State	57734	459	39%	40%	14%	7%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	95	44	60	--	--	--
2	Reading	--	--	--	86	40	50	80	42	52	90	34	53	53	35	57
	Language	--	--	--	100	38	40	92	30	43	97	33	44	57	26	48
	Mathematics	--	--	--	97	43	51	88	37	55	95	31	57	55	32	61
3	Reading	100	35	47	94	28	47	95	35	48	87	37	50	80	36	50
	Language	100	39	49	95	40	51	100	49	54	88	50	56	81	50	57
	Mathematics	100	26	46	94	23	49	97	40	52	87	39	54	82	35	56
4	Reading	100	40	53	81	34	54	85	33	54	86	39	55	77	41	55
	Language	100	36	47	87	33	49	93	32	48	93	39	50	78	42	50
	Mathematics	100	41	51	87	28	54	89	27	55	91	38	57	80	42	58
5	Reading	100	45	51	89	39	51	83	27	51	89	29	51	75	36	53
	Language	100	36	42	89	38	44	85	25	45	91	33	45	78	39	47
	Mathematics	97	45	51	89	37	54	88	22	55	92	31	57	79	40	59
6	Reading	98	43	53	98	35	54	90	43	53	94	35	54	84	39	56
	Language	100	27	41	100	26	44	95	31	44	94	33	45	85	38	47
	Mathematics	100	42	57	100	38	59	96	44	60	94	41	63	85	47	65
7	Reading	98	38	52	96	36	53	88	42	52	94	43	53	71	40	55
	Language	100	40	52	95	39	54	91	46	54	95	52	55	72	45	58
	Mathematics	100	40	53	95	33	55	88	37	56	97	47	58	74	49	60
8	Reading	95	50	54	100	38	54	88	41	53	89	45	55	79	47	56
	Language	90	40	46	98	36	49	90	34	49	90	41	50	82	45	52
	Mathematics	97	43	52	99	38	54	89	38	56	90	42	58	82	43	59

## ∨ Measure of Academic Progress ∨

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 2001 and 2002. 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 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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).

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

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>68</b>	<b>68</b>
<b>Grades 3-4</b>	<b>70</b>	<b>64</b>
<b>Grades 4-5</b>	<b>64</b>	<b>75</b>
<b>Grades 5-6</b>	<b>83</b>	<b>84</b>
<b>Grades 6-7</b>	<b>73</b>	<b>81</b>
<b>Grades 7-8</b>	<b>78</b>	<b>66</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## ∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

Westwind School has a full-time School Resource Officer on campus to assist in promoting school safety. DARE and GREAT programs are offered on the sixth, seventh and eighth grade levels. The school has a Make Your Day program in its classrooms that is instrumental in assuring that students have an orderly learning environment. There is a peer mediation program for grades 3-8 that teaches children conflict resolution skills.

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).

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**School uniforms are not required at this school.**

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.

## ∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,183	\$3,064,946
Classroom Supplies	\$23	\$31,964
Administration	\$368	\$516,377
Support Services-Students	\$123	\$173,038
Other Support Services and Operations	\$735	\$1,032,496
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$3,433</b>	<b>\$4,818,821</b>

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ∨ Contacts ∨

	Name	Phone	Extension
<b>School Site Council</b>	L.A. Szostak/C. Coria	(623) 877-1914	
<b>Transportation Policy</b>	Harry Yogurtian	(623) 877-1918	
<b>Community Resources</b>	Cummings Community Center	(623) 873-8604	
<b>School Nutrition Programs</b>	Jennifer Boesch	(623) 872-5467	
<b>Parent Organization</b>	PTO	(623) 877-1914	
<b>Student Health/Nurse</b>	Deanna Denea	(623) 877-1914	

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.

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