

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

10850 W. Garden Lakes Parkway, Avondale, AZ 85353

Tolleson Union High School District

AZ LEARNS¹

High School Achievement Profile ^(a)

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

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

No Child Left Behind

Adequate Yearly Progress ^(b)

2003-04	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.

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.

School Overview

Principal/Administrator : Ms. Claudia Bullard
 Schedule : 7:00 AM to 3:15 PM
 Grades : 9-12
 2004 Enrollment : 2475
 Web Address : www.tuhsd.org/WHS/
 Phone Number : (623) 877-2438
 Fax Number : (623) 877-4989
 E-mail : claudia.bullard@tuhsd.org

Mission

The mission of Tolleson Union High School District is to guarantee higher levels of learning for all students. Westview High School is pledged to personal, social and intellectual growth of every student.

School / Academic Goals

- ü Increase the graduation rate of the class of 2005 to exceed that of the previous year. Continue to identify and intervene with students at-risk of not completing high school.
- ü Increase the academic achievement of all students, with an emphasis in Reading, Writing and Mathematics as measured by the state standards, AIMS, and Terranova, and district CRT's.
- ü Identify and provide additional assistance for those students not meeting the standard on the AIMS test, including but not limited to additional course offering and additional tutoring.
- ü Increase the attendance rate, decrease the numbers of suspensions, and increase student and parent satisfaction rates.

Enrollment

October 1, 2003 School Year Student Enrollment : 2385
 Accepting New Students in 2004-05 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 138

Instructional Programs

- ü Integrated Mathematics
- ü Honors Classes, AP, Dual Enrollment
- ü On-site Special Education
- ü Gifted and Talented Program
- ü Reading Intervention Program
- ü MCJROTC, Jobs for Arizona Graduates

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/9/2004
Last Day of School :	5/24/2005

Shared Responsibilities

School

Westview High School is responsible to create a school environment that maximizes the learning potential of each student. State academic standards are the focus of instructional activities. Westview High School is responsible for communicating student progress to the student and the parent and to work to provide opportunities for students to attain mastery of the skills necessary for graduation.

Parents

The main responsibility of the parents of Westview High School students is to provide support for the academic and social programs in which their student is participating. Parents are asked to reinforce the importance of regular attendance and academic achievement. Parents are encouraged to participate in the school community and to work in partnership with the faculty and staff to meet the needs of their student.

Transportation Policy

The school provides regular school bus transportation to and from school for students who live more than one-and-a-half miles from school. Transportation is provided for special education students whose handicapping condition requires transportation.

School Honors

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

Award/Honor	Year
ü MJROTC State Drill Team Champs/Military Academy Appts.	2004
ü Region Championships in All Sports for 2002-03	2003
ü State Champion Pom Squad/State Runner Up Cheer Squad	2002
ü Marine Corps ROTC Honor School	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	569	1399	65934	98	98	100	499	485	492	30	51	43	24	18	18	30	19	24	16	11	15
All Students (Prior Year)	557	1070	57534	92	92	91	493	483	491	44	56	46	16	14	16	28	22	23	12	9	15
Female	301	703	32586	96	96	100	497	484	491	29	50	44	28	21	19	32	21	24	11	8	14
Male	263	691	33226	99	99	99	502	486	493	31	53	42	20	15	18	27	18	24	23	15	16
African American	60	134	3042	98	100	98	492	480	478	33	54	58	29	21	19	31	19	17	7	6	6
Hispanic	220	775	21740	95	96	100	491	477	475	40	61	63	22	16	17	27	15	15	11	7	5
Asian/Pacific Islander	19	38	1643	100	100	99	515	517	519	11	20	23	28	20	13	22	23	30	39	37	34
American Indian/Alaskan Native	12	29	4351	100	100	99	499	484	472	33	52	68	8	14	16	50	28	13	8	7	4
White	255	419	34819	99	99	99	506	499	505	22	35	27	25	21	20	32	27	31	21	18	22
Students with Disabilities	53	135	6507	100	99	100	483	456	456	50	78	83	31	13	9	19	9	6	0	0	2
Students without Disabilities	516	1264	59427	98	98	100	499	486	494	30	50	41	24	18	19	30	20	25	16	11	16
Limited English Proficient Students	--	81	6793	--	79	100	--	452	464	--	93	79	--	5	11	--	2	8	--	0	2
Migrant Students	NC	54	708				NC	457	469	NC	86	72	NC	10	15	NC	2	10	NC	2	3
Economically Disadvantaged	105	530	18745				486	471	475	47	70	64	18	13	16	26	11	15	8	5	5
Non-Economically Disadvantaged	464	869	47182				502	493	499	27	40	35	25	21	19	30	24	27	18	15	19

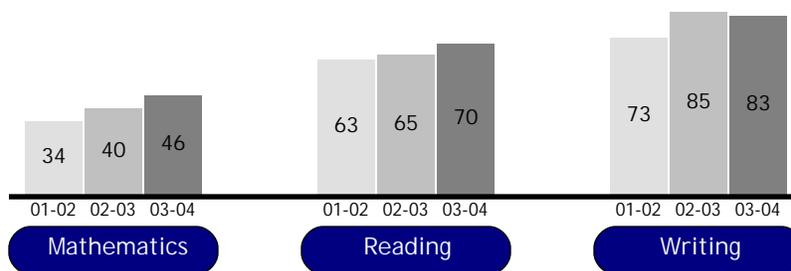
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	583	1434	68162	98	99	100	520	506	509	8	17	18	23	28	24	61	50	51	9	6	8
All Students (Prior Year)	563	1084	56700	93	93	89	515	507	512	11	14	15	24	29	23	56	50	52	9	7	10
Female	312	725	33509	98	98	100	522	509	513	4	12	15	21	28	23	65	54	52	10	6	9
Male	267	703	34521	97	98	100	517	502	505	11	22	20	25	27	24	55	46	49	9	5	7
African American	60	134	3163	97	99	99	510	504	497	11	13	22	19	28	30	65	56	46	5	4	3
Hispanic	229	804	22624	97	98	100	507	494	487	13	25	32	31	32	31	51	39	35	6	3	2
Asian/Pacific Islander	19	38	1666	100	100	100	526	530	523	11	8	11	5	17	17	68	58	60	16	17	12
American Indian/Alaskan Native	12	29	4592	100	100	100	516	502	484	0	11	32	33	36	37	58	50	30	8	4	1
White	262	428	35727	99	99	100	533	527	526	3	4	7	17	19	17	67	67	64	13	10	12
Students with Disabilities	53	135	6845	98	97	100	481	470	468	33	47	53	40	34	29	20	16	18	7	3	1
Students without Disabilities	530	1299	61317	98	99	100	521	507	512	7	16	15	22	27	23	62	51	53	9	6	8
Limited English Proficient Students	NC	85	7152	NC	81	100	NC	450	464	NC	84	57	NC	15	31	NC	1	12	NC	0	0
Migrant Students	NC	58	745				NC	466	469	NC	57	51	NC	31	31	NC	11	17	NC	0	1
Economically Disadvantaged	110	540	19528				496	486	487	18	31	31	32	33	32	49	35	34	0	1	2
Non-Economically Disadvantaged	473	894	48595				525	517	518	5	9	13	20	24	20	63	58	57	11	8	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	582	1429	67629	98	98	100	551	528	524	7	15	22	10	15	16	81	68	59	2	1	3
All Students (Prior Year)	568	1072	55090	94	92	87	487	473	479	10	17	16	5	10	13	85	73	70	0	0	0
Female	312	721	33347	98	98	100	561	541	537	4	10	17	7	12	15	87	76	64	2	2	4
Male	266	702	34151	96	98	99	539	514	512	10	21	27	13	18	18	74	60	54	2	1	2
African American	60	135	3150	97	100	99	548	534	515	5	12	24	11	15	19	82	72	56	2	1	2
Hispanic	229	800	22313	97	97	100	546	514	493	8	21	34	11	16	19	79	61	46	2	1	1
Asian/Pacific Islander	19	38	1659	100	100	100	560	556	564	5	6	11	11	11	12	79	78	68	5	6	9
American Indian/Alaskan Native	11	28	4528	92	97	99	568	537	492	0	7	35	0	22	21	91	67	42	9	4	1
White	262	427	35593	99	99	99	554	549	547	5	6	13	9	13	14	84	80	69	2	1	4
Students with Disabilities	53	136	6712	98	98	100	506	475	445	22	37	61	6	14	18	72	49	21	0	0	0
Students without Disabilities	529	1293	60917	98	98	100	552	529	530	6	14	19	10	15	16	82	69	61	2	1	3
Limited English Proficient Students	NC	83	6994	NC	79	100	NC	420	442	NC	55	58	NC	24	18	NC	20	23	NC	0	0
Migrant Students	NC	58	732				NC	460	466	NC	48	44	NC	26	23	NC	26	33	NC	0	0
Economically Disadvantaged	109	538	19310				525	503	489	10	24	35	22	21	20	67	55	44	0	0	1
Non-Economically Disadvantaged	473	891	48278				556	542	538	6	10	17	7	12	15	84	76	65	2	2	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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

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?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	Made AYP?	Yes

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

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	90	35	31	37	95	38	33	41	93	42	NA	42
	Language	91	37	32	38	98	39	33	42	90	41	32	42
	Mathematics	89	63	53	56	97	61	55	60	94	72	57	63

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

Council Duties

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

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	4.00	Teacher	102.40
Other Professional Staff	11.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	9	1	0
4 to 6 years	14	4	0	0
7 to 9 years	9	9	0	0
10 or more years	10	45	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	90
Core academic classes taught by Highly Qualified (NCLB) teachers.	374.5
Teachers with Emergency Certificaton.	2

Resources Available at School Site

Special Facilities

- Ü 12 Buildings on 43 Acres
- Ü Performing Arts Center
- Ü Interdisciplinary Computer Lab
- Ü All Weather Track

Extracurricular Activities

- Ü Programs for All Students
- Ü 42 Teams in 12 Sports
- Ü 19 Teams for Girls
- Ü 34 Clubs and Organizations
- Ü Jobs for Arizona Graduates
- Ü National Honor Society Chapter
- Ü Marine Corps Junior ROTC

Social Services

- Ü Health Services-Full Time Nurse
- Ü Counseling Services
- Ü On-Site Social Worker
- Ü On-Site Psychologist
- Ü Crisis Intervention

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Westview High School exceeded the state averages on the AIMS Test for 10th graders in Reading, Writing, and Math.

- ü Westview High School 9th graders scored in the 72nd percentile in Math on the 2004 Stanford 9, an increase from the 62nd percentile the year previous.

- ü 82% of Westview High School 10th graders passed the Writing portion of the AIMS test.

- ü 46 % of Westview High School 10th graders passed the Math portion of the AIMS test. 70% passed the Reading portion of AIMS.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	99	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			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

Westview High School has a comprehensive school safety program including plans in the event of an emergency. WHS has a security team and two school resource officers assigned to the campus to ensure a safe climate. WHS has a modified closed campus.

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) :

17

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	Claudia Bullard	(623) 877-2438
Transportation Policy	Tim O'Brien	(623) 936-4959
Community Resources		
School Nutrition Programs	Kim Luvisi	(623) 936-4959
Parent Organization		
Student Health/Nurse	Faith Eadelman	(623) 877-2438

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 250 Copies = \$95.00

** 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.