

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

10850 W. Garden Lakes Parkway, Avondale, AZ 85353

Tolleson Union High School 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)

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

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

School Overview

Principal/Administrator : Mrs. Brandi Haskins
 Schedule : 07:00 AM to 03:30 PM
 Grades : 9-12
 2005 Enrollment : 2346
 Web Address : www.tuhsd.org/WHS/
 Phone Number : (623) 877-2438
 Fax Number : (623) 877-4989
 E-mail : brandi.haskins@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.

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status ^(b)

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 / 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, 2004 School Year Student Enrollment : 2439
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 118

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 :	8/8/2005
Last Day of School :	5/25/2006

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 and curriculum is aligned to the state academic and teaching standards. 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.	2005
ü National Merit Scholar Semi-Finalist	2005
ü Marine Corps ROTC Honor School	2004
ü Multiple Region Championships	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	647	1661	69846	99	100	100	707	686	699	12	26	21	9	12	11	66	53	49	13	8	18
All Students (Prior Year)	569	1399	65934	98	98	100	499	485	492	30	51	43	24	18	18	30	19	24	16	11	15
Female	315	784	34328	99	100	99	711	692	702	8	22	19	8	12	12	71	57	51	12	8	18
Male	331	876	35509	99	99	100	703	681	696	16	30	23	9	12	11	61	49	48	15	9	18
African American	85	213	3535	100	100	100	686	673	677	24	34	31	10	13	15	59	49	46	7	4	8
Hispanic	265	960	23363	100	100	100	699	683	680	15	32	32	11	14	16	70	50	45	4	3	7
Asian/Pacific Islander	33	48	1742	100	100	99	739	732	733	0	5	8	0	10	7	47	43	46	53	43	38
American Indian/Alaskan Native	11	34	4785	100	97	100	702	643	671	11	26	39	22	29	17	56	32	39	11	13	5
White	253	406	36421	98	99	99	717	699	714	8	12	12	6	7	8	67	64	54	19	17	26
Students with Disabilities	72	192	7690	100	100	100	652	586	593	59	69	64	10	14	14	28	15	21	3	2	2
Students without Disabilities	576	1471	62220	98	99	99	713	699	712	7	21	16	8	12	11	70	58	53	14	9	20
Limited English Proficient Students	NC	81	5834	NC	100	100	NC	539	612	NC	54	46	NC	20	20	NC	24	31	NC	1	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	156	719	21421	92	93	92	695	683	686	20	38	35	16	15	15	57	43	43	7	4	7
Non-Economically Disadvantaged	492	944	48489	100	100	100	710	689	704	10	17	15	6	10	10	69	61	52	15	12	23

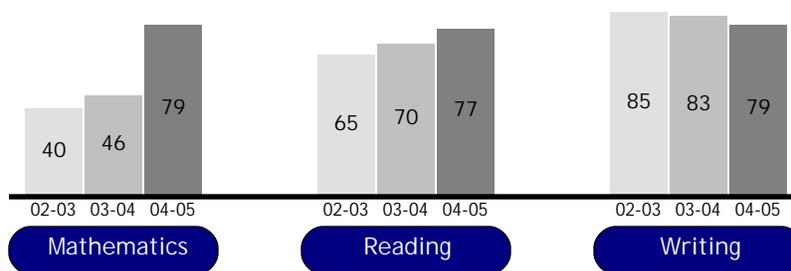
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	659	1682	71311	99	99	100	703	684	694	5	8	7	18	25	21	70	63	63	7	4	9
All Students (Prior Year)	583	1434	68162	98	99	100	520	506	509	8	17	18	23	28	24	61	50	51	9	6	8
Female	321	797	34899	98	100	100	709	692	700	4	5	5	17	23	19	72	67	66	7	4	10
Male	338	885	36430	99	99	100	698	676	688	7	11	9	19	28	22	68	58	61	6	4	8
African American	85	213	3573	96	97	100	684	673	676	11	12	9	21	27	26	64	59	60	4	2	4
Hispanic	270	974	24056	99	99	100	693	678	672	6	9	13	24	31	31	67	58	53	3	2	3
Asian/Pacific Islander	33	47	1731	100	100	98	729	723	717	0	0	3	13	17	13	71	69	68	16	14	16
American Indian/Alaskan Native	12	36	5110	100	100	100	681	635	661	0	9	14	44	38	38	56	50	46	0	3	2
White	259	412	36841	99	100	99	717	700	713	4	4	3	11	12	12	75	75	72	10	9	13
Students with Disabilities	69	189	8021	100	100	100	637	584	590	36	27	27	32	41	42	32	31	29	0	1	1
Students without Disabilities	590	1493	63379	98	98	100	711	696	707	2	6	5	16	24	18	74	66	68	8	4	10
Limited English Proficient Students	NC	84	6402	NC	100	100	NC	518	596	NC	31	25	NC	48	44	NC	19	30	NC	1	1
Migrant Students	--	NC	548	--	NC	NA	--	NC	659	--	NC	26	--	NC	36	--	NC	38	--	NC	0
Economically Disadvantaged	158	737	22243	87	91	93	686	678	677	13	12	14	24	33	32	60	54	51	3	2	3
Non-Economically Disadvantaged	501	945	49157	100	100	100	709	688	702	3	5	4	16	20	16	73	70	69	8	6	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	658	1684	70868	99	99	100	707	681	688	3	6	5	17	29	23	61	55	63	18	10	9
All Students (Prior Year)	582	1429	67629	98	98	100	551	528	524	7	15	22	10	15	16	81	68	59	2	1	3
Female	321	796	34710	98	99	99	716	693	697	2	4	3	13	25	19	62	59	66	23	13	12
Male	337	888	36176	99	99	100	698	671	678	4	8	7	22	33	27	60	51	59	14	7	7
African American	86	216	3557	97	98	99	684	671	675	7	8	7	23	32	25	59	54	62	11	6	6
Hispanic	271	973	23868	99	99	100	700	676	670	4	7	9	21	35	33	60	52	55	15	6	4
Asian/Pacific Islander	33	48	1732	100	100	98	740	730	713	0	2	2	6	7	12	45	53	64	48	37	22
American Indian/Alaskan Native	11	35	5001	100	100	100	700	635	661	0	3	9	25	42	41	75	52	48	0	3	2
White	257	412	36710	98	100	99	716	695	702	2	3	2	14	18	15	63	62	69	21	17	13
Students with Disabilities	67	188	7900	100	100	100	625	570	580	26	23	22	46	53	49	26	22	28	2	1	1
Students without Disabilities	592	1497	63054	98	99	99	715	695	701	1	4	3	14	26	20	64	59	67	20	11	10
Limited English Proficient Students	NC	85	6308	NC	100	100	NC	503	591	NC	34	19	NC	46	47	NC	19	33	NC	1	1
Migrant Students	--	NC	540	--	NC	NA	--	NC	658	--	NC	16	--	NC	42	--	NC	41	--	NC	1
Economically Disadvantaged	158	740	21994	87	92	92	691	674	673	6	8	10	28	40	36	55	47	52	11	4	3
Non-Economically Disadvantaged	501	945	48960	100	100	100	711	687	694	3	4	3	14	20	18	63	61	67	21	14	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?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	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 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.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	95	38	33	41	93	42	NA	42	98	54	47	51
	Language	98	39	33	42	90	41	32	42	98	54	46	50
	Mathematics	97	61	55	60	94	72	57	63	98	52	44	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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)
- 0 Teacher(s)
- 16 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- ü Provide Community Input

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	110.80
Other Professional Staff	8.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	5	1	0
4 to 6 years	8	5	0	0
7 to 9 years	10	10	0	0
10 or more years	9	47	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	243
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	N/A
Percent of core classes not taught by Highly Qualified Teachers	16%

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

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

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

- ü Westview High School continues to make Adequate Yearly Progress as identified under No Child Left Behind and has been labeled previously as a Performing school by the State of Arizona.

- ü The graduation rate at Westview High School increased to 83% for the class of 2005 from the previous year's rate of 72%.

- ü 80 % of Westview High School 10th graders passed the Math portion of the AIMS test. 81% passed the Reading portion of AIMS. 83% of 10th graders passed the Writing portion of the AIMS test.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	99	95	94	95
Transfers Out Rates ⁵	12	12	12	17
Transfers In Rate ⁶	23	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	93	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	4	0	1	6
Status Unknown ¹¹	2	0	1	4
Graduation Rate ¹²	75	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

Westview High School has a comprehensive school safety program including plans in the event of an emergency. WHS has a security team and a school resource officer assigned to the campus to ensure a safe climate. WHS has a modified closed campus during the lunch period. Westview High School has a student mediation program to help students effectively handle student conflict.

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) :

33

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	Brandi Haskins	(623) 877-2438
Transportation Policy	Tim O'Brien	(623) 478-4101
Community Resources		
School Nutrition Programs	Kimberly Luvisi	(623) 478-4000
Parent Organization		
Student Health/Nurse	Faith Edelman	(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.

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 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.

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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.