

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

10850 W. Garden Lakes Parkway, Avondale, AZ 85353

Tolleson Union High School District

### AZ LEARNS<sup>1</sup>

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

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

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

### No Child Left Behind

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

2005-06	Met
2004-05	Met
2003-04	Met

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

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.

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 : Mrs. Brandi Haskins  
 Schedule : 07:00 AM to 03:30 PM  
 Grades : 9-12  
 Web Address : www.tuhsd.org/WHS/  
 Phone Number : (623) 478-4600  
 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.

### School / Academic Goals

- ü Differentiated instruction is used to meet the learning needs of all students. A variety of strategies and best practices focused on increasing student achievement and used effectively in classroom instruction.
- ü Leadership is developed and involved at all stakeholder levels, with a strong emphasis on teacher leadership.
- ü Teachers assess learning, formulate classroom benchmarks based on standards, and communicate the results to students and families with respect to students' abilities to meet Arizona Academic Standards.
- ü Student achievement is highly valued and publicly celebrated.

### Enrollment

October 1, 2005 School Year Student Enrollment : 2323  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 128

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 :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	7/7/2005
Last Day of School :	5/24/2006

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	502	1945	71130	99	100	95	703	690	701	17	27	23	10	17	13	64	50	51	10	6	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	246	959	35465	98	99	96	704	692	702	13	25	21	9	16	13	68	52	53	9	7	13
Male	256	986	35648	100	100	94	701	689	701	20	29	24	11	18	12	60	47	50	10	6	14
African American	44	240	3868	98	100	95	686	682	686	27	33	33	11	18	17	61	46	45	NA	2	6
Hispanic	222	1168	25103	99	99	95	693	685	685	22	31	34	15	19	16	57	46	45	6	4	5
Asian/Pacific Islander	13	34	1805	100	100	98	714	711	731	8	15	9	8	15	7	69	53	50	15	18	34
American Indian/Alaskan Native	10	33	4241	100	100	90	NA	685	679	NA	24	39	NA	30	19	NA	36	39	NA	9	3
White	213	470	36075	100	100	95	717	707	715	8	14	12	4	10	9	73	63	58	15	13	21
Students with Disabilities	46	192	5862	96	98	71	660	654	658	50	65	63	22	19	15	28	15	20	NA	1	2
Students without Disabilities	456	1753	65268	99	100	98	707	694	705	13	23	19	9	16	12	67	54	54	11	7	15
Limited English Proficient Students	10	102	4859	100	100	93	NA	665	662	NA	62	64	NA	18	15	NA	19	20	NA	2	1
Migrant Students	NC	30	786	NC	100	95	NC	669	681	NC	47	38	NC	33	18	NC	20	41	NC	NA	4
Economically Disadvantaged	117	792	22957	98	99	93	690	681	685	23	35	34	15	21	17	59	41	44	3	3	5
Non-Economically Disadvantaged	385	1153	48173	99	100	96	706	696	709	15	22	17	9	14	11	65	56	55	12	9	18

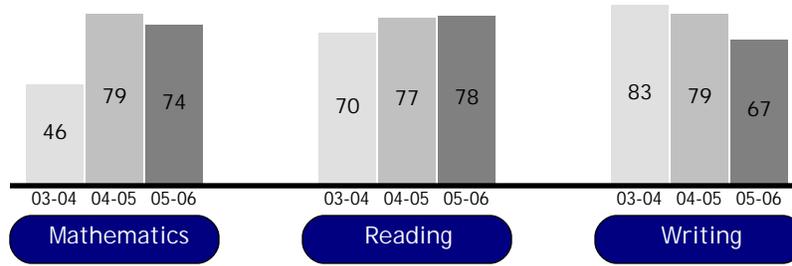
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	503	1956	73018	99	99	97	709	693	703	4	7	6	19	28	23	71	61	64	7	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	249	966	36181	99	99	97	715	698	708	2	5	4	17	26	21	74	65	65	8	4	9
Male	253	988	36816	98	99	96	703	687	699	6	9	7	21	30	24	68	57	62	6	3	7
African American	47	238	3976	98	98	96	694	690	689	9	7	8	17	26	29	74	66	59	NA	0	3
Hispanic	218	1181	25801	98	99	96	694	684	683	6	8	10	29	34	34	63	56	53	3	2	3
Asian/Pacific Islander	12	32	1812	92	97	98	720	717	722	NA	3	3	8	6	15	75	69	66	17	22	16
American Indian/Alaskan Native	NC	32	4389	NC	97	93	NC	676	675	NC	13	9	NC	38	42	NC	47	47	NC	3	1
White	217	473	37024	100	100	97	728	716	721	1	3	2	8	14	12	79	73	73	12	10	13
Students with Disabilities	40	167	7170	85	86	85	650	646	654	25	26	23	45	53	47	30	20	29	NA	2	1
Students without Disabilities	463	1789	65848	100	100	98	713	697	708	2	5	4	17	26	20	74	65	67	7	4	9
Limited English Proficient Students	10	104	5099	100	100	95	NA	636	641	NA	38	29	NA	54	59	NA	8	12	NA	NA	0
Migrant Students	NC	31	817	NC	97	96	NC	652	667	NC	29	15	NC	42	44	NC	29	39	NC	NA	1
Economically Disadvantaged	115	801	23912	97	98	94	689	678	681	6	10	10	30	38	36	63	51	52	2	1	2
Non-Economically Disadvantaged	388	1155	49106	99	100	98	715	703	714	3	5	4	16	21	16	73	68	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	501	1966	72810	98	100	96	691	675	685	4	8	6	29	39	30	59	49	58	8	4	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	250	970	36111	100	99	97	705	687	695	1	4	4	22	32	23	66	58	65	10	5	8
Male	250	995	36678	97	100	95	677	662	674	7	12	9	36	45	36	51	41	52	6	2	3
African American	45	238	3962	94	98	96	687	675	675	7	8	8	22	37	33	62	50	55	9	5	3
Hispanic	219	1191	25735	99	100	96	679	666	669	5	10	10	37	44	41	55	45	48	3	2	2
Asian/Pacific Islander	13	33	1809	100	100	97	709	702	704	15	6	4	NA	18	19	62	64	65	23	12	13
American Indian/Alaskan Native	10	33	4370	100	100	92	NA	664	670	NA	6	9	NA	52	39	NA	42	50	NA	NA	2
White	214	471	36915	99	100	97	704	695	697	1	4	3	24	26	21	63	61	67	12	8	8
Students with Disabilities	40	187	7071	85	96	84	624	618	634	25	30	24	53	57	53	23	10	21	NA	2	1
Students without Disabilities	461	1779	65739	100	100	98	695	680	689	2	6	4	27	37	27	62	54	62	9	4	6
Limited English Proficient Students	10	105	5046	100	100	94	NA	605	621	NA	44	31	NA	50	56	NA	6	12	NA	NA	0
Migrant Students	NC	32	812	NC	100	96	NC	640	654	NC	28	15	NC	41	51	NC	31	34	NC	NA	0
Economically Disadvantaged	116	813	23814	98	99	94	673	661	667	7	12	10	41	45	41	52	41	47	1	2	2
Non-Economically Disadvantaged	385	1153	48996	98	100	97	696	684	693	3	5	4	26	34	24	61	56	64	10	5	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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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?	NA
	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	93	42	NA	42	98	54	47	51	97	56	43	52
	Language	90	41	32	42	98	54	46	50	97	54	43	50
	Mathematics	94	72	57	63	98	52	44	50	96	54	41	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/](http://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)
- 25 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Provide Community Input
- Ü Recognition of Students
- Ü Improvements to Campus

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	106.00
Other Professional Staff	7.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	5	0	0
4 to 6 years	6	2	1	0
7 to 9 years	9	7	0	0
10 or more years	16	40	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	332
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	7%

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 45 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 2005-06

School Achievements/Accomplishments 2005-06

- 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 as a Highly Performing school by the State of Arizona.
  
- ü The graduation rate at Westview High School increased to 88% for the class of 2006 from the previous year's rate of 83%.
  
- ü 75% of Westview High School 10th graders passed the Math portion of the AIMS test. 79% passed the Reading portion of AIMS. 68% of 10th graders passed the Writing portion of the AIMS test.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	98	95	94	95
Promotion Rate <sup>5</sup>	90	89	88	73
Graduation Rate <sup>6</sup>	93	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

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

30

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) 877-4600
Transportation Policy	Galen Waterson	(623) 478-4101
Community Resources		
School Nutrition Programs	Kimberly Luvisi	(623) 478-4000
Parent Organization		
Student Health/Nurse	Faith Edelman	(623) 478-4600

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 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](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 0 Copies = \$0.00

\*\* 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.