

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2045 W. Northern Avenue, Phoenix, AZ 85021

Westwind Children's Services

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

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

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

School Overview

Principal/Administrator : Ms. Debra Slagle
 Schedule : 07:15 AM to 04:45 PM
 Grades : 9-12
 Web Address : www.westwindacademy.org
 Phone Number : (602) 864-7731
 Fax Number : (602) 864-7720
 E-mail : DSlagle@westwindacademy.org

Mission

Our mission is to provide a solid foundation upon which higher education can be built. As a college prep program, we are committed to a program that inspires students, promotes character development and is designed to encourage academic excellence. Our school is based on fundamental traditions that create a smaller, safer learning community.

No Child Left Behind

Adequate Yearly Progress ^(b)

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

School Improvement Status ^(b)

2005-06	N/A
2004-05	N/A
2003-04	Out of Improvement

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü All students will demonstrate a high level of personal academic commitment by completing assignments, participating in class, preparing adequately for classroom assessments, doing their best on standardized assessments, and having good attendance.
- ü Ninety percent of students will exhibit a minimum of one year's growth in academic ability as demonstrated on standardized tests & school assessments. Beginning in 9th grade, students will work toward exceeding the standard as measured on AIMS.
- ü At least 90% of graduates will go on to a university, community college or technical school within a year of graduating.

Enrollment

October 1, 2005 School Year Student Enrollment : 255
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 272

Instructional Programs

- ü Academic Tracks for College Bound
- ü Technology Electives
- ü Post High School Planning Courses
- ü Standards Aligned Instruction
- ü Performing Arts Electives

Calendar Information

Number of Instruction Days :	144
Average Daily Instruction Time :	7 hours 5 minutes
First Day of School :	8/8/2005
Last Day of School :	5/22/2006

Shared Responsibilities

School

Our primary responsibility to parents is to promise to provide a high quality education in a safe environment that will prepare students for college and a career. Our responsibility is also to keep parents well-informed and aware of what our expectations are both academically and behaviorally. Teachers use the phone, mail and email to communicate with parents regarding concerns and to convey words of encouragement.

Parents

Parents should make a well-informed choice for their student's education; support school policies; encourage academic preparedness; provide resources to the best of their ability; and communicate with the school regarding any questions or concerns.

Transportation Policy

Westwind is located near the corner of 19th Avenue and Northern, providing easy access via public transportation. Students needing assistance to cover transportation will be given a bus pass.

School Honors

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

Award/Honor	Year
ü Gates Millennium Scholarship Winner	2003
ü Presidential Scholarship Awards ASU & U of A	2003
ü Intel Teach to the Future Award	2000

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	84	116	71130	94	92	95	688	680	701	35	41	23	14	16	13	46	40	51	5	3	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	57	35465	94	90	96	688	684	702	37	42	21	13	12	13	43	40	53	7	5	13
Male	38	59	35648	95	94	94	687	677	701	32	41	24	16	19	12	50	39	50	3	2	14
African American	NC	NC	3868	NC	NC	95	NC	NC	686	NC	NC	33	NC	NC	17	NC	NC	45	NC	NC	6
Hispanic	23	46	25103	100	92	95	671	665	685	52	59	34	30	26	16	17	15	45	NA	NA	5
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	731	NC	NC	9	NC	NC	7	NC	NC	50	NC	NC	34
American Indian/Alaskan Native	NC	NC	4241	NC	NC	90	NC	NC	679	NC	NC	39	NC	NC	19	NC	NC	39	NC	NC	3
White	50	57	36075	93	92	95	697	693	715	22	26	12	10	9	9	60	58	58	8	7	21
Students with Disabilities	NC	NC	5862	NC	NC	71	NC	NC	658	NC	NC	63	NC	NC	15	NC	NC	20	NC	NC	2
Students without Disabilities	81	113	65268	98	94	98	688	681	705	33	41	19	15	16	12	47	40	54	5	4	15
Limited English Proficient Students	--	--	4859	--	--	93	--	--	662	--	--	64	--	--	15	--	--	20	--	--	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	48	48	22957	98	98	93	686	686	685	35	35	34	17	17	17	46	46	44	2	2	5
Non-Economically Disadvantaged	36	68	48173	90	88	96	690	677	709	33	46	17	11	15	11	47	35	55	8	4	18

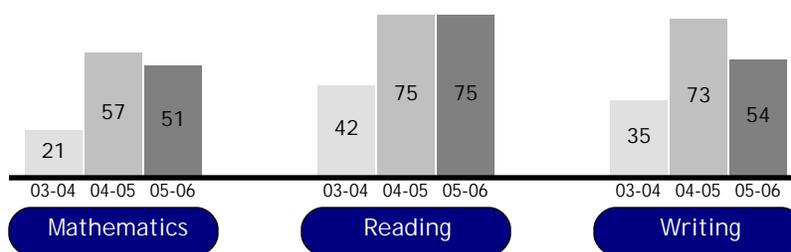
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	131	73018	99	98	97	702	687	703	2	11	6	23	31	23	69	54	64	6	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	68	36181	100	100	97	700	687	708	2	9	4	27	32	21	67	56	65	4	3	9
Male	41	63	36816	98	97	96	705	686	699	2	13	7	20	30	24	71	52	62	7	5	7
African American	NC	NC	3976	NC	NC	96	NC	NC	689	NC	NC	8	NC	NC	29	NC	NC	59	NC	NC	3
Hispanic	24	52	25801	100	96	96	679	661	683	8	21	10	29	42	34	63	37	53	NA	NA	3
Asian/Pacific Islander	NC	NC	1812	NC	NC	98	NC	NC	722	NC	NC	3	NC	NC	15	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4389	NC	NC	93	NC	NC	675	NC	NC	9	NC	NC	42	NC	NC	47	NC	NC	1
White	54	64	37024	98	100	97	717	709	721	NA	5	2	13	16	12	78	72	73	9	8	13
Students with Disabilities	NC	NC	7170	NC	NC	85	NC	NC	654	NC	NC	23	NC	NC	47	NC	NC	29	NC	NC	1
Students without Disabilities	84	125	65848	99	98	98	705	688	708	2	11	4	21	30	20	70	54	67	6	4	9
Limited English Proficient Students	--	--	5099	--	--	95	--	--	641	--	--	29	--	--	59	--	--	12	--	--	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	50	50	23912	100	100	94	697	697	681	4	4	10	26	26	36	66	66	52	4	4	2
Non-Economically Disadvantaged	40	81	49106	98	98	98	709	681	714	NA	15	4	20	35	16	73	47	69	8	4	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	91	132	72810	100	99	96	680	672	685	5	8	6	41	47	30	52	44	58	2	2	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	68	36111	100	100	97	688	683	695	4	4	4	34	40	23	58	53	65	4	3	8
Male	41	63	36678	98	97	95	671	661	674	7	11	9	49	54	36	44	35	52	NA	NA	3
African American	NC	NC	3962	NC	NC	96	NC	NC	675	NC	NC	8	NC	NC	33	NC	NC	55	NC	NC	3
Hispanic	24	52	25735	100	96	96	669	660	669	8	12	10	46	54	41	42	33	48	4	2	2
Asian/Pacific Islander	NC	NC	1809	NC	NC	97	NC	NC	704	NC	NC	4	NC	NC	19	NC	NC	65	NC	NC	13
American Indian/Alaskan Native	NC	NC	4370	NC	NC	92	NC	NC	670	NC	NC	9	NC	NC	39	NC	NC	50	NC	NC	2
White	55	64	36915	100	100	97	685	681	697	5	6	3	35	38	21	58	55	67	2	2	8
Students with Disabilities	NC	NC	7071	NC	NC	84	NC	NC	634	NC	NC	24	NC	NC	53	NC	NC	21	NC	NC	1
Students without Disabilities	85	126	65739	100	99	98	682	673	689	5	7	4	38	45	27	55	46	62	2	2	6
Limited English Proficient Students	--	--	5046	--	--	94	--	--	621	--	--	31	--	--	56	--	--	12	--	--	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	50	50	23814	100	100	94	672	672	667	8	8	10	48	48	41	42	42	47	2	2	2
Non-Economically Disadvantaged	41	82	48996	100	99	97	691	672	693	2	7	4	32	46	24	63	45	64	2	1	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	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	53	38	NA	42	93	41	41	51	98	52	43	52
	Language	63	29	29	42	93	42	42	50	98	52	44	50
	Mathematics	61	51	51	63	93	38	38	50	98	41	34	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)
- 1 Teacher(s)
- 1 Parent(s)
- 5 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Policies & Procedures
- Ü Staffing
- Ü Finances
- Ü Planning

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	16.00
Other Professional Staff	1.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	70
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	25%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü 8 Student Computers in Each Classroom
- Ü Two Computer Labs
- Ü Multipurpose Room & Theater
- Ü Field for Athletics

Extracurricular Activities

- Ü National Honor Society
- Ü Student Council
- Ü Technology Club
- Ü AIA Football, Basketball
- Ü AIA Volleyball, Cheer
- Ü AIA Baseball, Softball
- Ü Odyssey of the Mind
- Ü Dance

Social Services

- Ü Field trips to colleges after school

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Double digit increases in number of students meeting or exceeding on AIMS in reading and math.

ü Over 90 percent of graduates went on to higher education.

ü The average SAT score for students taking it for the first time was 1135.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	92	95	94	95
Promotion Rate ⁵	84	89	88	73
Graduation Rate ⁶	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

Closed campus. Uniforms required. Zero-tolerance policy regarding illegal substances and weapons strictly enforced. All rooms have phones. Conflict Resolution training for freshmen. Campus with limited access. Emergency plans in place and practiced.

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) :

2

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	Debra Slagle	(602) 864-7731
Transportation Policy	Karen Deadrick	(602) 864-7731
Community Resources	Karen Deadrick	(602) 864-7731
School Nutrition Programs		
Parent Organization	Karen Deadrick	(602) 864-7731
Student Health/Nurse		

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

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

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

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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Total cost of printing: 12 Pages X .0243 Per page X 80 Copies = \$23.00

** 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.