

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

3002 N. Arizona Ave. 16, Chandler, AZ 85225

Pinnacle Education-WMAA, Inc.

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)

2003-04	Performing
2002-03	Alternative School
2001-02	N/A

(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	Not 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.

School Overview

Principal/Administrator : Mr. Ric H. Borom
 Schedule : 7:00 AM to 8:30 PM
 Grades : 9-12
 2004 Enrollment : 88
 Web Address : pin-ed.com
 Phone Number : (480) 633-9222
 Fax Number : (480) 633-8666
 E-mail : rborom@pin-ed.com

Mission

WestMark High School will provide a comprehensive program of instruction for high school students, focused around the concepts of Computer-Assisted Instruction, personal and social skill development and workplace readiness.

School / Academic Goals

- ü WestMark students will be competent in the core subjects of English, Math, Social Studies and Science.
- ü WestMark students will develop the skills needed for workplace success, including problem solving, goal setting, decision making and conflict resolution.

Enrollment

October 1, 2003 School Year Student Enrollment : 107
 Accepting New Students in 2004-05 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 88

Instructional Programs

- ü Core Academics - Computer Assisted
- ü Workplace Readiness
- ü Social Skill Development

Calendar Information

Number of Instruction Days : 180
Average Daily Instruction Time : 4 hours 0 minutes
First Day of School : 8/9/2004
Last Day of School : 5/27/2005

Shared Responsibilities

School

WestMark HS staff is responsible for providing a safe school environment to promote academic achievement and personal development. Staff will make every effort to effectively communicate with students and parents to help each student be successful.

Parents

Parents and students must take responsibility effectively communicating their needs to the school staff.

Transportation Policy

WestMark students are responsible for their own transportation.

School Honors

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

Award/Honor

Year

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	16	16	65934	80	80	100	464	464	492	63	63	43	31	31	18	6	6	24	0	0	15
All Students (Prior Year)	19	19	57534	79	79	91	455	455	491	83	83	46	17	17	16	0	0	23	0	0	15
Female	NC	NC	32586	NC	NC	100	NC	NC	491	NC	NC	44	NC	NC	19	NC	NC	24	NC	NC	14
Male	11	11	33226	73	73	99	462	462	493	64	64	42	27	27	18	9	9	24	0	0	16
African American	NC	NC	3042	NC	NC	98	NC	NC	478	NC	NC	58	NC	NC	19	NC	NC	17	NC	NC	6
Hispanic	NC	NC	21740	NC	NC	100	NC	NC	475	NC	NC	63	NC	NC	17	NC	NC	15	NC	NC	5
Asian/Pacific Islander	--	--	1643	--	--	99	--	--	519	--	--	23	--	--	13	--	--	30	--	--	34
American Indian/Alaskan Native	--	--	4351	--	--	99	--	--	472	--	--	68	--	--	16	--	--	13	--	--	4
White	NC	NC	34819	NC	NC	99	NC	NC	505	NC	NC	27	NC	NC	20	NC	NC	31	NC	NC	22
Students with Disabilities	NC	NC	6507	NC	NC	100	NC	NC	456	NC	NC	83	NC	NC	9	NC	NC	6	NC	NC	2
Students without Disabilities	14	14	59427	74	74	100	470	470	494	57	57	41	36	36	19	7	7	25	0	0	16
Limited English Proficient Students	--	--	6793	--	--	100	--	--	464	--	--	79	--	--	11	--	--	8	--	--	2
Migrant Students	--	--	708	--	--		--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	NC	NC	18745				NC	NC	475	NC	NC	64	NC	NC	16	NC	NC	15	NC	NC	5
Non-Economically Disadvantaged	10	10	47182				465	465	499	60	60	35	30	30	19	10	10	27	0	0	19

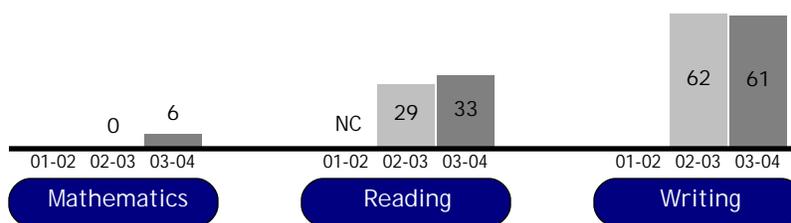
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	18	18	68162	100	100	100	488	488	509	33	33	18	33	33	24	33	33	51	0	0	8
All Students (Prior Year)	17	17	56700	71	71	89	478	478	512	50	50	15	21	21	23	29	29	52	0	0	10
Female	NC	NC	33509	NC	NC	100	NC	NC	513	NC	NC	15	NC	NC	23	NC	NC	52	NC	NC	9
Male	12	12	34521	100	100	100	481	481	505	33	33	20	33	33	24	33	33	49	0	0	7
African American	NC	NC	3163	NC	NC	99	NC	NC	497	NC	NC	22	NC	NC	30	NC	NC	46	NC	NC	3
Hispanic	NC	NC	22624	NC	NC	100	NC	NC	487	NC	NC	32	NC	NC	31	NC	NC	35	NC	NC	2
Asian/Pacific Islander	--	--	1666	--	--	100	--	--	523	--	--	11	--	--	17	--	--	60	--	--	12
American Indian/Alaskan Native	--	--	4592	--	--	100	--	--	484	--	--	32	--	--	37	--	--	30	--	--	1
White	NC	NC	35727	NC	NC	100	NC	NC	526	NC	NC	7	NC	NC	17	NC	NC	64	NC	NC	12
Students with Disabilities	NC	NC	6845	NC	NC	100	NC	NC	468	NC	NC	53	NC	NC	29	NC	NC	18	NC	NC	1
Students without Disabilities	15	15	61317	94	94	100	494	494	512	27	27	15	33	33	23	40	40	53	0	0	8
Limited English Proficient Students	--	--	7152	--	--	100	--	--	464	--	--	57	--	--	31	--	--	12	--	--	0
Migrant Students	--	--	745	--	--		--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	NC	NC	19528				NC	NC	487	NC	NC	31	NC	NC	32	NC	NC	34	NC	NC	2
Non-Economically Disadvantaged	11	11	48595				496	496	518	27	27	13	27	27	20	45	45	57	0	0	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	18	18	67629	100	100	100	513	513	524	39	39	22	0	0	16	61	61	59	0	0	3
All Students (Prior Year)	13	13	55090	54	54	87	455	455	479	31	31	16	8	8	13	62	62	70	0	0	0
Female	NC	NC	33347	NC	NC	100	NC	NC	537	NC	NC	17	NC	NC	15	NC	NC	64	NC	NC	4
Male	12	12	34151	100	100	99	496	496	512	50	50	27	0	0	18	50	50	54	0	0	2
African American	NC	NC	3150	NC	NC	99	NC	NC	515	NC	NC	24	NC	NC	19	NC	NC	56	NC	NC	2
Hispanic	NC	NC	22313	NC	NC	100	NC	NC	493	NC	NC	34	NC	NC	19	NC	NC	46	NC	NC	1
Asian/Pacific Islander	--	--	1659	--	--	100	--	--	564	--	--	11	--	--	12	--	--	68	--	--	9
American Indian/Alaskan Native	--	--	4528	--	--	99	--	--	492	--	--	35	--	--	21	--	--	42	--	--	1
White	NC	NC	35593	NC	NC	99	NC	NC	547	NC	NC	13	NC	NC	14	NC	NC	69	NC	NC	4
Students with Disabilities	NC	NC	6712	NC	NC	100	NC	NC	445	NC	NC	61	NC	NC	18	NC	NC	21	NC	NC	0
Students without Disabilities	15	15	60917	94	94	100	520	520	530	33	33	19	0	0	16	67	67	61	0	0	3
Limited English Proficient Students	--	--	6994	--	--	100	--	--	442	--	--	58	--	--	18	--	--	23	--	--	0
Migrant Students	--	--	732	--	--		--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	NC	NC	19310				NC	NC	489	NC	NC	35	NC	NC	20	NC	NC	44	NC	NC	1
Non-Economically Disadvantaged	11	11	48278				511	511	538	45	45	17	0	0	15	55	55	65	0	0	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.

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?	N
	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	100	11	--	37	91	31	--	41	NC	NC	NC	42
	Language	100	6	--	38	100	13	--	42	NC	NC	NC	42
	Mathematics	100	8	--	56	100	24	--	60	NC	NC	NC	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	1.00	Teacher	10.00
Other Professional Staff	2.50	Teacher Aide	.50

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	1	0	0
4 to 6 years	3	0	0	0
7 to 9 years	2	0	0	0
10 or more years	0	0	0	0

Highly Qualified (NCLB) & Core Academics

- Core academic teachers meeting the definition of Highly Qualified (NCLB): 11
- Core academic classes taught by Highly Qualified (NCLB) teachers. 27
- Teachers with Emergency Certificaton. 1

Resources Available at School Site

Special Facilities

- ü Computer Training Room
- ü Computer Labs (3) with internet access

Extracurricular Activities

- ü Work Experience Program
- ü Service Learning Program

Social Services

- ü Internship-Partnership Local Businesses
- ü Collaboration with Social Services

ü North Central Association Candidacy in 2002. Received district accreditation in 2004.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	87	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	0	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	100	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	0	NA		3
Status Unknown ¹¹	0			2
Graduation Rate ¹²	17	NA		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

WestMark High School offers a small school setting and small class sizes to promote a safe learning environment. We adhere to zero tolerance guidelines regarding acts of violence and substance abuse.

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) :

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.

Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Ric Borom	(480) 633-9222
Community Resources	Ric Borom	(480) 633-9222
School Nutrition Programs	N/A	
Parent Organization	N/A	
Student Health/Nurse	N/A	

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.

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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.