

Westwind Middle School Academy

ARIZONA SCHOOL REPORT CARD 2003-04

2045 W. Northern Avenue, Phoenix, AZ 85021

Westwind Middle School Academy

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

Elementary Achievement Profile *

New School**

** Some schools will not receive an Achievement Profile until October 2004.

No Child Left Behind

Adequate Yearly Progress***

Not Met

School Improvement Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Ms. Debra Slagle M.Ed.
Schedule : 7:45 AM to 4:30 PM
Grades : 7-8
2003 Enrollment : 75
Web Address : www.westwindacademy.org
Phone Number : (602) 864-7731
Fax Number : (602) 864-7720
E-mail : DSlagle@westwindacademy.org

Mission

To provide the solid educational foundation upon which further learning must be based. Curriculum is designed to challenge and inspire students. WPA maintains a commitment to academic and technological literacy, & a smaller, safer learning community.

School / Academic Goals

- ü All students will demonstrate a high level of personal academic accountability by completing assignments, participating in class, preparing adequately for classroom assessments and doing their best on standardized assessments.
- ü Ninety percent (90%) of students will exhibit a minimum of one year's growth in academic ability as demonstrated on norm-referenced tests and school assessments. Students will work toward exceeding the standard as measured on AIMS.

Instructional Programs

- ü Separate Core Classes for Boys and Girls
- ü Languages and Chorus Electives
- ü Structured Afterschool Homework Time

Enrollment

October 1, 2002 School Year Student Enrollment : 76
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 78

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 7 hours 30 minutes
First Day of School : 8/11/2003
Last Day of School : 5/20/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- Ü Academic Planning
- Ü Finances
- Ü Student Discipline
- Ü Policy

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	4.00
Other Professional Staff	.00	Teacher Aide	1.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

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

Shared Responsibilities

School

Keep parents well-informed about student progress and to let parents know our expectations by using the phone, mail and email to communicate regarding concerns and to convey words of encouragement.

Parents

Parents have a responsibility to make a well-informed school choice; support school policies; encourage daily attendance and academic preparedness; provide resources to the best of their ability; and discuss any questions or concerns they may have.

Resources Available at School Site

Special Facilities

- Ü Student Computers in All Classrooms
- Ü Playing Field and Basketball Court

Extracurricular Activities

- Ü Soccer, Volleyball, Basketball
- Ü Chorus
- Ü Student Council

Social Services

Transportation Policy

Students come from all over the Valley. Students who need financial assistance will be given bus passes. The majority of students are transported to and from school by a parent, guardian or public transportation.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

ü 93% of seventh graders achieved AYP in math.

School Honors

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

Award/Honor Year

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	90	95	94	96
Transfers Out ³	39	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	2	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 6-7	80	80
Grades 7-8	75	95

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 2002-03. 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 2003. 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. 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).

8th 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	37	37	71167	97	97	99	449	449	463	43	43	38	46	46	41	11	11	14	0	0	7
All Students (Prior Year)	--	--	66213	--	--	NA	--	--	459	--	--	39	--	--	40	--	--	14	--	--	7
Female	21	21	34825	105	105	99	449	449	462	43	43	38	48	48	42	10	10	14	0	0	6
Male	16	16	36047	89	89	99	449	449	464	44	44	38	44	44	39	13	13	15	0	0	8
African American	NC	NC	3225	NC	NC	95	NC	NC	441	NC	NC	57	NC	NC	34	NC	NC	6	NC	NC	2
Hispanic	NC	NC	23643	NC	NC	97	NC	NC	445	NC	NC	53	NC	NC	37	NC	NC	8	NC	NC	2
Asian/Pacific Islander	NC	NC	1503	NC	NC	100	NC	NC	493	NC	NC	18	NC	NC	40	NC	NC	23	NC	NC	19
American Indian/Alaskan Native	--	--	5161	--	--	103	--	--	435	--	--	63	--	--	30	--	--	5	--	--	2
White	25	25	35245	100	100	95	450	450	476	44	44	26	48	48	45	8	8	19	0	0	10
Students with Disabilities	--	--	8095	--	--	104	--	--	426	--	--	69	--	--	25	--	--	5	--	--	1
Students without Disabilities	37	37	63072	100	100	99	449	449	464	43	43	37	46	46	41	11	11	15	0	0	7
Limited English Proficient Students	--	--	10317	--	--	111	--	--	426	--	--	72	--	--	25	--	--	2	--	--	1
Migrant Students	--	--	614	--	--	--	--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	--	--	17057	--	--	--	--	--	440	--	--	58	--	--	34	--	--	6	--	--	2
Non-Economically Disadvantaged	37	37	54110	--	--	--	449	449	468	43	43	33	46	46	43	11	11	16	0	0	8

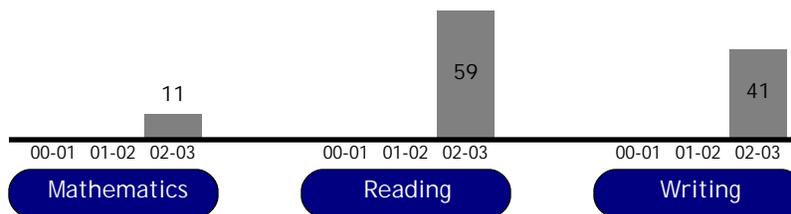
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	36	71100	95	95	99	499	499	502	33	33	25	8	8	21	42	42	40	17	17	15
All Students (Prior Year)	--	--	66144	--	--	NA	--	--	504	--	--	24	--	--	20	--	--	40	--	--	16
Female	19	19	34801	95	95	99	500	500	505	32	32	21	5	5	22	53	53	42	11	11	15
Male	17	17	36010	94	94	99	499	499	499	35	35	28	12	12	20	29	29	38	24	24	14
African American	NC	NC	3219	NC	NC	95	NC	NC	486	NC	NC	38	NC	NC	24	NC	NC	31	NC	NC	7
Hispanic	NC	NC	23630	NC	NC	96	NC	NC	485	NC	NC	37	NC	NC	25	NC	NC	32	NC	NC	6
Asian/Pacific Islander	NC	NC	1509	NC	NC	100	NC	NC	522	NC	NC	12	NC	NC	14	NC	NC	46	NC	NC	28
American Indian/Alaskan Native	--	--	5144	--	--	102	--	--	478	--	--	46	--	--	24	--	--	25	--	--	5
White	24	24	35198	96	96	95	500	500	515	29	29	15	4	4	18	50	50	47	17	17	21
Students with Disabilities	--	--	8121	--	--	105	--	--	470	--	--	55	--	--	20	--	--	21	--	--	4
Students without Disabilities	36	36	62979	97	97	99	499	499	503	33	33	23	8	8	21	42	42	41	17	17	15
Limited English Proficient Students	--	--	10304	--	--	110	--	--	462	--	--	63	--	--	23	--	--	13	--	--	1
Migrant Students	--	--	623	--	--	--	--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	--	--	17040	--	--	--	--	--	483	--	--	40	--	--	25	--	--	29	--	--	6
Non-Economically Disadvantaged	36	36	54060	--	--	--	499	499	507	33	33	20	8	8	20	42	42	43	17	17	17

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	34	34	69001	89	89	96	485	485	490	21	21	17	38	38	37	41	41	45	0	0	1
All Students (Prior Year)	--	--	63579	--	--	NA	--	--	493	--	--	15	--	--	42	--	--	41	--	--	2
Female	20	20	34086	100	100	97	488	488	496	20	20	13	30	30	36	50	50	51	0	0	1
Male	14	14	34644	78	78	95	482	482	484	21	21	22	50	50	39	29	29	38	0	0	0
African American	NC	NC	3115	NC	NC	92	NC	NC	478	NC	NC	25	NC	NC	44	NC	NC	31	NC	NC	0
Hispanic	NC	NC	22656	NC	NC	92	NC	NC	476	NC	NC	27	NC	NC	43	NC	NC	30	NC	NC	0
Asian/Pacific Islander	NC	NC	1472	NC	NC	98	NC	NC	507	NC	NC	8	NC	NC	30	NC	NC	60	NC	NC	2
American Indian/Alaskan Native	--	--	4940	--	--	98	--	--	469	--	--	34	--	--	43	--	--	23	--	--	0
White	23	23	34501	92	92	93	485	485	500	22	22	10	39	39	34	39	39	55	0	0	1
Students with Disabilities	--	--	7386	--	--	95	--	--	459	--	--	46	--	--	37	--	--	17	--	--	0
Students without Disabilities	34	34	61615	92	92	97	485	485	491	21	21	16	38	38	37	41	41	45	0	0	1
Limited English Proficient Students	--	--	9662	--	--	104	--	--	454	--	--	51	--	--	40	--	--	9	--	--	0
Migrant Students	--	--	590	--	--	--	--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	--	--	16383	--	--	--	--	--	472	--	--	30	--	--	43	--	--	26	--	--	0
Non-Economically Disadvantaged	34	34	52618	--	--	--	485	485	494	21	21	14	38	38	36	41	41	49	0	0	1

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)

8th 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?	N
	Met Graduation Rate?	NA
	Made AYP?	No

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

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	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	--	--	--	53	100	48	48	48	100	42	42	51
	Language	--	--	--	55	100	61	61	51	90	36	36	54
	Mathematics	--	--	--	57	100	52	52	54	95	40	40	58
8	Reading	--	--	--	55	100	33	33	49	97	54	54	53
	Language	--	--	--	50	100	28	28	46	93	44	44	49
	Mathematics	--	--	--	57	100	47	47	54	93	62	62	58

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 Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Closed campus. Uniforms. Zero-tolerance Policy regarding illegal substances and weapons strictly enforced. Separate classes for boys and girls to reduce discipline issues/increase academic performance. All rooms have phones. Limited access to campus.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

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	Debra Slagle	(602) 864-7731
Transportation Policy	Dawn Revere	(602) 864-7731
Community Resources		
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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 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 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 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