



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

13700 W. Greenway Road, Surprise, AZ 85374

Dysart Unified District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Performing
2002-03	New School

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

School Overview

Principal/Administrator : Mr. Dan Dillon
 Schedule : 07:45 AM to 04:00 PM
 Grades : K-8
 2005 Enrollment : 1099
 Web Address : dysart.org
 Phone Number : (623) 876-7700
 Fax Number : (623) 876-7711
 E-mail : ddillon@dysart.org

Mission

MISSION: Together we learn and succeed! VISION: A part of our vision at West Point Elementary School states: We nurture independent and responsible students with a desire for life-long learning.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School / Academic Goals

- ü To increase the number of students exceeding the standard in grades 3 through 8 as measured by the AIMS-DPA by 10% in the areas of reading, writing and mathematics. We will use the 2005 results as our baseline year.
- ü To decrease the number of students falling far below the standard in grades 3 through 8 by 10% in the areas of reading, writing and mathematics. We will use the 2005 results as our baseline year.

Enrollment

October 1, 2004 School Year Student Enrollment : 1134
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 88

Instructional Programs

- SPED Programs
- Remediation and Enrichment Programs
- Before/After School Care
- Accelerated Reader
- Gifted and Talented Student Enrichment

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We are responsible for setting high academic and behavior expectations for all students. We are responsible to provide a strong communication link between the school, parents, and community. This is accomplished through parent/student handbooks, bi-weekly Principal's Newsletters, and open communication between all stakeholders. Teachers are asked to make calls to parents to report positive behavior of students in addition to reporting negative behavior concerns.

Parents

It is the responsibility of the parent to ensure that the student comes to school daily, on time, dressed for success and ready to learn. It is also the responsibility of the parent to provide proper clothing and nourishment; give homework support to their children; become involved in school goals and expectations; support school policies including dress codes and behavior codes.

Transportation Policy

Please contact Durham Transportation at 623-876-7030.

School Honors

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

Award/Honor	Year
• New School	2001
• Dysart District Test Score Leaders	2002
• Dysart District Test Score Leaders	2003

3rd 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	133	1328	79306	99	99	99	445	432	445	12	16	10	19	23	18	55	50	51	14	11	20
All Students (Prior Year)	135	1073	75509	99	99	100	514	499	521	8	21	13	28	30	23	43	33	33	20	17	31
Female	64	651	38691	98	98	99	446	430	446	7	17	10	23	24	18	57	50	52	14	9	20
Male	69	677	40583	99	99	99	445	434	445	16	15	11	16	22	18	54	49	50	14	13	21
African American	NC	98	4041	NC	100	99	NC	433	426	NC	13	17	NC	19	23	NC	59	50	NC	9	10
Hispanic	32	563	32869	94	98	99	420	414	429	21	25	15	25	29	25	50	40	51	4	6	10
Asian/Pacific Islander	NC	20	1935	NC	100	99	NC	451	474	NC	0	3	NC	13	9	NC	87	48	NC	0	40
American Indian/Alaskan Native	--	12	4264	--	100	100	--	451	419	--	0	19	--	29	30	--	43	45	--	29	6
White	88	635	36197	100	100	99	453	448	463	9	9	5	19	17	11	56	57	53	17	17	31
Students with Disabilities	16	154	10321	100	100	100	409	386	389	55	45	30	18	20	27	18	32	34	9	3	9
Students without Disabilities	117	1174	69060	98	98	98	450	438	454	7	12	7	19	23	17	60	52	54	14	13	22
Limited English Proficient Students	NC	176	15509	NC	99	100	NC	387	406	NC	40	20	NC	32	30	NC	27	45	NC	1	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	36	698	39415	92	95	96	438	422	431	14	22	15	23	27	25	55	44	50	9	7	10
Non-Economically Disadvantaged	97	630	39966	100	100	100	448	442	459	11	10	6	18	18	12	56	56	52	15	16	30

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	134	1336	79395	99	0	99	456	436	446	7	12	9	27	31	25	53	52	55	13	5	11
All Students (Prior Year)	135	1073	75492	99	99	100	514	509	519	14	17	12	19	19	16	45	46	47	23	18	24
Female	64	656	38743	98	0	100	454	438	451	7	11	7	25	29	24	57	54	57	11	6	12
Male	70	680	40618	100	0	99	457	434	440	7	12	11	28	33	27	51	50	53	14	5	9
African American	NC	98	4052	NC	0	100	NC	441	434	NC	9	11	NC	25	29	NC	65	54	NC	1	6
Hispanic	32	568	32915	94	0	99	434	417	426	21	17	15	33	41	35	33	39	47	13	2	4
Asian/Pacific Islander	NC	20	1936	NC	0	99	NC	445	468	NC	0	3	NC	33	14	NC	67	63	NC	0	19
American Indian/Alaskan Native	--	12	4271	--	0	100	--	459	420	--	0	15	--	29	42	--	71	41	--	0	2
White	89	638	36221	100	0	99	462	453	465	3	7	4	26	22	15	57	61	63	14	9	17
Students with Disabilities	16	157	10331	100	0	100	422	389	388	18	29	25	45	45	37	27	25	34	9	1	4
Students without Disabilities	118	1179	69139	98	0	99	460	443	454	6	9	7	24	29	24	57	56	58	13	6	11
Limited English Proficient Students	NC	180	15545	NC	0	100	NC	387	399	NC	26	21	NC	56	42	NC	18	35	NC	0	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	36	705	39484	92	0	96	450	425	429	9	17	14	23	38	35	59	43	47	9	3	4
Non-Economically Disadvantaged	98	631	39986	100	0	100	457	449	461	6	6	4	28	24	16	52	61	63	14	9	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	134	1336	78869	99	99	99	441	432	442	6	7	6	24	27	21	61	60	63	10	6	10
All Students (Prior Year)	134	1062	75053	99	98	99	579	574	597	8	10	7	12	12	12	76	72	72	4	6	9
Female	65	659	38536	100	100	99	456	445	458	2	4	4	20	24	15	67	65	67	11	8	14
Male	69	677	40302	99	99	99	429	420	428	9	9	8	26	30	26	56	57	60	9	4	7
African American	NC	98	4015	NC	100	99	NC	451	430	NC	0	8	NC	24	24	NC	69	61	NC	7	7
Hispanic	33	566	32606	97	98	98	420	413	426	4	11	8	40	33	27	48	52	60	8	4	5
Asian/Pacific Islander	NC	20	1925	NC	100	99	NC	445	471	NC	0	3	NC	33	11	NC	60	64	NC	7	22
American Indian/Alaskan Native	--	12	4245	--	100	100	--	469	423	--	17	9	--	0	26	--	67	61	--	17	4
White	88	640	36078	100	100	99	447	447	459	7	4	4	17	22	16	66	67	66	10	7	14
Students with Disabilities	16	154	10246	100	100	100	387	353	367	27	25	18	36	47	39	36	27	40	0	1	4
Students without Disabilities	118	1182	68697	98	99	98	448	444	454	3	4	4	22	24	18	64	65	67	11	6	11
Limited English Proficient Students	NC	178	15339	NC	100	100	NC	384	399	NC	15	11	NC	44	31	NC	40	54	NC	1	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	36	704	39106	92	96	95	426	422	427	9	9	8	32	32	28	50	55	59	9	4	5
Non-Economically Disadvantaged	98	632	39837	100	100	100	445	444	457	5	4	4	21	22	14	64	66	67	10	7	15

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

5th 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	148	--	78906	99	--	99	502	--	498	7	--	13	19	--	19	64	--	48	10	--	20
All Students (Prior Year)	126	939	76019	100	100	100	498	479	499	9	22	14	39	43	39	22	13	14	30	21	33
Female	74	609	38644	99	100	99	501	487	500	4	18	12	17	22	19	72	49	49	8	10	19
Male	74	--	40236	100	--	99	503	--	497	9	--	15	21	--	19	57	--	46	13	--	20
African American	14	119	4087	100	100	99	491	479	481	0	25	20	13	21	24	88	46	45	0	8	11
Hispanic	41	530	31938	100	99	99	490	468	481	16	29	19	16	26	25	65	40	46	3	5	10
Asian/Pacific Islander	NC	34	1805	NC	100	98	NC	511	536	NC	6	5	NC	19	8	NC	56	45	NC	19	42
American Indian/Alaskan Native	NC	--	4593	NC	--	100	NC	--	467	NC	--	26	NC	--	29	NC	--	39	NC	--	6
White	88	606	36483	99	100	99	509	496	517	3	11	7	19	21	13	65	53	51	13	15	30
Students with Disabilities	15	--	10664	100	--	100	473	--	430	27	--	42	45	--	27	18	--	26	9	--	5
Students without Disabilities	133	1153	68310	98	99	98	505	492	509	4	15	9	16	23	18	69	51	51	11	11	22
Limited English Proficient Students	NC	133	12573	NC	100	100	NC	437	454	NC	45	27	NC	29	30	NC	25	38	NC	1	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	52	706	38679	95	98	96	496	473	483	9	27	20	33	26	25	48	40	45	9	7	10
Non-Economically Disadvantaged	96	--	40295	100	--	100	505	--	513	5	--	7	12	--	13	71	--	50	11	--	30

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	148	--	78908	99	--	99	491	--	484	8	--	10	15	--	23	65	--	58	11	--	9
All Students (Prior Year)	126	941	76020	100	100	100	501	498	503	22	33	25	24	21	23	48	38	40	7	7	12
Female	74	610	38648	99	0	99	497	482	489	6	12	8	9	23	22	75	59	61	9	6	10
Male	74	--	40233	100	--	99	485	--	479	11	--	12	21	--	25	55	--	55	13	--	8
African American	14	119	4092	100	0	99	482	477	473	13	9	12	0	30	28	75	57	54	13	3	5
Hispanic	41	530	31940	100	0	99	474	460	465	19	22	16	16	31	32	55	44	49	10	3	3
Asian/Pacific Islander	NC	34	1805	NC	0	98	NC	483	507	NC	9	4	NC	16	13	NC	72	65	NC	3	18
American Indian/Alaskan Native	NC	--	4569	NC	--	100	NC	--	457	NC	--	18	NC	--	39	NC	--	41	NC	--	2
White	88	606	36502	99	0	99	500	489	502	3	9	4	15	20	14	71	62	67	11	9	15
Students with Disabilities	15	--	10665	100	--	100	454	--	423	36	--	30	9	--	36	55	--	31	0	--	2
Students without Disabilities	133	1153	68312	98	0	98	495	483	493	5	10	7	16	24	21	66	59	62	13	7	10
Limited English Proficient Students	NC	133	12556	NC	0	100	NC	427	436	NC	38	24	NC	39	40	NC	22	35	NC	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	52	704	38662	95	0	96	490	465	468	9	19	16	18	30	32	61	47	49	12	3	3
Non-Economically Disadvantaged	96	--	40315	100	--	100	491	--	498	8	--	5	14	--	15	67	--	66	11	--	14

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	147	--	78750	99	--	99	515	--	500	2	--	6	29	--	29	69	--	63	1	--	2
All Students (Prior Year)	126	936	75673	100	99	100	510	508	530	13	15	12	29	32	25	56	50	58	3	3	4
Female	73	609	38586	97	100	99	532	511	515	2	4	4	15	24	22	81	70	71	2	1	3
Male	74	--	40135	100	--	99	499	--	486	2	--	8	42	--	35	57	--	56	0	--	1
African American	14	120	4081	100	100	99	520	494	488	0	9	8	25	27	32	75	64	59	0	0	2
Hispanic	40	524	31841	98	98	99	520	481	483	3	10	8	23	37	36	73	53	55	0	0	1
Asian/Pacific Islander	NC	34	1802	NC	100	98	NC	519	533	NC	0	2	NC	22	16	NC	78	75	NC	0	7
American Indian/Alaskan Native	NC	--	4586	NC	--	100	NC	--	481	NC	--	8	NC	--	37	NC	--	54	NC	--	1
White	88	608	36440	99	100	99	512	502	516	2	6	3	32	28	22	65	66	71	2	1	4
Students with Disabilities	15	--	10622	100	--	100	452	--	415	9	--	21	73	--	50	18	--	28	0	--	1
Students without Disabilities	132	1149	68196	97	99	98	523	505	513	1	4	3	23	28	25	74	67	69	1	1	3
Limited English Proficient Students	NC	131	12504	NC	100	100	NC	436	451	NC	21	12	NC	42	44	NC	37	43	NC	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	52	702	38558	95	97	96	511	479	485	0	10	8	30	38	37	70	52	54	0	0	1
Non-Economically Disadvantaged	95	--	40260	100	--	100	517	--	514	3	--	3	28	--	21	68	--	72	1	--	4

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

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	105	--	78250	99	--	99	548	--	548	12	--	21	28	--	18	54	--	48	6	--	13
All Students (Prior Year)	93	833	75001	100	100	99	453	449	468	43	50	37	41	36	36	12	11	16	4	3	10
Female	49	529	38071	98	100	99	544	537	549	16	26	20	39	25	19	37	43	49	8	6	12
Male	56	--	40126	100	--	99	550	--	547	9	--	23	18	--	17	69	--	46	4	--	14
African American	NC	102	4058	NC	100	99	NC	533	523	NC	30	32	NC	27	22	NC	35	41	NC	8	5
Hispanic	29	422	29129	100	99	99	543	517	527	4	41	32	46	25	23	46	33	40	4	2	6
Asian/Pacific Islander	NC	31	1747	NC	97	100	NC	563	589	NC	21	9	NC	13	9	NC	50	50	NC	17	32
American Indian/Alaskan Native	NC	15	4996	NC	100	100	NC	538	518	NC	22	36	NC	33	25	NC	33	36	NC	11	4
White	66	--	38320	99	--	99	552	--	568	12	--	12	20	--	14	60	--	55	8	--	19
Students with Disabilities	NC	104	9329	NC	100	100	NC	475	454	NC	72	64	NC	17	18	NC	10	16	NC	0	2
Students without Disabilities	100	--	68996	99	--	99	551	--	561	9	--	16	28	--	18	57	--	52	6	--	14
Limited English Proficient Students	NC	110	10133	NC	100	100	NC	487	488	NC	59	45	NC	25	25	NC	15	28	NC	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	39	562	33388	100	97	94	545	522	530	13	37	32	28	25	22	53	35	40	6	3	5
Non-Economically Disadvantaged	66	--	44937	99	--	100	550	--	561	12	--	13	27	--	15	55	--	54	6	--	18

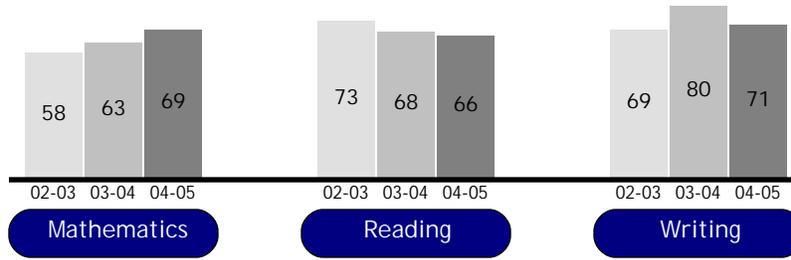
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	--	78302	99	--	99	513	--	512	6	--	11	29	--	25	65	--	57	0	--	7
All Students (Prior Year)	93	831	74918	100	99	99	492	487	497	31	38	32	13	19	19	47	33	35	8	10	15
Female	49	530	38082	98	0	99	512	508	518	8	11	8	29	32	24	63	54	61	0	3	7
Male	56	--	40166	100	--	99	514	--	507	4	--	14	29	--	26	67	--	54	0	--	6
African American	NC	102	4064	NC	0	100	NC	512	498	NC	11	14	NC	31	29	NC	51	54	NC	7	3
Hispanic	29	427	29152	100	0	99	511	488	492	0	18	17	38	42	34	63	39	46	0	1	2
Asian/Pacific Islander	NC	31	1746	NC	0	100	NC	541	542	NC	0	5	NC	21	13	NC	63	66	NC	17	16
American Indian/Alaskan Native	NC	15	4993	NC	0	100	NC	509	484	NC	11	19	NC	33	38	NC	44	42	NC	11	1
White	66	--	38347	99	--	99	515	--	531	8	--	5	24	--	17	68	--	68	0	--	10
Students with Disabilities	NC	105	9353	NC	0	100	NC	447	429	NC	48	40	NC	34	38	NC	19	22	NC	0	1
Students without Disabilities	100	--	69024	99	--	99	516	--	524	4	--	7	28	--	23	68	--	62	0	--	7
Limited English Proficient Students	NC	110	10140	NC	0	100	NC	456	451	NC	31	28	NC	55	43	NC	15	29	NC	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	39	564	33398	100	0	94	508	493	495	0	17	18	44	39	35	56	42	46	0	2	2
Non-Economically Disadvantaged	66	--	44979	99	--	100	516	--	525	10	--	6	20	--	18	71	--	66	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	105	--	78094	99	--	99	555	--	545	0	--	3	20	--	18	80	--	77	0	--	2
All Students (Prior Year)	90	828	74503	97	99	99	496	486	491	6	9	9	33	33	32	55	52	51	6	6	8
Female	49	530	38025	98	100	99	559	552	558	0	2	2	18	17	13	82	80	82	0	1	2
Male	56	--	40013	100	--	99	551	--	534	0	--	5	22	--	23	78	--	71	0	--	1
African American	NC	102	4037	NC	100	99	NC	553	532	NC	4	4	NC	15	22	NC	79	73	NC	1	1
Hispanic	29	422	29068	100	99	99	555	528	523	0	4	5	13	27	27	88	69	67	0	0	1
Asian/Pacific Islander	NC	31	1743	NC	97	100	NC	574	577	NC	0	2	NC	21	9	NC	75	82	NC	4	8
American Indian/Alaskan Native	NC	15	4981	NC	100	100	NC	520	526	NC	0	4	NC	44	25	NC	56	70	NC	0	0
White	66	--	38265	99	--	99	558	--	564	0	--	2	22	--	11	78	--	84	0	--	3
Students with Disabilities	NC	103	9275	NC	100	100	NC	465	444	NC	14	14	NC	51	46	NC	35	39	NC	0	1
Students without Disabilities	100	--	68892	99	--	98	559	--	559	0	--	2	18	--	14	82	--	82	0	--	2
Limited English Proficient Students	NC	106	10084	NC	98	100	NC	490	474	NC	6	10	NC	47	39	NC	47	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	39	560	33296	100	97	94	552	532	527	0	4	5	22	27	27	78	69	67	0	0	0
Non-Economically Disadvantaged	66	--	44871	99	--	100	557	--	559	0	--	2	20	--	12	80	--	84	0	--	3

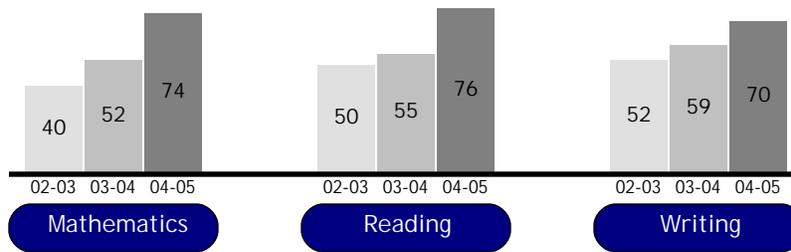
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

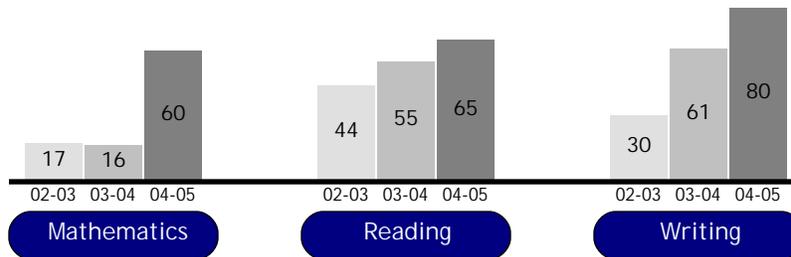
3rd Grade Proficiency



5th Grade Proficiency



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?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	79	53	42	50	97	52	NA	58	98	51	--	47
	Language	95	47	33	43	100	51	35	50	98	61	--	47
	Mathematics	96	51	37	57	100	51	44	64	99	55	--	50
3	Reading	99	48	35	47	95	59	NA	55	99	47	--	44
	Language	98	53	42	54	97	63	50	61	99	46	--	44
	Mathematics	99	54	39	54	99	66	47	61	99	47	--	51
4	Reading	99	57	43	52	96	61	NA	56	100	48	--	48
	Language	99	56	42	48	99	55	41	52	100	49	--	49
	Mathematics	99	67	46	57	99	66	47	61	100	56	--	53
5	Reading	94	53	40	50	98	57	NA	55	99	52	--	50
	Language	94	48	34	46	100	49	39	49	99	49	--	50
	Mathematics	98	59	43	57	100	71	49	63	99	50	--	49
6	Reading	96	47	40	53	100	50	NA	56	100	54	--	51
	Language	96	42	34	45	100	40	36	48	100	49	--	47
	Mathematics	99	66	47	62	100	67	52	66	100	55	--	52
7	Reading	96	64	42	51	97	55	NA	54	99	51	--	50
	Language	98	69	47	54	99	63	44	58	99	52	--	52
	Mathematics	98	62	45	58	98	57	46	62	98	53	--	50
8	Reading	99	53	41	53	98	57	NA	55	99	52	--	51
	Language	99	44	35	49	98	53	40	52	99	54	--	50
	Mathematics	100	59	42	58	96	61	48	61	99	51	--	53

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

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

Council Duties

- Ü Advisory Role to School Administration
- Ü Solicits Input From All Stakeholders
- Ü Review/approve tax credit expenditures
- Ü Makes Recommendations for Improvement
- Ü Provides Local Leadership
- Ü In-put in Decision Making

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	50.50
Other Professional Staff	1.10	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	1	0	0
4 to 6 years	10	3	0	0
7 to 9 years	5	1	0	0
10 or more years	9	6	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	52
Teachers with Emergency Certificaton.	NA
Percent of teachers in the school with Emergency/Provisional Certification	N/A
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center
- Ü Multipurpose Room

Extracurricular Activities

- Ü Student Council
- Ü Middle School Sports
- Ü After School Clubs
- Ü Academic Tutoring
- Ü Builders Club
- Ü Safety Patrol

Social Services

- Ü Before/After School Care Available
- Ü Parenting Programs
- Ü Crisis Intervention
- Ü Health Services
- Ü Student - Counseling Services
- Ü ADHD Support Groups

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Continued to increase the number of students meeting or exceeding the standards in the reading, writing and mathematics in most of the grade levels. Also continued to decrease the number of students Falling Far Below in most areas.

- ü Our school currently has the highest number of teachers in the district working to become National Board Certified teachers.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	12	12	12	17
Transfers In Rate ⁶	37	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

A school safety committee meets regularly to address health and safety concerns of the West Point learning community. A committee has recently been formed to address Standard 4 of the Arizona Standards for School Improvement. This standard addresses; climate, culture and communication.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Dan Dillon	(623) 876-7700
Transportation Policy	Lynn Ortega	(623) 876-7030
Community Resources	Pat Ramsy	(623) 876-7700
School Nutrition Programs	Michael Lozano	(623) 876-7075
Parent Organization	Tracy Walker	(623) 876-7700
Student Health/Nurse	School Nurse	(623) 876-7700

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

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

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

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

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 16 Pages X .0318 Per page X 200 Copies = \$102.00

** 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.