



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

5805 W. Alameda, Glendale, AZ 85310

Deer Valley 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)

2003-04 Highly Performing
2002-03 Highly Performing
2001-02 Improving

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

School Overview

Principal/Administrator : Ms. Patricia McAlarnen
Schedule : 7:15 AM to 4:15 PM
Grades : Pre-K-6
2004 Enrollment : 784
Web Address : lasbrisas.dvUSD.org/
Phone Number : (623) 445-5500
Fax Number : (623) 445-5580
E-mail : pmcalarnen@lb.dvUSD.org

Mission

The mission statement of Las Brisas is to equip students with the skills, knowledge and decision-making abilities to positively shape their future and to develop students who are responsible, accountable and committed to excellence.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 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 / Academic Goals

- Las Brisas students will meet or exceed standards in mathematics, reading and writing.
Las Brisas will promote a safe and secure environment that fosters respect for self, others and community.

Enrollment

October 1, 2003 School Year Student Enrollment : 767
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 72

Instructional Programs

- Ü Gifted
- Ü On-Site Special Education
- Ü Special Education Preschool

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/19/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

The Las Brisas staff is committed to knowing each child's learning needs and to providing the best instruction to meet those needs. The staff accepts the responsibility for providing a safe school where students can learn.

Parents

Parents are expected to be involved in the education of their child. They should be supportive by sending their child to school, monitoring completion of homework, participating in conferences and maintaining open communication with the school.

Transportation Policy

Bus transportation is provided to students in grades one through six who live outside a one-mile radius of the school. Kindergarten students are transported if they live outside a one-half mile radius of the school.

School Honors

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

Award/Honor	Year
Ü Math Olympiad Top 10% Team	2004
Ü 2 State PTA Reflections Winners	2004
Ü 5 State PTA Reflections Runners Up	2004
Ü State PTA Membership Award	2004

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	109	2528	75509	99	99	100	548	532	521	4	7	13	6	19	23	43	38	33	46	36	31
All Students (Prior Year)	104	2543	75372	98	100	100	536	538	523	2	2	9	18	19	25	38	40	36	42	39	30
Female	56	1212	37013	100	99	100	539	530	522	4	7	12	6	19	24	56	39	33	35	35	31
Male	53	1311	38430	98	99	99	558	533	521	4	7	14	6	18	22	30	37	33	60	37	31
African American	NC	92	3660	NC	100	99	NC	515	496	NC	13	24	NC	28	31	NC	31	28	NC	28	18
Hispanic	NC	360	30486	NC	98	99	NC	519	505	NC	10	18	NC	23	29	NC	39	32	NC	28	21
Asian/Pacific Islander	NC	90	1780	NC	97	98	NC	542	549	NC	3	5	NC	14	13	NC	44	33	NC	39	50
American Indian/Alaskan Native	--	19	4075	--	86	100	--	509	486	--	19	28	--	31	34	--	25	26	--	25	12
White	94	1956	35192	98	99	99	551	534	534	5	6	8	3	18	19	45	38	35	47	38	39
Students with Disabilities	13	347	9708	93	100	100	540	499	489	0	24	32	0	26	27	80	29	24	20	21	17
Students without Disabilities	96	2181	65801	100	99	98	548	535	525	4	5	11	6	18	23	41	39	34	48	38	33
Limited English Proficient Students	--	133	16928	--	80	100	--	485	485	--	31	29	--	31	33	--	23	26	--	15	12
Migrant Students	--	--	750	--	--	--	--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	10	604	36411	--	--	--	507	513	503	25	16	19	25	25	29	25	32	32	25	27	20
Non-Economically Disadvantaged	99	1924	39040	--	--	--	551	537	534	2	5	8	4	17	19	45	40	34	48	39	39

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	109	2538	75492	99	100	100	528	528	519	7	7	12	7	12	16	58	52	47	28	30	24
All Students (Prior Year)	105	2540	75221	99	100	100	534	532	523	1	2	8	15	11	16	57	60	56	27	27	21
Female	56	1215	37014	100	99	100	527	531	523	8	6	10	6	10	15	60	52	48	27	33	27
Male	53	1317	38400	98	99	99	529	525	516	6	8	14	9	13	17	55	53	47	30	27	21
African American	NC	91	3665	NC	100	99	NC	519	505	NC	11	20	NC	18	22	NC	45	43	NC	27	14
Hispanic	NC	363	30438	NC	99	99	NC	520	508	NC	11	17	NC	14	21	NC	53	47	NC	22	15
Asian/Pacific Islander	NC	90	1773	NC	97	98	NC	532	534	NC	1	4	NC	11	10	NC	65	50	NC	23	36
American Indian/Alaskan Native	--	19	4081	--	86	100	--	516	498	--	19	25	--	13	26	--	44	40	--	25	8
White	93	1956	35177	97	99	99	529	529	528	7	6	8	7	11	13	55	52	49	31	31	31
Students with Disabilities	12	347	9707	86	100	100	518	502	495	20	25	33	0	25	21	40	36	33	40	14	13
Students without Disabilities	97	2191	65785	100	99	98	528	530	522	6	5	10	7	11	16	59	53	49	28	31	26
Limited English Proficient Students	--	133	16905	--	80	100	--	484	489	--	23	34	--	46	28	--	31	32	--	0	6
Migrant Students	--	--	763	--	--	--	--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	10	606	36302	--	--	--	497	515	507	38	15	18	25	17	21	25	48	46	13	20	14
Non-Economically Disadvantaged	99	1932	39164	--	--	--	530	531	528	4	4	8	5	10	13	60	53	48	30	32	31

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	109	2525	75053	99	99	99	592	625	597	5	4	7	9	8	12	84	76	72	2	12	9
All Students (Prior Year)	105	2511	73654	99	99	99	542	542	530	3	3	9	9	7	13	80	79	70	8	11	7
Female	56	1212	36872	100	99	99	620	651	621	2	3	5	8	6	9	87	75	74	4	16	12
Male	53	1310	38109	98	99	99	561	600	573	9	6	10	11	9	14	81	76	69	0	8	6
African American	NC	91	3636	NC	100	99	NC	634	568	NC	6	12	NC	8	16	NC	71	67	NC	15	6
Hispanic	NC	362	30235	NC	99	98	NC	609	575	NC	4	9	NC	9	14	NC	79	70	NC	8	6
Asian/Pacific Islander	NC	89	1768	NC	96	98	NC	663	651	NC	0	3	NC	1	5	NC	79	72	NC	20	19
American Indian/Alaskan Native	--	19	4044	--	86	99	--	584	550	--	13	13	--	13	17	--	69	66	--	6	4
White	93	1948	35028	97	99	99	585	626	613	6	5	6	9	8	10	84	75	73	1	12	11
Students with Disabilities	12	343	9625	86	100	100	586	551	530	0	12	21	20	21	21	60	63	55	20	4	4
Students without Disabilities	97	2182	65428	100	99	98	593	631	604	5	4	6	9	6	11	85	77	73	1	13	10
Limited English Proficient Students	--	132	16765	--	79	100	--	546	525	--	8	17	--	0	20	--	92	60	--	0	2
Migrant Students	--	--	752	--	--	--	--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	10	601	36077	--	--	--	528	590	566	13	8	10	38	13	16	50	70	69	0	8	5
Non-Economically Disadvantaged	99	1924	38950	--	--	--	598	634	618	4	4	5	7	6	9	87	77	73	2	13	12

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	110	2572	76019	100	100	100	522	517	499	1	5	14	38	33	39	16	18	14	45	44	33
All Students (Prior Year)	120	2489	76230	99	100	100	510	516	498	2	4	12	37	32	38	17	14	12	44	50	37
Female	45	1284	37207	100	100	100	511	515	499	0	5	12	49	36	41	17	18	14	34	41	33
Male	65	1284	38677	100	100	100	530	519	498	2	5	15	29	30	38	15	18	13	54	47	34
African American	--	73	3817	--	97	100	--	494	475	--	10	23	--	41	47	--	25	11	--	24	18
Hispanic	NC	299	29458	NC	100	100	NC	502	480	NC	10	20	NC	40	48	NC	23	12	NC	28	20
Asian/Pacific Islander	NC	79	1673	NC	99	99	NC	547	531	NC	1	4	NC	19	29	NC	15	14	NC	65	53
American Indian/Alaskan Native	--	27	4735	--	100	100	--	504	466	--	13	28	--	29	49	--	13	10	--	46	13
White	100	2080	35880	100	99	100	522	518	515	0	4	7	36	33	32	17	17	16	47	46	45
Students with Disabilities	23	338	9786	100	100	100	480	482	457	0	19	39	75	43	40	0	13	7	25	25	13
Students without Disabilities	87	2234	66233	99	99	99	526	519	503	1	4	11	34	33	39	18	18	14	47	46	35
Limited English Proficient Students	NC	99	15206	NC	79	100	NC	476	459	NC	25	31	NC	42	53	NC	25	7	NC	8	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	NC	532	35714				NC	495	480	NC	10	20	NC	45	47	NC	20	12	NC	26	20
Non-Economically Disadvantaged	104	2040	40266				523	522	513	1	4	9	37	31	33	16	17	15	46	48	43

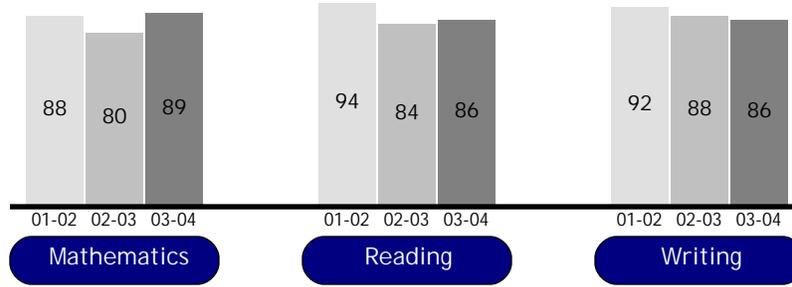
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	2572	76020	100	100	100	514	510	503	13	14	25	20	21	23	54	50	40	13	15	12
All Students (Prior Year)	120	2490	76202	99	100	100	517	510	505	4	10	19	19	21	24	62	57	46	15	12	11
Female	45	1284	37213	100	100	100	508	510	504	7	12	22	24	22	23	54	52	42	15	15	13
Male	65	1284	38666	100	100	100	519	510	501	18	17	29	16	19	22	55	49	38	12	15	12
African American	--	74	3819	--	99	100	--	500	494	--	24	37	--	28	26	--	41	31	--	7	6
Hispanic	NC	298	29442	NC	100	99	NC	500	494	NC	19	37	NC	26	26	NC	48	31	NC	7	6
Asian/Pacific Islander	NC	79	1672	NC	99	99	NC	516	513	NC	6	12	NC	12	19	NC	54	49	NC	28	20
American Indian/Alaskan Native	--	27	4735	--	100	100	--	510	489	--	22	48	--	9	25	--	65	24	--	4	3
White	100	2081	35890	100	100	100	515	511	511	12	14	15	19	20	20	55	51	48	14	16	18
Students with Disabilities	23	339	9784	100	100	100	487	492	485	43	43	58	29	19	19	29	33	19	0	6	4
Students without Disabilities	87	2233	66236	99	99	99	516	511	504	11	12	23	19	21	23	56	52	42	14	15	13
Limited English Proficient Students	NC	99	15198	NC	79	100	NC	489	483	NC	58	59	NC	0	25	NC	42	14	NC	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	NC	533	35703				NC	499	494	NC	25	37	NC	26	26	NC	42	31	NC	7	6
Non-Economically Disadvantaged	104	2039	40274				515	512	509	13	12	17	17	19	20	56	52	47	14	16	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	109	2565	75673	99	100	100	554	553	530	3	7	12	20	20	25	71	66	58	5	6	4
All Students (Prior Year)	119	2460	74692	98	100	99	525	518	502	3	8	18	20	23	27	68	59	47	9	10	8
Female	44	1281	37099	98	100	100	563	570	548	5	5	8	15	15	22	70	71	64	10	8	6
Male	65	1280	38441	100	100	99	546	536	513	2	10	16	24	25	29	73	60	52	2	4	3
African American	--	74	3791	--	99	99	--	509	506	--	15	18	--	32	29	--	50	50	--	3	3
Hispanic	NC	298	29305	NC	100	99	NC	537	507	NC	8	16	NC	27	31	NC	61	51	NC	5	2
Asian/Pacific Islander	NC	79	1665	NC	99	99	NC	597	573	NC	6	6	NC	12	16	NC	65	67	NC	18	10
American Indian/Alaskan Native	--	27	4707	--	100	100	--	535	492	--	4	19	--	21	33	--	75	46	--	0	1
White	99	2074	35760	99	99	99	553	556	550	4	7	9	20	19	21	70	67	64	6	6	6
Students with Disabilities	23	339	9706	100	100	100	488	488	462	0	26	36	57	31	32	43	40	31	0	2	1
Students without Disabilities	86	2226	65967	98	98	99	559	558	536	4	6	10	17	19	25	74	68	60	6	7	5
Limited English Proficient Students	NC	98	15115	NC	78	100	NC	420	471	NC	50	26	NC	17	38	NC	33	35	NC	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	NC	532	35541				NC	519	504	NC	14	17	NC	26	31	NC	57	50	NC	4	2
Non-Economically Disadvantaged	103	2033	40091				557	561	550	2	6	9	19	19	21	74	68	64	5	7	6

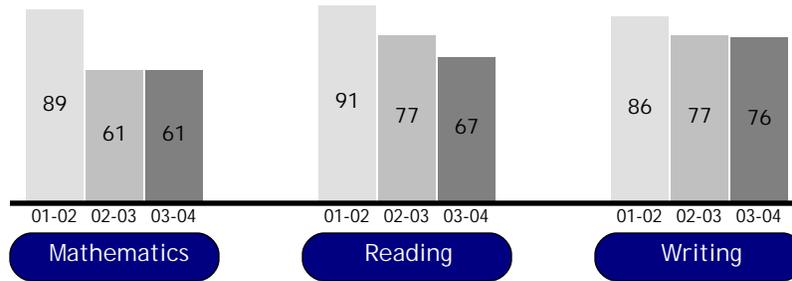
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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?	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 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
2	Reading	90	58	54	44	95	58	63	50	97	54	NA	58
	Language	90	55	54	39	98	57	58	43	99	53	61	50
	Mathematics	90	68	60	52	98	72	70	57	99	63	72	64
3	Reading	97	65	53	43	100	63	61	47	98	65	NA	55
	Language	95	73	61	50	99	68	67	54	100	70	70	61
	Mathematics	96	76	61	50	98	68	66	54	100	71	69	61
4	Reading	94	66	57	47	99	77	66	52	100	69	NA	56
	Language	94	64	54	45	98	66	61	48	100	65	63	52
	Mathematics	94	65	64	52	99	78	73	57	100	68	74	61
5	Reading	100	71	57	46	97	67	62	50	100	66	NA	55
	Language	98	70	52	43	100	62	57	46	100	57	60	49
	Mathematics	100	82	68	54	96	71	73	57	100	72	75	63
6	Reading	98	63	57	49	97	75	66	53	98	67	NA	56
	Language	96	57	52	42	100	70	60	45	98	62	60	48
	Mathematics	100	79	68	58	100	89	79	62	98	76	79	66

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)
- 4 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Education Relations
- Ü Instructional Programs
- Ü School Safety Issues
- Ü Student Discipline
- Ü Technology
- Ü Staff Development

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	30.00
Other Professional Staff	11.50	Teacher Aide	.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	6	0	0	0
7 to 9 years	4	4	0	0
10 or more years	8	12	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 37
 Core academic classes taught by Highly Qualified (NCLB) teachers. 105
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Technology Lab
- Ü Media Center
- Ü Art Room
- Ü Music/Band Facility

Extracurricular Activities

- Ü Chorus
- Ü Band
- Ü Student Council

Social Services

- Ü Before/After School Day Care Program
- Ü Breakfast Program
- Ü Lunch Program
- Ü Kindergarten Enrichment

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Sponsored programs such as Partners in Print, Grade Level Musicals, and the PTSA Cultural Arts Program provide opportunities for parent participation with school programs.
- ü Students performed well-above average on the AIMS and Stanford 9 tests.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	4	21	20	24
Transfers In ⁶ (Within District)	1	2	2	2
Transfers In ⁷ (Out of District)	4	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			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

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	75	68
Grades 3-4	78	69
Grades 4-5	52	65
Grades 5-6	70	86

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

Las Brisas has developed and implemented a comprehensive safe school plan. Regular practices and drills are held throughout the school year. Las Brisas is in its third year of implementing the Character Counts Program.

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	Patricia McAlarnen	(623) 445-5500
Transportation Policy	Tamara Teague	(602) 467-5096
Community Resources	Connie Ady	(623) 445-5500
School Nutrition Programs	Geoff Habgood	(623) 445-4984
Parent Organization	Mary Rios	(623) 516-8442
Student Health/Nurse	Jackie Duarte	(623) 445-5510

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.