



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	Highly Performing
2003-04	Highly Performing
2002-03	Highly Performing

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

### School Overview

Principal/Administrator : Ms. Patricia McAlarnen  
 Schedule : 07:15 AM to 04:15 PM  
 Grades : Pre-K-6  
 2005 Enrollment : 764  
 Web Address : lasbrisas.dvUSD.org/  
 Phone Number : (623) 445-5500  
 Fax Number : (623) 445-5580  
 E-mail : pat.mcalarnen@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)

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

- 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, 2004 School Year Student Enrollment : 778  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 60

Instructional Programs

- ü Gifted
- ü On-Site Special Education
- ü Special Education Preschool

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

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	2005
ü District Teacher of the Year	2005
ü District Nurse of the Year	2005
ü State PTA Reflections Winner	2005

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	122	2698	79306	99	99	99	460	462	445	4	6	10	12	12	18	57	54	51	26	29	20
All Students (Prior Year)	109	2528	75509	99	99	100	548	532	521	4	7	13	6	19	23	43	38	33	46	36	31
Female	65	1299	38691	98	99	99	452	462	446	7	5	10	13	12	18	57	55	52	23	28	20
Male	57	1398	40583	100	99	99	470	462	445	2	6	11	11	12	18	57	52	50	30	30	21
African American	--	85	4041	--	98	99	--	449	426	--	7	17	--	16	23	--	57	50	--	20	10
Hispanic	NC	374	32869	NC	100	99	NC	442	429	NC	11	15	NC	21	25	NC	55	51	NC	13	10
Asian/Pacific Islander	NC	110	1935	NC	100	99	NC	477	474	NC	2	3	NC	6	9	NC	53	48	NC	39	40
American Indian/Alaskan Native	NC	19	4264	NC	95	100	NC	443	419	NC	11	19	NC	26	30	NC	42	45	NC	21	6
White	108	2110	36197	99	99	99	461	465	463	3	5	5	13	10	11	57	53	53	27	31	31
Students with Disabilities	22	411	10321	100	100	100	418	411	389	11	24	30	26	24	27	53	39	34	11	13	9
Students without Disabilities	100	2289	69060	97	98	98	469	471	454	3	2	7	9	10	17	58	56	54	29	31	22
Limited English Proficient Students	NC	157	15509	NC	100	100	NC	396	406	NC	18	20	NC	28	30	NC	45	45	NC	10	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	257	39415	NC	88	96	NC	445	431	NC	9	15	NC	22	25	NC	54	50	NC	16	10
Non-Economically Disadvantaged	117	2443	39966	100	100	100	461	463	459	4	5	6	11	11	12	59	54	52	26	30	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	122	2697	79395	99	0	99	461	465	446	4	4	9	18	17	25	63	63	55	14	17	11
All Students (Prior Year)	109	2538	75492	99	100	100	528	528	519	7	7	12	7	12	16	58	52	47	28	30	24
Female	65	1298	38743	98	0	100	454	471	451	3	3	7	20	14	24	64	64	57	13	20	12
Male	57	1395	40618	100	0	99	468	459	440	6	5	11	17	19	27	63	62	53	15	14	9
African American	--	85	4052	--	0	100	--	454	434	--	4	11	--	33	29	--	54	54	--	9	6
Hispanic	NC	375	32915	NC	0	99	NC	447	426	NC	7	15	NC	28	35	NC	57	47	NC	8	4
Asian/Pacific Islander	NC	110	1936	NC	0	99	NC	473	468	NC	1	3	NC	11	14	NC	68	63	NC	20	19
American Indian/Alaskan Native	NC	19	4271	NC	0	100	NC	447	420	NC	5	15	NC	26	42	NC	58	41	NC	11	2
White	108	2108	36221	99	0	99	460	468	465	5	3	4	17	14	15	65	64	63	13	18	17
Students with Disabilities	22	412	10331	100	0	100	410	413	388	21	16	25	37	38	37	32	37	34	11	8	4
Students without Disabilities	100	2287	69139	97	0	99	471	474	454	1	2	7	15	13	24	70	67	58	15	18	11
Limited English Proficient Students	NC	157	15545	NC	0	100	NC	392	399	NC	16	21	NC	38	42	NC	44	35	NC	3	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	258	39484	NC	0	96	NC	445	429	NC	8	14	NC	28	35	NC	57	47	NC	7	4
Non-Economically Disadvantaged	117	2441	39986	100	0	100	461	466	461	5	4	4	17	16	16	64	63	63	15	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	122	2692	78869	99	99	99	448	460	442	3	3	6	19	15	21	70	67	63	8	14	10
All Students (Prior Year)	109	2525	75053	99	99	99	592	625	597	5	4	7	9	8	12	84	76	72	2	12	9
Female	65	1299	38536	98	99	99	457	476	458	5	2	4	13	10	15	69	68	67	13	20	14
Male	57	1392	40302	100	99	99	437	445	428	2	4	8	26	20	26	70	67	60	2	8	7
African American	--	85	4015	--	98	99	--	455	430	--	4	8	--	20	24	--	63	61	--	13	7
Hispanic	NC	372	32606	NC	99	98	NC	441	426	NC	6	8	NC	23	27	NC	63	60	NC	8	5
Asian/Pacific Islander	NC	110	1925	NC	100	99	NC	477	471	NC	2	3	NC	8	11	NC	69	64	NC	21	22
American Indian/Alaskan Native	NC	19	4245	NC	95	100	NC	447	423	NC	5	9	NC	32	26	NC	53	61	NC	11	4
White	108	2106	36078	99	99	99	451	462	459	3	3	4	16	14	16	72	68	66	9	15	14
Students with Disabilities	22	409	10246	100	100	100	408	392	367	11	12	18	21	38	39	58	46	40	11	4	4
Students without Disabilities	100	2285	68697	97	98	98	456	472	454	2	2	4	19	11	18	72	71	67	7	16	11
Limited English Proficient Students	NC	156	15339	NC	100	100	NC	385	399	NC	11	11	NC	35	31	NC	47	54	NC	7	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	255	39106	NC	88	95	NC	438	427	NC	8	8	NC	24	28	NC	59	59	NC	10	5
Non-Economically Disadvantaged	117	2439	39837	100	100	100	449	461	457	3	3	4	19	15	14	70	68	67	8	14	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	110	2877	78906	100	100	99	512	510	498	3	6	13	10	14	19	60	58	48	28	22	20
All Students (Prior Year)	110	2572	76019	100	100	100	522	517	499	1	5	14	38	33	39	16	18	14	45	44	33
Female	57	1429	38644	100	100	99	495	511	500	2	4	12	7	14	19	71	60	49	20	22	19
Male	53	1450	40236	100	100	99	531	509	497	4	7	15	13	14	19	46	56	46	38	23	20
African American	NC	97	4087	NC	100	99	NC	500	481	NC	11	20	NC	19	24	NC	56	45	NC	14	11
Hispanic	13	402	31938	100	99	99	446	492	481	9	10	19	36	22	25	55	56	46	0	13	10
Asian/Pacific Islander	NC	84	1805	NC	100	98	NC	542	536	NC	3	5	NC	9	8	NC	43	45	NC	45	42
American Indian/Alaskan Native	NC	26	4593	NC	100	100	NC	451	467	NC	13	26	NC	25	29	NC	54	39	NC	8	6
White	89	2268	36483	100	100	99	526	513	517	2	5	7	3	12	13	63	59	51	31	24	30
Students with Disabilities	16	412	10664	100	100	100	385	442	430	20	28	42	27	27	27	40	39	26	13	6	5
Students without Disabilities	94	2467	68310	99	98	98	533	522	509	0	2	9	7	12	18	63	61	51	30	25	22
Limited English Proficient Students	NC	152	12573	NC	100	100	NC	411	454	NC	20	27	NC	29	30	NC	44	38	NC	6	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	235	38679	NC	90	96	NC	496	483	NC	8	20	NC	27	25	NC	51	45	NC	14	10
Non-Economically Disadvantaged	104	2644	40295	100	100	100	512	511	513	3	6	7	8	13	13	61	59	50	28	23	30

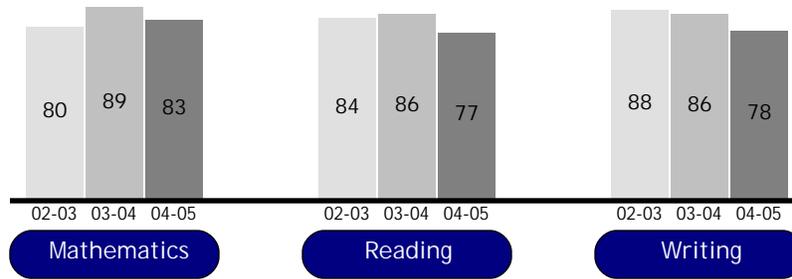
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	2878	78908	100	0	99	497	497	484	3	4	10	13	16	23	69	69	58	16	11	9
All Students (Prior Year)	110	2572	76020	100	100	100	514	510	503	13	14	25	20	21	23	54	50	40	13	15	12
Female	57	1429	38648	100	0	99	483	502	489	2	3	8	13	13	22	68	71	61	18	13	10
Male	52	1451	40233	98	0	99	513	492	479	4	5	12	13	19	25	70	67	55	13	9	8
African American	NC	97	4092	NC	0	99	NC	486	473	NC	4	12	NC	29	28	NC	58	54	NC	10	5
Hispanic	12	403	31940	100	0	99	438	478	465	10	9	16	40	25	32	40	61	49	10	4	3
Asian/Pacific Islander	NC	84	1805	NC	0	98	NC	513	507	NC	4	4	NC	9	13	NC	69	65	NC	18	18
American Indian/Alaskan Native	NC	26	4569	NC	0	100	NC	444	457	NC	8	18	NC	29	39	NC	54	41	NC	8	2
White	89	2268	36502	100	0	99	511	501	502	1	3	4	8	14	14	73	71	67	17	12	15
Students with Disabilities	16	412	10665	100	0	100	382	432	423	7	17	30	47	40	36	40	39	31	7	3	2
Students without Disabilities	93	2468	68312	98	0	98	517	508	493	2	2	7	7	12	21	74	74	62	17	13	10
Limited English Proficient Students	NC	152	12556	NC	0	100	NC	394	436	NC	19	24	NC	40	40	NC	39	35	NC	3	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	234	38662	NC	0	96	NC	484	468	NC	9	16	NC	26	32	NC	59	49	NC	5	3
Non-Economically Disadvantaged	103	2646	40315	100	0	100	497	498	498	3	4	5	12	15	15	69	69	66	16	12	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	110	2869	78750	100	100	99	512	514	500	4	3	6	16	23	29	76	70	63	4	4	2
All Students (Prior Year)	109	2565	75673	99	100	100	554	553	530	3	7	12	20	20	25	71	66	58	5	6	4
Female	57	1424	38586	100	100	99	515	530	515	0	2	4	13	14	22	80	78	71	7	6	3
Male	53	1447	40135	100	99	99	508	498	486	8	5	8	21	32	35	71	62	56	0	2	1
African American	NC	96	4081	NC	99	99	NC	506	488	NC	4	8	NC	28	32	NC	66	59	NC	3	2
Hispanic	13	402	31841	100	99	99	446	493	483	9	8	8	45	34	36	45	55	55	0	3	1
Asian/Pacific Islander	NC	84	1802	NC	100	98	NC	551	533	NC	0	2	NC	11	16	NC	78	75	NC	11	7
American Indian/Alaskan Native	NC	26	4586	NC	100	100	NC	466	481	NC	8	8	NC	25	37	NC	67	54	NC	0	1
White	89	2261	36440	100	100	99	525	517	516	3	3	3	13	21	22	79	72	71	5	4	4
Students with Disabilities	16	408	10622	100	100	100	381	432	415	20	14	21	33	47	50	47	37	28	0	2	1
Students without Disabilities	94	2463	68196	99	98	98	533	528	513	1	2	3	13	19	25	81	75	69	4	4	3
Limited English Proficient Students	NC	151	12504	NC	100	100	NC	401	451	NC	13	12	NC	46	44	NC	40	43	NC	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	234	38558	NC	90	96	NC	493	485	NC	7	8	NC	34	37	NC	58	54	NC	1	1
Non-Economically Disadvantaged	104	2637	40260	100	100	100	512	516	514	4	3	3	15	22	21	77	71	72	4	4	4

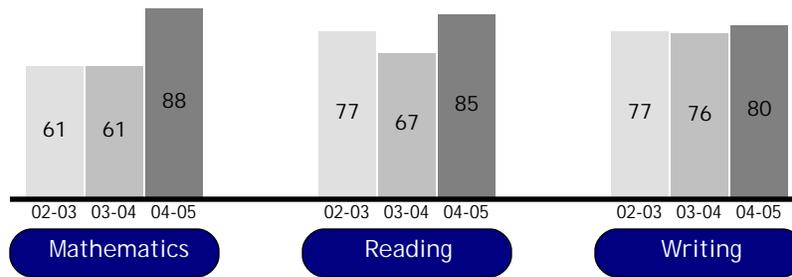
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

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.

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	95	58	63	50	97	54	NA	58	98	67	57	47
	Language	98	57	58	43	99	53	61	50	98	62	58	47
	Mathematics	98	72	70	57	99	63	72	64	98	68	62	50
3	Reading	100	63	61	47	98	65	NA	55	98	55	55	44
	Language	99	68	67	54	100	70	70	61	98	51	53	44
	Mathematics	98	68	66	54	100	71	69	61	98	61	60	51
4	Reading	99	77	66	52	100	69	NA	56	99	59	57	48
	Language	98	66	61	48	100	65	63	52	99	60	59	49
	Mathematics	99	78	73	57	100	68	74	61	99	70	63	53
5	Reading	97	67	62	50	100	66	NA	55	99	64	60	50
	Language	100	62	57	46	100	57	60	49	99	64	59	50
	Mathematics	96	71	73	57	100	72	75	63	100	63	58	49
6	Reading	97	75	66	53	98	67	NA	56	98	62	61	51
	Language	100	70	60	45	98	62	60	48	98	62	58	47
	Mathematics	100	89	79	62	98	76	79	66	97	69	66	52

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/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 3 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 Technology
- Ü Staff Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	42.00
Other Professional Staff	3.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	37
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	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
- Ü Yearbook
- Ü Community School

Social Services

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

School Achievements/Accomplishments 2004-05

- 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 test.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	4	12	12	17
Transfers In Rate <sup>6</sup>	11	28	28	37
Stability Rate <sup>7</sup>	95	87	87	82
Promotion Rate <sup>8</sup>	99	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	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

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 fourth year of implementing the Character Counts Program.

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	Patricia McAlarnen	(623) 445-5500
Transportation Policy	Tamara Teague	(623) 467-5096
Community Resources	Connie Ady	(623) 445-5500
School Nutrition Programs	Geoff Habgood	(623) 445-4984
Parent Organization	Stephanie Potts	(623) 581-5167
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](http://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."

ACHIEVEMENT PROFILES

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](http://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](http://www.ade.az.gov/researchpolicy/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.