



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Highly Performing
2004-05	Highly Performing
2003-04	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  
 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)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	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, 2005 School Year Student Enrollment : 769  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 56

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	108	2658	80010	100	99	99	467	460	447	4	5	10	6	11	18	62	61	53	29	23	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	1252	38935	100	99	99	465	458	447	4	4	9	8	12	19	61	63	55	27	21	17
Male	57	1406	40974	100	99	98	469	462	448	4	5	11	4	11	18	63	59	52	30	25	19
African American	NC	84	4201	NC	99	99	NC	439	430	NC	11	17	NC	21	23	NC	60	51	NC	8	9
Hispanic	NC	406	34545	NC	97	99	NC	441	432	NC	11	14	NC	19	24	NC	57	53	NC	14	9
Asian/Pacific Islander	NC	97	2068	NC	100	99	NC	473	474	NC	2	4	NC	8	10	NC	55	50	NC	35	36
American Indian/Alaskan Native	--	18	3979	--	90	96	--	434	424	--	11	17	--	17	30	--	67	47	--	6	6
White	95	2053	35142	100	99	99	472	465	465	3	4	5	3	10	11	62	62	56	32	25	28
Students with Disabilities	15	327	10161	100	92	93	432	430	419	20	21	28	7	23	28	60	46	36	13	10	8
Students without Disabilities	93	2331	69849	100	100	100	473	464	451	1	3	7	5	10	17	62	63	56	31	25	19
Limited English Proficient Students	--	134	14013	--	92	97	--	409	413	--	25	24	--	37	34	--	39	39	--	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	261	39029	NC	95	98	NC	441	432	NC	11	14	NC	20	25	NC	54	52	NC	15	9
Non-Economically Disadvantaged	105	2397	40981	100	99	100	467	462	462	4	4	6	6	10	13	62	61	54	29	24	27

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	104	2643	79438	96	98	98	480	470	451	1	4	9	6	14	24	74	65	56	19	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1248	38775	98	99	99	481	475	457	2	3	7	6	12	22	74	66	58	18	19	13
Male	54	1395	40560	95	98	97	480	465	446	NA	5	12	6	16	25	74	65	54	20	14	9
African American	NC	83	4178	NC	98	98	NC	454	439	NC	6	13	NC	18	29	NC	66	52	NC	10	6
Hispanic	NC	402	34297	NC	96	98	NC	449	434	NC	10	14	NC	23	31	NC	54	50	NC	12	5
Asian/Pacific Islander	NC	98	2063	NC	100	99	NC	483	475	NC	1	3	NC	11	15	NC	63	63	NC	24	20
American Indian/Alaskan Native	--	18	3940	--	90	95	--	445	429	--	NA	14	--	39	36	--	61	47	--	NA	3
White	92	2042	34887	97	99	98	484	474	471	1	3	4	4	12	15	73	68	63	22	17	18
Students with Disabilities	11	311	9588	73	88	88	454	437	416	9	14	30	27	32	32	55	47	34	9	7	5
Students without Disabilities	93	2332	69850	100	100	100	483	474	456	NA	2	7	3	12	23	76	68	59	20	18	12
Limited English Proficient Students	--	134	13856	--	92	96	--	402	407	--	27	27	--	47	43	--	26	29	--	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	261	38685	NC	95	97	NC	445	435	NC	11	14	NC	25	32	NC	55	50	NC	10	5
Non-Economically Disadvantaged	101	2382	40753	96	99	99	481	472	467	1	3	5	6	13	16	73	66	62	20	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	108	2647	79971	100	98	99	437	437	423	4	4	8	39	34	41	55	59	49	3	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	1251	38974	100	99	99	446	451	437	4	3	5	33	25	33	59	67	57	4	5	4
Male	57	1396	40895	100	98	98	428	425	410	4	5	10	44	42	47	51	51	41	2	2	2
African American	NC	84	4203	NC	99	99	NC	426	411	NC	5	11	NC	42	45	NC	52	43	NC	1	2
Hispanic	NC	403	34481	NC	96	99	NC	422	410	NC	7	10	NC	39	46	NC	52	43	NC	2	1
Asian/Pacific Islander	NC	98	2067	NC	100	99	NC	449	449	NC	3	4	NC	31	28	NC	56	60	NC	10	8
American Indian/Alaskan Native	--	19	3995	--	95	96	--	416	409	--	11	10	--	37	47	--	53	42	--	NA	1
White	95	2043	35150	100	99	99	439	440	437	4	3	5	36	33	35	57	60	56	3	4	5
Students with Disabilities	15	328	10258	100	92	94	376	398	377	27	14	23	47	53	51	27	31	25	NA	2	1
Students without Disabilities	93	2319	69713	100	99	100	446	442	429	NA	3	5	38	31	39	59	63	52	3	4	3
Limited English Proficient Students	--	132	13985	--	91	97	--	383	382	--	16	18	--	57	54	--	27	27	--	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	258	38994	NC	93	98	NC	414	409	NC	11	10	NC	38	47	NC	50	41	NC	2	1
Non-Economically Disadvantaged	105	2389	40977	100	99	100	437	440	437	4	3	5	39	33	34	54	60	56	3	4	5

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

4th 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	2846	80147	98	98	99	498	499	482	7	5	11	14	11	17	43	50	49	36	33	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	1403	39281	96	99	99	492	497	483	8	5	9	17	11	17	43	53	50	32	31	24
Male	57	1443	40780	100	98	98	505	501	482	5	6	12	11	11	17	44	47	48	40	36	24
African American	NC	84	4249	NC	99	99	NC	486	464	NC	8	17	NC	15	22	NC	50	48	NC	26	13
Hispanic	11	405	33494	100	96	99	475	474	466	18	11	15	9	20	23	64	54	49	9	16	14
Asian/Pacific Islander	NC	116	2103	NC	98	99	NC	520	515	NC	1	4	NC	3	8	NC	50	44	NC	46	45
American Indian/Alaskan Native	NC	25	4117	NC	96	96	NC	474	456	NC	16	19	NC	24	27	NC	36	46	NC	24	8
White	105	2215	36122	98	98	99	499	503	501	6	4	5	14	9	10	41	50	50	39	36	35
Students with Disabilities	20	362	10295	91	89	92	463	458	443	20	22	33	30	29	26	35	34	33	15	15	8
Students without Disabilities	102	2484	69852	100	100	100	504	505	488	4	3	7	11	8	16	45	53	51	40	36	26
Limited English Proficient Students	NC	107	12722	NC	94	97	NC	438	441	NC	30	27	NC	30	33	NC	38	37	NC	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	291	38371	NC	95	97	NC	479	465	NC	11	15	NC	18	23	NC	51	49	NC	21	13
Non-Economically Disadvantaged	117	2555	41776	98	99	100	499	501	498	6	5	6	14	10	11	44	50	49	36	35	33

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	123	2836	79686	99	98	98	485	488	470	5	5	11	19	15	24	64	67	57	12	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	1404	39163	99	99	99	482	491	475	4	4	9	22	14	22	60	68	60	13	15	10
Male	56	1432	40438	100	97	97	488	485	465	5	6	13	14	16	25	70	67	54	11	11	7
African American	NC	82	4228	NC	96	98	NC	479	458	NC	5	15	NC	16	28	NC	74	53	NC	5	4
Hispanic	11	405	33299	100	96	98	471	467	452	9	9	17	27	26	32	55	59	47	9	6	3
Asian/Pacific Islander	NC	115	2097	NC	97	99	NC	498	490	NC	3	5	NC	10	13	NC	69	68	NC	19	14
American Indian/Alaskan Native	NC	24	4087	NC	92	96	NC	461	446	NC	13	16	NC	33	38	NC	50	44	NC	4	2
White	106	2209	35914	99	98	98	485	492	489	5	4	5	19	13	15	64	69	67	12	15	14
Students with Disabilities	21	350	9808	95	86	87	445	449	432	19	22	35	38	31	32	38	41	30	5	6	3
Students without Disabilities	102	2486	69878	100	100	100	492	493	475	2	2	8	15	13	23	70	71	61	14	14	9
Limited English Proficient Students	NC	106	12594	NC	93	96	NC	421	422	NC	31	34	NC	46	45	NC	23	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	289	38095	NC	94	97	NC	468	452	NC	9	17	NC	24	32	NC	62	48	NC	6	3
Non-Economically Disadvantaged	118	2547	41591	99	98	99	485	490	486	4	4	6	19	14	16	64	68	65	13	14	13

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	124	2871	80372	100	99	99	490	490	475	1	2	4	23	20	30	73	75	64	3	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	1417	39452	99	100	99	497	501	488	1	1	3	18	13	22	75	81	72	6	4	3
Male	57	1454	40836	100	99	98	481	479	464	NA	3	6	30	26	37	70	70	56	NA	2	1
African American	NC	86	4264	NC	100	99	NC	489	465	NC	1	5	NC	19	35	NC	80	59	NC	NA	1
Hispanic	11	408	33608	100	97	99	478	477	462	9	4	6	18	25	36	73	70	57	NA	1	1
Asian/Pacific Islander	NC	116	2098	NC	98	99	NC	509	500	NC	NA	2	NC	13	16	NC	78	75	NC	9	7
American Indian/Alaskan Native	NC	25	4128	NC	96	97	NC	462	464	NC	4	4	NC	32	39	NC	64	56	NC	NA	1
White	107	2235	36213	100	99	99	491	491	489	NA	2	2	25	19	22	71	76	72	4	3	3
Students with Disabilities	22	385	10526	100	94	94	461	446	427	NA	9	15	45	46	53	55	43	31	NA	1	1
Students without Disabilities	102	2486	69846	100	100	100	495	496	482	1	1	3	19	16	26	76	80	69	4	3	2
Limited English Proficient Students	NC	108	12747	NC	95	97	NC	434	432	NC	13	12	NC	48	52	NC	39	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	295	38521	NC	96	98	NC	477	461	NC	3	6	NC	27	38	NC	68	55	NC	1	1
Non-Economically Disadvantaged	119	2576	41851	100	99	100	490	491	489	NA	2	3	24	19	22	72	76	72	3	3	4

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	128	2780	79306	100	98	99	518	517	504	7	7	13	10	13	20	61	58	49	22	22	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	1359	38845	100	98	99	517	516	505	3	5	11	13	14	20	66	62	50	18	19	18
Male	67	1416	40383	100	98	98	520	518	504	10	8	14	7	13	19	57	55	47	25	25	19
African American	NC	109	4171	NC	98	98	NC	505	485	NC	8	20	NC	22	26	NC	54	44	NC	16	10
Hispanic	13	398	32673	100	98	99	499	498	487	15	11	18	15	23	25	62	51	46	8	15	10
Asian/Pacific Islander	NC	102	2147	NC	100	99	NC	537	539	NC	1	5	NC	12	10	NC	56	46	NC	31	40
American Indian/Alaskan Native	--	15	4034	--	100	97	--	488	479	--	13	22	--	20	29	--	60	43	--	7	7
White	109	2153	36234	100	98	99	520	521	523	6	6	6	8	11	13	62	60	52	23	23	28
Students with Disabilities	21	350	10286	100	91	91	469	472	462	38	29	41	24	30	27	38	36	27	NA	5	5
Students without Disabilities	107	2430	69020	100	100	100	528	523	510	1	3	9	7	11	18	65	61	52	26	24	21
Limited English Proficient Students	--	92	10291	--	92	96	--	462	458	--	34	38	--	41	34	--	20	26	--	5	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	12	263	37437	100	95	97	496	499	486	25	13	19	8	21	26	50	51	46	17	15	9
Non-Economically Disadvantaged	116	2517	41869	100	99	100	521	519	521	5	6	7	10	13	14	62	59	51	22	23	27

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	127	2775	79000	99	98	98	507	505	489	2	5	10	12	15	24	74	68	58	12	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	1360	38774	100	98	99	509	510	494	NA	4	7	11	12	22	75	70	61	13	14	10
Male	66	1411	40150	99	98	98	505	500	485	5	6	12	12	17	25	73	65	55	11	11	8
African American	NC	111	4153	NC	100	98	NC	493	476	NC	5	13	NC	23	30	NC	68	53	NC	4	4
Hispanic	13	398	32508	100	98	98	501	483	472	NA	12	15	23	25	33	69	56	49	8	6	3
Asian/Pacific Islander	NC	101	2142	NC	100	99	NC	511	510	NC	NA	4	NC	14	14	NC	72	67	NC	14	16
American Indian/Alaskan Native	--	15	4016	--	100	96	--	478	467	--	13	14	--	40	37	--	40	46	--	7	2
White	108	2148	36135	99	98	98	508	509	508	3	4	4	11	12	14	73	70	67	13	14	15
Students with Disabilities	20	347	9991	95	90	88	461	460	449	15	21	33	40	40	36	45	35	29	NA	4	2
Students without Disabilities	107	2428	69009	100	100	100	515	511	495	NA	2	6	7	11	22	79	72	62	14	14	10
Limited English Proficient Students	--	91	10199	--	91	95	--	439	439	--	38	35	--	45	47	--	14	18	--	2	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	12	260	37234	100	94	97	481	488	472	8	9	15	33	28	33	50	55	50	8	8	3
Non-Economically Disadvantaged	115	2515	41766	99	99	99	510	507	505	2	4	5	10	13	16	77	69	65	12	13	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	127	2787	79611	99	99	99	506	515	496	6	3	7	30	26	37	64	70	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	1367	39016	100	99	99	529	528	511	NA	2	4	21	17	29	79	80	66	NA	1	1
Male	66	1415	40519	99	98	98	485	503	482	12	4	10	38	36	44	50	60	46	NA	0	0
African American	NC	111	4188	NC	100	98	NC	508	486	NC	6	9	NC	23	40	NC	71	50	NC	NA	0
Hispanic	13	402	32855	100	99	99	496	498	481	15	6	10	23	35	43	62	58	47	NA	1	0
Asian/Pacific Islander	NC	103	2149	NC	100	100	NC	519	519	NC	4	4	NC	24	24	NC	71	70	NC	1	2
American Indian/Alaskan Native	--	15	3992	--	100	96	--	507	478	--	7	10	--	40	46	--	53	44	--	NA	0
White	108	2153	36380	99	98	99	507	518	511	5	2	4	32	25	30	63	72	65	NA	1	1
Students with Disabilities	20	360	10664	95	94	94	454	468	440	25	11	23	60	56	54	15	32	22	NA	1	1
Students without Disabilities	107	2427	68947	100	99	100	516	521	504	3	2	4	24	22	34	73	76	61	NA	1	1
Limited English Proficient Students	--	96	10362	--	96	97	--	453	438	--	18	22	--	59	57	--	23	21	--	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	12	265	37626	100	96	98	471	493	479	8	8	10	50	32	45	42	60	45	NA	NA	0
Non-Economically Disadvantaged	115	2522	41985	99	99	100	510	517	511	6	2	4	28	26	30	66	71	65	NA	1	1

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

6th 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	113	2934	79327	100	99	98	554	537	518	3	9	19	10	13	20	54	56	46	34	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	1475	38961	98	99	98	554	540	520	NA	8	16	11	13	20	56	56	48	33	24	16
Male	58	1456	40295	100	98	97	555	534	516	5	11	21	9	13	19	52	55	44	34	21	16
African American	NC	98	4247	NC	100	98	NC	508	499	NC	23	27	NC	19	24	NC	48	41	NC	9	8
Hispanic	13	430	32327	100	99	98	531	515	499	NA	19	27	23	19	25	54	50	41	23	12	8
Asian/Pacific Islander	NC	91	1939	NC	100	99	NC	575	556	NC	1	6	NC	5	10	NC	47	47	NC	46	36
American Indian/Alaskan Native	NC	22	4391	NC	85	96	NC	521	489	NC	14	32	NC	18	27	NC	59	36	NC	9	4
White	94	2288	36373	100	98	98	559	541	538	3	7	10	6	12	14	54	57	52	36	24	25
Students with Disabilities	12	345	9321	100	91	87	506	486	467	25	39	54	25	24	22	33	31	21	17	6	3
Students without Disabilities	101	2589	70006	99	100	100	560	543	524	NA	6	14	8	11	19	56	59	49	36	24	18
Limited English Proficient Students	--	91	9431	--	98	95	--	473	466	--	56	53	--	21	27	--	18	18	--	5	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	263	37097	NC	93	97	NC	513	498	NC	21	27	NC	17	25	NC	50	41	NC	12	7
Non-Economically Disadvantaged	109	2671	42230	100	99	99	555	539	535	3	8	11	8	13	15	56	56	50	33	23	24

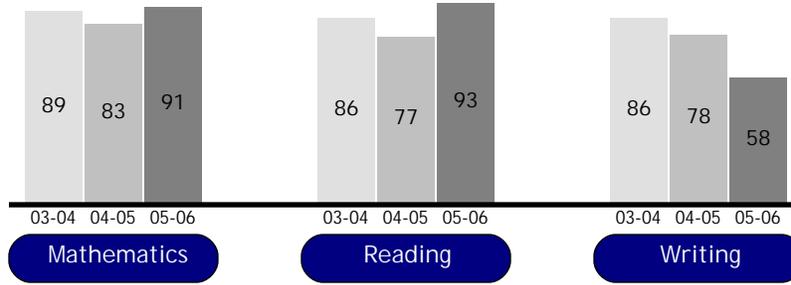
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	2939	79501	100	99	98	523	514	497	3	5	10	10	16	25	81	73	60	6	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	1477	39062	98	99	99	523	522	502	2	3	8	9	12	23	82	76	64	7	8	5
Male	58	1458	40368	100	99	98	522	507	491	3	6	13	10	20	27	81	69	57	5	5	3
African American	NC	97	4279	NC	99	99	NC	496	485	NC	7	14	NC	26	30	NC	63	54	NC	4	2
Hispanic	12	423	32389	92	97	98	507	496	478	NA	11	16	25	24	34	67	62	48	8	3	1
Asian/Pacific Islander	NC	91	1936	NC	100	99	NC	531	519	NC	NA	3	NC	14	14	NC	71	73	NC	14	9
American Indian/Alaskan Native	NC	23	4401	NC	88	96	NC	499	473	NC	13	17	NC	13	40	NC	70	43	NC	4	1
White	95	2300	36446	100	99	99	526	518	516	3	3	4	7	14	15	83	75	73	6	7	7
Students with Disabilities	12	350	9411	100	93	88	477	469	453	25	25	36	33	38	36	42	35	26	NA	3	1
Students without Disabilities	101	2589	70090	99	100	100	528	520	502	NA	2	7	7	13	24	86	78	65	7	7	5
Limited English Proficient Students	--	87	9401	--	94	94	--	445	443	--	41	40	--	43	46	--	16	14	--	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	263	37183	NC	93	97	NC	493	479	NC	11	16	NC	25	34	NC	62	49	NC	2	1
Non-Economically Disadvantaged	109	2676	42318	100	99	99	523	517	513	3	4	5	9	15	17	82	74	70	6	7	7

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	113	2943	80000	100	99	99	585	582	564	1	2	3	4	6	11	83	76	75	12	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	1484	39288	98	99	99	598	597	579	NA	2	2	2	2	6	85	72	77	13	25	16
Male	58	1455	40644	100	98	98	572	566	549	2	2	4	5	9	15	81	79	74	12	9	7
African American	NC	98	4307	NC	100	99	NC	569	551	NC	4	4	NC	6	13	NC	74	75	NC	15	7
Hispanic	13	429	32672	100	98	99	563	564	548	NA	5	4	NA	10	14	100	75	76	NA	11	6
Asian/Pacific Islander	NC	91	1945	NC	100	99	NC	599	592	NC	1	1	NC	1	4	NC	69	69	NC	29	25
American Indian/Alaskan Native	NC	23	4424	NC	88	97	NC	592	549	NC	NA	3	NC	9	14	NC	78	77	NC	13	5
White	94	2297	36602	100	99	99	588	585	579	1	1	2	4	5	7	81	76	75	14	18	16
Students with Disabilities	12	358	9919	100	95	93	546	530	505	NA	7	9	25	23	35	75	67	54	NA	4	2
Students without Disabilities	101	2585	70081	99	100	100	589	588	571	1	1	2	1	3	7	84	77	79	14	19	12
Limited English Proficient Students	--	88	9571	--	95	96	--	503	502	--	13	10	--	26	29	--	60	60	--	1	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	265	37534	NC	94	98	NC	559	547	NC	5	4	NC	11	15	NC	74	76	NC	10	5
Non-Economically Disadvantaged	109	2678	42466	100	99	100	585	584	578	1	2	2	4	5	7	83	76	75	12	18	16

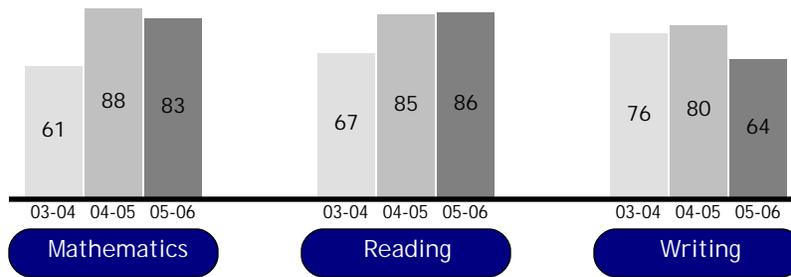
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	54	NA	58	98	67	57	47	99	65	59	46
	Language	99	53	61	50	98	62	58	47	99	56	63	48
	Mathematics	99	63	72	64	98	68	62	50	100	63	65	52
3	Reading	98	65	NA	55	98	55	55	44	95	70	59	46
	Language	100	70	70	61	98	51	53	44	99	61	58	46
	Mathematics	100	71	69	61	98	61	60	51	99	68	65	52
4	Reading	100	69	NA	56	99	59	57	48	97	61	63	52
	Language	100	65	63	52	99	60	59	49	98	61	65	52
	Mathematics	100	68	74	61	99	70	63	53	96	75	70	58
5	Reading	100	66	NA	55	99	64	60	50	98	68	67	56
	Language	100	57	60	49	99	64	59	50	98	67	65	54
	Mathematics	100	72	75	63	100	63	58	49	99	68	63	52
6	Reading	98	67	NA	56	98	62	61	51	99	75	67	56
	Language	98	62	60	48	98	62	58	47	99	68	61	50
	Mathematics	98	76	79	66	97	69	66	52	99	80	70	58

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 Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly 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

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	98	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

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. Practices and drills are held throughout the school year. Las Brisas is in its fifth year of implementing the Character Counts Program.

Total number of incidents that occurred on the school grounds for school year 2005-06 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."

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 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.

6 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).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 50 Copies = \$19.00

\*\* 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.