



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1252 S. Avondale Blvd., Avondale, AZ 85323

Littleton Elementary 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)

2005-06 Performing Plus
2004-05 Performing
2003-04 Performing

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

School Overview

Principal/Administrator : Ms. Jean Bell
Schedule : 07:15 AM to 04:30 PM
Grades : Pre-K-6
Web Address : www.littletonelementary.org
Phone Number : (623) 478-5700
Fax Number : (623) 478-5720
E-mail : jbell@littletonaz.org

Mission

Littleton's staff believes that education is a continual process and strives for excellence using all avenues for student success. We endeavor to develop each student to their fullest potential, through high academic and behavioral expectations.

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 Out of Improvement

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

School / Academic Goals

- All students will be reading at or above grade level by the end of the current school year.
All students will make a minimum of one year's growth in reading, math and writing as measured on the Standardized Tests in the spring.
The school will increase parent involvement on the campus in order to enhance the students overall education.

Enrollment

October 1, 2005 School Year Student Enrollment : 884
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 No
Number of Students Attending Under Open Enrollment in 2005-06 : 25

Instructional Programs

- ü At-Risk Preschool
- ü Family Literacy Site/Preschool
- ü Full-Day Kindergarten
- ü Sheltered Eng. Immersion Classrooms

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Our responsibility is to help every student reach their potential in all academic areas. We provide an appropriate and challenging curriculum in a safe, positive school environment, where self-esteem and confidence-building are reinforced daily.

Parents

Our parents' commitment is to send their child to school every day ready to learn in an appropriate school uniform. Parents work with our teachers, support staff, administration, and community members with the students' best interests in mind.

Transportation Policy

All K-2 students are eligible to ride the bus. Students in grades 3-6 living more than one mile from school are eligible to ride the bus.

School Honors

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

Award/Honor	Year
ü Westside Impact Teacher of the Year	2002
ü Awarded a Department of Education Art Initiative Grant	2005
ü Awarded a Department of Education Art Initiative Grant	2004
ü Awarded a Dept. of Ed Comprehensive School Reform Grant	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	125	469	80010	100	100	99	444	428	447	10	19	10	21	24	18	53	49	53	16	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	219	38935	98	100	99	444	429	447	13	16	9	18	25	19	48	49	55	20	9	17
Male	65	249	40974	100	100	98	443	426	448	8	21	11	23	23	18	57	49	52	12	8	19
African American	NC	59	4201	NC	100	99	NC	422	430	NC	22	17	NC	31	23	NC	44	51	NC	3	9
Hispanic	99	304	34545	100	100	99	441	424	432	11	19	14	23	27	24	52	47	53	14	7	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	15	91	35142	88	99	99	460	441	465	7	18	5	7	11	11	60	57	56	27	14	28
Students with Disabilities	NC	49	10161	NC	100	93	NC	402	419	NC	43	28	NC	20	28	NC	33	36	NC	4	8
Students without Disabilities	116	420	69849	99	100	100	446	431	451	8	16	7	20	24	17	55	51	56	17	9	19
Limited English Proficient Students	40	122	14013	98	98	97	423	410	413	10	23	24	38	32	34	50	43	39	3	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	91	328	39029	97	97	98	434	422	432	12	21	14	25	27	25	54	46	52	9	6	9
Non-Economically Disadvantaged	34	141	40981	100	100	100	468	442	462	6	13	6	9	16	13	50	57	54	35	13	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	126	469	79438	100	100	98	445	433	451	11	15	9	33	35	24	48	45	56	9	5	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	219	38775	98	100	99	453	443	457	8	8	7	27	32	22	52	53	58	13	7	13
Male	66	249	40560	100	100	97	437	423	446	14	21	12	38	38	25	44	38	54	5	3	9
African American	NC	60	4178	NC	100	98	NC	426	439	NC	15	13	NC	40	29	NC	45	52	NC	NA	6
Hispanic	99	304	34297	100	100	98	441	428	434	13	17	14	32	38	31	48	42	50	6	4	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	15	90	34887	88	98	98	472	448	471	NA	10	4	33	28	15	47	52	63	20	10	18
Students with Disabilities	10	49	9588	100	100	88	NA	399	416	NA	45	30	NA	31	32	NA	20	34	NA	4	5
Students without Disabilities	116	420	69850	99	100	100	448	436	456	8	12	7	33	36	23	50	48	59	9	5	12
Limited English Proficient Students	40	122	13856	98	98	96	417	409	407	13	22	27	58	54	43	30	24	29	NA	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	91	328	38685	97	97	97	435	426	435	12	17	14	37	40	32	47	40	50	3	3	5
Non-Economically Disadvantaged	35	141	40753	100	100	99	469	448	467	9	11	5	20	24	16	49	55	62	23	9	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	125	465	79971	100	100	99	422	405	423	8	14	8	40	45	41	50	40	49	2	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	218	38974	98	100	99	437	426	437	5	6	5	32	43	33	58	48	57	5	3	4
Male	65	246	40895	100	99	98	408	386	410	11	20	10	48	46	47	42	33	41	NA	1	2
African American	NC	59	4203	NC	100	99	NC	401	411	NC	15	11	NC	51	45	NC	29	43	NC	5	2
Hispanic	99	300	34481	100	99	99	416	404	410	10	14	10	42	45	46	46	40	43	1	1	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	15	91	35150	88	99	99	445	400	437	NA	15	5	33	42	35	60	42	56	7	1	5
Students with Disabilities	NC	48	10258	NC	100	94	NC	334	377	NC	44	23	NC	44	51	NC	13	25	NC	NA	1
Students without Disabilities	116	417	69713	99	99	100	428	412	429	6	10	5	39	45	39	53	43	52	3	2	3
Limited English Proficient Students	40	122	13985	98	98	97	404	390	382	8	16	18	58	52	54	35	32	27	NA	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	91	326	38994	97	97	98	412	398	409	10	15	10	42	46	47	46	37	41	2	1	1
Non-Economically Disadvantaged	34	139	40977	100	100	100	450	421	437	3	10	5	35	41	34	59	45	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	117	449	80147	100	100	99	468	470	482	17	15	11	21	20	17	47	50	49	15	14	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	229	39281	100	100	99	461	471	483	19	11	9	19	20	17	54	56	50	7	13	24
Male	60	220	40780	100	100	98	474	469	482	15	18	12	23	21	17	40	45	48	22	16	24
African American	11	57	4249	92	100	99	456	459	464	36	18	17	18	26	22	27	46	48	18	11	13
Hispanic	83	300	33494	100	100	99	461	466	466	18	15	15	25	23	23	46	50	49	11	12	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	21	77	36122	100	100	99	494	488	501	5	14	5	10	8	10	62	52	50	24	26	35
Students with Disabilities	11	45	10295	100	100	92	423	424	443	55	62	33	27	20	26	9	7	33	9	11	8
Students without Disabilities	106	404	69852	100	100	100	471	475	488	13	9	7	21	21	16	51	55	51	15	15	26
Limited English Proficient Students	23	100	12722	100	100	97	420	442	441	43	23	27	39	33	33	17	44	37	NA	NA	3
Migrant Students	NC	NC	622	NC	NC	97	NC	NC	454	NC	NC	19	NC	NC	30	NC	NC	43	NC	NC	8
Economically Disadvantaged	80	329	38371	99	99	97	466	464	465	15	15	15	23	23	23	48	51	49	15	11	13
Non-Economically Disadvantaged	37	120	41776	100	100	100	472	487	498	22	13	6	19	13	11	46	48	49	14	25	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	118	451	79686	100	100	98	456	453	470	14	16	11	32	33	24	53	47	57	1	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	229	39163	100	100	99	456	459	475	9	10	9	40	35	22	49	50	60	2	4	10
Male	61	222	40438	100	100	97	456	446	465	18	23	13	25	31	25	57	45	54	NA	2	7
African American	12	58	4228	100	100	98	436	439	458	25	21	15	42	40	28	33	40	53	NA	NA	4
Hispanic	83	301	33299	100	100	98	451	449	452	16	18	17	36	36	32	47	44	47	1	2	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	21	77	35914	100	100	98	487	475	489	NA	8	5	14	21	15	86	61	67	NA	10	14
Students with Disabilities	12	47	9808	100	100	87	403	409	432	67	60	35	17	23	32	17	15	30	NA	2	3
Students without Disabilities	106	404	69878	100	100	100	461	457	475	8	11	8	34	34	23	58	51	61	1	3	9
Limited English Proficient Students	23	100	12594	100	100	96	412	421	422	35	32	34	61	48	45	4	20	21	NA	NA	0
Migrant Students	NC	NC	611	NC	NC	95	NC	NC	439	NC	NC	22	NC	NC	39	NC	NC	37	NC	NC	2
Economically Disadvantaged	81	331	38095	100	100	97	454	447	452	14	19	17	35	35	32	51	44	48	1	2	3
Non-Economically Disadvantaged	37	120	41591	100	100	99	462	468	486	14	9	6	27	28	16	59	57	65	NA	6	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	118	451	80372	100	100	99	472	460	475	5	6	4	26	34	30	68	60	64	1	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	229	39452	100	100	99	481	473	488	2	2	3	19	26	22	77	72	72	2	0	3
Male	61	222	40836	100	100	98	463	447	464	8	10	6	33	42	37	59	48	56	NA	0	1
African American	12	59	4264	100	100	99	447	456	465	8	5	5	42	37	35	50	58	59	NA	NA	1
Hispanic	83	300	33608	100	100	99	471	458	462	6	7	6	28	36	36	65	57	57	1	0	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	21	77	36213	100	100	99	487	467	489	NA	4	2	14	26	22	86	70	72	NA	NA	3
Students with Disabilities	12	47	10526	100	100	94	373	374	427	42	38	15	50	47	53	8	15	31	NA	NA	1
Students without Disabilities	106	404	69846	100	100	100	481	469	482	1	2	3	24	32	26	75	65	69	1	0	2
Limited English Proficient Students	23	100	12747	100	100	97	440	434	432	4	11	12	52	49	52	43	40	36	NA	NA	0
Migrant Students	NC	NC	621	NC	NC	97	NC	NC	452	NC	NC	9	NC	NC	40	NC	NC	51	NC	NC	0
Economically Disadvantaged	81	331	38521	100	100	98	475	455	461	4	7	6	26	37	38	69	56	55	1	1	1
Non-Economically Disadvantaged	37	120	41851	100	100	100	464	474	489	8	3	3	27	26	22	65	71	72	NA	NA	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	120	439	79306	100	100	99	478	483	504	21	23	13	26	24	20	48	45	49	5	8	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	224	38845	100	100	99	481	483	505	19	21	11	24	23	20	52	49	50	4	7	18
Male	53	215	40383	100	100	98	475	483	504	23	26	14	28	24	19	43	40	47	6	10	19
African American	15	52	4171	100	100	98	466	460	485	33	40	20	27	23	26	40	37	44	NA	NA	10
Hispanic	88	283	32673	100	100	99	481	481	487	16	22	18	26	25	25	53	47	46	5	6	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	15	91	36234	100	100	99	479	502	523	40	21	6	20	19	13	27	41	52	13	20	28
Students with Disabilities	18	60	10286	100	100	91	439	441	462	56	62	41	17	23	27	28	13	27	NA	2	5
Students without Disabilities	102	379	69020	100	100	100	485	490	510	15	17	9	27	24	18	52	50	52	6	9	21
Limited English Proficient Students	14	56	10291	100	100	96	451	457	458	43	43	38	21	23	34	36	32	26	NA	2	2
Migrant Students	NC	NC	630	NC	NC	95	NC	NC	478	NC	NC	24	NC	NC	27	NC	NC	43	NC	NC	6
Economically Disadvantaged	98	322	37437	100	99	97	477	477	486	19	25	19	28	26	26	49	43	46	4	6	9
Non-Economically Disadvantaged	22	117	41869	100	100	100	483	501	521	27	18	7	18	16	14	45	50	51	9	16	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	120	439	79000	100	100	98	471	470	489	13	18	10	38	31	24	45	48	58	4	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	224	38774	100	100	99	480	477	494	6	11	7	39	33	22	52	54	61	3	2	10
Male	53	215	40150	100	100	98	460	463	485	21	25	12	38	29	25	36	43	55	6	3	8
African American	15	52	4153	100	100	98	443	452	476	20	31	13	60	31	30	20	37	53	NA	2	4
Hispanic	88	283	32508	100	100	98	476	468	472	11	18	15	33	33	33	51	47	49	5	2	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	15	91	36135	100	100	98	468	483	508	13	12	4	47	26	14	33	56	67	7	5	15
Students with Disabilities	18	60	9991	100	100	88	441	435	449	33	48	33	39	30	36	28	22	29	NA	NA	2
Students without Disabilities	102	379	69009	100	100	100	476	475	495	9	13	6	38	32	22	48	53	62	5	3	10
Limited English Proficient Students	14	56	10199	100	100	95	434	433	439	29	43	35	57	46	47	14	11	18	NA	NA	0
Migrant Students	NC	NC	629	NC	NC	95	NC	NC	457	NC	NC	22	NC	NC	41	NC	NC	37	NC	NC	1
Economically Disadvantaged	98	322	37234	100	99	97	471	464	472	11	20	15	38	34	33	48	44	50	3	1	3
Non-Economically Disadvantaged	22	117	41766	100	100	99	470	487	505	18	11	5	41	23	16	32	59	65	9	7	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	120	440	79611	100	100	99	486	475	496	10	11	7	32	46	37	58	43	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	224	39016	100	100	99	505	494	511	3	5	4	28	38	29	69	56	66	NA	0	1
Male	53	216	40519	100	100	98	462	455	482	19	18	10	36	54	44	45	29	46	NA	NA	0
African American	15	52	4188	100	100	98	475	450	486	7	19	9	53	54	40	40	27	50	NA	NA	0
Hispanic	88	284	32855	100	100	99	495	476	481	8	11	10	27	46	43	65	42	47	NA	0	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	15	91	36380	100	100	99	443	480	511	27	10	4	33	40	30	40	51	65	NA	NA	1
Students with Disabilities	18	60	10664	100	100	94	431	423	440	33	37	23	39	48	54	28	15	22	NA	NA	1
Students without Disabilities	102	380	68947	100	100	100	495	482	504	6	7	4	30	45	34	64	47	61	NA	0	1
Limited English Proficient Students	14	56	10362	100	100	97	436	414	438	21	32	22	57	52	57	21	16	21	NA	NA	NA
Migrant Students	NC	NC	636	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	47	NC	NC	38	NC	NC	0
Economically Disadvantaged	98	323	37626	100	99	98	487	470	479	10	12	10	30	48	45	60	40	45	NA	0	0
Non-Economically Disadvantaged	22	117	41985	100	100	100	483	489	511	9	10	4	41	38	30	50	51	65	NA	NA	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	110	451	79327	99	100	98	515	507	518	21	22	19	13	22	20	54	48	46	13	8	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	234	38961	100	100	98	517	510	520	17	21	16	17	22	20	52	48	48	15	9	16
Male	56	217	40295	97	100	97	512	504	516	25	22	21	9	22	19	55	49	44	11	7	16
African American	14	53	4247	100	100	98	533	512	499	7	21	27	7	15	24	64	55	41	21	9	8
Hispanic	76	288	32327	99	100	98	507	505	499	28	24	27	12	22	25	50	45	41	11	9	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	--	NC	4391	--	NC	96	--	NC	489	--	NC	32	--	NC	27	--	NC	36	--	NC	4
White	20	105	36373	100	100	98	532	513	538	5	14	10	20	24	14	60	56	52	15	6	25
Students with Disabilities	13	51	9321	100	100	87	452	455	467	77	63	54	15	25	22	8	12	21	NA	NA	3
Students without Disabilities	97	400	70006	98	100	100	523	514	524	13	16	14	12	21	19	60	53	49	14	10	18
Limited English Proficient Students	14	58	9431	88	97	95	481	473	466	43	45	53	14	29	27	43	26	18	NA	NA	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	86	336	37097	98	99	97	513	502	498	22	25	27	12	22	25	55	46	41	12	7	7
Non-Economically Disadvantaged	24	115	42230	100	100	99	522	523	535	17	10	11	17	21	15	50	56	50	17	13	24

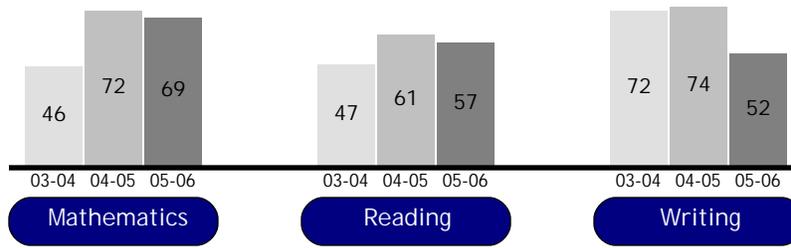
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	452	79501	99	100	98	484	483	497	13	13	10	37	33	25	48	54	60	2	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	234	39062	100	100	99	489	487	502	11	11	8	26	31	23	61	57	64	2	1	5
Male	56	218	40368	97	100	98	478	479	491	14	14	13	48	34	27	36	50	57	2	1	3
African American	14	53	4279	100	100	99	491	489	485	14	11	14	29	34	30	50	51	54	7	4	2
Hispanic	76	288	32389	99	100	98	478	480	478	14	13	16	41	36	34	43	50	48	1	1	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	--	NC	4401	--	NC	96	--	NC	473	--	NC	17	--	NC	40	--	NC	43	--	NC	1
White	20	106	36446	100	100	99	499	492	516	5	10	4	30	24	15	65	64	73	NA	2	7
Students with Disabilities	13	51	9411	100	100	88	434	437	453	54	49	36	38	43	36	8	8	26	NA	NA	1
Students without Disabilities	97	401	70090	98	100	100	490	489	502	7	8	7	37	31	24	54	59	65	2	1	5
Limited English Proficient Students	14	58	9401	88	97	94	450	452	443	29	33	40	57	43	46	14	24	14	NA	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	86	336	37183	98	99	97	479	478	479	15	15	16	38	36	34	45	49	49	1	1	1
Non-Economically Disadvantaged	24	116	42318	100	100	99	501	498	513	4	7	5	33	22	17	58	68	70	4	3	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	110	450	80000	99	100	99	551	548	564	6	5	3	6	12	11	78	77	75	9	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	233	39288	100	100	99	571	566	579	4	3	2	4	6	6	78	80	77	15	11	16
Male	56	217	40644	97	100	98	531	529	549	9	7	4	9	18	15	79	73	74	4	2	7
African American	14	53	4307	100	100	99	568	551	551	7	6	4	7	17	13	57	62	75	29	15	7
Hispanic	76	287	32672	99	100	99	541	544	548	8	6	4	8	11	14	80	78	76	4	5	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	--	NC	4424	--	NC	97	--	NC	549	--	NC	3	--	NC	14	--	NC	77	--	NC	5
White	20	105	36602	100	100	99	576	560	579	NA	2	2	NA	10	7	85	82	75	15	7	16
Students with Disabilities	13	51	9919	100	100	93	447	473	505	23	18	9	31	37	35	46	45	54	NA	NA	2
Students without Disabilities	97	399	70081	98	100	100	565	558	571	4	3	2	3	9	7	82	81	79	10	8	12
Limited English Proficient Students	14	58	9571	88	97	96	467	491	502	29	12	10	21	31	29	50	57	60	NA	NA	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	86	335	37534	98	99	98	543	545	547	8	5	4	8	14	15	78	77	76	6	5	5
Non-Economically Disadvantaged	24	115	42466	100	100	100	579	557	578	NA	5	2	NA	6	7	79	77	75	21	12	16

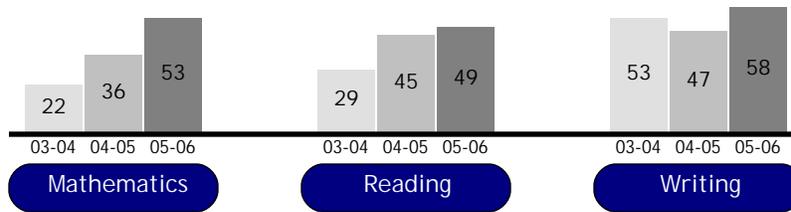
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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	96	42	NA	58	98	36	34	47	99	32	32	46
	Language	99	39	38	50	98	43	35	47	99	39	34	48
	Mathematics	100	58	50	64	97	47	39	50	99	37	41	52
3	Reading	98	35	NA	55	97	38	34	44	98	41	32	46
	Language	98	51	49	61	97	41	36	44	98	37	32	46
	Mathematics	98	53	50	61	97	49	40	51	98	50	37	52
4	Reading	98	39	NA	56	99	39	41	48	99	43	41	52
	Language	100	43	49	52	99	43	44	49	99	48	43	52
	Mathematics	100	47	51	61	99	43	45	53	99	50	50	58
5	Reading	100	34	NA	55	98	38	40	50	100	41	39	56
	Language	100	39	42	49	98	37	40	50	100	35	37	54
	Mathematics	100	42	46	63	98	31	36	49	100	34	35	52
6	Reading	NC	NC	NA	56	100	44	46	51	99	46	46	56
	Language	NC	NC	36	48	100	40	41	47	99	35	37	50
	Mathematics	NC	NC	47	66	100	43	44	52	99	46	48	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/

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."

Littleton Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü Budgetary Matters
- Ü Curriculum Development
- Ü School Safety Issues
- Ü Instructional Strategies
- Ü Student Awards/Discipline
- Ü Parent/Teacher Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	45.00
Other Professional Staff	6.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	22	4	0	0
4 to 6 years	4	2	0	0
7 to 9 years	3	2	0	0
10 or more years	5	3	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	39
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 Two (2) IBM-compatible Computer Labs
- Ü Math Lab
- Ü Media Center with Computer Work Stations

Extracurricular Activities

- Ü Challenge Art
- Ü Drama Club
- Ü After School Tutoring
- Ü Recreation Programs
- Ü Student Council

Social Services

- Ü Family Literacy Program
- Ü Breakfast/Lunch Program
- Ü School Counselor
- Ü Adult Buddies

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Honor Roll, Student of the Month, Monthly Attendance Awards, and Good Behavior Programs challenge students to achieve specific standards-based, grade-level outcomes in the areas of reading, math, computers, writing, citizenship, and attendance.
- ü We have received the Golden Bell Award for our academic programs and several grants which have recognized the accomplishments of the staff and students.
- ü We have several community events which bring parents into our school to interact with their students in an academic setting. Once a month we have 'Come Read To Your Child' where adults come to school during the day and read to their child.
- ü We have implemented 'Success On Saturday.' This is an event twice a year where parents come to school on Saturday with their child and do academic activities or attend a workshop to be trained to assist their child in an academic area.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	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

Littleton promotes the home-school partnership. This shared responsibility, schoolwide rules, and preventive measures contribute to a safe climate. At Littleton, all staff takes responsibility for all students all the time.

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) :

1

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	Anita White	(623) 478-5700
Transportation Policy	Thelma Whitbeck	(623) 478-5600
Community Resources		(623) 478-5700
School Nutrition Programs	Paula Amator	(623) 478-5700
Parent Organization	Anita White	(623) 478-5700
Student Health/Nurse	Shirley King	(623) 478-5700

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

5 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.

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

Total cost of printing: 16 Pages X .0243 Per page X 0 Copies = \$0.00

** 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.