

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

11050 West Whyman Avenue, 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Mr. Tony Bustamante  
 Schedule : 07:00 AM to 05:00 PM  
 Grades : K-6  
 2005 Enrollment : 907  
 Web Address : www.quentinelementary.org  
 Phone Number : (623) 478-6000  
 Fax Number : (623) 478-6020  
 E-mail : tbustamante@littletonaz.org

### Mission

It is our mission to provide quality programs which meet the individual needs of every child. We believe:  
 all children can and want to learn,  
 in an environment where children feel safe and valued,  
 in building a positive attitude among children, staff, and community.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Not Met
2003-04	N/A
2002-03	N/A

#### School Improvement Status (b)

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

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

### School / Academic Goals

- ü To meet or exceed state standards in all subject areas.
- ü To set a positive educational environment which meets the needs of our clients (students) and our community.
- ü To provide a safe learning environment.

### Enrollment

October 1, 2004 School Year Student Enrollment : 985  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 51

Instructional Programs

- ü Gifted Program
- ü Structured English Instruction Program
- ü Special Needs Program
- ü Music Program
- ü Band Program
- ü Computer Instruction Program
- ü Arts and Craft Program
- ü Physical Education Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Quentin School is responsible to give quality education to all students who come through our gates. We ensure to have a safe, positive, and enriching learning environment that is conducive to educating students.

Parents

We believe that parents are active participants in their children's education. Parents are encouraged to build a partnership with the teacher and the school, review homework that is assigned, and send each child to school ready to learn new ideas, concepts, and knowledge.

Transportation Policy

Transportation will be provided to all K - 2 students. Third - sixth grade students who live more than 1/2 mile will receive transportation. Transportation is a privilege, not a right. We provide transportation to assist our clients (parents).

School Honors

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

Award/Honor	Year
ü Inaugural year	

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	156	414	79306	99	100	99	402	420	445	29	17	10	30	26	18	37	51	51	4	7	20
All Students (Prior Year)	--	290	75509	--	99	100	--	490	521	--	27	13	--	30	23	--	29	33	--	14	31
Female	89	214	38691	99	100	99	415	425	446	19	11	10	33	27	18	46	59	52	1	4	20
Male	68	199	40583	100	100	99	385	414	445	42	23	11	27	25	18	24	42	50	7	10	21
African American	18	56	4041	90	98	99	399	418	426	29	19	17	43	30	23	29	49	50	0	3	10
Hispanic	107	266	32869	98	100	99	397	417	429	31	18	15	31	27	25	34	51	51	3	4	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	28	81	36197	100	100	99	425	428	463	26	11	5	17	19	11	48	52	53	9	18	31
Students with Disabilities	20	44	10321	100	100	100	300	313	389	88	51	30	12	26	27	0	20	34	0	3	9
Students without Disabilities	137	371	69060	98	99	98	418	433	454	20	12	7	34	26	17	42	54	54	5	7	22
Limited English Proficient Students	39	84	15509	100	100	100	362	380	406	42	26	20	37	38	30	21	37	45	0	0	5
Migrant Students	NC	NC	118	NC	NC	NA	NC	NC	419	NC	NC	25	NC	NC	21	NC	NC	50	NC	NC	3
Economically Disadvantaged	113	286	39415	96	97	96	404	421	431	32	19	15	33	30	25	33	47	50	1	4	10
Non-Economically Disadvantaged	44	129	39966	100	100	100	398	417	459	22	12	6	24	19	12	43	57	52	11	12	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	156	414	79395	99	0	99	411	422	446	23	16	9	37	34	25	39	47	55	2	3	11
All Students (Prior Year)	--	288	75492	--	99	100	--	497	519	--	27	12	--	27	16	--	37	47	--	9	24
Female	89	214	38743	99	0	100	429	431	451	13	10	7	40	35	24	46	52	57	1	3	12
Male	68	199	40618	100	0	99	387	412	440	36	21	11	33	33	27	29	42	53	2	3	9
African American	18	56	4052	90	0	100	408	431	434	14	8	11	50	43	29	36	43	54	0	5	6
Hispanic	107	266	32915	98	0	99	404	416	426	26	19	15	37	37	35	37	44	47	0	0	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	28	81	36221	100	0	99	438	432	465	17	10	4	26	19	15	48	60	63	9	11	17
Students with Disabilities	20	44	10331	100	0	100	295	308	388	88	57	25	12	20	37	0	20	34	0	3	4
Students without Disabilities	137	371	69139	98	0	99	429	436	454	13	11	7	41	36	24	45	51	58	2	3	11
Limited English Proficient Students	39	84	15545	100	0	100	367	378	399	39	26	21	42	45	42	18	28	35	0	1	1
Migrant Students	NC	NC	120	NC	NC	NA	NC	NC	414	NC	NC	20	NC	NC	45	NC	NC	35	NC	NC	0
Economically Disadvantaged	113	286	39484	96	0	96	410	423	429	26	18	14	42	38	35	32	42	47	0	2	4
Non-Economically Disadvantaged	44	129	39986	100	0	100	412	419	461	16	10	4	24	26	16	54	58	63	5	6	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	154	411	78869	97	100	99	393	419	442	11	7	6	48	31	21	41	56	63	1	6	10
All Students (Prior Year)	--	287	75053	--	98	99	--	556	597	--	11	7	--	16	12	--	68	72	--	5	9
Female	88	212	38536	98	99	99	419	436	458	6	4	4	41	26	15	52	62	67	1	9	14
Male	67	198	40302	99	100	99	357	401	428	17	11	8	58	36	26	25	49	60	0	4	7
African American	18	56	4015	90	98	99	386	421	430	14	8	8	57	35	24	29	51	61	0	5	7
Hispanic	106	264	32606	97	100	98	386	416	426	13	8	8	47	32	27	40	57	60	0	3	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	27	80	36078	100	100	99	424	432	459	0	2	4	41	25	16	55	57	66	5	16	14
Students with Disabilities	19	42	10246	100	100	100	232	271	367	50	27	18	50	48	39	0	24	40	0	0	4
Students without Disabilities	136	370	68697	97	99	98	416	436	454	5	5	4	48	29	18	46	59	67	1	7	11
Limited English Proficient Students	40	85	15339	100	100	100	342	372	399	21	13	11	53	39	31	26	46	54	0	2	3
Migrant Students	NC	NC	119	NC	NC	NA	NC	NC	402	NC	NC	16	NC	NC	30	NC	NC	53	NC	NC	1
Economically Disadvantaged	112	284	39106	95	96	95	395	421	427	10	8	8	51	33	28	39	56	59	0	4	5
Non-Economically Disadvantaged	43	128	39837	100	100	100	385	416	457	11	6	4	42	28	14	44	55	67	3	11	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	152	399	78906	100	100	99	465	465	498	27	27	13	24	27	19	43	40	48	7	6	20
All Students (Prior Year)	--	320	76019	--	100	100	--	473	499	--	21	14	--	53	39	--	13	14	--	13	33
Female	87	206	38644	100	100	99	473	471	500	22	24	12	28	27	19	45	42	49	6	6	19
Male	65	193	40236	100	99	99	454	459	497	34	29	15	19	27	19	40	38	46	8	6	20
African American	12	46	4087	100	100	99	477	476	481	22	12	20	22	32	24	44	50	45	11	6	11
Hispanic	101	234	31938	100	100	99	456	460	481	32	31	19	23	31	25	41	35	46	4	3	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	38	114	36483	100	98	99	483	473	517	16	23	7	25	17	13	47	49	51	13	12	30
Students with Disabilities	20	46	10664	100	100	100	349	367	430	73	74	42	13	18	27	7	3	26	7	6	5
Students without Disabilities	132	353	68310	98	98	98	481	478	509	21	21	9	25	28	18	48	45	51	7	6	22
Limited English Proficient Students	26	51	12573	100	100	100	417	424	454	42	41	27	28	35	30	28	23	38	3	1	5
Migrant Students	NC	NC	125	NC	NC	NA	NC	NC	476	NC	NC	18	NC	NC	35	NC	NC	42	NC	NC	5
Economically Disadvantaged	114	280	38679	97	94	96	467	465	483	32	32	20	27	30	25	36	34	45	4	5	10
Non-Economically Disadvantaged	38	119	40295	100	100	100	459	465	513	13	14	7	13	21	13	61	56	50	13	9	30

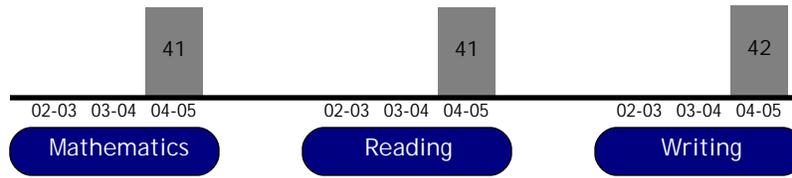
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	152	399	78908	100	0	99	459	462	484	16	16	10	34	34	23	46	46	58	4	4	9
All Students (Prior Year)	--	320	76020	--	100	100	--	494	503	--	35	25	--	30	23	--	30	40	--	5	12
Female	87	206	38648	100	0	99	469	468	489	7	14	8	38	35	22	51	48	61	4	4	10
Male	65	193	40233	100	0	99	447	456	479	28	19	12	28	33	25	40	44	55	4	3	8
African American	12	46	4092	100	0	99	466	475	473	11	12	12	33	26	28	56	59	54	0	3	5
Hispanic	101	234	31940	100	0	99	450	455	465	20	20	16	38	40	32	40	37	49	2	3	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	38	114	36502	100	0	99	480	472	502	9	11	4	22	23	14	59	61	67	9	6	15
Students with Disabilities	20	46	10665	100	0	100	361	371	423	47	50	30	33	38	36	13	9	31	7	3	2
Students without Disabilities	132	353	68312	98	0	98	473	473	493	12	12	7	34	34	21	50	51	62	4	4	10
Limited English Proficient Students	26	51	12556	100	0	100	412	416	436	36	33	24	28	40	40	36	27	35	0	0	1
Migrant Students	NC	NC	125	NC	NC	NA	NC	NC	457	NC	NC	22	NC	NC	40	NC	NC	38	NC	NC	0
Economically Disadvantaged	114	280	38662	97	0	96	462	461	468	19	19	16	43	42	32	34	37	49	4	3	3
Non-Economically Disadvantaged	38	119	40315	100	0	100	450	463	498	10	10	5	6	15	15	81	70	66	3	5	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	153	401	78750	100	100	99	473	476	500	7	8	6	40	41	29	52	50	63	1	1	2
All Students (Prior Year)	--	317	75673	--	100	100	--	512	530	--	21	12	--	24	25	--	50	58	--	5	4
Female	88	208	38586	100	100	99	491	492	515	3	6	4	34	33	22	61	60	71	1	2	3
Male	65	193	40135	100	99	99	449	458	486	13	10	8	47	50	35	40	40	56	0	0	1
African American	12	46	4081	100	100	99	489	502	488	0	0	8	44	38	32	56	62	59	0	0	2
Hispanic	102	236	31841	100	100	99	466	471	483	9	10	8	41	42	36	49	47	55	1	2	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	38	114	36440	100	98	99	487	477	516	6	8	3	34	37	22	59	55	71	0	0	4
Students with Disabilities	20	46	10622	100	100	100	356	354	415	27	29	21	47	56	50	27	15	28	0	0	1
Students without Disabilities	133	355	68196	99	98	98	489	491	513	5	5	3	39	39	25	56	55	69	1	1	3
Limited English Proficient Students	26	52	12504	100	100	100	423	429	451	17	15	12	50	52	44	31	32	43	3	1	1
Migrant Students	NC	NC	126	NC	NC	NA	NC	NC	464	NC	NC	14	NC	NC	44	NC	NC	41	NC	NC	0
Economically Disadvantaged	115	281	38558	98	95	96	476	476	485	7	7	8	47	47	37	46	45	54	1	1	1
Non-Economically Disadvantaged	38	120	40260	100	100	100	465	475	514	10	10	3	19	24	21	71	64	72	0	1	4

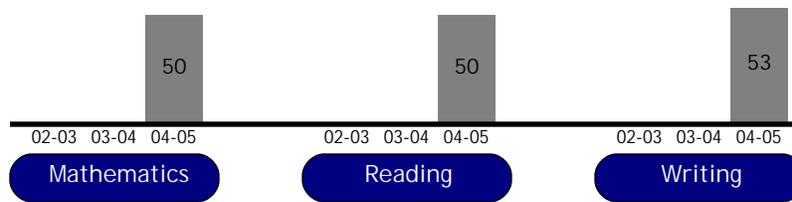
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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	--	--	37	50	--	--	NA	58	100	26	34	47
	Language	--	--	28	43	--	--	38	50	100	27	35	47
	Mathematics	--	--	44	57	--	--	50	64	100	30	39	50
3	Reading	--	--	33	47	--	--	NA	55	97	27	34	44
	Language	--	--	46	54	--	--	49	61	97	30	36	44
	Mathematics	--	--	39	54	--	--	50	61	97	31	40	51
4	Reading	--	--	36	52	--	--	NA	56	100	38	41	48
	Language	--	--	38	48	--	--	49	52	100	41	44	49
	Mathematics	--	--	43	57	--	--	51	61	100	40	45	53
5	Reading	--	--	35	50	--	--	NA	55	100	42	40	50
	Language	--	--	32	46	--	--	42	49	100	43	40	50
	Mathematics	--	--	36	57	--	--	46	63	100	38	36	49
6	Reading	--	--	37	53	--	--	NA	56	99	47	46	51
	Language	--	--	30	45	--	--	36	48	99	40	41	47
	Mathematics	--	--	45	62	--	--	47	66	99	43	44	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)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü School Improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	38.50
Other Professional Staff	3.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	20	1	0	0
4 to 6 years	3	2	0	0
7 to 9 years	6	5	0	0
10 or more years	10	8	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	36
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 Computer Lab
- ü Science Lab
- ü Library

Extracurricular Activities

- ü Principal's Reading Club
- ü Student Council
- ü Drama Club

Social Services

- ü Medallion Care
- ü Counseling Classes
- ü Uniform Bank

Ü Inaugural year

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	17	12	12	17
Transfers In Rate <sup>6</sup>	48	28	28	37
Stability Rate <sup>7</sup>	82	87	87	82
Promotion Rate <sup>8</sup>	96	96	95	81
Retention Rate <sup>9</sup>	1	1	1	3
Dropout Rate <sup>10</sup>	1	0	1	6
Status Unknown <sup>11</sup>	1	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

Quentin School will have supervision that will be visible. Staff will wear a bright yellow vest when on duty and students will be informed to seek them if they have problems. The school is designed to have limited access to school grounds ( entry is through the front office). School will have a revised school / district handbook.

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	Tony Bustamante	(623) 478-6000
Transportation Policy	Thelma Whitbeck	(623) 478-5614
Community Resources	None	
School Nutrition Programs	Paula Amador	(623) 478-5717
Parent Organization	Mr. Raylando Honaker	(623) 478-6000
Student Health/Nurse	Debra Neely	(623) 478-6010

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 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).

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

Total cost of printing: 12 Pages X .0318 Per page X 120 Copies = \$46.00

\*\* 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.