



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

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

2005-06	Met
2004-05	Not Met
2003-04	N/A

#### School Improvement Status (b)

2005-06	N/A
2004-05	Warning Year
2003-04	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, 2005 School Year Student Enrollment : 896  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 4

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 :	6 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

Students living more than one mile from school are eligible to ride the school bus.

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

School Honors

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

Award/Honor

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	140	469	80010	100	100	99	412	428	447	26	19	10	31	24	18	42	49	53	1	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	219	38935	100	100	99	411	429	447	18	16	9	42	25	19	40	49	55	NA	9	17
Male	77	249	40974	100	100	98	412	426	448	32	21	11	23	23	18	43	49	52	1	8	19
African American	19	59	4201	100	100	99	402	422	430	42	22	17	32	31	23	26	44	51	NA	3	9
Hispanic	100	304	34545	100	100	99	410	424	432	24	19	14	35	27	24	41	47	53	NA	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	18	91	35142	100	99	99	431	441	465	22	18	5	11	11	11	61	57	56	6	14	28
Students with Disabilities	17	49	10161	100	100	93	396	402	419	47	43	28	24	20	28	24	33	36	6	4	8
Students without Disabilities	123	420	69849	100	100	100	414	431	451	23	16	7	33	24	17	45	51	56	NA	9	19
Limited English Proficient Students	42	122	14013	100	98	97	404	410	413	29	23	24	31	32	34	40	43	39	NA	2	3
Migrant Students	NC	NC	603	NC	NC	96	NC	NC	417	NC	NC	22	NC	NC	32	NC	NC	42	NC	NC	4
Economically Disadvantaged	110	328	39029	97	97	98	410	422	432	26	21	14	35	27	25	38	46	52	1	6	9
Non-Economically Disadvantaged	30	141	40981	100	100	100	420	442	462	23	13	6	20	16	13	57	57	54	NA	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	139	469	79438	100	100	98	422	433	451	21	15	9	39	35	24	36	45	56	4	5	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	219	38775	100	100	99	433	443	457	11	8	7	37	32	22	47	53	58	5	7	13
Male	76	249	40560	100	100	97	414	423	446	29	21	12	39	38	25	28	38	54	4	3	9
African American	19	60	4178	100	100	98	410	426	439	32	15	13	37	40	29	32	45	52	NA	NA	6
Hispanic	100	304	34297	100	100	98	418	428	434	21	17	14	42	38	31	34	42	50	3	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	17	90	34887	100	98	98	459	448	471	12	10	4	18	28	15	53	52	63	18	10	18
Students with Disabilities	16	49	9588	100	100	88	405	399	416	50	45	30	31	31	32	6	20	34	13	4	5
Students without Disabilities	123	420	69850	100	100	100	425	436	456	17	12	7	40	36	23	40	48	59	3	5	12
Limited English Proficient Students	42	122	13856	100	98	96	405	409	407	26	22	27	48	54	43	26	24	29	NA	NA	1
Migrant Students	NC	NC	600	NC	NC	96	NC	NC	418	NC	NC	22	NC	NC	38	NC	NC	39	NC	NC	2
Economically Disadvantaged	110	328	38685	97	97	97	420	426	435	21	17	14	41	40	32	35	40	50	4	3	5
Non-Economically Disadvantaged	29	141	40753	100	100	99	431	448	467	21	11	5	31	24	16	41	55	62	7	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	138	465	79971	100	100	99	386	405	423	17	14	8	57	45	41	26	40	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	218	38974	100	100	99	402	426	437	8	6	5	61	43	33	31	48	57	NA	3	4
Male	75	246	40895	99	99	98	371	386	410	24	20	10	52	46	47	23	33	41	1	1	2
African American	19	59	4203	100	100	99	402	401	411	5	15	11	68	51	45	21	29	43	5	5	2
Hispanic	98	300	34481	100	99	99	386	404	410	17	14	10	53	45	46	30	40	43	NA	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	18	91	35150	100	99	99	359	400	437	28	15	5	61	42	35	11	42	56	NA	1	5
Students with Disabilities	16	48	10258	100	100	94	337	334	377	38	44	23	50	44	51	13	13	25	NA	NA	1
Students without Disabilities	122	417	69713	100	99	100	392	412	429	14	10	5	57	45	39	28	43	52	1	2	3
Limited English Proficient Students	42	122	13985	100	98	97	382	390	382	21	16	18	48	52	54	31	32	27	NA	NA	0
Migrant Students	NC	NC	608	NC	NC	97	NC	NC	389	NC	NC	16	NC	NC	50	NC	NC	33	NC	NC	0
Economically Disadvantaged	109	326	38994	96	97	98	382	398	409	17	15	10	57	46	47	26	37	41	NA	1	1
Non-Economically Disadvantaged	29	139	40977	100	100	100	399	421	437	14	10	5	55	41	34	28	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	154	449	80147	100	100	99	468	470	482	16	15	11	21	20	17	51	50	49	13	14	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	90	229	39281	100	100	99	473	471	483	9	11	9	20	20	17	57	56	50	14	13	24
Male	64	220	40780	100	100	98	462	469	482	25	18	12	22	21	17	42	45	48	11	16	24
African American	19	57	4249	100	100	99	462	459	464	21	18	17	16	26	22	53	46	48	11	11	13
Hispanic	112	300	33494	100	100	99	465	466	466	15	15	15	22	23	23	53	50	49	10	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	18	77	36122	100	100	99	492	488	501	17	14	5	17	8	10	33	52	50	33	26	35
Students with Disabilities	21	45	10295	100	100	92	430	424	443	62	62	33	14	20	26	10	7	33	14	11	8
Students without Disabilities	133	404	69852	100	100	100	474	475	488	8	9	7	22	21	16	57	55	51	13	15	26
Limited English Proficient Students	41	100	12722	100	100	97	447	442	441	20	23	27	29	33	33	51	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	118	329	38371	100	99	97	458	464	465	19	15	15	22	23	23	54	51	49	5	11	13
Non-Economically Disadvantaged	36	120	41776	100	100	100	503	487	498	6	13	6	17	13	11	39	48	49	39	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	154	451	79686	100	100	98	448	453	470	19	16	11	34	33	24	44	47	57	3	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	90	229	39163	100	100	99	457	459	475	8	10	9	38	35	22	52	50	60	2	4	10
Male	64	222	40438	100	100	97	435	446	465	36	23	13	30	31	25	31	45	54	3	2	7
African American	19	58	4228	100	100	98	444	439	458	16	21	15	42	40	28	42	40	53	NA	NA	4
Hispanic	112	301	33299	100	100	98	444	449	452	21	18	17	34	36	32	45	44	47	NA	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	18	77	35914	100	100	98	470	475	489	17	8	5	28	21	15	33	61	67	22	10	14
Students with Disabilities	21	47	9808	100	100	87	410	409	432	67	60	35	14	23	32	14	15	30	5	2	3
Students without Disabilities	133	404	69878	100	100	100	453	457	475	12	11	8	38	34	23	48	51	61	2	3	9
Limited English Proficient Students	41	100	12594	100	100	96	425	421	422	29	32	34	41	48	45	29	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	118	331	38095	100	100	97	440	447	452	23	19	17	36	35	32	40	44	48	1	2	3
Non-Economically Disadvantaged	36	120	41591	100	100	99	474	468	486	8	9	6	28	28	16	56	57	65	8	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	154	451	80372	100	100	99	451	460	475	8	6	4	36	34	30	56	60	64	NA	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	90	229	39452	100	100	99	469	473	488	3	2	3	27	26	22	70	72	72	NA	0	3
Male	64	222	40836	100	100	98	425	447	464	16	10	6	48	42	37	36	48	56	NA	0	1
African American	19	59	4264	100	100	99	449	456	465	11	5	5	26	37	35	63	58	59	NA	NA	1
Hispanic	112	300	33608	100	100	99	448	458	462	9	7	6	40	36	36	51	57	57	NA	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	18	77	36213	100	100	99	467	467	489	6	4	2	22	26	22	72	70	72	NA	NA	3
Students with Disabilities	21	47	10526	100	100	94	362	374	427	48	38	15	33	47	53	19	15	31	NA	NA	1
Students without Disabilities	133	404	69846	100	100	100	465	469	482	2	2	3	36	32	26	62	65	69	NA	0	2
Limited English Proficient Students	41	100	12747	100	100	97	427	434	432	12	11	12	54	49	52	34	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	118	331	38521	100	100	98	441	455	461	10	7	6	40	37	38	50	56	55	NA	1	1
Non-Economically Disadvantaged	36	120	41851	100	100	100	486	474	489	3	3	3	22	26	22	75	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	112	439	79306	100	100	99	476	483	504	33	23	13	23	24	20	35	45	49	9	8	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	224	38845	100	100	99	473	483	505	35	21	11	25	23	20	33	49	50	6	7	18
Male	61	215	40383	100	100	98	480	483	504	31	26	14	21	24	19	36	40	47	11	10	19
African American	10	52	4171	100	100	98	NA	460	485	NA	40	20	NA	23	26	NA	37	44	NA	NA	10
Hispanic	81	283	32673	100	100	99	473	481	487	32	22	18	26	25	25	35	47	46	7	6	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	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	19	91	36234	100	100	99	498	502	523	32	21	6	11	19	13	42	41	52	16	20	28
Students with Disabilities	12	60	10286	100	100	91	441	441	462	75	62	41	17	23	27	8	13	27	NA	2	5
Students without Disabilities	100	379	69020	99	100	100	481	490	510	28	17	9	24	24	18	38	50	52	10	9	21
Limited English Proficient Students	22	56	10291	100	100	96	452	457	458	50	43	38	32	23	34	14	32	26	5	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	92	322	37437	99	99	97	470	477	486	36	25	19	26	26	26	32	43	46	7	6	9
Non-Economically Disadvantaged	20	117	41869	100	100	100	506	501	521	20	18	7	10	16	14	50	50	51	20	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	112	439	79000	100	100	98	460	470	489	24	18	10	34	31	24	41	48	58	1	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	224	38774	100	100	99	467	477	494	18	11	7	35	33	22	47	54	61	NA	2	10
Male	61	215	40150	100	100	98	455	463	485	30	25	12	33	29	25	36	43	55	2	3	8
African American	10	52	4153	100	100	98	NA	452	476	NA	31	13	NA	31	30	NA	37	53	NA	2	4
Hispanic	81	283	32508	100	100	98	454	468	472	25	18	15	40	33	33	35	47	49	1	2	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	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	19	91	36135	100	100	98	480	483	508	21	12	4	16	26	14	63	56	67	NA	5	15
Students with Disabilities	12	60	9991	100	100	88	427	435	449	58	48	33	33	30	36	8	22	29	NA	NA	2
Students without Disabilities	100	379	69009	99	100	100	464	475	495	20	13	6	34	32	22	45	53	62	1	3	10
Limited English Proficient Students	22	56	10199	100	100	95	428	433	439	50	43	35	45	46	47	5	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	92	322	37234	99	99	97	456	464	472	26	20	15	38	34	33	35	44	50	1	1	3
Non-Economically Disadvantaged	20	117	41766	100	100	99	480	487	505	15	11	5	15	23	16	70	59	65	NA	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	111	440	79611	99	100	99	450	475	496	16	11	7	60	46	37	23	43	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	224	39016	100	100	99	468	494	511	8	5	4	61	38	29	31	56	66	NA	0	1
Male	60	216	40519	98	100	98	435	455	482	23	18	10	60	54	44	17	29	46	NA	NA	0
African American	10	52	4188	100	100	98	NA	450	486	NA	19	9	NA	54	40	NA	27	50	NA	NA	0
Hispanic	80	284	32855	99	100	99	448	476	481	16	11	10	64	46	43	20	42	47	NA	0	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	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	19	91	36380	100	100	99	465	480	511	11	10	4	53	40	30	37	51	65	NA	NA	1
Students with Disabilities	12	60	10664	100	100	94	384	423	440	50	37	23	50	48	54	NA	15	22	NA	NA	1
Students without Disabilities	99	380	68947	98	100	100	458	482	504	12	7	4	62	45	34	26	47	61	NA	0	1
Limited English Proficient Students	21	56	10362	95	100	97	390	414	438	38	32	22	57	52	57	5	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	91	323	37626	98	99	98	443	470	479	18	12	10	66	48	45	16	40	45	NA	0	0
Non-Economically Disadvantaged	20	117	41985	100	100	100	482	489	511	10	10	4	35	38	30	55	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	137	451	79327	100	100	98	515	507	518	16	22	19	24	22	20	48	48	46	12	8	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	234	38961	100	100	98	519	510	520	17	21	16	21	22	20	48	48	48	13	9	16
Male	62	217	40295	100	100	97	510	504	516	15	22	21	27	22	19	48	49	44	10	7	16
African American	13	53	4247	100	100	98	523	512	499	15	21	27	23	15	24	46	55	41	15	9	8
Hispanic	102	288	32327	100	100	98	512	505	499	18	24	27	25	22	25	46	45	41	12	9	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	--	NC	4391	--	NC	96	--	NC	489	--	NC	32	--	NC	27	--	NC	36	--	NC	4
White	20	105	36373	91	100	98	526	513	538	10	14	10	20	24	14	60	56	52	10	6	25
Students with Disabilities	18	51	9321	100	100	87	464	455	467	44	63	54	39	25	22	17	12	21	NA	NA	3
Students without Disabilities	119	400	70006	100	100	100	522	514	524	12	16	14	22	21	19	53	53	49	13	10	18
Limited English Proficient Students	22	58	9431	100	97	95	468	473	466	45	45	53	36	29	27	18	26	18	NA	NA	1
Migrant Students	NC	NC	635	NC	NC	94	NC	NC	488	NC	NC	31	NC	NC	29	NC	NC	36	NC	NC	4
Economically Disadvantaged	108	336	37097	98	99	97	507	502	498	19	25	27	26	22	25	46	46	41	8	7	7
Non-Economically Disadvantaged	29	115	42230	100	100	99	543	523	535	3	10	11	17	21	15	55	56	50	24	13	24

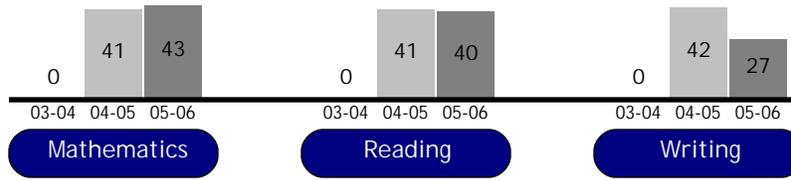
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	452	79501	100	100	98	485	483	497	10	13	10	32	33	25	57	54	60	1	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	234	39062	100	100	99	490	487	502	8	11	8	35	31	23	56	57	64	1	1	5
Male	63	218	40368	100	100	98	479	479	491	13	14	13	29	34	27	59	50	57	NA	1	3
African American	13	53	4279	100	100	99	495	489	485	NA	11	14	46	34	30	46	51	54	8	4	2
Hispanic	102	288	32389	100	100	98	481	480	478	12	13	16	32	36	34	56	50	48	NA	1	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	--	NC	4401	--	NC	96	--	NC	473	--	NC	17	--	NC	40	--	NC	43	--	NC	1
White	21	106	36446	95	100	99	496	492	516	10	10	4	24	24	15	67	64	73	NA	2	7
Students with Disabilities	18	51	9411	100	100	88	447	437	453	39	49	36	50	43	36	11	8	26	NA	NA	1
Students without Disabilities	120	401	70090	100	100	100	491	489	502	6	8	7	29	31	24	64	59	65	1	1	5
Limited English Proficient Students	22	58	9401	100	97	94	450	452	443	41	33	40	27	43	46	32	24	14	NA	NA	0
Migrant Students	NC	NC	642	NC	NC	95	NC	NC	465	NC	NC	24	NC	NC	41	NC	NC	35	NC	NC	0
Economically Disadvantaged	108	336	37183	98	99	97	481	478	479	11	15	16	36	36	34	52	49	49	1	1	1
Non-Economically Disadvantaged	30	116	42318	100	100	99	501	498	513	7	7	5	17	22	17	77	68	70	NA	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	138	450	80000	100	100	99	553	548	564	3	5	3	12	12	11	76	77	75	9	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	233	39288	100	100	99	566	566	579	3	3	2	5	6	6	79	80	77	13	11	16
Male	63	217	40644	100	100	98	538	529	549	3	7	4	19	18	15	73	73	74	5	2	7
African American	13	53	4307	100	100	99	551	551	551	NA	6	4	15	17	13	77	62	75	8	15	7
Hispanic	102	287	32672	100	100	99	550	544	548	4	6	4	12	11	14	75	78	76	9	5	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	--	NC	4424	--	NC	97	--	NC	549	--	NC	3	--	NC	14	--	NC	77	--	NC	5
White	21	105	36602	95	100	99	571	560	579	NA	2	2	5	10	7	81	82	75	14	7	16
Students with Disabilities	18	51	9919	100	100	93	507	473	505	NA	18	9	44	37	35	56	45	54	NA	NA	2
Students without Disabilities	120	399	70081	100	100	100	560	558	571	3	3	2	7	9	7	79	81	79	11	8	12
Limited English Proficient Students	22	58	9571	100	97	96	487	491	502	9	12	10	32	31	29	59	57	60	NA	NA	1
Migrant Students	NC	NC	654	NC	NC	97	NC	NC	534	NC	NC	7	NC	NC	16	NC	NC	74	NC	NC	3
Economically Disadvantaged	108	335	37534	98	99	98	553	545	547	1	5	4	15	14	15	79	77	76	6	5	5
Non-Economically Disadvantaged	30	115	42466	100	100	100	553	557	578	10	5	2	NA	6	7	67	77	75	23	12	16

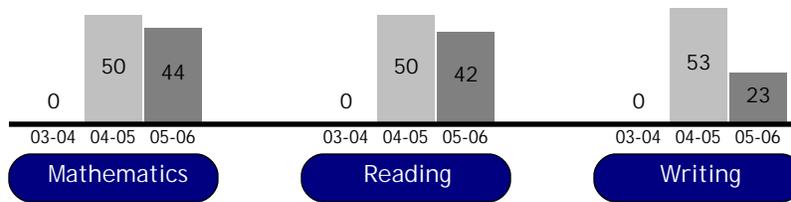
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	--	--	NA	58	100	26	34	47	100	32	32	46
	Language	--	--	38	50	100	27	35	47	100	35	34	48
	Mathematics	--	--	50	64	100	30	39	50	100	52	41	52
3	Reading	--	--	NA	55	97	27	34	44	100	25	32	46
	Language	--	--	49	61	97	30	36	44	100	27	32	46
	Mathematics	--	--	50	61	97	31	40	51	100	25	37	52
4	Reading	--	--	NA	56	100	38	41	48	100	37	41	52
	Language	--	--	49	52	100	41	44	49	100	43	43	52
	Mathematics	--	--	51	61	100	40	45	53	100	48	50	58
5	Reading	--	--	NA	55	100	42	40	50	100	34	39	56
	Language	--	--	42	49	100	43	40	50	100	30	37	54
	Mathematics	--	--	46	63	100	38	36	49	100	30	35	52
6	Reading	--	--	NA	56	99	47	46	51	100	50	46	56
	Language	--	--	36	48	99	40	41	47	100	41	37	50
	Mathematics	--	--	47	66	99	43	44	52	100	52	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/](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 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 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 Performing Label

ü A. Y. P.

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>	91	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

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 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	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	Mrs. Susie Martinez	(623) 478-6000
Student Health/Nurse	Diane Dobson	(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 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).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.