

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

350 S. 118th Ave., 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	Performing Plus
2003-04	Not Evaluated
2002-03	New School

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

### School Overview

Principal/Administrator : Mr. David Bowling  
 Schedule : 07:00 AM to 04:30 PM  
 Grades : Pre-K-8  
 2005 Enrollment : 1140  
 Web Address : www.collierelementary.org  
 Phone Number : (623) 478-5900  
 Fax Number : (623) 478-5920  
 E-mail : dbowling@littletonaz.org

### Mission

Collier Elementary School is committed to mutual respect, responsibility and academic excellence. Students, in partnership with families and staff, gain the confidence and fortitude to mature into lifelong learners and responsible participants in our democratic society. We educate each student through a challenging curriculum in a safe and nurturing environment, and provide an enriched, differentiated curriculum to prepare for an ever-changing world.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

#### School Improvement Status (b)

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

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

### School / Academic Goals

- ü Our goal is that 100% of our students will demonstrate at least one year of growth annually in reading as assessed through multiple measures (ie. Dibels, Edutest, Stanford 9, McCall-Crabbs, etc.)
- ü Our goal is that 100% of our students will demonstrate at least one year of growth annually in mathematics as assessed through multiple measures (ie. AIMS, Stanford 9, Edutest, etc.)
- ü Our goal is that 100% of our students will demonstrate at least one year's growth in reading and writing vocabulary as assessed through multiple measures (i.e. writing samples, Morrison-McCall, Edutest, etc.)

### Enrollment

October 1, 2004 School Year Student Enrollment : 972  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 9

Instructional Programs

- ü Full-Day Kindergarten
- ü Gifted/Enrichment Program
- ü On Site Special Education
- ü Reading Tutorial Program
- ü Intense Phonics Program
- ü Art, music and P.E.
- ü After School Tutoring
- ü Standards Based Instruction

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

Collier Elementary School has the responsibility of providing for parents a safe learning environment for their children to be nurtured. Parents are partners with Collier to ensure that we produce responsible, caring and well-rounded citizens.

Parents

Parent involvement is vital to the success of our students and our school. Parents are strongly encouraged to participate in the development of new programs, become familiar with existing programs and become an active partner in their student's education. We want our parents to send their children to school each day ready to learn.

Transportation Policy

Kindergarten through second grade students are eligible for bus transportation each day to and from school. Third through fifth grade students who live within 1/2 mile of the school must walk or be provided parent transportation to school. Sixth through eighth grade students who live within 1 mile must walk or be provided parent transportation to school.

School Honors

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

Award/Honor	Year
ü Westside Impact Teacher of the Year	2004
ü Westside Food Bank District Winner	2004
ü Wal-Mart Teacher of the Year recipient	2002

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	127	414	79306	100	100	99	432	420	445	13	17	10	22	26	18	56	51	51	9	7	20
All Students (Prior Year)	101	290	75509	99	99	100	484	490	521	27	27	13	34	30	23	26	29	33	13	14	31
Female	63	214	38691	100	100	99	442	425	446	7	11	10	19	27	18	67	59	52	7	4	20
Male	64	199	40583	100	100	99	423	414	445	19	23	11	25	25	18	46	42	50	10	10	21
African American	29	56	4041	100	98	99	426	418	426	17	19	17	17	30	23	61	49	50	6	3	10
Hispanic	65	266	32869	98	100	99	427	417	429	18	18	15	22	27	25	58	51	51	2	4	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	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	26	81	36197	100	100	99	445	428	463	0	11	5	26	19	11	47	52	53	26	18	31
Students with Disabilities	10	44	10321	100	100	100	369	313	389	25	51	30	25	26	27	38	20	34	13	3	9
Students without Disabilities	117	371	69060	99	99	98	438	433	454	12	12	7	22	26	17	58	54	54	8	7	22
Limited English Proficient Students	17	84	15509	100	100	100	388	380	406	30	26	20	40	38	30	30	37	45	0	0	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	77	286	39415	97	97	96	424	421	431	18	19	15	29	30	25	47	47	50	6	4	10
Non-Economically Disadvantaged	50	129	39966	100	100	100	442	417	459	8	12	6	13	19	12	68	57	52	13	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	127	414	79395	100	0	99	430	422	446	8	16	9	40	34	25	51	47	55	2	3	11
All Students (Prior Year)	101	288	75492	99	99	100	497	497	519	25	27	12	30	27	16	35	37	47	10	9	24
Female	63	214	38743	100	0	100	442	431	451	7	10	7	33	35	24	58	52	57	2	3	12
Male	64	199	40618	100	0	99	420	412	440	8	21	11	46	33	27	44	42	53	2	3	9
African American	29	56	4052	100	0	100	440	431	434	0	8	11	44	43	29	56	43	54	0	5	6
Hispanic	65	266	32915	98	0	99	423	416	426	12	19	15	48	37	35	38	44	47	2	0	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	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	26	81	36221	100	0	99	433	432	465	5	10	4	21	19	15	68	60	63	5	11	17
Students with Disabilities	10	44	10331	100	0	100	365	308	388	25	57	25	25	20	37	38	20	34	13	3	4
Students without Disabilities	117	371	69139	99	0	99	437	436	454	6	11	7	41	36	24	52	51	58	1	3	11
Limited English Proficient Students	17	84	15545	100	0	100	383	378	399	15	26	21	65	45	42	20	28	35	0	1	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	77	286	39484	97	0	96	424	423	429	12	18	14	47	38	35	39	42	47	2	2	4
Non-Economically Disadvantaged	50	129	39986	100	0	100	439	419	461	3	10	4	30	26	16	65	58	63	3	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	127	411	78869	100	100	99	450	419	442	2	7	6	21	31	21	60	56	63	16	6	10
All Students (Prior Year)	100	287	75053	98	98	99	553	556	597	9	11	7	18	16	12	69	68	72	3	5	9
Female	63	212	38536	100	99	99	468	436	458	2	4	4	12	26	15	60	62	67	26	9	14
Male	64	198	40302	100	100	99	434	401	428	2	11	8	29	36	26	60	49	60	8	4	7
African American	29	56	4015	100	98	99	438	421	430	6	8	8	22	35	24	61	51	61	11	5	7
Hispanic	65	264	32606	98	100	98	444	416	426	2	8	8	24	32	27	66	57	60	8	3	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	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	26	80	36078	100	100	99	472	432	459	0	2	4	16	25	16	42	57	66	42	16	14
Students with Disabilities	10	42	10246	100	100	100	374	271	367	0	27	18	63	48	39	38	24	40	0	0	4
Students without Disabilities	117	370	68697	99	99	98	458	436	454	2	5	4	17	29	18	63	59	67	18	7	11
Limited English Proficient Students	17	85	15339	100	100	100	413	372	399	0	13	11	30	39	31	70	46	54	0	2	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	77	284	39106	97	96	95	447	421	427	4	8	8	18	33	28	69	56	59	10	4	5
Non-Economically Disadvantaged	50	128	39837	100	100	100	455	416	457	0	6	4	25	28	14	50	55	67	25	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	109	399	78906	97	100	99	475	465	498	17	27	13	28	27	19	49	40	48	6	6	20
All Students (Prior Year)	129	320	76019	100	100	100	482	473	499	17	21	14	51	53	39	13	13	14	19	13	33
Female	44	206	38644	100	100	99	484	471	500	19	24	12	22	27	19	53	42	49	6	6	19
Male	65	193	40236	94	99	99	469	459	497	15	29	15	33	27	19	46	38	46	7	6	20
African American	21	46	4087	100	100	99	472	476	481	8	12	20	54	32	24	31	50	45	8	6	11
Hispanic	49	234	31938	96	100	99	469	460	481	26	31	19	32	31	25	39	35	46	3	3	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	37	114	36483	97	98	99	485	473	517	8	23	7	12	17	13	69	49	51	12	12	30
Students with Disabilities	13	46	10664	93	100	100	398	367	430	50	74	42	40	18	27	0	3	26	10	6	5
Students without Disabilities	96	353	68310	98	98	98	487	478	509	12	21	9	26	28	18	56	45	51	6	6	22
Limited English Proficient Students	NC	51	12573	NC	100	100	NC	424	454	NC	41	27	NC	35	30	NC	23	38	NC	1	5
Migrant Students	--	NC	125	--	NC	NA	--	NC	476	--	NC	18	--	NC	35	--	NC	42	--	NC	5
Economically Disadvantaged	63	280	38679	86	94	96	473	465	483	21	32	20	32	30	25	43	34	45	4	5	10
Non-Economically Disadvantaged	46	119	40295	100	100	100	479	465	513	10	14	7	23	21	13	58	56	50	10	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	109	399	78908	97	0	99	466	462	484	17	16	10	28	34	23	54	46	58	1	4	9
All Students (Prior Year)	129	320	76020	100	100	100	498	494	503	26	35	25	31	30	23	34	30	40	8	5	12
Female	44	206	38648	100	0	99	478	468	489	19	14	8	25	35	22	53	48	61	3	4	10
Male	65	193	40233	94	0	99	458	456	479	15	19	12	30	33	25	54	44	55	0	3	8
African American	21	46	4092	100	0	99	465	475	473	15	12	12	31	26	28	54	59	54	0	3	5
Hispanic	49	234	31940	96	0	99	459	455	465	26	20	16	34	40	32	37	37	49	3	3	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	37	114	36502	97	0	99	478	472	502	4	11	4	15	23	14	81	61	67	0	6	15
Students with Disabilities	13	46	10665	93	0	100	388	371	423	50	50	30	40	38	36	10	9	31	0	3	2
Students without Disabilities	96	353	68312	98	0	98	478	473	493	12	12	7	26	34	21	60	51	62	1	4	10
Limited English Proficient Students	NC	51	12556	NC	0	100	NC	416	436	NC	33	24	NC	40	40	NC	27	35	NC	0	1
Migrant Students	--	NC	125	--	NC	NA	--	NC	457	--	NC	22	--	NC	40	--	NC	38	--	NC	0
Economically Disadvantaged	63	280	38662	86	0	96	466	461	468	19	19	16	34	42	32	45	37	49	2	3	3
Non-Economically Disadvantaged	46	119	40315	100	0	100	467	463	498	13	10	5	19	15	15	68	70	66	0	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	109	401	78750	97	100	99	487	476	500	6	8	6	40	41	29	51	50	63	3	1	2
All Students (Prior Year)	127	317	75673	100	100	100	520	512	530	19	21	12	23	24	25	52	50	58	6	5	4
Female	44	208	38586	100	100	99	523	492	515	3	6	4	25	33	22	66	60	71	6	2	3
Male	65	193	40135	94	99	99	462	458	486	9	10	8	50	50	35	41	40	56	0	0	1
African American	21	46	4081	100	100	99	504	502	488	0	0	8	46	38	32	54	62	59	0	0	2
Hispanic	49	236	31841	96	100	99	485	471	483	11	10	8	37	42	36	47	47	55	5	2	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	37	114	36440	97	98	99	483	477	516	4	8	3	38	37	22	58	55	71	0	0	4
Students with Disabilities	13	46	10622	93	100	100	393	354	415	10	29	21	80	56	50	10	15	28	0	0	1
Students without Disabilities	96	355	68196	98	98	98	501	491	513	6	5	3	34	39	25	57	55	69	3	1	3
Limited English Proficient Students	NC	52	12504	NC	100	100	NC	429	451	NC	15	12	NC	52	44	NC	32	43	NC	1	1
Migrant Students	--	NC	126	--	NC	NA	--	NC	464	--	NC	14	--	NC	44	--	NC	41	--	NC	0
Economically Disadvantaged	63	281	38558	86	95	96	487	476	485	4	7	8	49	47	37	45	45	54	2	1	1
Non-Economically Disadvantaged	46	120	40260	100	100	100	487	475	514	10	10	3	26	24	21	61	64	72	3	1	4

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

8th 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	102	352	78250	100	99	99	525	511	548	38	50	21	17	20	18	42	27	48	2	3	13
All Students (Prior Year)	106	263	75001	100	100	99	457	443	468	37	53	37	53	40	36	4	5	16	6	3	10
Female	45	163	38071	100	100	99	518	514	549	51	51	20	8	18	19	35	28	49	5	3	12
Male	57	189	40126	100	98	99	531	508	547	27	49	23	25	22	17	48	27	46	0	3	14
African American	20	51	4058	100	100	99	523	507	523	47	58	32	20	19	22	33	21	41	0	2	5
Hispanic	53	233	29129	100	97	99	514	506	527	45	56	32	16	20	23	39	23	40	0	2	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	24	60	38320	100	100	99	552	527	568	21	27	12	11	22	14	58	43	55	11	8	19
Students with Disabilities	NC	48	9329	NC	100	100	NC	451	454	NC	88	64	NC	10	18	NC	3	16	NC	0	2
Students without Disabilities	93	304	68996	100	99	99	531	521	561	35	43	16	17	22	18	45	31	52	3	3	14
Limited English Proficient Students	13	61	10133	100	97	100	480	478	488	77	77	45	15	15	25	8	8	28	0	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	54	222	33388	96	91	94	516	504	530	45	57	32	18	19	22	38	23	40	0	1	5
Non-Economically Disadvantaged	48	130	44937	100	100	100	534	524	561	32	35	13	17	23	15	46	35	54	5	6	18

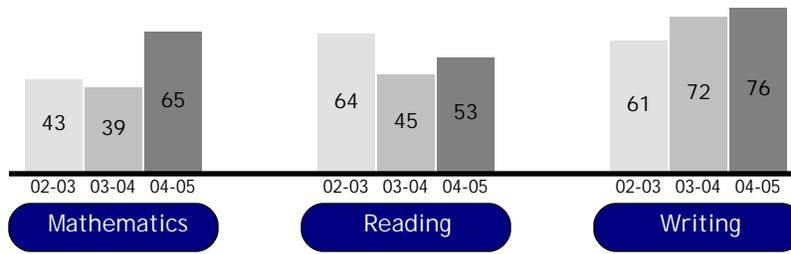
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	354	78302	100	0	99	498	494	512	10	14	11	39	39	25	51	46	57	0	1	7
All Students (Prior Year)	107	265	74918	100	100	99	483	475	497	49	52	32	18	21	19	25	22	35	8	5	15
Female	45	164	38082	100	0	99	497	501	518	11	11	8	41	35	24	49	52	61	0	1	7
Male	56	190	40166	100	0	99	499	488	507	9	17	14	37	41	26	53	41	54	0	1	6
African American	20	51	4064	100	0	100	503	494	498	0	19	14	60	35	29	40	42	54	0	5	3
Hispanic	52	235	29152	100	0	99	487	490	492	16	15	17	44	44	34	40	40	46	0	0	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	24	60	38347	100	0	99	519	505	531	5	8	5	16	25	17	79	65	68	0	2	10
Students with Disabilities	NC	48	9353	NC	0	100	NC	444	429	NC	55	40	NC	33	38	NC	13	22	NC	0	1
Students without Disabilities	92	306	69024	100	0	99	502	502	524	5	7	7	39	40	23	55	52	62	0	1	7
Limited English Proficient Students	13	61	10140	100	0	100	465	468	451	38	28	28	38	49	43	23	23	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	53	222	33398	95	0	94	486	487	495	15	18	18	46	44	35	38	37	46	0	1	2
Non-Economically Disadvantaged	48	132	44979	100	0	100	509	507	525	5	6	6	32	28	18	63	63	66	0	2	10

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	102	356	78094	100	100	99	520	511	545	6	6	3	30	38	18	63	55	77	1	1	2
All Students (Prior Year)	106	256	74503	100	98	99	453	444	491	10	13	9	50	52	32	38	32	51	2	3	8
Female	45	164	38025	100	100	99	528	523	558	8	4	2	24	35	13	65	58	82	3	2	2
Male	57	192	40013	100	99	99	514	500	534	5	8	5	34	39	23	61	52	71	0	0	1
African American	20	51	4037	100	100	99	495	499	532	13	12	4	40	42	22	40	42	73	7	5	1
Hispanic	53	237	29068	100	99	99	507	505	523	7	7	5	36	39	27	57	53	67	0	0	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	24	60	38265	100	100	99	561	533	564	0	0	2	11	31	11	89	67	84	0	2	3
Students with Disabilities	NC	48	9275	NC	100	100	NC	441	444	NC	23	14	NC	60	46	NC	18	39	NC	0	1
Students without Disabilities	93	308	68892	100	100	98	529	522	559	4	4	2	27	34	14	68	61	82	1	1	2
Limited English Proficient Students	13	61	10084	100	97	100	461	471	474	15	9	10	62	61	39	23	29	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	54	224	33296	96	92	94	507	500	527	10	9	5	38	43	27	53	48	67	0	0	0
Non-Economically Disadvantaged	48	132	44871	100	100	100	534	531	559	2	2	2	22	26	12	73	68	84	2	3	3

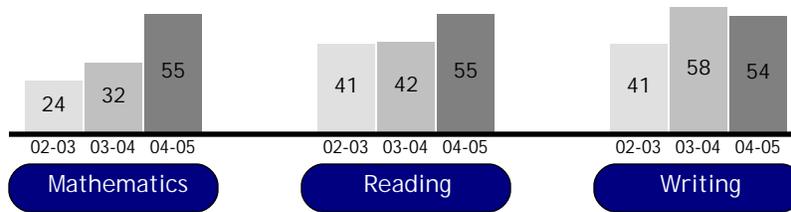
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

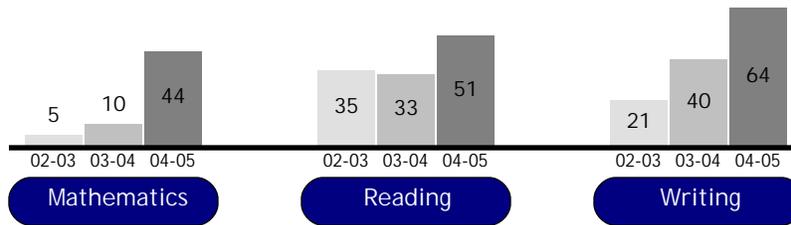
3rd Grade Proficiency



5th Grade Proficiency



8th 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 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress**

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

**Met Percent Tested:**

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

**Met Test Objectives:**

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

**Met Attendance Rate:**

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**Met Graduation Rate:**

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	39	37	50	98	49	NA	58	99	39	34	47
	Language	98	27	28	43	100	36	38	50	99	37	35	47
	Mathematics	99	35	44	57	100	40	50	64	99	41	39	50
3	Reading	99	35	33	47	100	35	NA	55	100	36	34	44
	Language	99	47	46	54	100	47	49	61	100	39	36	44
	Mathematics	100	35	39	54	100	47	50	61	100	43	40	51
4	Reading	95	44	36	52	100	58	NA	56	100	47	41	48
	Language	97	39	38	48	100	58	49	52	100	48	44	49
	Mathematics	99	49	43	57	100	58	51	61	99	51	45	53
5	Reading	87	33	35	50	100	51	NA	55	96	41	40	50
	Language	86	30	32	46	100	47	42	49	96	41	40	50
	Mathematics	95	33	36	57	100	54	46	63	96	41	36	49
6	Reading	89	34	37	53	100	40	NA	56	99	45	46	51
	Language	91	28	30	45	100	34	36	48	99	42	41	47
	Mathematics	96	40	45	62	100	39	47	66	98	46	44	52
7	Reading	99	33	34	51	100	41	NA	54	100	45	44	50
	Language	96	29	32	54	100	41	43	58	100	49	46	52
	Mathematics	95	30	31	58	100	44	44	62	100	40	42	50
8	Reading	94	30	36	53	98	46	NA	55	100	42	40	51
	Language	89	28	33	49	98	35	32	52	100	41	40	50
	Mathematics	98	44	44	58	97	61	47	61	100	43	38	53

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

Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	44.00
Other Professional Staff	4.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	27	0	0	0
4 to 6 years	7	1	0	0
7 to 9 years	2	1	0	0
10 or more years	5	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	110
Teachers with Emergency Certificaton.	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 Library/Media Center
- Ü Video/TV Wired to Each Classroom

Extracurricular Activities

- Ü Drama Club
- Ü Student Council
- Ü Science/Hiking Club
- Ü After school sports
- Ü Band

Social Services

- Ü Counselor/Intervention Specialist
- Ü Breakfast/Lunch Programs

Ü Began a National Junior Honor Society/Thespian Chapters.

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>	18	12	12	17
Transfers In Rate <sup>6</sup>	49	28	28	37
Stability Rate <sup>7</sup>	81	87	87	82
Promotion Rate <sup>8</sup>	95	96	95	81
Retention Rate <sup>9</sup>	2	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

Collier Elementary School's goal is to provide a safe and orderly environment for our students learn. We will promote and use our Character Counts program, institute a new school and classroom management program, begin a regular student recognition program and work with the parent organization and site council to further develop ideas for a safe school environment.

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) :

56
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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	David Bowling	(623) 478-5900
Transportation Policy	Ray Pacheco	(623) 478-5618
Community Resources	Sandy Thron	(623) 478-5900
School Nutrition Programs	Paula Amator	(623) 478-5900
Parent Organization	James Sprague	(623) 505-4553
Student Health/Nurse	Diane Hale	(623) 478-5900

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).

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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.