

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1000 Curiel Street, Eloy, AZ 85231

Eloy Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Not 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 Overview

Principal/Administrator : Ms. Debbi Tomkinson
 Schedule : 07:00 AM to 05:00 PM
 Grades : 1-3
 2005 Enrollment : 364
 Web Address :
 Phone Number : (520) 466-2120
 Fax Number : (520) 466-2151
 E-mail : debbitomkinson@cableaz.com

Mission

Lay the foundation for a lifetime of learning. Our traditional school emphasizes the AZ Academic Standards and mastery of the performance objectives to succeed on AIMS. We emphasize character development, integrated learning and the writing process.

School / Academic Goals

- ü Achieve a high quality implementation of the following researched-based programs: McGraw-Hill 2001 Reading, Reading Intervention - SRA Reading Mastery, Six-Trait writing development, SAXON math 2nd edition, and Accelerated Reader
- ü School attendance maintained at 95% or better.
- ü Establish data driven instructional decision making using DIBELS, SAT 9 and AIMS data.
- ü Inclusion model for second language learners.

Enrollment

October 1, 2004 School Year Student Enrollment : 57
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 45

Instructional Programs

- Ü Sheltered English Immersion
- Ü On-site Special Education (1-3)
- Ü Title I/Migrant
- Ü Extended Day Tutoring
- Ü SRA Reading Intervention
- Ü Saxon Math
- Ü McGraw Hill-Reading
- Ü Four Block Instruction Strategies

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Provide safe learning environment. Communicate school issues and activities. Report student progress. Hold two formal parent/teacher conferences. Require all students to meet high standards. Provide parent involvement opportunities.

Parents

Provide a safe home environment which meets all the child's basic needs. Send students ready to learn. Partner with the teacher by supporting programs, homework completion and discipline efforts. Participate in school activities.

Transportation Policy

Provide School bus transportation for all kinder students living outside a one-mile radius or where hazardous conditions exist. No transportation is provided for preschool students except Sp. Ed. students with an IEP specifying transportation need.

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	128	129	79306	99	100	99	439	435	445	5	6	10	26	26	18	64	63	51	5	4	20
All Students (Prior Year)	120	120	75509	100	100	100	481	481	521	22	22	13	48	48	23	24	24	33	6	6	31
Female	58	59	38691	98	100	99	432	423	446	6	8	10	30	29	18	64	63	52	0	0	20
Male	70	70	40583	100	100	99	444	444	445	5	5	11	23	23	18	64	64	50	8	8	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	100	101	32869	98	100	99	438	433	429	5	6	15	30	29	25	63	62	51	3	3	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	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	14	14	36197	100	100	99	457	457	463	0	0	5	9	9	11	73	73	53	18	18	31
Students with Disabilities	19	20	10321	100	100	100	413	389	389	25	29	30	31	29	27	44	41	34	0	0	9
Students without Disabilities	109	109	69060	87	89	98	443	443	454	2	2	7	25	25	17	67	67	54	5	5	22
Limited English Proficient Students	35	36	15509	92	97	100	421	409	406	11	14	20	40	39	30	49	47	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	NC	NC	39415	NC	NC	96	NC	NC	431	NC	NC	15	NC	NC	25	NC	NC	50	NC	NC	10
Non-Economically Disadvantaged	121	122	39966	100	100	100	440	436	459	5	6	6	25	25	12	65	64	52	5	5	30

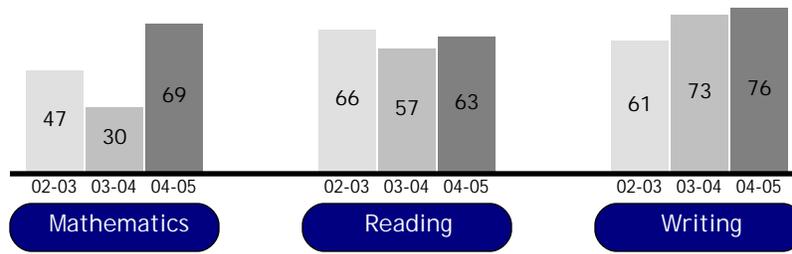
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	128	129	79395	99	0	99	441	437	446	5	6	9	32	31	25	62	62	55	1	1	11
All Students (Prior Year)	119	119	75492	100	100	100	503	503	519	13	13	12	29	29	16	50	50	47	7	7	24
Female	58	59	38743	98	0	100	444	435	451	4	6	7	26	25	24	70	69	57	0	0	12
Male	70	70	40618	100	0	99	439	439	440	7	7	11	36	36	27	56	56	53	2	2	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	100	101	32915	98	0	99	438	433	426	7	8	15	34	34	35	59	58	47	0	0	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	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	14	14	36221	100	0	99	475	475	465	0	0	4	9	9	15	82	82	63	9	9	17
Students with Disabilities	19	20	10331	100	0	100	411	387	388	13	18	25	56	53	37	31	29	34	0	0	4
Students without Disabilities	109	109	69139	87	0	99	446	446	454	4	4	7	27	27	24	67	67	58	1	1	11
Limited English Proficient Students	35	36	15545	92	0	100	413	402	399	17	19	21	51	50	42	31	31	35	0	0	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	NC	NC	39484	NC	NC	96	NC	NC	429	NC	NC	14	NC	NC	35	NC	NC	47	NC	NC	4
Non-Economically Disadvantaged	121	122	39986	100	0	100	442	438	461	5	6	4	33	33	16	61	61	63	1	1	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	125	126	78869	97	99	99	445	441	442	4	5	6	20	20	21	68	68	63	8	8	10
All Students (Prior Year)	118	118	75053	100	100	99	558	558	597	9	9	7	18	18	12	71	71	72	2	2	9
Female	56	57	38536	95	100	99	463	454	458	0	2	4	18	18	15	67	66	67	14	14	14
Male	69	69	40302	99	99	99	431	431	428	7	7	8	21	21	26	69	69	60	3	3	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	98	99	32606	96	99	98	446	441	426	3	5	8	18	18	27	71	70	60	7	7	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	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	13	13	36078	100	100	99	449	449	459	0	0	4	27	27	16	64	64	66	9	9	14
Students with Disabilities	17	18	10246	100	100	100	394	371	367	19	24	18	31	29	39	50	47	40	0	0	4
Students without Disabilities	108	108	68697	86	88	98	454	454	454	1	1	4	18	18	18	71	71	67	10	10	11
Limited English Proficient Students	35	36	15339	92	97	100	433	421	399	6	8	11	23	22	31	71	69	54	0	0	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	NC	NC	39106	NC	NC	95	NC	NC	427	NC	NC	8	NC	NC	28	NC	NC	59	NC	NC	5
Non-Economically Disadvantaged	118	119	39837	98	99	100	446	442	457	4	5	4	19	19	14	69	68	67	9	8	15

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



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	42	42	50	100	53	NA	58	100	42	42	47
	Language	100	22	22	43	100	42	42	50	100	43	43	47
	Mathematics	100	33	33	57	100	45	45	64	100	40	40	50
3	Reading	100	35	35	47	100	34	NA	55	100	41	41	44
	Language	99	45	45	54	100	45	45	61	100	44	44	44
	Mathematics	100	41	41	54	100	36	36	61	100	50	50	51

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Instructional Strategies
- Ü Curriculum Development
- Ü Staff Development
- Ü Safety Issues
- Ü Needs Assessment

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	20.50
Other Professional Staff	5.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	21
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 Computer Lab
- Ü PE Building
- Ü Library

Extracurricular Activities

- Ü Extended Day Tutoring
- Ü Children's Choir
- Ü Field Trips

Social Services

- Ü Crisis Intervention
- Ü Parent/Community Coordinator
- Ü Clothing Bank
- Ü Counseling Services
- Ü District RN and Site Assistant

School Achievements/Accomplishments 2004-05

ü Curiel school made AYP goal. Curiel also made attendance goal.

ü On the Arizona AIMS we have a maintaining status.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	8	12	12	17
Transfers In Rate ⁶	26	28	28	37
Stability Rate ⁷	91	87	87	82
Promotion Rate ⁸	0	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	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

Student discipline code disseminated yearly. Parents sign to show receipt. Students are required to behave in a safe and responsible manner. Parents are contacted so that they are aware of problems and can assist in encouraging positive change. Curiel will participate in the Anti-Bullying Initiative and we continue to implement our Character Education Program.

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) :

2

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	Debbi Tomkinson	(520) 466-2120
Transportation Policy	Jaime Lara	(520) 466-2106
Community Resources	Bea Juarez	(520) 466-2135
School Nutrition Programs	Gloria Eddy	(520) 466-2125
Parent Organization	Curiel PTO	(520) 466-2120
Student Health/Nurse	Diane Wright	(520) 466-2140

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

5 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.

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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.