

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

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

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

School Overview

Principal/Administrator : Ms. Debbi Tomkinson
Schedule : 07:30 AM to 04:30 PM
Grades : 1-3
Web Address :
Phone Number : (520) 466-2120
Fax Number : (520) 466-2151
E-mail : debbitomkinson@yahoo.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.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

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

School / Academic Goals

- ü Achieve a high quality implementation of the following researched-based programs: Houghton Mifflin 2007 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 and AIMS-DPA data.
- ü Inclusion model for second language learners.

Enrollment

October 1, 2005 School Year Student Enrollment : 383
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 39

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 Houghton Mifflin Reading
- Ü Reading First Initiatives

Calendar Information

Number of Instruction Days :	182
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/7/2005
Last Day of School :	5/23/2006

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
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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	117	117	80010	100	100	99	437	437	447	8	8	10	21	21	18	63	63	53	8	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	57	38935	100	100	99	436	436	447	11	11	9	25	25	19	56	56	55	9	9	17
Male	60	60	40974	100	100	98	439	439	448	5	5	11	18	18	18	70	70	52	7	7	19
African American	13	13	4201	100	100	99	413	413	430	23	23	17	54	54	23	15	15	51	8	8	9
Hispanic	91	91	34545	99	99	99	438	438	432	7	7	14	19	19	24	70	70	53	4	4	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	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	11	11	35142	100	100	99	466	466	465	NA	NA	5	9	9	11	55	55	56	36	36	28
Students with Disabilities	14	14	10161	100	100	93	414	414	419	7	7	28	43	43	28	50	50	36	NA	NA	8
Students without Disabilities	103	103	69849	100	100	100	440	440	451	8	8	7	18	18	17	65	65	56	9	9	19
Limited English Proficient Students	47	47	14013	100	100	97	428	428	413	13	13	24	21	21	34	62	62	39	4	4	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	10	10	39029	91	91	98	NA	NA	432	NA	NA	14	NA	NA	25	NA	NA	52	NA	NA	9
Non-Economically Disadvantaged	107	107	40981	100	100	100	437	437	462	7	7	6	21	21	13	64	64	54	7	7	27

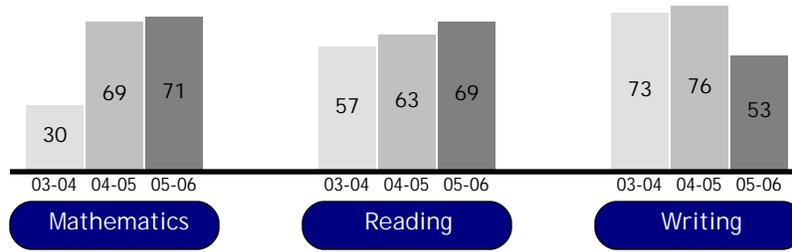
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	117	79438	100	100	98	447	447	451	7	7	9	25	25	24	62	62	56	7	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	57	38775	100	100	99	447	447	457	7	7	7	26	26	22	60	60	58	7	7	13
Male	60	60	40560	100	100	97	447	447	446	7	7	12	23	23	25	63	63	54	7	7	9
African American	13	13	4178	100	100	98	430	430	439	15	15	13	38	38	29	46	46	52	NA	NA	6
Hispanic	91	91	34297	99	99	98	446	446	434	7	7	14	25	25	31	62	62	50	7	7	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	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	11	11	34887	100	100	98	481	481	471	NA	NA	4	NA	NA	15	82	82	63	18	18	18
Students with Disabilities	14	14	9588	100	100	88	416	416	416	29	29	30	43	43	32	21	21	34	7	7	5
Students without Disabilities	103	103	69850	100	100	100	451	451	456	4	4	7	22	22	23	67	67	59	7	7	12
Limited English Proficient Students	47	47	13856	100	100	96	437	437	407	11	11	27	34	34	43	51	51	29	4	4	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	10	10	38685	91	91	97	NA	NA	435	NA	NA	14	NA	NA	32	NA	NA	50	NA	NA	5
Non-Economically Disadvantaged	107	107	40753	100	100	99	448	448	467	7	7	5	23	23	16	62	62	62	7	7	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	117	117	79971	100	100	99	429	429	423	4	4	8	44	44	41	50	50	49	3	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	57	38974	100	100	99	432	432	437	5	5	5	39	39	33	51	51	57	5	5	4
Male	60	60	40895	100	100	98	425	425	410	3	3	10	48	48	47	48	48	41	NA	NA	2
African American	13	13	4203	100	100	99	425	425	411	NA	NA	11	62	62	45	38	38	43	NA	NA	2
Hispanic	91	91	34481	99	99	99	425	425	410	5	5	10	43	43	46	51	51	43	1	1	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	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	11	11	35150	100	100	99	466	466	437	NA	NA	5	27	27	35	55	55	56	18	18	5
Students with Disabilities	14	14	10258	100	100	94	398	398	377	14	14	23	43	43	51	43	43	25	NA	NA	1
Students without Disabilities	103	103	69713	100	100	100	432	432	429	3	3	5	44	44	39	50	50	52	3	3	3
Limited English Proficient Students	47	47	13985	100	100	97	419	419	382	6	6	18	40	40	54	53	53	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	10	10	38994	91	91	98	NA	NA	409	NA	NA	10	NA	NA	47	NA	NA	41	NA	NA	1
Non-Economically Disadvantaged	107	107	40977	100	100	100	429	429	437	5	5	5	42	42	34	50	50	56	3	3	5

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	53	NA	58	100	42	42	47	99	39	39	46
	Language	100	42	42	50	100	43	43	47	99	37	37	48
	Mathematics	100	45	45	64	100	40	40	50	99	32	32	52
3	Reading	100	34	NA	55	100	41	41	44	99	43	43	46
	Language	100	45	45	61	100	44	44	44	99	41	41	46
	Mathematics	100	36	36	61	100	50	50	51	99	48	48	52

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

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)
- 1 Student(s)

Council Duties

- Ü Instructional Strategies
- Ü Curriculum Development
- Ü Staff Development
- Ü Safety Issues
- Ü Needs Assessment
- Ü Academic Program Adoption

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	21.50
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	5	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 Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	9%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library
- Ü PE Building
- Ü Music Room

Extracurricular Activities

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

Social Services

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

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

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

Ü On the Arizona AIMS-DPA we have a maintaining status.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	0	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

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. Curriel participates in the Anti-Bullying Initiative and we continue to implement our Character Education Program. We reward good behavior with Citizen of the Week Awards Program weekly, Student of the Month and Catchems.

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	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	Curriel 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.

Footnotes

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

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

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

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

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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Total cost of printing: 12 Pages X .0243 Per page X 0 Copies = \$0.00

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

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