



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1003 North Santa Cruz, 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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Ms. Maria Wood  
 Schedule : 07:00 AM to 05:00 PM  
 Grades : 4-6  
 2005 Enrollment : 394  
 Web Address :  
 Phone Number : (520) 466-2130  
 Fax Number : (520) 466-2114  
 E-mail : mariawood2001@yahoo.com

Mission

The mission is to provide success-oriented learning for all students. These lessons are designed to develop potential in academics, cultural appreciation, physical well-being, and community contribution. Students will have equal opportunities to achieve these goals. Eloy Intermediate will strive to provide a safe learning environment that encourages students to do their best at all times.

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	Out of Improvement
2002-03	Year 1

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

School / Academic Goals

- ü Students will steadily increase their percentage of mastery in reading, mathematics and language arts as outlined on the District Assesment Plan.
- ü High academic standards will be expected of all students.

Enrollment

October 1, 2004 School Year Student Enrollment : 10  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 32

Instructional Programs

- ü Sheltered English Emergent Education
- ü Character Education
- ü On-site Special Education
- ü SRA Corrective Reading Program
- ü Accelerated Reading Program

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 50 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

The school provides for all the academic needs of the student. This includes, and is not limited to, academic standards, classroom materials and a safe environment.

Parents

Parents are responsible to contact the school in the event of their child's absences and illness.

Transportation Policy

We provide regular school bus transportation for students living within a one-mile radius of the school where hazardous or difficult routes exist and where other arrangements cannot be provided; students living more than one mile from school.

School Honors

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

Award/Honor	Year
ü Pinal County Spelling Bee - 5th Place	2005
ü Pinal County Science Olympiad - 3rd Place	2005
ü Pinal County Science Olympiad - 1stPlace	2004
ü Accelerated Reading Master Classroom	2002

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	145	145	78906	100	100	99	461	461	498	21	21	13	38	38	19	38	38	48	3	3	20
All Students (Prior Year)	146	146	76019	100	100	100	472	472	499	20	20	14	59	59	39	7	7	14	14	14	33
Female	67	67	38644	100	100	99	472	472	500	17	17	12	33	33	19	46	46	49	3	3	19
Male	77	77	40236	100	100	99	451	451	497	25	25	15	42	42	19	30	30	46	3	3	20
African American	12	12	4087	100	100	99	455	455	481	42	42	20	17	17	24	42	42	45	0	0	11
Hispanic	116	116	31938	100	100	99	459	459	481	20	20	19	42	42	25	35	35	46	3	3	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	10	10	4593	100	100	100	476	476	467	22	22	26	22	22	29	44	44	39	11	11	6
White	NC	NC	36483	NC	NC	99	NC	NC	517	NC	NC	7	NC	NC	13	NC	NC	51	NC	NC	30
Students with Disabilities	30	30	10664	100	100	100	401	401	430	71	71	42	21	21	27	4	4	26	4	4	5
Students without Disabilities	115	115	68310	99	99	98	477	477	509	8	8	9	43	43	18	46	46	51	3	3	22
Limited English Proficient Students	44	44	12573	100	100	100	427	427	454	42	42	27	44	44	30	14	14	38	0	0	5
Migrant Students	NC	NC	125	NC	NC	NA	NC	NC	476	NC	NC	18	NC	NC	35	NC	NC	42	NC	NC	5
Economically Disadvantaged	13	13	38679	100	100	96	455	455	483	45	45	20	18	18	25	36	36	45	0	0	10
Non-Economically Disadvantaged	132	132	40295	96	96	100	462	462	513	19	19	7	40	40	13	38	38	50	3	3	30

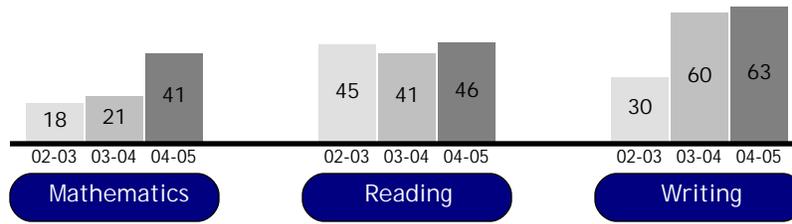
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	145	145	78908	100	0	99	462	462	484	15	15	10	39	39	23	44	44	58	2	2	9
All Students (Prior Year)	146	146	76020	100	100	100	497	497	503	24	24	25	36	36	23	36	36	40	5	5	12
Female	67	67	38648	100	0	99	476	476	489	14	14	8	30	30	22	52	52	61	3	3	10
Male	77	77	40233	100	0	99	450	450	479	15	15	12	47	47	25	37	37	55	1	1	8
African American	12	12	4092	100	0	99	454	454	473	8	8	12	58	58	28	33	33	54	0	0	5
Hispanic	116	116	31940	100	0	99	460	460	465	16	16	16	37	37	32	44	44	49	3	3	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	10	10	4569	100	0	100	481	481	457	11	11	18	33	33	39	56	56	41	0	0	2
White	NC	NC	36502	NC	NC	99	NC	NC	502	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	30	30	10665	100	0	100	395	395	423	57	57	30	32	32	36	11	11	31	0	0	2
Students without Disabilities	115	115	68312	99	0	98	479	479	493	4	4	7	41	41	21	53	53	62	3	3	10
Limited English Proficient Students	44	44	12556	100	0	100	418	418	436	37	37	24	47	47	40	16	16	35	0	0	1
Migrant Students	NC	NC	125	NC	NC	NA	NC	NC	457	NC	NC	22	NC	NC	40	NC	NC	38	NC	NC	0
Economically Disadvantaged	13	13	38662	100	0	96	457	457	468	27	27	16	27	27	32	45	45	49	0	0	3
Non-Economically Disadvantaged	132	132	40315	96	0	100	462	462	498	14	14	5	40	40	15	44	44	66	2	2	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	145	145	78750	100	100	99	488	488	500	7	7	6	30	30	29	63	63	63	0	0	2
All Students (Prior Year)	146	146	75673	100	100	100	517	517	530	7	7	12	34	34	25	59	59	58	1	1	4
Female	67	67	38586	100	100	99	512	512	515	5	5	4	19	19	22	76	76	71	0	0	3
Male	77	77	40135	100	100	99	467	467	486	10	10	8	40	40	35	51	51	56	0	0	1
African American	12	12	4081	100	100	99	477	477	488	0	0	8	58	58	32	42	42	59	0	0	2
Hispanic	116	116	31841	100	100	99	488	488	483	7	7	8	28	28	36	65	65	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	10	10	4586	100	100	100	519	519	481	11	11	8	11	11	37	78	78	54	0	0	1
White	NC	NC	36440	NC	NC	99	NC	NC	516	NC	NC	3	NC	NC	22	NC	NC	71	NC	NC	4
Students with Disabilities	30	30	10622	100	100	100	394	394	415	29	29	21	54	54	50	18	18	28	0	0	1
Students without Disabilities	115	115	68196	99	99	98	512	512	513	2	2	3	24	24	25	74	74	69	0	0	3
Limited English Proficient Students	44	44	12504	100	100	100	433	433	451	14	14	12	56	56	44	30	30	43	0	0	1
Migrant Students	NC	NC	126	NC	NC	NA	NC	NC	464	NC	NC	14	NC	NC	44	NC	NC	41	NC	NC	0
Economically Disadvantaged	13	13	38558	100	100	96	414	414	485	27	27	8	55	55	37	18	18	54	0	0	1
Non-Economically Disadvantaged	132	132	40260	96	96	100	495	495	514	6	6	3	28	28	21	66	66	72	0	0	4

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

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

5th Grade Proficiency



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

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	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
4	Reading	98	30	30	52	99	47	NA	56	100	37	37	48
	Language	98	31	31	48	100	49	49	52	100	35	35	49
	Mathematics	100	35	35	57	100	47	47	61	100	35	35	53
5	Reading	94	33	33	50	100	38	NA	55	97	40	40	50
	Language	94	34	34	46	100	37	37	49	97	40	40	50
	Mathematics	100	38	38	57	100	39	39	63	97	37	37	49
6	Reading	96	36	36	53	100	39	NA	56	97	40	40	51
	Language	96	28	28	45	100	32	32	48	97	40	40	47
	Mathematics	99	45	45	62	100	48	48	66	97	37	37	52

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Student Concerns/Decisions
- Ü Curriculum Development
- Ü Instructional Strategies
- Ü Extracurricular Activities
- Ü Fundraising
- Ü Volunteer

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	23.00
Other Professional Staff	2.00	Teacher Aide	10.00

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	4	1	0	0
7 to 9 years	6	2	0	0
10 or more years	9	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	16
Teachers with Emergency Certification.	8
Percent of teachers in the school with Emergency/Provisional Certification	34%
Percent of core classes not taught by Highly Qualified Teachers	50%

Resources Available at School Site

Special Facilities

- Ü Dell Computer Lab
- Ü Accelerated Reading lab
- Ü Library

Extracurricular Activities

- Ü Science Club
- Ü Hands Across The Border
- Ü Yearbook
- Ü Student Council
- Ü Safety Patrol

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Counseling Services
- Ü Clothing/Food Banks

School Achievements/Accomplishments 2004-05

- ü Increased number of students who showed mastery in Language Arts - Writing.
  
- ü Students demonstrated achievement of high academic standards by increasing scores on district benchmarks.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	7	12	12	17
Transfers In Rate <sup>6</sup>	20	28	28	37
Stability Rate <sup>7</sup>	92	87	87	82
Promotion Rate <sup>8</sup>	0	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	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

All guests must check-in at the front office. Intermediate Safety Patrol. All students wear uniforms that must adhere to a strictly enforced code.

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) :

15

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	Francis Salazar	(520) 466-2130
Transportation Policy	Jaime Lara	(520) 466-2106
Community Resources	Beatrice Juarez	(520) 466-2121
School Nutrition Programs	Gloria Edie	(520) 466-2125
Parent Organization	Michelle Robertson	(520) 466-2130
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](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.