

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

404 E. Phoenix, 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	Underperforming

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

### School Overview

Principal/Administrator : Mr. Danny Rogers  
 Schedule : 07:00 AM to 05:00 PM  
 Grades : 7-8  
 2005 Enrollment : 300  
 Web Address :  
 Phone Number : (520) 466-2140  
 Fax Number : (520) 466-2150  
 E-mail : dl\_rogers@hotmail.com

### Mission

The mission is to provide comprehensive, success-oriented learning activities for students in our school. These opportunities are designed to develop the person's potential in the areas of academic ability, cultural appreciation, and physical well-being.

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

2004-05	Corrective Action
2003-04	Corrective Action
2002-03	Year 2

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

### School / Academic Goals

- ü Establish priorities that respond to the needs of our students, staff members and community, and serve as the driving force behind all of our actions.
- ü Every student will be educated academically and socially so as to be a productive citizen.
- ü Eloy Junior High will address the literacy needs of all students through research based instructional programs.
- ü Eloy Junior High will implement a research-based approach to teaching and learning.

### Enrollment

October 1, 2004 School Year Student Enrollment : 258  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 25

Instructional Programs

- Ü Gifted
- Ü Honors Classes
- Ü Title I
- Ü On-site Special Education
- Ü Marching Band/Instrumental
- Ü Computers
- Ü Athletics
- Ü Tutoring/Accellerated Reading

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 18 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Parent-Teacher conferences; deficiency notices; parent newsletters/open house; monthly calendar/school newspaper; open-door policy; attendance policy/truancy officer; student Code of Conduct; honor roll; athletic awards assemblies; Probation Officer. Resource Officer. Homework policy.

Parents

Parents are responsible for seeing that their children arrive at school ready to learn and in proper attire. They are also responsible for attending Parent-Teacher conferences, parent meetings, open house, athletics or other school activities. Parents are responsible to support the Student/Teacher/Parent Handbook.

Transportation Policy

Transportation of students is a privilege extended to students in the district and is not a statutory requirement except for necessary transportation of handicapped students as indicated in their respective Individual Education Programs.

School Honors

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

Award/Honor	Year
Ü Arizona Science Teacher of the Year	1992
Ü Who's Who Among Teachers in America	1993
Ü Board Member Arizona Science Teachers Association	1998
Ü Arizona Dept. of Education School Support Team Leader	1999

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	121	122	78250	100	100	99	511	507	548	52	52	21	21	21	18	24	23	48	4	3	13
All Students (Prior Year)	162	163	75001	100	100	99	434	434	468	66	66	37	22	23	36	8	8	16	4	4	10
Female	54	54	38071	100	100	99	511	511	549	50	50	20	21	21	19	29	29	49	0	0	12
Male	67	68	40126	100	100	99	511	503	547	53	54	23	21	21	17	19	19	46	6	6	14
African American	11	11	4058	100	100	99	499	499	523	70	70	32	10	10	22	20	20	41	0	0	5
Hispanic	97	98	29129	100	100	99	513	508	527	49	50	32	23	22	23	24	23	40	4	4	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	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	NC	NC	38320	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	14	NC	NC	55	NC	NC	19
Students with Disabilities	13	14	9329	0	0	100	462	426	454	100	100	64	0	0	18	0	0	16	0	0	2
Students without Disabilities	108	108	68996	91	92	99	517	517	561	46	46	16	24	24	18	26	26	52	4	4	14
Limited English Proficient Students	NC	10	10133	NC	100	100	NC	429	488	NC	90	45	NC	0	25	NC	10	28	NC	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	NC	33388	NC	NC	94	NC	NC	530	NC	NC	32	NC	NC	22	NC	NC	40	NC	NC	5
Non-Economically Disadvantaged	119	120	44937	100	100	100	511	507	561	51	51	13	21	21	15	24	24	54	4	4	18

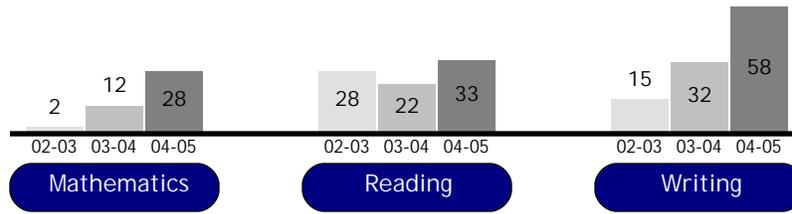
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	121	122	78302	100	0	99	482	478	512	24	24	11	44	43	25	32	31	57	1	1	7
All Students (Prior Year)	162	163	74918	100	100	99	466	466	497	59	59	32	19	18	19	18	18	35	4	4	15
Female	54	54	38082	100	0	99	488	488	518	10	10	8	60	60	24	31	31	61	0	0	7
Male	67	68	40166	100	0	99	477	469	507	35	37	14	31	30	26	32	32	54	2	2	6
African American	11	11	4064	100	0	100	460	460	498	50	50	14	40	40	29	10	10	54	0	0	3
Hispanic	97	98	29152	100	0	99	486	481	492	17	18	17	48	48	34	33	33	46	1	1	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	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	NC	NC	38347	NC	NC	99	NC	NC	531	NC	NC	5	NC	NC	17	NC	NC	68	NC	NC	10
Students with Disabilities	13	14	9353	0	0	100	425	392	429	92	92	40	8	8	38	0	0	22	0	0	1
Students without Disabilities	108	108	69024	91	0	99	489	489	524	16	16	7	48	48	23	35	35	62	1	1	7
Limited English Proficient Students	NC	10	10140	NC	0	100	NC	424	451	NC	20	28	NC	70	43	NC	10	29	NC	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	NC	33398	NC	NC	94	NC	NC	495	NC	NC	18	NC	NC	35	NC	NC	46	NC	NC	2
Non-Economically Disadvantaged	119	120	44979	100	0	100	482	478	525	24	25	6	44	43	18	31	31	66	1	1	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	121	122	78094	100	100	99	510	506	545	4	5	3	38	37	18	58	57	77	0	0	2
All Students (Prior Year)	160	161	74503	100	100	99	434	434	491	19	19	9	49	48	32	31	31	51	1	1	8
Female	54	54	38025	100	100	99	526	526	558	0	0	2	33	33	13	67	67	82	0	0	2
Male	67	68	40013	100	100	99	496	489	534	8	10	5	42	41	23	50	49	71	0	0	1
African American	11	11	4037	100	100	99	489	489	532	0	0	4	70	70	22	30	30	73	0	0	1
Hispanic	97	98	29068	100	100	99	515	509	523	2	3	5	37	36	27	61	61	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	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	NC	NC	38265	NC	NC	99	NC	NC	564	NC	NC	2	NC	NC	11	NC	NC	84	NC	NC	3
Students with Disabilities	13	14	9275	0	0	100	436	402	444	25	31	14	75	69	46	0	0	39	0	0	1
Students without Disabilities	108	108	68892	91	92	98	519	519	559	2	2	2	33	33	14	65	65	82	0	0	2
Limited English Proficient Students	NC	10	10084	NC	100	100	NC	416	474	NC	20	10	NC	70	39	NC	10	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	NC	33296	NC	NC	94	NC	NC	527	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	0
Non-Economically Disadvantaged	119	120	44871	100	100	100	510	506	559	4	5	2	37	36	12	59	58	84	0	0	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)

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.

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
7	Reading	99	31	31	51	99	32	NA	54	100	37	37	50
	Language	99	34	34	54	100	37	37	58	100	41	41	52
	Mathematics	99	34	34	58	100	39	39	62	100	36	36	50
8	Reading	96	32	32	53	100	35	NA	55	100	38	38	51
	Language	97	33	33	49	100	30	30	52	100	38	38	50
	Mathematics	99	40	40	58	100	38	38	61	100	38	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

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

Council Duties

- Ü Instructional Strategies
- Ü Parent/Educator Relations
- Ü Curriculum Development
- Ü Promotion/Retention Issues
- Ü Values/Ethics Curriculum
- Ü Personnel Decisions

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	16.00
Other Professional Staff	2.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	16
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	12%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Technology Lab
- Ü Computer Lab
- Ü Library
- Ü Interactive TV

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Athletic Programs
- Ü Music Programs
- Ü Student Council
- Ü Teen Court
- Ü Hands Across The Border

Social Services

- Ü Health Services
- Ü Crisis Intervention
- Ü Counseling Services
- Ü Lunch Program
- Ü Mediation

School Achievements/Accomplishments 2004-05

- ü Accelerated Reading Program.
  
- ü Complete Internet Service to all classrooms.
  
- ü Interactive Television in each Classroom
  
- ü Building Improvements

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Transfers Out Rates <sup>5</sup>	13	12	12	17
Transfers In Rate <sup>6</sup>	8	28	28	37
Stability Rate <sup>7</sup>	86	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>	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

Currently implementing the violence prevention programs Project Alert, Reconnecting Youth, Meditation; also the school holds a Youth Conference on Prevention annually. We enforce a uniform Discipline Code Plan and Emergency Plan districtwide.

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) :

12

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	Danny Rogers	(520) 466-2140
Transportation Policy	Jaime Lara	(520) 466-2106
Community Resources	Diane Wright	(520) 466-2140
School Nutrition Programs	Gloria Edding	(520) 466-2154
Parent Organization	Ernest Montijo	(520) 466-2140
Student Health/Nurse	Rosemary Wilhite	(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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Total cost of printing: 12 Pages X .0318 Per page X 300 Copies = \$114.00

\*\* 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.