

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Ehrenberg Elementary School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Quartzsite Elementary District
49241 Parker Poston Road, Ehrenberg, AZ 85334-0130
Mailing Address: P.O. Box 130, Ehrenberg, AZ 85334-0130

Superintendent: Mr. Phillip Kinsey
Schedule: 8:00 AM to 4:00 PM
Web Address: www.qsd4.k12.az.us
E-mail: pkinsey@rocketmail.com

Grades: K-8
2002 Enrollment: 202
Phone: (928) 923-7900
Fax: (928) 923-8908

∨ School Overview ∨

Mission

The mission of the district is to provide comprehensive, success-oriented learning activities for young people in our schools. These opportunities must be designed to develop the person's potential in the areas of academic ability and vocational awareness, cultural appreciation, physical well-being, social development and community contribution.

Organization and Philosophy

- w Traditional
- w Academic Standards-oriented
- w Self-contained Classrooms

School/Academic Goals

- w Each Ehrenberg student will achieve one year's growth in the areas of reading, language arts, and math as measured by the state-approved achievement test.
- w Ehrenberg students will become more computer literate with the changing technology of today's world.
- w Ehrenberg students will become more proficient in math by participating in the Accelerated Math Program.
- w Ehrenberg students will become more proficient readers by participating in the Accelerated Reader Program.

Instructional Programs

- w On-site Special Education
- w Accelerated Reader Program
- w Full-day Kindergarten
- w At-risk Preschool
- w Accelerated Math Program
- w High School Work Study Involvement

Enrollment

October 1, 2001 School Year Student Enrollment:	223
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	8

¹ For an explanation of the Achievement Profiles, please visit <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.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w Curriculum Development
- w School Safety Issues
- w Student Discipline
- w Fund Raising
- w Parent/Teacher Relations
- w Textbook Selection

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	11.00
Other Professional Staff	1.00	Teacher Aide	7.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

The school has the responsibility to promote partnerships that will increase parental involvement and participation in the social, emotional and academic growth of children. It is also responsible for providing a safe learning environment for students, appropriate textbooks and materials, and access to teachers and administrators to deal with questions and concerns.

Parents

Parents are responsible for getting their child to school every day. Their child should be well-nourished, clean and appropriately dressed.

∨ **Transportation Policy** ∨

Our transportation policy allows all students K-8 living in the town limits to ride the bus to school. There is also a bus that services the students living in Cibola, Arizona to attend the Ehrenberg School. The policy also states that the rules for riding the bus are the same as those on campus.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/5/02
Average Daily Instruction Time:	6 hrs. 30 min.	Last Day of School:	5/30/03

Operates on Extended Schedule

Report Card Release Dates

10/16/02	12/20/02	3/26/03	5/30/03
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Additional Calendar/Report Card Information

In addition to report cards, teachers conference with parents at end of the first and third quarters.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Library

W Gymnasium

Extracurricular Activities

W Student Council

W Reading is Fundamental, Inc.

W Craft Club

W Sports

W Cheerleading

W Garden Activities

W Spelling Bee

W Academic Triathlon

School/Community Resources

W Breakfast Program

W Lunch Program

W Health Services

W DARE

W Voting

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- W The school has in place a network of computers capable of allowing each classroom to access the Internet at a minimum of four stations and at a speed of a T-1 line. Many classrooms have up to seven computers accessing the Internet.
- W The school has completed the construction of six new, modern classrooms more suited to today's educational needs. These rooms each have at least four Internet connections.
- W The school has been keeping up to date on current technology by purchasing multimedia projectors to enhance instruction. Teachers attend workshops to learn the newest software titles such as PowerPoint, Excel, and Word.

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	92.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	28.8 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.6 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	14.7 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.7 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.3 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Cheerleading 1st Place, La Paz County Fair	1999
Academic Triathlon - First Place	2000

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	13	542	0%	15%	46%	38%
	School State	58840	524	9%	17%	45%	29%
Writing	School	12	533	0%	0%	100%	0%
	School State	57282	541	10%	12%	63%	16%
Mathematics	School	13	505	8%	38%	46%	8%
	School State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	23	499	22%	30%	35%	13%
	School State	61305	505	21%	20%	43%	15%
Writing	School	23	481	43%	30%	22%	4%
	School State	59599	512	17%	26%	42%	16%
Mathematics	School	23	455	22%	70%	9%	0%
	School State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	18	473	56%	17%	28%	0%
	School State	57484	504	24%	20%	40%	16%
Writing	School	18	472	28%	61%	11%	0%
	School State	55420	493	15%	42%	41%	2%
Mathematics	School	18	437	50%	44%	6%	0%
	School State	57734	459	39%	40%	14%	7%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	93	37	60	--	--	--
2	Reading	--	--	--	100	32	50	100	46	52	92	32	53	68	42	57
	Language	--	--	--	100	26	40	100	40	43	92	18	44	68	26	48
	Mathematics	--	--	--	100	46	51	100	44	55	92	31	57	68	32	61
3	Reading	100	49	47	100	42	47	100	46	48	96	48	50	64	45	50
	Language	100	50	49	100	47	51	100	54	54	96	54	56	64	53	57
	Mathematics	100	43	46	100	47	49	100	37	52	96	56	54	64	45	56
4	Reading	100	55	53	100	64	54	100	43	54	96	48	55	75	61	55
	Language	100	48	47	100	59	49	100	41	48	96	41	50	75	53	50
	Mathematics	100	61	51	100	61	54	100	44	55	96	47	57	75	59	58
5	Reading	86	25	51	100	41	51	100	43	51	70	35	51	88	40	53
	Language	86	14	42	100	37	44	100	33	45	70	29	45	88	29	47
	Mathematics	86	20	51	100	49	54	100	34	55	70	34	57	88	35	59
6	Reading	100	37	53	100	37	54	100	50	53	100	45	54	73	48	56
	Language	100	20	41	100	18	44	100	32	44	100	27	45	73	30	47
	Mathematics	100	34	57	100	34	59	100	53	60	100	52	63	73	51	65
7	Reading	74	20	52	100	36	53	88	24	52	71	26	53	82	44	55
	Language	65	21	52	100	30	54	88	20	54	71	18	55	82	38	58
	Mathematics	65	22	53	100	22	55	88	28	56	71	31	58	79	30	60
8	Reading	83	47	54	100	48	54	90	26	53	81	39	55	71	43	56
	Language	83	43	46	100	38	49	90	17	49	81	33	50	71	29	52
	Mathematics	83	61	52	100	41	54	90	34	56	78	49	58	71	44	59

∨ Measure of Academic Progress ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	70	70
Grades 3-4	86	79
Grades 4-5	27	47
Grades 5-6	90	60
Grades 6-7	80	33
Grades 7-8	86	86

*Less than 10 students matched

**No information available

***Not applicable

∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

Ehrenberg Elementary has a zero-tolerance policy for violence that is strictly adhered to and enforced. Students are also required to 'tuck in' their shirts to promote a more professional atmosphere. Prevention programs such as CHAMPS and DARE are implemented, as well as visits from anti-tobacco groups. The school district is looking into providing a more secure campus by enclosing a gated fence.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

1

School uniforms are not required at this school.

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.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,497	\$563,807
Classroom Supplies	\$277	\$62,625
Administration	\$440	\$99,242
Support Services-Students	\$516	\$116,377
Other Support Services and Operations	\$1,116	\$251,919
Total Expenditures- All Categories 2000-2001	\$4,846	\$1,093,970

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Phillip Kinsey	(928) 923-7900	
Transportation Policy	Beverly Cunningham	(928) 923-7907	
Community Resources	Phillip Kinsey	(928) 923-7900	
School Nutrition Programs	Jo West	(928) 923-7900	
Parent Organization	Phillip Kinsey	(928) 923-7900	
Student Health/Nurse	Sharon Benavides	(928) 923-7900	

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.

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