



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

49241 Parker/Ehrenberg Hwy., Ehrenberg, AZ 85334

Quartzsite 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	Small School

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

### School Overview

Principal/Administrator : Mr. William Blong  
 Schedule : 08:00 AM to 04:30 PM  
 Grades : K-8  
 2005 Enrollment : 186  
 Web Address : mail.qsd4.k12.az.us  
 Phone Number : (928) 923-7900  
 Fax Number : (928) 923-8908  
 E-mail : bblong@qsd4.k12.az.us

### Mission

Our mission is to provide a safe learning environment and promote comprehensive, success-oriented activities for students in our school. These opportunities are designed to develop the child's potential in literacy and life-long learning habits.

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

### School / Academic Goals

- ü Students will achieve one year of growth in the areas of reading, language arts, and math as measured by the state assessments.
- ü Students will develop 21st century computer literacy skills.
- ü Eighty percent fluency in reading by 2006.
- ü Increase services for at-risk students to improve academic achievement.

### Enrollment

October 1, 2004 School Year Student Enrollment : 203  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 6

Instructional Programs

- ü On-site Special Education (K-8)
- ü Arizona Standards Based Instruction
- ü Full-day Kindergarten
- ü At-risk Head Start Preschool
- ü Direct /small group instruction
- ü Emphasis on literacy
- ü Technology Lab
- ü ESL/Bilingual Instruction

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/3/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

The school has the responsibility to promote parental involvement and include them in the social and academic growth of children. Maintain open and effective lines of communication while keeping them abreast of their child/children's progress. It is our responsible to foster positive attitudes and behavior while providing quality teaching in a safe environment. To foster a learning environment for students and staff and maintaining a leadership role in promoting learning.

Parents

Parents are responsible for getting their child to school every day. Their child should be well-nourished, clean, and appropriately dressed. Each household should provide a safe, nurturing environment conducive to reinforcing education. Parents should nurture positive attitudes and behaviors toward school and encourage regular attendance.

Transportation Policy

Our policy allows students K-8 living in the district to ride the bus to school. There is also a bus that services students living in Cibola, AZ to attend the Ehrenberg School. Riding the bus is a privilege and all school rules apply.

School Honors

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

Award/Honor	Year
ü 1st Place Football	2005
ü 1st Place Girls Softball	2005
ü 1st Place Boys Basketball	2005
ü 1st Place coed soccer	2005

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	21	35	79306	100	100	99	411	420	445	31	21	10	25	31	18	38	38	51	6	10	20
All Students (Prior Year)	18	32	75509	100	97	100	494	502	521	8	4	13	50	43	23	33	43	33	8	9	31
Female	NC	NC	38691	NC	NC	99	NC	NC	446	NC	NC	10	NC	NC	18	NC	NC	52	NC	NC	20
Male	16	26	40583	100	100	99	406	418	445	45	29	11	18	29	18	27	29	50	9	14	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	NC	10	32869	NC	100	99	NC	395	429	NC	30	15	NC	60	25	NC	10	51	NC	0	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	13	23	36197	100	100	99	428	434	463	22	17	5	11	17	11	56	50	53	11	17	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	15	28	69060	100	100	98	416	427	454	23	12	7	31	36	17	38	40	54	8	12	22
Limited English Proficient Students	--	NC	15509	--	NC	100	--	NC	406	--	NC	20	--	NC	30	--	NC	45	--	NC	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	21	35	39415	100	100	96	411	420	431	31	21	15	25	31	25	38	38	50	6	10	10
Non-Economically Disadvantaged	--	--	39966	--	--	100	--	--	459	--	--	6	--	--	12	--	--	52	--	--	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	21	35	79395	100	0	99	414	425	446	25	17	9	31	31	25	44	52	55	0	0	11
All Students (Prior Year)	18	32	75492	100	97	100	511	518	519	17	14	12	25	18	16	33	36	47	25	32	24
Female	NC	NC	38743	NC	NC	100	NC	NC	451	NC	NC	7	NC	NC	24	NC	NC	57	NC	NC	12
Male	16	26	40618	100	0	99	407	425	440	27	19	11	36	29	27	36	52	53	0	0	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	NC	10	32915	NC	0	99	NC	401	426	NC	20	15	NC	50	35	NC	30	47	NC	0	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	NC	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	13	23	36221	100	0	99	426	440	465	22	17	4	22	17	15	56	67	63	0	0	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	15	28	69139	100	0	99	415	430	454	23	12	7	31	32	24	46	56	58	0	0	11
Limited English Proficient Students	--	NC	15545	--	NC	100	--	NC	399	--	NC	21	--	NC	42	--	NC	35	--	NC	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	21	35	39484	100	0	96	414	425	429	25	17	14	31	31	35	44	52	47	0	0	4
Non-Economically Disadvantaged	--	--	39986	--	--	100	--	--	461	--	--	4	--	--	16	--	--	63	--	--	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	21	35	78869	100	100	99	394	408	442	6	3	6	56	55	21	38	38	63	0	3	10
All Students (Prior Year)	17	31	75053	94	94	99	574	571	597	8	5	7	25	18	12	67	77	72	0	0	9
Female	NC	NC	38536	NC	NC	99	NC	NC	458	NC	NC	4	NC	NC	15	NC	NC	67	NC	NC	14
Male	16	26	40302	100	100	99	382	404	428	9	5	8	55	52	26	36	38	60	0	5	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	NC	10	32606	NC	100	98	NC	403	426	NC	0	8	NC	70	27	NC	30	60	NC	0	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	13	23	36078	100	100	99	386	410	459	11	6	4	44	44	16	44	44	66	0	6	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	15	28	68697	100	100	98	379	402	454	8	4	4	69	60	18	23	32	67	0	4	11
Limited English Proficient Students	--	NC	15339	--	NC	100	--	NC	399	--	NC	11	--	NC	31	--	NC	54	--	NC	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	21	35	39106	100	100	95	394	408	427	6	3	8	56	55	28	38	38	59	0	3	5
Non-Economically Disadvantaged	--	--	39837	--	--	100	--	--	457	--	--	4	--	--	14	--	--	67	--	--	15

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

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	26	39	78906	100	100	99	483	484	498	25	22	13	20	28	19	50	44	48	5	6	20
All Students (Prior Year)	23	33	76019	100	100	100	482	466	499	21	23	14	57	64	39	7	5	14	14	9	33
Female	12	18	38644	100	100	99	479	487	500	20	19	12	20	19	19	60	56	49	0	6	19
Male	14	21	40236	100	100	99	487	481	497	30	25	15	20	38	19	40	31	46	10	6	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	NC	14	31938	NC	100	99	NC	473	481	NC	31	19	NC	15	25	NC	54	46	NC	0	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	16	23	36483	100	100	99	492	492	517	17	17	7	33	33	13	42	39	51	8	11	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	20	31	68310	100	100	98	495	492	509	20	20	9	13	20	18	60	52	51	7	8	22
Limited English Proficient Students	NC	NC	12573	NC	NC	100	NC	NC	454	NC	NC	27	NC	NC	30	NC	NC	38	NC	NC	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	26	39	38679	100	100	96	483	484	483	25	22	20	20	28	25	50	44	45	5	6	10
Non-Economically Disadvantaged	--	--	40295	--	--	100	--	--	513	--	--	7	--	--	13	--	--	50	--	--	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	26	39	78908	100	0	99	470	472	484	5	3	10	50	53	23	45	41	58	0	3	9
All Students (Prior Year)	23	33	76020	100	100	100	496	492	503	36	48	25	29	22	23	36	30	40	0	0	12
Female	12	18	38648	100	0	99	471	478	489	0	0	8	60	56	22	40	38	61	0	6	10
Male	14	21	40233	100	0	99	469	466	479	10	6	12	40	50	25	50	44	55	0	0	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	NC	14	31940	NC	0	99	NC	454	465	NC	8	16	NC	62	32	NC	31	49	NC	0	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	16	23	36502	100	0	99	481	486	502	0	0	4	50	44	14	50	50	67	0	6	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	20	31	68312	100	0	98	471	476	493	7	4	7	47	48	21	47	44	62	0	4	10
Limited English Proficient Students	NC	NC	12556	NC	NC	100	NC	NC	436	NC	NC	24	NC	NC	40	NC	NC	35	NC	NC	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	26	39	38662	100	0	96	470	472	468	5	3	16	50	53	32	45	41	49	0	3	3
Non-Economically Disadvantaged	--	--	40315	--	--	100	--	--	498	--	--	5	--	--	15	--	--	66	--	--	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	23	36	78750	88	92	99	496	495	500	0	3	6	44	40	29	56	57	63	0	0	2
All Students (Prior Year)	23	33	75673	100	100	100	531	509	530	7	13	12	14	17	25	71	65	58	7	4	4
Female	11	17	38586	92	94	99	506	511	515	0	0	4	44	33	22	56	67	71	0	0	3
Male	12	19	40135	86	90	99	485	480	486	0	7	8	44	47	35	56	47	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	NC	12	31841	NC	86	99	NC	471	483	NC	0	8	NC	67	36	NC	33	55	NC	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	15	22	36440	94	96	99	517	512	516	0	6	3	27	24	22	73	71	71	0	0	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	17	28	68196	85	90	98	508	510	513	0	0	3	38	35	25	62	65	69	0	0	3
Limited English Proficient Students	--	NC	12504	--	NC	100	--	NC	451	--	NC	12	--	NC	44	--	NC	43	--	NC	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	23	36	38558	88	92	96	496	495	485	0	3	8	44	40	37	56	57	54	0	0	1
Non-Economically Disadvantaged	--	--	40260	--	--	100	--	--	514	--	--	3	--	--	21	--	--	72	--	--	4

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

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	32	50	78250	100	100	99	527	524	548	25	33	21	32	28	18	39	37	48	4	2	13
All Students (Prior Year)	24	40	75001	92	95	99	454	439	468	18	48	37	73	48	36	9	4	16	0	0	10
Female	NC	20	38071	NC	100	99	NC	526	549	NC	28	20	NC	44	19	NC	28	49	NC	0	12
Male	23	30	40126	100	100	99	530	523	547	25	36	23	20	16	17	50	44	46	5	4	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	15	19	29129	100	100	99	535	530	527	21	33	32	29	22	23	43	39	40	7	6	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	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	14	28	38320	93	97	99	513	518	568	27	32	12	45	36	14	27	32	55	0	0	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	28	43	68996	100	100	99	534	532	561	17	25	16	33	28	18	46	44	52	4	3	14
Limited English Proficient Students	NC	NC	10133	NC	NC	100	NC	NC	488	NC	NC	45	NC	NC	25	NC	NC	28	NC	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	32	50	33388	100	100	94	527	524	530	25	33	32	32	28	22	39	37	40	4	2	5
Non-Economically Disadvantaged	--	--	44937	--	--	100	--	--	561	--	--	13	--	--	15	--	--	54	--	--	18

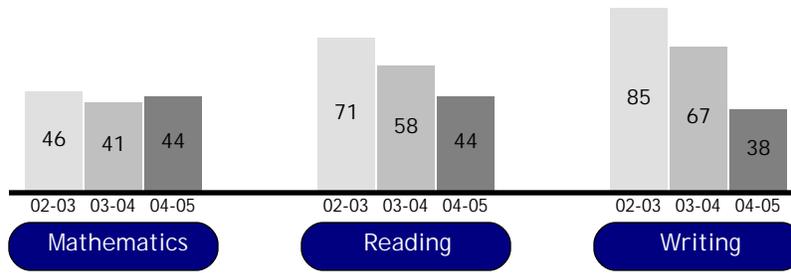
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	32	50	78302	100	0	99	502	503	512	7	7	11	32	35	25	61	58	57	0	0	7
All Students (Prior Year)	24	40	74918	92	95	99	495	491	497	36	39	32	18	22	19	45	30	35	0	9	15
Female	NC	20	38082	NC	0	99	NC	521	518	NC	0	8	NC	22	24	NC	78	61	NC	0	7
Male	23	30	40166	100	0	99	493	489	507	10	12	14	40	44	26	50	44	54	0	0	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	15	19	29152	100	0	99	508	504	492	0	0	17	36	39	34	64	61	46	0	0	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	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	14	28	38347	93	0	99	496	502	531	18	14	5	18	27	17	64	59	68	0	0	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	28	43	69024	100	0	99	511	511	524	0	0	7	29	33	23	71	67	62	0	0	7
Limited English Proficient Students	NC	NC	10140	NC	NC	100	NC	NC	451	NC	NC	28	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	32	50	33398	100	0	94	502	503	495	7	7	18	32	35	35	61	58	46	0	0	2
Non-Economically Disadvantaged	--	--	44979	--	--	100	--	--	525	--	--	6	--	--	18	--	--	66	--	--	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	31	49	78094	97	98	99	516	525	545	0	2	3	36	28	18	64	70	77	0	0	2
All Students (Prior Year)	24	40	74503	92	95	99	482	484	491	0	4	9	55	39	32	36	52	51	9	4	8
Female	NC	20	38025	NC	100	99	NC	563	558	NC	0	2	NC	6	13	NC	94	82	NC	0	2
Male	22	29	40013	96	97	99	506	497	534	0	4	5	45	44	23	55	52	71	0	0	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	15	19	29068	100	100	99	531	530	523	0	0	5	21	28	27	79	72	67	0	0	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	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	13	27	38265	87	93	99	490	517	564	0	5	2	55	27	11	45	68	84	0	0	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	27	42	68892	96	98	98	529	537	559	0	0	2	25	22	14	75	78	82	0	0	2
Limited English Proficient Students	NC	NC	10084	NC	NC	100	NC	NC	474	NC	NC	10	NC	NC	39	NC	NC	50	NC	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	31	49	33296	97	98	94	516	525	527	0	2	5	36	28	27	64	70	67	0	0	0
Non-Economically Disadvantaged	--	--	44871	--	--	100	--	--	559	--	--	2	--	--	12	--	--	84	--	--	3

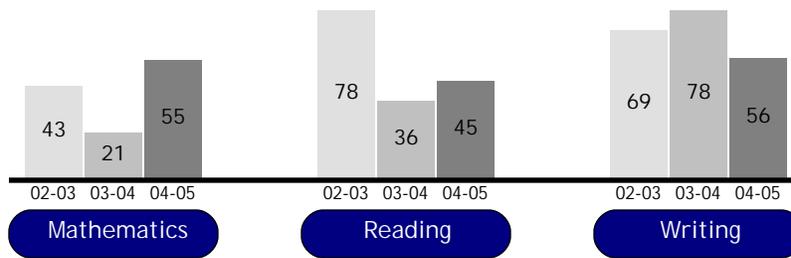
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

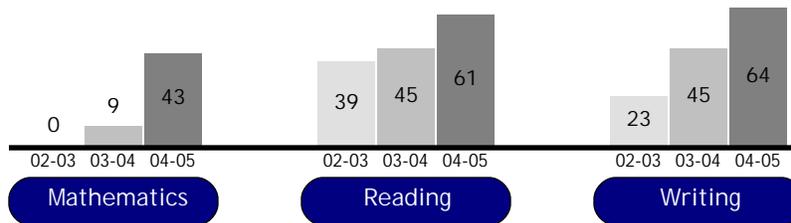
3rd Grade Proficiency



5th Grade Proficiency



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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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

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

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

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

**Met Graduation Rate:**

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	46	49	50	100	39	NA	58	93	55	40	47
	Language	100	20	28	43	100	66	50	50	93	49	39	47
	Mathematics	100	50	47	57	100	62	61	64	100	58	47	50
3	Reading	94	40	37	47	89	42	NA	55	100	24	34	44
	Language	94	45	42	54	95	40	50	61	100	24	33	44
	Mathematics	100	55	45	54	95	44	41	61	100	25	33	51
4	Reading	100	41	40	52	88	29	NA	56	100	38	44	48
	Language	91	45	40	48	96	26	30	52	100	41	45	49
	Mathematics	95	51	45	57	96	39	38	61	100	44	48	53
5	Reading	100	52	48	50	96	41	NA	55	100	37	38	50
	Language	89	45	37	46	96	31	26	49	100	38	38	50
	Mathematics	100	49	45	57	96	46	39	63	100	37	40	49
6	Reading	100	48	48	53	96	60	NA	56	96	41	46	51
	Language	100	32	31	45	100	45	42	48	96	33	39	47
	Mathematics	100	38	44	62	100	64	61	66	96	30	37	52
7	Reading	100	57	55	51	92	53	NA	54	100	58	54	50
	Language	100	65	61	54	96	54	53	58	100	50	46	52
	Mathematics	100	45	41	58	96	53	49	62	100	43	39	50
8	Reading	92	47	48	53	100	50	NA	55	100	48	49	51
	Language	96	35	36	49	100	44	50	52	100	42	43	50
	Mathematics	96	38	40	58	100	53	47	61	100	42	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)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 1 Student(s)

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	11.00
Other Professional Staff	.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	11
Teachers with Emergency Certificaton.	4
Percent of teachers in the school with Emergency/Provisional Certification	36%
Percent of core classes not taught by Hightly Qualified Teachers	27%

Resources Available at School Site

Special Facilities

- Ü Full Service Library with AR Program
- Ü Full Size Gymnasium
- Ü Technology Center
- Ü On-Site Food Preparation/Kitchen

Extracurricular Activities

- Ü Interscholastic Athletics
- Ü Reading Club
- Ü Art Club
- Ü Student Council
- Ü Cheerleading
- Ü Chess Club
- Ü Craft and Cooking Clubs

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü School-Based Head Start Program
- Ü Community Health Services (WIC)
- Ü Panther Parents

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü 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.
  
- ü The school has a computer lab with 25 workstations utilizing high speed internet and the latest multimedia technologies through Learning.Com.
  
- ü Eligibility criteria for extracurricular activities is a passing grade with overall 'C' average in all classes. Afterschool tutoring is provided for students who are not eligible or need help.
  
- ü 92% of our parents surveyed stated that their child is safe on campus. 92% surveyed parents say their children say positive things about their school.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	93	95	94	95
Transfers Out Rates <sup>5</sup>	12	12	12	17
Transfers In Rate <sup>6</sup>	28	28	28	37
Stability Rate <sup>7</sup>	87	87	87	82
Promotion Rate <sup>8</sup>	91	96	95	81
Retention Rate <sup>9</sup>	3	1	1	3
Dropout Rate <sup>10</sup>	4	0	1	6
Status Unknown <sup>11</sup>	2	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

Ehrenberg Elementary School maintains a secure, closed campus with a zero-tolerance policy for violence that is strictly enforced. Students adhere to a strict dress code to promote positive attitudes in an academic atmosphere. Respect for cultural diversity, values, and ethnic differences of students, their families and staff members is promoted.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	William Blong	(928) 923-7900
Transportation Policy	Beverly Cunningham	(928) 923-7907
Community Resources	William Blong	(928) 923-7900
School Nutrition Programs	Jo West	(928) 923-7900
Parent Organization	William Blong	(928) 923-7900
Student Health/Nurse	Marlis Paterson	(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](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.