



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

930 Quail Trail, Quartzsite, AZ 85346

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 LEARNS¹

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 : 99
 Web Address : www.qsd4.org
 Phone Number : (928) 927-5500
 Fax Number : (928) 927-7227
 E-mail : bblong@qsd4.k12.az.us

Mission

Quartzsite Elementary School will provide a safe learning environment and promote comprehensive, success-oriented activities for students in the school. These opportunities are designed to develop the student's potential in literacy and life-long learning habits.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Not 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 There will be an increase of 2% in number of students that "Meet" and "Exceed" the standard in Reading as measured by the Arizona Instrument of Measures (AIMS) and/or other state approved assessment.
- ü There will be an increase of 2% in number of students that "Meet" and "Exceed" the standard in Mathematics as measured by the Arizona Instrument of Measures (AIMS) and/or other state approved assessment.
- ü There will be an increase of 2% in number of students that "Meet" and "Exceed" the standard in Writing as measured by the Arizona Instrument of Measures (AIMS) and/or other state approved assessment.
- ü Quartzsite Elementary will increase the programs offered to address the needs of students within special populations (ELL, Gifted, etc.) to ensure their success in achieving the Arizona State Standards.

Enrollment

October 1, 2004 School Year Student Enrollment : 104
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 3

Instructional Programs

- ü On-site Special Education (K-8)
- ü English Learner Instruction
- ü Gifted Activities
- ü Head Start Program - WACOG
- ü Full-day Kindergarten
- ü Technology Lab
- ü Standards Based 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

Quartzsite Elementary is responsible for promoting parental involvement and involving parents in the social/academic growth of children. We will also maintain open/effective lines of communication while keeping parents abreast of their child's progress. Additionally, it is the responsibility of the school to foster positive attitudes and behaviors while providing quality instruction in a safe learning environment.

Parents

It is our expectation that parents will take an active role in the education of their child. Parents should ensure that their child attends school each day, establish regular homework/study habits, encourage student success, and communicate with the school and teachers as needed with questions or concerns. Parents should nurture positive attitudes and behaviors toward school and ensure regular attendance.

Transportation Policy

Transportation is provided for students in the Quartzsite area. Families in outlying areas (i.e., LaPaz Valley, Rainbow Acres) are not provided busing service. Students are expected to comply with all school and bus rules while at the bus stop and on school buses. Riding the school bus is a privilege.

School Honors

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

Award/Honor	Year
ü LaPaz County Spelling Bee Champion	2003
ü LaPaz County Fair 1st Place Awards in 4-H Outreach	2003
ü Western Valley Champs - Girls Basketball	2002
ü Western Valley Champs - Boys & Girls Basketball	2001

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	14	35	79306	100	100	99	431	420	445	8	21	10	38	31	18	38	38	51	15	10	20
All Students (Prior Year)	14	32	75509	93	97	100	510	502	521	0	4	13	36	43	23	55	43	33	9	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	10	26	40583	100	100	99	432	418	445	10	29	11	40	29	18	30	29	50	20	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	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	10	23	36197	100	100	99	441	434	463	11	17	5	22	17	11	44	50	53	22	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	13	28	69060	100	100	98	438	427	454	0	12	7	42	36	17	42	40	54	17	12	22
Limited English Proficient Students	NC	NC	15509	NC	NC	100	NC	NC	406	NC	NC	20	NC	NC	30	NC	NC	45	NC	NC	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	14	35	39415	100	100	96	431	420	431	8	21	15	38	31	25	38	38	50	15	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	14	35	79395	100	0	99	440	425	446	8	17	9	31	31	25	62	52	55	0	0	11
All Students (Prior Year)	14	32	75492	93	97	100	527	518	519	10	14	12	10	18	16	40	36	47	40	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	10	26	40618	100	0	99	446	425	440	10	19	11	20	29	27	70	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	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	10	23	36221	100	0	99	455	440	465	11	17	4	11	17	15	78	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	13	28	69139	100	0	99	445	430	454	0	12	7	33	32	24	67	56	58	0	0	11
Limited English Proficient Students	NC	NC	15545	NC	NC	100	NC	NC	399	NC	NC	21	NC	NC	42	NC	NC	35	NC	NC	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	14	35	39484	100	0	96	440	425	429	8	17	14	31	31	35	62	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	14	35	78869	100	100	99	425	408	442	0	3	6	54	55	21	38	38	63	8	3	10
All Students (Prior Year)	14	31	75053	93	94	99	568	571	597	0	5	7	10	18	12	90	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	10	26	40302	100	100	99	428	404	428	0	5	8	50	52	26	40	38	60	10	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	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	10	23	36078	100	100	99	434	410	459	0	6	4	44	44	16	44	44	66	11	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	13	28	68697	100	100	98	427	402	454	0	4	4	50	60	18	42	32	67	8	4	11
Limited English Proficient Students	NC	NC	15339	NC	NC	100	NC	NC	399	NC	NC	11	NC	NC	31	NC	NC	54	NC	NC	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	14	35	39106	100	100	95	425	408	427	0	3	8	54	55	28	38	38	59	8	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	13	39	78906	100	100	99	485	484	498	17	22	13	42	28	19	33	44	48	8	6	20
All Students (Prior Year)	10	33	76019	100	100	100	440	466	499	25	23	14	75	64	39	0	5	14	0	9	33
Female	NC	18	38644	NC	100	99	NC	487	500	NC	19	12	NC	19	19	NC	56	49	NC	6	19
Male	NC	21	40236	NC	100	99	NC	481	497	NC	25	15	NC	38	19	NC	31	46	NC	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	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	NC	23	36483	NC	100	99	NC	492	517	NC	17	7	NC	33	13	NC	39	51	NC	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	11	31	68310	100	100	98	488	492	509	20	20	9	30	20	18	40	52	51	10	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	13	39	38679	100	100	96	485	484	483	17	22	20	42	28	25	33	44	45	8	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	13	39	78908	100	0	99	475	472	484	0	3	10	58	53	23	33	41	58	8	3	9
All Students (Prior Year)	10	33	76020	100	100	100	486	492	503	67	48	25	11	22	23	22	30	40	0	0	12
Female	NC	18	38648	NC	0	99	NC	478	489	NC	0	8	NC	56	22	NC	38	61	NC	6	10
Male	NC	21	40233	NC	0	99	NC	466	479	NC	6	12	NC	50	25	NC	44	55	NC	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	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	NC	23	36502	NC	0	99	NC	486	502	NC	0	4	NC	44	14	NC	50	67	NC	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	11	31	68312	100	0	98	483	476	493	0	4	7	50	48	21	40	44	62	10	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	13	39	38662	100	0	96	475	472	468	0	3	16	58	53	32	33	41	49	8	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	13	36	78750	100	92	99	495	495	500	8	3	6	33	40	29	58	57	63	0	0	2
All Students (Prior Year)	10	33	75673	100	100	100	475	509	530	22	13	12	22	17	25	56	65	58	0	4	4
Female	NC	17	38586	NC	94	99	NC	511	515	NC	0	4	NC	33	22	NC	67	71	NC	0	3
Male	NC	19	40135	NC	90	99	NC	480	486	NC	7	8	NC	47	35	NC	47	56	NC	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	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	NC	22	36440	NC	96	99	NC	512	516	NC	6	3	NC	24	22	NC	71	71	NC	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	11	28	68196	100	90	98	513	510	513	0	0	3	30	35	25	70	65	69	0	0	3
Limited English Proficient Students	NC	NC	12504	NC	NC	100	NC	NC	451	NC	NC	12	NC	NC	44	NC	NC	43	NC	NC	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	13	36	38558	100	92	96	495	495	485	8	3	8	33	40	37	58	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	18	50	78250	100	100	99	520	524	548	47	33	21	20	28	18	33	37	48	0	2	13
All Students (Prior Year)	16	40	75001	100	95	99	424	439	468	75	48	37	25	48	36	0	4	16	0	0	10
Female	11	20	38071	100	100	99	532	526	549	30	28	20	30	44	19	40	28	49	0	0	12
Male	NC	30	40126	NC	100	99	NC	523	547	NC	36	23	NC	16	17	NC	44	46	NC	4	14
African American	--	NC	4058	--	NC	99	--	NC	523	--	NC	32	--	NC	22	--	NC	41	--	NC	5
Hispanic	NC	19	29129	NC	100	99	NC	530	527	NC	33	32	NC	22	23	NC	39	40	NC	6	6
Asian/Pacific Islander	--	NC	1747	--	NC	100	--	NC	589	--	NC	9	--	NC	9	--	NC	50	--	NC	32
American Indian/Alaskan Native	--	NC	4996	--	NC	100	--	NC	518	--	NC	36	--	NC	25	--	NC	36	--	NC	4
White	14	28	38320	100	97	99	523	518	568	36	32	12	27	36	14	36	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	15	43	68996	100	100	99	529	532	561	42	25	16	17	28	18	42	44	52	0	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	18	50	33388	100	100	94	520	524	530	47	33	32	20	28	22	33	37	40	0	2	5
Non-Economically Disadvantaged	--	--	44937	--	--	100	--	--	561	--	--	13	--	--	15	--	--	54	--	--	18

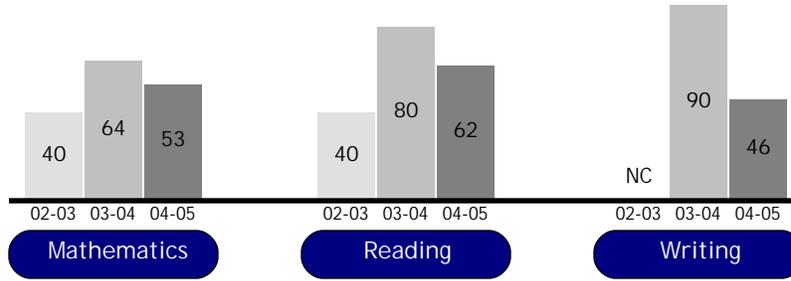
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	18	50	78302	100	0	99	504	503	512	7	7	11	40	35	25	53	58	57	0	0	7
All Students (Prior Year)	16	40	74918	100	95	99	486	491	497	42	39	32	25	22	19	17	30	35	17	9	15
Female	11	20	38082	100	0	99	518	521	518	0	0	8	30	22	24	70	78	61	0	0	7
Male	NC	30	40166	NC	0	99	NC	489	507	NC	12	14	NC	44	26	NC	44	54	NC	0	6
African American	--	NC	4064	--	NC	100	--	NC	498	--	NC	14	--	NC	29	--	NC	54	--	NC	3
Hispanic	NC	19	29152	NC	0	99	NC	504	492	NC	0	17	NC	39	34	NC	61	46	NC	0	2
Asian/Pacific Islander	--	NC	1746	--	NC	100	--	NC	542	--	NC	5	--	NC	13	--	NC	66	--	NC	16
American Indian/Alaskan Native	--	NC	4993	--	NC	100	--	NC	484	--	NC	19	--	NC	38	--	NC	42	--	NC	1
White	14	28	38347	100	0	99	508	502	531	9	14	5	36	27	17	55	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	15	43	69024	100	0	99	511	511	524	0	0	7	42	33	23	58	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	18	50	33398	100	0	94	504	503	495	7	7	18	40	35	35	53	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	18	49	78094	100	98	99	541	525	545	7	2	3	13	28	18	80	70	77	0	0	2
All Students (Prior Year)	16	40	74503	100	95	99	486	484	491	8	4	9	25	39	32	67	52	51	0	4	8
Female	11	20	38025	100	100	99	581	563	558	0	0	2	0	6	13	100	94	82	0	0	2
Male	NC	29	40013	NC	97	99	NC	497	534	NC	4	5	NC	44	23	NC	52	71	NC	0	1
African American	--	NC	4037	--	NC	99	--	NC	532	--	NC	4	--	NC	22	--	NC	73	--	NC	1
Hispanic	NC	19	29068	NC	100	99	NC	530	523	NC	0	5	NC	28	27	NC	72	67	NC	0	1
Asian/Pacific Islander	--	NC	1743	--	NC	100	--	NC	577	--	NC	2	--	NC	9	--	NC	82	--	NC	8
American Indian/Alaskan Native	--	NC	4981	--	NC	100	--	NC	526	--	NC	4	--	NC	25	--	NC	70	--	NC	0
White	14	27	38265	100	93	99	545	517	564	9	5	2	0	27	11	91	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	15	42	68892	100	98	98	555	537	559	0	0	2	17	22	14	83	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	18	49	33296	100	98	94	541	525	527	7	2	5	13	28	27	80	70	67	0	0	0
Non-Economically Disadvantaged	--	--	44871	--	--	100	--	--	559	--	--	2	--	--	12	--	--	84	--	--	3

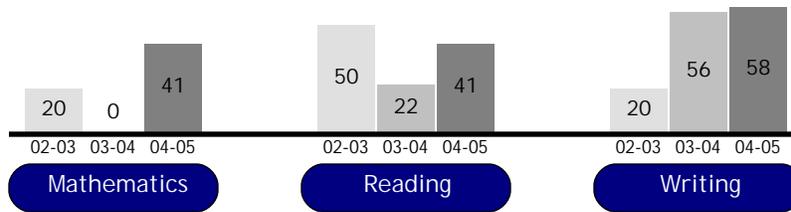
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

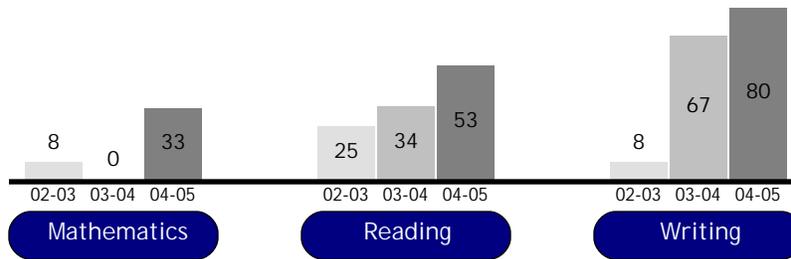
3rd Grade Proficiency



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	NC	NC	49	50	94	43	NA	58	100	25	40	47
	Language	NC	NC	28	43	94	28	50	50	100	28	39	47
	Mathematics	100	43	47	57	94	61	61	64	100	34	47	50
3	Reading	NC	NC	37	47	93	NA	NA	55	100	49	34	44
	Language	NC	NC	42	54	93	NA	50	61	100	47	33	44
	Mathematics	NC	NC	45	54	93	NA	41	61	100	46	33	51
4	Reading	NC	NC	40	52	85	NA	NA	56	100	58	44	48
	Language	NC	NC	40	48	100	NA	30	52	100	52	45	49
	Mathematics	NC	NC	45	57	100	NA	38	61	100	59	48	53
5	Reading	NC	NC	48	50	NC	NC	NA	55	100	42	38	50
	Language	NC	NC	37	46	100	NA	26	49	100	40	38	50
	Mathematics	NC	NC	45	57	100	NA	39	63	100	46	40	49
6	Reading	NC	NC	48	53	93	NA	NA	56	NC	NC	46	51
	Language	NC	NC	31	45	93	NA	42	48	NC	NC	39	47
	Mathematics	NC	NC	44	62	93	NA	61	66	NC	NC	37	52
7	Reading	100	53	55	51	94	NA	NA	54	100	45	54	50
	Language	100	55	61	54	94	NA	53	58	100	36	46	52
	Mathematics	100	36	41	58	94	NA	49	62	100	31	39	50
8	Reading	100	50	48	53	100	59	NA	55	100	52	49	51
	Language	100	38	36	49	100	55	50	52	100	47	43	50
	Mathematics	100	44	40	58	100	42	47	61	100	30	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/

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."

Quartzsite Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü Parent/Teacher Relations
- Ü Extracurricular Activities
- Ü Fund Raising
- Ü School Safety Issues
- Ü Textbook Selection

Staffing Information for School Year 2005-06

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

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	10
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	50%
Percent of core classes not taught by Highly Qualified Teachers	30%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library with Accelerated Reader Program
- Ü Full Size Gymnasium
- Ü On-Site Food Preparation/Kitchen

Extracurricular Activities

- Ü Interscholastic Athletics
- Ü Student Council
- Ü Garden Club
- Ü Computer Club
- Ü Reading Club
- Ü Art Club

Social Services

- Ü Town of Quartzsite Recreation Program
- Ü AZ Western Community College Classes
- Ü Breakfast Program
- Ü Lunch Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Quartzsite Elementary School was able to offer a disciplined, safe and orderly environment that was conducive to learning. This was achieved through the implementation of a zero-tolerance for violence policy and academic learning zone established.

- ü Quartzsite Elementary maintained their attendance percentage of 94% for a second year. This is due in part to a district wide incentive program that reward students for perfect attendance on a monthly, quarter, semester and yearly basis.

- ü Quartzsite Elementary School saw a small increase in the number of students that "Meet" or "Exceed" the standard in Reading as measured by the Arizona Instrument to Measure Standards (AIMS).

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	14	12	12	17
Transfers In Rate ⁶	48	28	28	37
Stability Rate ⁷	85	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	3	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	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

Quartzsite Elementary has a zero-tolerance for violence policy that is strictly adhered to. Students participate in healthy choices curriculum such as The Great Body Shop, ASSET, EGLAND Project, DARE and CHAMPS. Instructional programs such as Second Step and Steps to Respect have also been implemented to address specific needs. Students displaying exemplary or improved citizenship are rewarded for their efforts through an established rewards system.

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) :

0

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

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

Contacts

	Name	Phone Number
School Site Council	William Blong	(928) 923-7900
Transportation Policy	Beverly Cunningham	(928) 923-7900
Community Resources	William Blong	(928) 923-7900
School Nutrition Programs	Jo West	(928) 923-7900
Parent Organization	Crista McGee	(928) 927-5500
Student Health/Nurse	Debra Peterson	(928) 927-5500

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

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

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

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

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

5 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.

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