



Tom Horne, Superintendent  
of Public Instruction

# ARIZONA DISTRICT REPORT CARD 2005-06

## Bullhead City Elementary District

1004 Hancock Rd, Bullhead City, AZ 86442-5901

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.

**No Child Left Behind**

**Adequate Yearly Progress**<sup>1</sup>

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

### Current Administrator <sup>2</sup>

Title: Superintendent  
Name: Dr. Ted Fadler

Fax: (928) 758-4996  
Phone: (928) 758-3961  
Email: tfadler@bullheadschoools.com

## District At A Glance

### Enrollment <sup>3</sup>

	State	District
2004-2005 Student Enrollment	1,037,655	4,049

### Highly Qualified

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	71	7	0	0
4 to 6 years	32	17	0	0
7 to 9 years	24	12	1	0
10 or more years	8	46	0	0

Percentage of Public Elementary and Secondary School Teachers with Emergency/Provisional Certification	41%
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	District Aggregate	High-Poverty Schools	Moderate-Poverty Schools	Low Poverty Schools
Percentage of Core Academic Subject Poverty Elementary and Secondary School Classes Not Taught by Highly Qualified Teachers	28%	8%	33%	N/A

N/A =Data not available

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your district.

3rd Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	452	79306	100	99	435	445	13	10	25	18	49	51	13	20
All Students (03-04)	446	75509	98	100	507	521	13	13	32	23	34	33	21	31
Female (04-05)	229	38691	100	99	432	446	15	10	23	18	51	52	11	20
Female (03-04)	218	37013	98	100	503	522	16	12	33	24	32	33	18	31
Male (04-05)	223	40583	100	99	439	445	11	11	27	18	46	50	15	21
Male (03-04)	228	38430	99	99	511	521	10	14	31	22	36	33	23	31
African American (04-05)	12	4041	92	99	470	426	0	17	0	23	80	50	20	10
African American (03-04)	11	3660	100	99	505	496	10	24	40	31	20	28	30	18
Hispanic (04-05)	173	32869	97	99	423	429	18	15	34	25	40	51	8	10
Hispanic (03-04)	177	30486	100	99	494	505	17	18	42	29	30	32	12	21
Asian/Pacific Islander (04-05)	NC	1935	NC	99	NC	474	NC	3	NC	9	NC	48	NC	40
Asian/Pacific Islander (03-04)	NC	1780	NC	98	NC	549	NC	5	NC	13	NC	33	NC	50
American Indian/Alaskan Native (04-05)	NC	4264	NC	100	NC	419	NC	19	NC	30	NC	45	NC	6
American Indian/Alaskan Native (03-04)	NC	4075	NC	100	NC	486	NC	28	NC	34	NC	26	NC	12
White (04-05)	253	36197	100	99	442	463	10	5	19	11	55	53	15	31
White (03-04)	250	35192	97	99	512	534	12	8	28	19	36	35	24	39
Students with Disabilities (04-05)	48	10321	100	100	398	389	33	30	23	27	43	34	3	9
Students with Disabilities (03-04)	47	9708	100	100	474	489	26	32	53	27	11	24	11	17
Students without Disabilities (04-05)	404	69060	100	98	440	454	11	7	25	17	50	54	14	22
Students without Disabilities (03-04)	399	65801	97	98	509	525	12	11	31	23	35	34	21	33
Limited English Proficient Students (04-05)	78	15509	100	100	412	406	24	20	35	30	33	45	8	5
Limited English Proficient Students (03-04)	83	16928	100	100	468	485	40	29	50	33	10	26	0	12
Migrant Students (04-05)	--	118	--	NA	--	419	--	25	--	21	--	50	--	3
Migrant Students (03-04)	--	750	--	NA	--	499	--	21	--	29	--	30	--	20
Economically Disadvantaged (04-05)	306	39415	97	96	427	431	17	15	29	25	46	50	9	10
Economically Disadvantaged (03-04)	281	36411	NA	NA	502	503	15	19	34	29	33	32	18	20
Non-Economically Disadvantaged (04-05)	146	39966	100	100	454	459	5	6	18	12	55	52	22	30
Non-Economically Disadvantaged (03-04)	165	39040	NA	NA	514	534	11	8	29	19	35	34	25	39

3rd Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	451	79395	0	99	441	446	7	9	35	25	52	55	6	11
All Students (03-04)	446	75492	98	100	515	519	11	12	19	16	51	47	18	24
Female (04-05)	228	38691	0	100	443	451	7	7	31	24	55	57	7	12
Female (03-04)	218	37014	98	100	514	523	13	10	20	15	50	48	17	27
Male (04-05)	223	40618	0	99	440	440	6	11	39	27	49	53	5	9
Male (03-04)	228	38400	99	99	516	516	10	14	19	17	52	47	19	21
African American (04-05)	12	4052	0	100	481	434	0	11	20	29	60	54	20	6
African American (03-04)	11	3665	100	99	519	505	10	20	30	22	30	43	30	14
Hispanic (04-05)	173	32915	0	99	433	426	6	15	43	35	49	47	3	4
Hispanic (03-04)	177	30438	100	99	508	508	14	17	20	21	56	47	10	15
Asian/Pacific Islander (04-05)	NC	1936	NC	99	NC	468	NC	3	NC	14	NC	63	NC	19
Asian/Pacific Islander (03-04)	NC	1773	NC	98	NC	534	NC	4	NC	10	NC	50	NC	36
American Indian/Alaskan Native (04-05)	NC	4271	NC	100	NC	420	NC	15	NC	42	NC	41	NC	2
American Indian/Alaskan Native (03-04)	NC	4081	NC	100	NC	498	NC	25	NC	26	NC	40	NC	8
White (04-05)	252	36221	0	99	445	465	7	4	30	15	54	63	9	17
White (03-04)	249	35177	97	99	517	528	11	8	19	13	50	49	21	31
Students with Disabilities (04-05)	47	10331	0	100	405	388	13	25	64	37	23	34	0	4
Students with Disabilities (03-04)	48	9707	100	100	493	495	19	33	38	21	38	33	6	13
Students without Disabilities (04-05)	404	69139	0	99	445	454	6	7	31	24	56	58	7	11
Students without Disabilities (03-04)	398	65785	97	98	516	522	11	10	19	16	52	49	18	26
Limited English Proficient Students (04-05)	78	15545	0	100	418	399	11	21	48	42	38	35	2	1
Limited English Proficient Students (03-04)	86	16905	100	100	493	489	27	34	27	28	45	32	0	6
Migrant Students (04-05)	--	120	--	NA	--	414	--	20	--	45	--	35	--	0
Migrant Students (03-04)	--	763	--	NA	--	499	--	21	--	30	--	40	--	8
Economically Disadvantaged (04-05)	306	39484	0	96	434	429	8	14	41	35	47	47	4	4
Economically Disadvantaged (03-04)	294	36302	NA	NA	510	507	13	18	22	21	52	46	13	14
Non-Economically Disadvantaged (04-05)	145	39986	0	100	456	461	4	4	21	16	63	63	12	17
Non-Economically Disadvantaged (03-04)	152	39164	NA	NA	522	528	10	8	15	13	49	48	26	31

3rd Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	449	78869	100	99	414	442	12	6	30	21	54	63	4	10
All Students (03-04)	445	75053	98	99	570	597	6	7	18	12	70	72	6	9
Female (04-05)	229	38536	100	99	432	458	9	4	21	15	65	67	5	14
Female (03-04)	218	36872	98	99	596	621	3	5	16	9	71	74	10	12
Male (04-05)	220	40302	100	99	394	428	15	8	39	26	43	60	3	7
Male (03-04)	227	38109	98	99	542	573	9	10	20	14	69	69	2	6
African American (04-05)	12	4015	92	99	403	430	20	8	20	24	60	61	0	7
African American (03-04)	11	3636	100	99	582	568	0	12	0	16	100	67	0	6
Hispanic (04-05)	172	32606	97	98	397	426	16	8	35	27	47	60	2	5
Hispanic (03-04)	177	30235	100	98	563	575	6	9	24	14	64	70	6	6
Asian/Pacific Islander (04-05)	NC	1925	NC	99	NC	471	NC	3	NC	11	NC	64	NC	22
Asian/Pacific Islander (03-04)	NC	1768	NC	98	NC	651	NC	3	NC	5	NC	72	NC	19
American Indian/Alaskan Native (04-05)	NC	4245	NC	100	NC	423	NC	9	NC	26	NC	61	NC	4
American Indian/Alaskan Native (03-04)	NC	4044	NC	99	NC	550	NC	13	NC	17	NC	66	NC	4
White (04-05)	251	36078	100	99	424	459	10	4	27	16	59	66	4	14
White (03-04)	248	35028	96	99	570	613	6	6	17	10	70	73	6	11
Students with Disabilities (04-05)	47	10246	100	100	358	367	23	18	53	39	25	40	0	4
Students with Disabilities (03-04)	48	9625	100	100	505	530	24	21	35	21	41	55	0	4
Students without Disabilities (04-05)	402	68697	100	98	421	454	11	4	27	18	58	67	4	11
Students without Disabilities (03-04)	397	65428	97	98	573	604	5	6	17	11	71	73	7	10
Limited English Proficient Students (04-05)	77	15339	100	100	386	399	18	11	43	31	38	54	1	3
Limited English Proficient Students (03-04)	86	16765	100	100	516	525	18	17	27	20	55	60	0	2
Migrant Students (04-05)	--	119	--	NA	--	402	--	16	--	30	--	53	--	1
Migrant Students (03-04)	--	752	--	NA	--	562	--	9	--	18	--	68	--	5
Economically Disadvantaged (04-05)	304	39106	97	95	400	427	14	8	34	28	50	59	2	5
Economically Disadvantaged (03-04)	293	36077	NA	NA	563	566	5	10	22	16	70	69	4	5
Non-Economically Disadvantaged (04-05)	145	39837	100	100	444	457	7	4	21	14	64	67	8	15
Non-Economically Disadvantaged (03-04)	152	38950	NA	NA	581	618	8	5	13	9	69	73	10	12

5th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	426	78906	99	99	492	498	11	13	23	19	50	48	15	20
All Students (03-04)	414	76019	100	100	488	499	13	14	50	39	13	14	24	33
Female (04-05)	210	38644	98	99	499	500	10	12	23	19	52	49	15	19
Female (03-04)	207	37207	100	100	488	499	11	12	53	41	15	14	21	33
Male (04-05)	217	40236	100	99	486	497	13	15	23	19	48	46	16	20
Male (03-04)	207	38677	100	100	489	498	14	15	48	38	12	13	27	34
African American (04-05)	13	4087	100	99	481	481	20	20	20	24	50	45	10	11
African American (03-04)	10	3817	100	100	486	475	0	23	80	47	0	11	20	18
Hispanic (04-05)	170	31938	100	99	468	481	17	19	31	25	42	46	9	10
Hispanic (03-04)	172	29458	100	100	477	480	13	20	63	48	10	12	13	20
Asian/Pacific Islander (04-05)	NC	1805	NC	98	NC	536	NC	5	NC	8	NC	45	NC	42
Asian/Pacific Islander (03-04)	NC	1673	NC	99	NC	531	NC	4	NC	29	NC	14	NC	53
American Indian/Alaskan Native (04-05)	NC	4593	NC	100	NC	467	NC	26	NC	29	NC	39	NC	6
American Indian/Alaskan Native (03-04)	NC	4735	NC	100	NC	466	NC	28	NC	49	NC	10	NC	13
White (04-05)	232	36483	97	99	509	517	7	7	18	13	56	51	19	30
White (03-04)	222	35880	99	100	496	515	13	7	40	32	16	16	32	45
Students with Disabilities (04-05)	52	10664	100	100	403	430	38	42	36	27	24	26	2	5
Students with Disabilities (03-04)	54	9786	100	100	469	457	22	39	52	40	15	7	11	13
Students without Disabilities (04-05)	375	68310	98	98	504	509	8	9	22	18	53	51	17	22
Students without Disabilities (03-04)	360	66233	99	99	490	503	12	11	50	39	13	14	25	35
Limited English Proficient Students (04-05)	47	12573	100	100	438	454	27	27	37	30	33	38	4	5
Limited English Proficient Students (03-04)	23	15206	36	100	471	459	20	31	60	53	20	7	0	9
Migrant Students (04-05)	--	125	--	NA	--	476	--	18	--	35	--	42	--	5
Migrant Students (03-04)	--	745	--	NA	--	473	--	22	--	53	--	11	--	15
Economically Disadvantaged (04-05)	294	38679	93	96	492	483	14	20	25	25	48	45	13	10
Economically Disadvantaged (03-04)	268	35714	NA	NA	486	480	14	20	50	47	12	12	24	20
Non-Economically Disadvantaged (04-05)	133	40295	100	100	494	513	6	7	19	13	55	50	21	30
Non-Economically Disadvantaged (03-04)	146	40266	NA	NA	492	513	10	9	50	33	16	15	24	43

5th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	428	78908	0	99	479	484	8	10	24	23	61	58	7	9
All Students (03-04)	413	76020	100	100	499	503	24	25	29	23	39	40	8	12
Female (04-05)	211	38644	0	99	489	489	7	8	20	22	67	61	7	10
Female (03-04)	207	37213	100	100	500	504	20	22	31	23	41	42	8	13
Male (04-05)	218	40233	0	99	469	479	8	12	29	25	55	55	7	8
Male (03-04)	206	38666	100	100	498	501	28	29	26	22	37	38	9	12
African American (04-05)	13	4092	0	99	475	473	20	12	10	28	70	54	0	5
African American (03-04)	10	3819	100	100	506	494	10	37	40	26	30	31	20	6
Hispanic (04-05)	170	31940	0	99	457	465	10	16	34	32	53	49	2	3
Hispanic (03-04)	171	29442	100	99	494	494	31	37	32	26	33	31	4	6
Asian/Pacific Islander (04-05)	NC	1805	NC	98	NC	507	NC	4	NC	13	NC	65	NC	18
Asian/Pacific Islander (03-04)	NC	1672	NC	99	NC	513	NC	12	NC	19	NC	49	NC	20
American Indian/Alaskan Native (04-05)	NC	4569	NC	100	NC	457	NC	18	NC	39	NC	41	NC	2
American Indian/Alaskan Native (03-04)	NC	4735	NC	100	NC	489	NC	48	NC	25	NC	24	NC	3
White (04-05)	234	36502	0	99	494	502	5	4	19	14	66	67	10	15
White (03-04)	222	35890	99	100	503	511	20	15	25	20	44	48	11	18
Students with Disabilities (04-05)	52	10665	0	100	393	423	31	30	38	36	31	31	0	2
Students with Disabilities (03-04)	53	9784	100	100	485	485	54	58	21	19	25	19	0	4
Students without Disabilities (04-05)	377	68312	0	98	490	493	4	7	23	21	65	62	8	10
Students without Disabilities (03-04)	360	66236	99	99	500	504	22	23	29	23	40	42	9	13
Limited English Proficient Students (04-05)	47	12556	0	100	426	436	18	24	45	40	37	35	0	1
Limited English Proficient Students (03-04)	23	15198	36	100	487	483	40	59	40	25	20	14	0	1
Migrant Students (04-05)	--	125	--	NA	--	457	--	22	--	40	--	38	--	0
Migrant Students (03-04)	--	743	--	NA	--	488	--	50	--	28	--	19	--	3
Economically Disadvantaged (04-05)	296	38662	0	96	480	468	9	16	27	32	58	49	6	3
Economically Disadvantaged (03-04)	267	35703	NA	NA	497	494	29	37	28	26	33	31	9	6
Non-Economically Disadvantaged (04-05)	133	40315	0	100	478	498	4	5	19	15	67	66	10	14
Non-Economically Disadvantaged (03-04)	146	40274	NA	NA	503	509	15	17	30	20	49	47	7	17

5th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	429	78750	99	99	491	500	3	6	41	29	55	63	1	2
All Students (03-04)	414	75673	100	100	504	530	18	12	28	25	51	58	3	4
Female (04-05)	212	38586	99	99	512	515	3	4	28	22	68	71	2	3
Female (03-04)	207	37099	100	100	522	548	12	8	24	22	62	64	2	6
Male (04-05)	218	40135	100	99	469	486	4	8	54	35	41	56	1	1
Male (03-04)	207	38441	100	99	484	513	25	16	32	29	40	52	3	3
African American (04-05)	13	4081	100	99	498	488	0	8	50	32	50	59	0	2
African American (03-04)	10	3791	100	99	541	506	0	18	30	29	60	50	10	3
Hispanic (04-05)	170	31841	100	99	466	483	6	8	49	36	45	55	0	1
Hispanic (03-04)	172	29305	100	99	496	507	21	16	24	31	52	51	3	2
Asian/Pacific Islander (04-05)	NC	1802	NC	98	NC	533	NC	2	NC	16	NC	75	NC	7
Asian/Pacific Islander (03-04)	NC	1665	NC	99	NC	573	NC	6	NC	16	NC	67	NC	10
American Indian/Alaskan Native (04-05)	NC	4586	NC	100	NC	481	NC	8	NC	37	NC	54	NC	1
American Indian/Alaskan Native (03-04)	NC	4707	NC	100	NC	492	NC	19	NC	33	NC	46	NC	1
White (04-05)	235	36440	98	99	507	516	2	3	36	22	60	71	2	4
White (03-04)	222	35760	99	99	508	550	17	9	30	21	51	64	2	6
Students with Disabilities (04-05)	52	10622	100	100	375	415	17	21	69	50	14	28	0	1
Students with Disabilities (03-04)	54	9706	100	100	443	462	36	36	41	32	18	31	5	1
Students without Disabilities (04-05)	378	68196	99	98	506	513	2	3	37	25	60	69	1	3
Students without Disabilities (03-04)	360	65967	99	99	508	536	17	10	27	25	53	60	3	5
Limited English Proficient Students (04-05)	47	12504	100	100	439	451	7	12	60	44	33	43	0	1
Limited English Proficient Students (03-04)	23	15115	36	100	517	471	25	26	25	38	50	35	0	1
Migrant Students (04-05)	--	126	--	NA	--	464	--	14	--	44	--	41	--	0
Migrant Students (03-04)	--	738	--	NA	--	488	--	23	--	33	--	43	--	1
Economically Disadvantaged (04-05)	297	38558	94	96	491	485	4	8	45	37	49	54	1	1
Economically Disadvantaged (03-04)	268	35541	NA	NA	492	504	20	17	28	31	51	50	2	2
Non-Economically Disadvantaged (04-05)	133	40260	100	100	492	514	1	3	30	21	68	72	1	4
Non-Economically Disadvantaged (03-04)	146	40091	NA	NA	525	550	15	9	28	21	53	64	5	6

8th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	431	78250	99	99	538	548	26	21	22	18	45	48	7	13
All Students (03-04)	439	75001	100	99	460	468	46	37	31	36	13	16	10	10
Female (04-05)	215	38071	99	99	536	549	25	20	24	19	44	49	7	12
Female (03-04)	208	36846	100	99	464	468	46	36	28	38	13	16	13	10
Male (04-05)	216	40126	99	99	539	547	28	23	19	17	46	46	8	14
Male (03-04)	231	37974	100	99	457	467	47	39	33	34	13	16	7	11
African American (04-05)	NC	4058	NC	99	NC	523	NC	32	NC	22	NC	41	NC	5
African American (03-04)	NC	3720	NC	98	NC	446	NC	53	NC	33	NC	9	NC	4
Hispanic (04-05)	128	29129	84	99	529	527	35	32	22	23	39	40	4	6
Hispanic (03-04)	150	26675	100	98	449	448	54	52	29	34	12	10	5	4
Asian/Pacific Islander (04-05)	NC	1747	NC	100	NC	589	NC	9	NC	9	NC	50	NC	32
Asian/Pacific Islander (03-04)	NC	1575	NC	99	NC	504	NC	18	NC	33	NC	20	NC	29
American Indian/Alaskan Native (04-05)	NC	4996	NC	100	NC	518	NC	36	NC	25	NC	36	NC	4
American Indian/Alaskan Native (03-04)	NC	4731	NC	98	NC	438	NC	61	NC	30	NC	7	NC	2
White (04-05)	293	38320	100	99	540	568	23	12	21	14	47	55	8	19
White (03-04)	269	37785	99	99	466	482	42	25	32	39	14	21	13	15
Students with Disabilities (04-05)	32	9329	100	100	432	454	93	64	3	18	3	16	0	2
Students with Disabilities (03-04)	52	8802	100	100	429	418	73	79	18	16	5	3	5	1
Students without Disabilities (04-05)	399	68996	99	99	547	561	20	16	23	18	48	52	8	14
Students without Disabilities (03-04)	387	66199	97	99	462	472	45	34	31	38	14	17	10	11
Limited English Proficient Students (04-05)	34	10133	100	100	464	488	55	45	32	25	13	28	0	2
Limited English Proficient Students (03-04)	37	11710	90	100	397	429	100	70	0	25	0	4	0	1
Migrant Students (04-05)	--	83	--	NA	--	520	--	39	--	28	--	30	--	4
Migrant Students (03-04)	--	709	--	NA	--	442	--	57	--	34	--	7	--	2
Economically Disadvantaged (04-05)	280	33388	97	94	536	530	28	32	23	22	43	40	6	5
Economically Disadvantaged (03-04)	239	29814	NA	NA	450	448	55	53	26	33	12	10	7	4
Non-Economically Disadvantaged (04-05)	151	44937	100	100	541	561	23	13	20	15	48	54	9	18
Non-Economically Disadvantaged (03-04)	200	45170	NA	NA	471	479	37	28	35	38	15	20	13	14

8th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	431	78302	0	99	508	512	11	11	31	25	51	57	7	7
All Students (03-04)	439	74918	100	99	485	497	44	32	19	19	25	35	12	15
Female (04-05)	215	38071	0	99	513	518	7	8	31	24	54	61	8	7
Female (03-04)	207	36805	100	99	489	501	44	28	14	19	28	37	15	16
Male (04-05)	216	40166	0	99	503	507	15	14	31	26	49	54	5	6
Male (03-04)	232	37936	100	99	480	493	45	35	23	18	23	33	9	14
African American (04-05)	NC	4064	NC	100	NC	498	NC	14	NC	29	NC	54	NC	3
African American (03-04)	NC	3719	NC	98	NC	481	NC	43	NC	21	NC	29	NC	7
Hispanic (04-05)	128	29152	0	99	491	492	15	17	45	34	38	46	2	2
Hispanic (03-04)	151	26645	100	98	472	478	58	46	14	20	21	27	7	6
Asian/Pacific Islander (04-05)	NC	1746	NC	100	NC	542	NC	5	NC	13	NC	66	NC	16
Asian/Pacific Islander (03-04)	NC	1571	NC	99	NC	521	NC	18	NC	15	NC	38	NC	30
American Indian/Alaskan Native (04-05)	NC	4993	NC	100	NC	484	NC	19	NC	38	NC	42	NC	1
American Indian/Alaskan Native (03-04)	NC	4729	NC	98	NC	468	NC	57	NC	19	NC	19	NC	4
White (04-05)	293	38347	0	99	514	531	9	5	26	17	56	68	9	10
White (03-04)	269	37773	99	99	490	511	38	20	20	18	27	41	14	21
Students with Disabilities (04-05)	32	9353	0	100	420	429	57	40	30	38	13	22	0	1
Students with Disabilities (03-04)	55	8801	100	100	437	448	83	75	4	13	13	10	0	2
Students without Disabilities (04-05)	399	69024	0	99	515	524	7	7	31	23	54	62	7	7
Students without Disabilities (03-04)	384	66117	96	99	488	501	42	28	20	19	26	37	13	16
Limited English Proficient Students (04-05)	34	10140	0	100	442	451	29	28	45	43	26	29	0	1
Limited English Proficient Students (03-04)	37	11706	90	100	410	454	100	71	0	16	0	12	0	1
Migrant Students (04-05)	--	83	--	NA	--	480	--	29	--	36	--	35	--	0
Migrant Students (03-04)	--	706	--	NA	--	467	--	55	--	22	--	20	--	4
Economically Disadvantaged (04-05)	280	33398	0	94	504	495	13	18	36	35	45	46	6	2
Economically Disadvantaged (03-04)	242	29785	NA	NA	476	477	50	47	19	20	23	26	7	6
Non-Economically Disadvantaged (04-05)	151	44979	0	100	515	525	8	6	22	18	62	66	8	10
Non-Economically Disadvantaged (03-04)	197	45115	NA	NA	494	508	38	23	18	18	27	39	17	20

8th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	430	78094	99	99	533	545	4	3	25	18	71	77	0	2
All Students (03-04)	440	74503	100	99	468	491	12	9	41	32	44	51	4	8
Female (04-05)	216	38025	100	99	542	558	3	2	19	13	78	82	1	2
Female (03-04)	207	36686	100	99	476	506	5	5	45	29	46	57	4	9
Male (04-05)	214	40013	98	99	524	534	4	5	31	23	65	71	0	1
Male (03-04)	233	37644	100	98	460	476	18	13	37	36	43	45	3	6
African American (04-05)	NC	4037	NC	99	NC	532	NC	4	NC	22	NC	73	NC	1
African American (03-04)	NC	3677	NC	97	NC	475	NC	12	NC	36	NC	46	NC	5
Hispanic (04-05)	127	29068	83	99	517	523	5	5	37	27	58	67	0	1
Hispanic (03-04)	151	26500	100	97	462	467	13	13	43	39	41	44	3	4
Asian/Pacific Islander (04-05)	NC	1743	NC	100	NC	577	NC	2	NC	9	NC	82	NC	8
Asian/Pacific Islander (03-04)	NC	1566	NC	99	NC	537	NC	5	NC	23	NC	55	NC	18
American Indian/Alaskan Native (04-05)	NC	4981	NC	100	NC	526	NC	4	NC	25	NC	70	NC	0
American Indian/Alaskan Native (03-04)	NC	4695	NC	97	NC	464	NC	14	NC	39	NC	44	NC	3
White (04-05)	293	38265	100	99	539	564	3	2	20	11	77	84	0	3
White (03-04)	269	37606	99	99	471	508	11	6	40	28	46	56	4	10
Students with Disabilities (04-05)	33	9275	100	100	412	444	26	14	58	46	16	39	0	1
Students with Disabilities (03-04)	54	8662	100	100	423	409	29	37	47	42	24	20	0	1
Students without Disabilities (04-05)	397	68892	99	98	544	559	2	2	22	14	76	82	0	2
Students without Disabilities (03-04)	386	65841	97	98	470	499	11	7	40	32	45	53	4	8
Limited English Proficient Students (04-05)	33	10084	100	100	440	474	16	10	65	39	19	50	0	1
Limited English Proficient Students (03-04)	37	11608	90	100	326	430	80	23	20	47	0	28	0	1
Migrant Students (04-05)	--	81	--	NA	--	504	--	12	--	27	--	60	--	0
Migrant Students (03-04)	--	701	--	NA	--	449	--	17	--	43	--	38	--	1
Economically Disadvantaged (04-05)	279	33296	97	94	529	527	5	5	30	27	65	67	0	0
Economically Disadvantaged (03-04)	241	29587	NA	NA	457	465	11	14	46	40	40	43	2	4
Non-Economically Disadvantaged (04-05)	151	44871	100	100	541	559	2	2	16	12	82	84	0	3
Non-Economically Disadvantaged (03-04)	199	44898	NA	NA	479	507	12	7	34	28	48	55	5	10

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

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

District AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

Below is a list of the Title 1 funded schools in the district that are in School Improvement Status as defined by the Federal No Child Left Behind Act of 2001

Title I School - any school that receives Federal Title I funds; the school agrees to the accountability measures mandated by the No Child Left Behind Act of 2001 (NCLB).

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 implement the restructuring plan.

Out of School Improvement - A Title I school that has made adequate yearly progress (AYP) for two consecutive years and is no longer identified.

For More Information on school improvement status, visit our website at [www.ade.az.gov/asd/nclb](http://www.ade.az.gov/asd/nclb)

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## Bullhead City Elementary District

	AZ LEARNS		NCLB
School Name	LABEL ES	LABEL HS	AYP
Bullhead City Jr High School	Performing Plus	N/A	Met
Coyote Canyon School	Performing	N/A	Met
Desert Valley Elementary	Performing	N/A	Met
Diamondback Elementary	Performing Plus	N/A	Met
Fox Creek Jr High	Performing Plus	N/A	Met
Mountain View Elementary	Performing	N/A	Met
Sunrise Elementary	Performing Plus	N/A	Met

Footnotes

1 Adequate Yearly Progress, please visit our website at <http://www.ade.az.gov/profile/publicview/aypdistrictlist.asp>.

2 Current Administrator: This includes the most current information ADE has available, please contact the district directly if you feel this information is in error.

3 Enrollment: These enrollment counts represent a head count of all active enrollments on October 1st of each school year. Please note these counts are not unduplicated counts; concurrently enrolled students are counted as having an active membership in each school they are enrolled. Joint technology schools where students are concurrently enrolled are not included, which may additionally overstate aggregated enrollment figures.

4 Arizona Instrument to Measure Standards (AIMS) if applicable. Data reflects grades 3,5,8,10. 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. Mean Scale Scores (MSS). The federal law, No Child Left Behind (NCLB), 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. Data also provides a two year trend analysis of student performance as required by NCLB. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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