

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1062 Hancock Road, Bullhead City, AZ 86442

Bullhead City 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 Plus
2003-04	Performing
2002-03	Underperforming

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

School Overview

Principal/Administrator : Mr. R Patrick Young
 Schedule : 07:30 AM to 04:00 PM
 Grades : 6-8
 2005 Enrollment : 700
 Web Address : www.bullhead.apssc.k12.az.us
 Phone Number : (928) 758-3921
 Fax Number : (928) 758-7428
 E-mail : pyoung@bullheadschoools.com

Mission

Staff, faculty, and community's mission is to work daily with all students to improve academic performance and student citizenship using planning, assessment, parent support, team communications, and instruction that integrates Arizona's standards.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	Out of Improvement
2002-03	Year 2

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

School / Academic Goals

- ü The number of students who Meets the Standard or Exceeds the Standard will increase 6% in both reading and math as measured by AIMS in 2006.
- ü The number of students who Meets the Standard or Exceeds the Standard will increase 6% in math as measured by AIMS in 2006.
- ü The number of students who Meets the Standard or Exceeds the Standard will increase 6% in math as measured by AIMS in 2006.
- ü The number of students who Falls Far Below the Standard will be decreased by 10% in math and reading as measured by AIMS in 2006.

Enrollment

October 1, 2004 School Year Student Enrollment : 700
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 6

Instructional Programs

- Ü Special Education
- Ü Gifted and Talented Education
- Ü English Language Learner Instruction
- Ü After School Tutoring
- Ü Accelerated Reading
- Ü Accelerated Math
- Ü Title 1
- Ü Technology Based Learning

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 35 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

The students, faculty, and staff strive to create a safe, respectful, and courteous environment to learn. The faculty and staff have the responsibility to communicate with students and parents on the concerns and issues of all parties involved.

Parents

Parents ensure students attend school. Parents nurture and motivate children to take advantage of the educational opportunities in school. Parents also communicate with instructors concerning the child's academic, physical, and social growth.

Transportation Policy

The district provides transportation to and from school for students whose identified disabilities require transportation; students within a 1 mile radius of the school where hazardous routes exist, and students who live more than 1 mile from school.

School Honors

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

Award/Honor	Year
Ü Community Achievement Award	2005
Ü Elks Honor Student of the Year	2005
Ü NASA Science Award	2005
Ü Music Participation Awards	2004

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	216	431	78250	99	99	99	530	538	548	26	26	21	25	22	18	45	45	48	5	7	13
All Students (Prior Year)	228	439	75001	100	100	99	448	460	468	51	46	37	34	31	36	11	13	16	4	10	10
Female	103	215	38071	100	99	99	519	536	549	30	25	20	28	24	19	38	44	49	4	7	12
Male	113	216	40126	98	99	99	541	539	547	23	28	23	22	19	17	51	46	46	5	8	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	94	128	29129	100	84	99	527	529	527	35	35	32	25	22	23	39	39	40	1	4	6
Asian/Pacific Islander	--	NC	1747	--	NC	100	--	NC	589	--	NC	9	--	NC	9	--	NC	50	--	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	118	293	38320	97	100	99	533	540	568	20	23	12	25	21	14	48	47	55	7	8	19
Students with Disabilities	15	32	9329	100	100	100	390	432	454	93	93	64	0	3	18	7	3	16	0	0	2
Students without Disabilities	201	399	68996	99	99	99	542	547	561	21	20	16	27	23	18	47	48	52	5	8	14
Limited English Proficient Students	14	34	10133	100	100	100	420	464	488	54	55	45	38	32	25	8	13	28	0	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	156	280	33388	98	97	94	531	536	530	28	28	32	26	23	22	43	43	40	3	6	5
Non-Economically Disadvantaged	60	151	44937	100	100	100	529	541	561	21	23	13	21	20	15	48	48	54	9	9	18

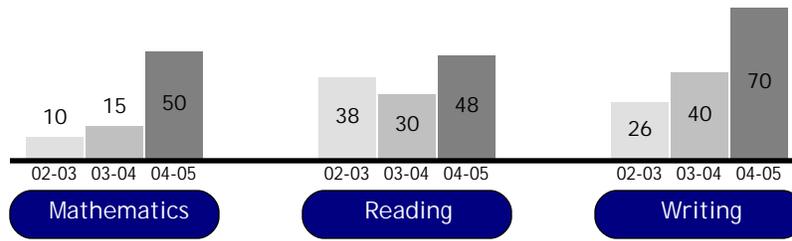
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	216	431	78302	99	0	99	494	508	512	14	11	11	38	31	25	44	51	57	4	7	7
All Students (Prior Year)	228	439	74918	100	100	99	476	485	497	51	44	32	19	19	19	24	25	35	6	12	15
Female	103	215	38082	100	0	99	491	513	518	11	7	8	41	31	24	45	54	61	3	8	7
Male	113	216	40166	98	0	99	497	503	507	16	15	14	35	31	26	43	49	54	5	5	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	94	128	29152	100	0	99	484	491	492	16	15	17	51	45	34	31	38	46	1	2	2
Asian/Pacific Islander	--	NC	1746	--	NC	100	--	NC	542	--	NC	5	--	NC	13	--	NC	66	--	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	118	293	38347	97	0	99	502	514	531	11	9	5	30	26	17	52	56	68	7	9	10
Students with Disabilities	15	32	9353	100	0	100	369	420	429	71	57	40	21	30	38	7	13	22	0	0	1
Students without Disabilities	201	399	69024	99	0	99	504	515	524	9	7	7	40	31	23	47	54	62	5	7	7
Limited English Proficient Students	14	34	10140	100	0	100	389	442	451	31	29	28	54	45	43	15	26	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	156	280	33398	98	0	94	494	504	495	15	13	18	44	36	35	38	45	46	4	6	2
Non-Economically Disadvantaged	60	151	44979	100	0	100	494	515	525	11	8	6	25	22	18	59	62	66	5	8	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	217	430	78094	100	99	99	522	533	545	6	4	3	24	25	18	70	71	77	0	0	2
All Students (Prior Year)	227	440	74503	100	100	99	446	468	491	16	12	9	44	41	32	39	44	51	1	4	8
Female	104	216	38025	100	100	99	519	542	558	5	3	2	25	19	13	69	78	82	0	1	2
Male	113	214	40013	98	98	99	524	524	534	6	4	5	23	31	23	71	65	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	94	127	29068	100	83	99	513	517	523	6	5	5	34	37	27	60	58	67	0	0	1
Asian/Pacific Islander	--	NC	1743	--	NC	100	--	NC	577	--	NC	2	--	NC	9	--	NC	82	--	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	119	293	38265	98	100	99	530	539	564	5	3	2	17	20	11	79	77	84	0	0	3
Students with Disabilities	16	33	9275	100	100	100	336	412	444	53	26	14	40	58	46	7	16	39	0	0	1
Students without Disabilities	201	397	68892	99	99	98	537	544	559	2	2	2	23	22	14	76	76	82	0	0	2
Limited English Proficient Students	14	33	10084	100	100	100	386	440	474	31	16	10	46	65	39	23	19	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	157	279	33296	98	97	94	520	529	527	7	5	5	28	30	27	65	65	67	0	0	0
Non-Economically Disadvantaged	60	151	44871	100	100	100	527	541	559	2	2	2	14	16	12	84	82	84	0	0	3

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

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

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	98	41	47	53	98	42	NA	56	97	47	49	51
	Language	97	36	39	45	100	37	41	48	97	41	43	47
	Mathematics	96	53	57	62	100	51	59	66	97	49	50	52
7	Reading	96	35	43	51	100	42	NA	54	97	42	45	50
	Language	96	41	48	54	100	42	48	58	97	43	47	52
	Mathematics	99	41	48	58	100	50	51	62	98	42	45	50
8	Reading	99	43	48	53	100	40	NA	55	98	43	48	51
	Language	98	37	42	49	100	32	41	52	98	42	47	50
	Mathematics	99	42	50	58	100	50	55	61	98	49	49	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."

School Site Council

Council Composition

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

Council Duties

- Ü School Safety Rules
- Ü Student Discipline
- Ü Extracurricular Activities
- Ü Promotion/Retention/Attendance
- Ü Parent/Educator Issues
- Ü School Improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	35.00
Other Professional Staff	3.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	2	0	0
4 to 6 years	6	3	0	0
7 to 9 years	4	0	0	0
10 or more years	2	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	155
Teachers with Emergency Certificaton.	20
Percent of teachers in the school with Emergency/Provisional Certification	57%
Percent of core classes not taught by Hightly Qualified Teachers	49%

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Art Room
- Ü Library
- Ü Gymnasium

Extracurricular Activities

- Ü Athletics
- Ü Builder's Club
- Ü SADD
- Ü Band/Choir
- Ü Science Club
- Ü Power Readers Club
- Ü Folklorico Dance Club
- Ü Drama Club

Social Services

- Ü Counseling Services
- Ü Crisis Intervention
- Ü DES Services
- Ü Recreational Activities

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Bullhead City Jr. High was presented the Community Achievement Award for work with the Peer Mediation Program 2005.

- ü Bullhead City Jr. High was awarded \$300.00 for Cans for School Recycling Program.

- ü Bullhead City Jr. High was the receipt of a financial endowment from a local business for efforts and participation in the Science.

- ü Bullhead City Jr. High placed 5th amongst 14 other school in county math competition.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Transfers Out Rates ⁵	20	12	12	17
Transfers In Rate ⁶	39	28	28	37
Stability Rate ⁷	79	87	87	82
Promotion Rate ⁸	92	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	6	0	1	6
Status Unknown ¹¹	5	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

A School Resource Officer provides law related education and support for student safety each day. The auxillary police department assists with supervision of the lunch periods. The counselor supervises peer mediation and conflict resolution.

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

12

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

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

Contacts

	Name	Phone Number
School Site Council	Patrick Young	(928) 758-3921
Transportation Policy	Vickie Guy	(928) 758-5616
Community Resources	James Feren	(928) 758-3921
School Nutrition Programs	Janet Gutowski	(928) 758-6606
Parent Organization	Mrs. Hartford	(928) 758-3921
Student Health/Nurse	Melody Brendmoen	(928) 758-3921

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 700 Copies = \$267.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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