

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06	Performing
2004-05	Performing Plus
2003-04	Performing

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Met

#### School Improvement Status (b)

2005-06	Warning Year
2004-05	N/A
2003-04	Out of Improvement

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

### School Overview

Principal/Administrator : Mr. R Patrick Young  
 Schedule : 08:30 AM to 04:30 PM  
 Grades : 6-8  
 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. We teach them correct principles and they govern themselves.

### School / Academic Goals

ü According to AIMS Writing Tests Student Scores will be as follows: 6th Grade:60.43% will be in the Meets or Exceeds Category. 7th Grade: 77.71% will be in the Meets or Exceeds Category. 8th Grade: 84.57% will be in the Meets or Exceeds Category.

ü According to the March Galileo Reading Test Student Scores will be as follows:  
 6th Grade:68.29% will be above 1068.  
 7th Grade:57.14% will be above 1160.  
 8th Grade:63.14% will be above 1244.

ü According to the March Galileo Math Test Student Scores will be as follows:  
 6th Grade:58.86% will be above 1012.  
 7th Grade:52.86% will be above 1164.  
 8th Grade:58.86% will be above 1284.

ü Average Daily Attendance will be 94% or above.

Parent participation at school sponsored activities and involvement in their childs education will increase.

### Enrollment

October 1, 2005 School Year Student Enrollment : 691  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 10

Instructional Programs

- Ü Special Education
- Ü Gifted and Talented Education
- Ü English Language Learner Instruction
- Ü Before and After School Tutoring
- Ü Accelerated Reading/Math
- Ü Read 180
- Ü Title 1 Reading and Math
- Ü New Century

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/7/2005
Last Day of School :	5/24/2006

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	2006
Ü Elks Honor Student of the Year	2006
Ü Music Participation Awards	2006
Ü Masonic Lodge Reading Awards	

6th 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	208	411	79327	89	92	98	496	502	518	28	22	19	26	26	20	39	46	46	7	7	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	98	204	38961	91	94	98	502	507	520	21	16	16	29	26	20	40	49	48	10	9	16
Male	110	207	40295	88	91	97	491	497	516	34	28	21	24	26	19	38	43	44	5	4	16
African American	NC	10	4247	NC	91	98	NC	NA	499	NC	NA	27	NC	NA	24	NC	NA	41	NC	NA	8
Hispanic	110	151	32327	89	89	98	488	492	499	34	30	27	28	30	25	33	35	41	5	5	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	89	237	36373	90	94	98	504	508	538	22	17	10	22	24	14	47	52	52	8	7	25
Students with Disabilities	NC	23	9321	NC	43	87	NC	460	467	NC	57	54	NC	22	22	NC	22	21	NC	NA	3
Students without Disabilities	199	388	70006	100	99	100	498	504	524	27	20	14	27	26	19	39	47	49	8	7	18
Limited English Proficient Students	29	35	9431	76	80	95	450	451	466	79	77	53	10	11	27	10	11	18	NA	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	164	276	37097	88	90	97	494	496	498	30	25	27	27	29	25	35	39	41	8	7	7
Non-Economically Disadvantaged	44	135	42230	96	97	99	504	514	535	18	15	11	23	19	15	55	59	50	5	7	24

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	206	414	79501	88	93	98	481	489	497	16	11	10	34	30	25	49	57	60	1	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	98	205	39062	91	94	99	490	498	502	8	8	8	33	24	23	59	65	64	NA	3	5
Male	108	209	40368	86	92	98	472	480	491	22	14	13	36	36	27	40	49	57	2	1	3
African American	NC	10	4279	NC	91	99	NC	NA	485	NC	NA	14	NC	NA	30	NC	NA	54	NC	NA	2
Hispanic	110	154	32389	89	91	98	470	474	478	21	19	16	38	38	34	41	43	48	NA	NA	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	87	237	36446	88	94	99	492	498	516	9	6	4	30	25	15	59	65	73	2	3	7
Students with Disabilities	NC	26	9411	NC	48	88	NC	456	453	NC	35	36	NC	38	36	NC	27	26	NC	NA	1
Students without Disabilities	199	388	70090	100	99	100	481	491	502	15	10	7	35	30	24	49	59	65	1	2	5
Limited English Proficient Students	29	35	9401	76	80	94	431	430	443	62	66	40	28	26	46	10	9	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	162	277	37183	87	91	97	479	483	479	16	13	16	36	33	34	47	52	49	1	2	1
Non-Economically Disadvantaged	44	137	42318	96	99	99	487	501	513	14	7	5	30	24	17	57	66	70	NA	2	7

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	229	429	80000	98	96	99	531	548	564	7	5	3	19	14	11	70	76	75	3	5	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	106	211	39288	98	97	99	563	572	579	2	1	2	8	7	6	83	84	77	7	8	16
Male	123	218	40644	98	96	98	504	525	549	12	8	4	28	22	15	59	67	74	1	2	7
African American	NC	11	4307	NC	100	99	NC	562	551	NC	NA	4	NC	18	13	NC	82	75	NC	NA	7
Hispanic	123	165	32672	99	98	99	522	531	548	9	8	4	21	21	14	67	69	76	2	2	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	96	241	36602	97	96	99	540	558	579	6	3	2	16	10	7	74	80	75	4	6	16
Students with Disabilities	29	38	9919	85	70	93	470	471	505	14	18	9	55	50	35	31	32	54	NA	NA	2
Students without Disabilities	200	391	70081	100	100	100	540	555	571	7	4	2	14	11	7	76	80	79	4	5	12
Limited English Proficient Students	38	43	9571	100	98	96	471	469	502	21	19	10	32	40	29	47	42	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	182	293	37534	97	96	98	530	541	547	7	5	4	20	17	15	69	76	76	3	2	5
Non-Economically Disadvantaged	47	136	42466	100	98	100	537	564	578	9	5	2	13	9	7	74	76	75	4	10	16

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

7th 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	225	418	78546	99	97	97	522	530	543	22	17	15	26	23	18	45	52	52	7	8	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	109	204	38645	100	99	98	524	534	545	19	15	13	26	24	18	47	51	54	8	11	15
Male	116	214	39792	98	96	97	519	527	542	25	19	17	27	23	17	43	52	50	5	6	15
African American	NC	10	4205	NC	100	97	NC	NA	524	NC	NA	22	NC	NA	22	NC	NA	49	NC	NA	7
Hispanic	133	173	31177	98	97	97	516	518	524	27	24	22	26	26	23	43	46	48	5	3	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	86	223	36450	100	98	97	531	539	563	15	12	7	29	22	12	45	53	57	10	13	23
Students with Disabilities	23	36	8093	96	80	82	471	481	489	52	50	50	22	25	24	26	22	23	NA	3	2
Students without Disabilities	202	382	70453	100	99	100	526	534	549	19	14	11	27	23	17	47	54	56	7	9	16
Limited English Proficient Students	35	45	9323	97	96	94	487	485	491	40	44	47	40	40	28	20	16	24	NA	NA	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	157	270	34694	99	98	96	520	527	524	24	20	23	24	24	23	45	49	48	7	8	7
Non-Economically Disadvantaged	68	148	43852	99	96	99	524	536	559	18	12	10	31	22	13	46	57	56	6	9	22

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	414	79045	95	97	98	499	504	512	11	10	10	32	29	25	53	58	58	4	4	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	104	199	38860	95	96	98	507	514	519	4	5	7	31	25	22	60	64	62	6	6	8
Male	112	215	40075	95	97	97	492	495	505	17	15	12	33	32	28	47	52	54	3	1	6
African American	NC	10	4250	NC	100	98	NC	NA	500	NC	NA	12	NC	NA	31	NC	NA	54	NC	NA	3
Hispanic	125	166	31314	92	93	98	494	494	493	15	15	16	31	30	34	50	52	48	4	3	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	85	226	36730	100	99	98	506	511	532	5	7	4	32	28	16	59	61	68	5	4	12
Students with Disabilities	14	32	8552	58	71	87	481	467	463	14	25	35	29	44	40	57	31	23	NA	NA	1
Students without Disabilities	202	382	70493	100	99	100	500	507	517	10	9	7	32	27	24	53	60	62	4	4	8
Limited English Proficient Students	30	40	9355	83	85	95	458	455	456	40	43	37	40	43	48	20	15	15	NA	NA	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	148	263	34922	94	96	96	497	501	493	9	10	15	37	34	34	49	53	48	5	3	3
Non-Economically Disadvantaged	68	151	44123	99	98	99	504	511	527	13	11	6	21	19	18	63	66	66	3	4	11

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	224	426	79657	99	99	99	547	552	566	5	4	3	13	10	8	82	85	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	109	207	39120	100	100	99	566	573	580	1	0	2	11	6	4	88	93	92	NA	NA	2
Male	115	219	40423	97	99	98	529	531	553	10	8	5	15	14	12	76	78	83	NA	NA	1
African American	NC	10	4290	NC	100	99	NC	NA	560	NC	NA	4	NC	NA	9	NC	NA	86	NC	NA	1
Hispanic	133	175	31642	98	98	99	546	545	552	5	5	5	14	13	11	80	82	84	NA	NA	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	85	228	36929	100	100	99	551	557	579	5	4	2	12	9	5	84	87	91	NA	NA	2
Students with Disabilities	22	43	9069	92	96	92	482	490	508	18	19	11	36	28	30	45	53	58	NA	NA	1
Students without Disabilities	202	383	70588	100	100	100	553	558	573	4	3	2	10	8	5	86	89	91	NA	NA	1
Limited English Proficient Students	35	46	9521	97	98	96	496	496	507	17	13	13	23	26	24	60	61	63	NA	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	156	273	35341	99	99	97	543	547	551	6	5	5	15	13	12	79	82	83	NA	NA	0
Non-Economically Disadvantaged	68	153	44316	99	99	100	557	560	578	4	4	2	7	5	5	88	92	90	NA	NA	2

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	208	394	78400	99	94	97	521	539	554	44	30	21	19	20	19	35	44	47	2	6	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	105	185	38686	98	95	98	517	535	554	46	34	20	21	19	20	32	42	49	1	5	12
Male	103	209	39636	100	93	96	524	543	554	42	26	23	17	21	18	38	47	46	3	6	13
African American	NC	NC	4193	NC	NC	97	NC	NC	533	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	5
Hispanic	119	163	30732	100	98	97	508	517	534	57	48	31	16	19	24	25	29	40	2	3	5
Asian/Pacific Islander	NC	10	1827	NC	100	99	NC	NA	594	NC	NA	8	NC	NA	12	NC	NA	49	NC	NA	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	78	210	37038	99	92	97	534	554	575	26	16	11	27	21	14	45	55	56	3	8	19
Students with Disabilities	30	34	7840	94	61	81	477	479	498	83	79	60	7	12	18	10	9	20	NA	NA	2
Students without Disabilities	178	360	70560	100	99	99	528	544	560	37	25	17	21	21	19	39	48	50	2	6	14
Limited English Proficient Students	34	41	8956	100	95	95	477	481	502	88	83	56	9	12	25	3	5	18	NA	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	150	243	33014	99	94	95	516	529	534	47	36	31	18	19	24	33	42	40	1	3	5
Non-Economically Disadvantaged	58	151	45386	100	94	99	532	555	569	34	20	15	22	21	15	40	48	52	3	11	18

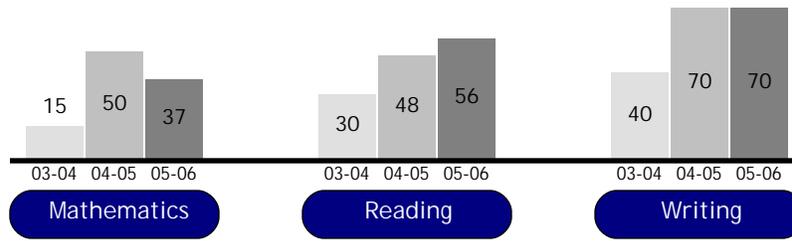
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	187	372	79179	89	89	98	507	521	519	11	7	11	33	27	27	54	62	58	2	5	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	95	176	38974	89	91	99	508	522	524	12	8	8	29	24	25	58	63	61	1	5	5
Male	92	196	40124	89	88	97	506	521	513	10	6	13	37	29	28	50	61	54	3	4	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	106	150	30987	89	90	98	492	498	498	15	13	17	42	41	36	42	45	45	NA	1	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	71	203	37467	90	89	98	522	535	539	4	2	5	23	18	17	69	73	70	4	6	8
Students with Disabilities	NC	12	8567	NC	21	88	NC	485	467	NC	25	39	NC	17	38	NC	58	22	NC	NA	1
Students without Disabilities	178	360	70612	100	99	99	508	522	524	10	6	7	34	27	25	54	62	62	2	5	5
Limited English Proficient Students	23	29	9013	68	67	95	453	454	461	39	41	40	57	52	48	4	7	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	130	221	33345	86	86	96	505	514	499	13	10	17	31	29	36	55	59	46	2	3	1
Non-Economically Disadvantaged	57	151	45834	98	94	99	511	531	533	5	3	7	39	25	19	53	66	67	4	7	7

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	208	412	79734	99	99	99	537	541	554	5	4	3	25	23	19	70	73	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	105	192	39243	98	99	99	550	553	568	3	3	2	18	17	12	79	81	85	NA	NA	1
Male	103	220	40413	100	98	98	523	531	541	8	5	4	32	29	26	60	66	70	NA	NA	0
African American	NC	NC	4285	NC	NC	99	NC	NC	548	NC	NC	3	NC	NC	22	NC	NC	74	NC	NC	0
Hispanic	119	168	31254	100	100	99	528	528	539	7	6	5	29	30	25	64	64	70	NA	NA	0
Asian/Pacific Islander	NC	10	1837	NC	100	99	NC	NA	579	NC	NA	1	NC	NA	9	NC	NA	87	NC	NA	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	78	222	37668	99	97	99	548	550	569	3	2	1	21	19	13	77	79	85	NA	NA	1
Students with Disabilities	30	50	8943	94	89	92	478	477	495	13	12	11	53	60	51	33	28	38	NA	NA	1
Students without Disabilities	178	362	70791	100	100	100	546	550	561	4	3	2	20	18	15	76	79	83	NA	NA	0
Limited English Proficient Students	34	43	9138	100	100	97	470	465	492	18	19	13	50	53	46	32	28	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	150	253	33718	99	98	97	531	534	538	7	6	5	27	26	26	66	68	69	NA	NA	0
Non-Economically Disadvantaged	58	159	46016	100	99	100	552	552	567	NA	1	2	21	19	14	79	80	84	NA	NA	1

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?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	98	42	NA	56	97	47	49	51	88	44	52	56
	Language	100	37	41	48	97	41	43	47	97	37	44	50
	Mathematics	100	51	59	66	97	49	50	52	88	43	50	58
7	Reading	100	42	NA	54	97	42	45	50	93	43	48	54
	Language	100	42	48	58	97	43	47	52	97	50	54	58
	Mathematics	100	50	51	62	98	42	45	50	97	41	44	54
8	Reading	100	40	NA	55	98	43	48	51	89	50	58	58
	Language	100	32	41	52	98	42	47	50	99	48	54	56
	Mathematics	100	50	55	61	98	49	49	53	99	37	50	58

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)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 9 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü School Safety Rules
- Ü School Literacy
- 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	37.00
Other Professional Staff	2.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	0	1	0
4 to 6 years	5	0	0	0
7 to 9 years	2	1	0	0
10 or more years	11	9	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	155
Teachers with Emergency Certification.	12
Percent of teachers in the school with Emergency/Provisional Certification	32%
Percent of core classes not taught by Highly Qualified Teachers	49%

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Art Room
- Ü Library/Media Center
- Ü Gymnasium

Extracurricular Activities

- Ü Athletics
- Ü Builder's Club
- Ü SADD
- Ü Band/Choir/Guitar
- Ü Science Club
- Ü honors Reading Club
- Ü Folklorico Dance Club
- Ü Drama Club

Social Services

- Ü Counseling Services
- Ü Crisis Intervention
- Ü DES Services
- Ü Recreational Activities
- Ü Peer Mediation
- Ü Anger management
- Ü Behavior Resource Center
- Ü Character Counts

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Bullhead City Jr. High was recognized for having effective student behavior programs. Community Achievement Award Recognition. Goal: Fair equitable Discipline Plan.
  
- ü 28% of Bullhead City Jr. High Students were recognized as Honor Roll students. Goal: Raise general academic scores.
  
- ü Bullhead City Jr. High was the recipient of a special recognition from Gov. Napolitano for community service. Goal: Community Participation
  
- ü Bullhead City Jr. High placed 4th amongst 12 other school in county math competition. Goal: Raise math scores

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	83	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

14
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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. Hall	(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](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 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.

6 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.