

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1200 W White Mountain Blvd, Lakeside, AZ 85929

Blue Ridge Unified 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)

2005-06 Highly Performing
2004-05 Highly Performing
2003-04 Excelling

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

School Overview

Principal/Administrator : Dr. P. Rance Pullin
Schedule : 08:00 AM to 05:00 PM
Grades : Pre-K-3
Web Address : www.brusd.k12.az.us
Phone Number : (928) 368-6182
Fax Number : (928) 368-6183
E-mail : rpullin@brusd.k12.az.us

Mission

BRES has been successful in following a more traditional approach. However, with the characteristics of the traditional comes a taste of the creative to develop a balance in addressing the needs of a diverse student population. The technology program, Extended Learning Program, Sheltered English Immersion (SEI), Toddlin Jackets' Preschool, Jump Start first grade, Character Counts, and our positive incentive program, Super Kids Journey to Excellence, are just a few of the programs.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

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

School / Academic Goals

- ü Provide programs to meet the needs of each child, including technological opportunities in computers and an appreciation of the arts
- ü Provide the instruction and instructional support imperative for all students to successfully meet the Arizona Academic Standards, NCLB requirements and the Blue Ridge Elementary School promotional standards
- ü Encourage activities that will enhance self-concept and self-esteem for all students, as well as teach respect and responsibility
- ü Raise the level of performance for all students in problem-solving techniques, communication skills, information-accessing skills and critical-thinking skills, in order to allow each student to become a lifelong learner with global awareness

Enrollment

October 1, 2005 School Year Student Enrollment : 838
Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- ü Extended Learning Program (ELP)
- ü Technology/Computer Lab
- ü Special Needs Preschool'Toddlin Jackets'
- ü Reading/Math Assistance Programs
- ü Structured English Immersion (SEI)
- ü Music/Physical Education
- ü Character Counts
- ü Self-Contained Classroom

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 15 minutes
First Day of School :	8/9/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

The school communicates with parents. The school monitors daily attendance, establishes behavioral guidelines, schedules parent conferences and parent nights. The school issues report cards, information on the Arizona Academic Standards and testing results.

Parents

BRES expects and encourages parents to support their children by promoting good attendance at school; ensuring updated immunization records; and providing accurate information for records and emergencies.

Transportation Policy

Transportation is a privilege given to students in our district. We adhere to all district guidelines and requirements. Student transportation behavioral guidelines are established and enforced by drivers and principals through a ticketing system.

School Honors

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

Award/Honor	Year
ü ADE A+ Elementary School Recognition Program	1996
ü NASA Workshop Recipients	2000
ü Chess Club (Regional Winner) (5th Place in State)	2004
ü Tom Horne, Supt. of Public Instruction, Award Presented	2006

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	192	192	80010	100	100	99	466	466	447	4	4	10	10	10	18	54	54	53	31	31	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	95	95	38935	100	100	99	461	461	447	4	4	9	14	14	19	56	56	55	26	26	17
Male	97	97	40974	99	99	98	470	470	448	4	4	11	7	7	18	53	53	52	36	36	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	43	43	34545	100	100	99	438	438	432	12	12	14	21	21	24	53	53	53	14	14	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	137	137	35142	100	100	99	474	474	465	2	2	5	8	8	11	53	53	56	36	36	28
Students with Disabilities	39	39	10161	100	100	93	435	435	419	15	15	28	18	18	28	59	59	36	8	8	8
Students without Disabilities	153	153	69849	100	100	100	474	474	451	1	1	7	8	8	17	53	53	56	37	37	19
Limited English Proficient Students	17	17	14013	100	100	97	410	410	413	24	24	24	35	35	34	35	35	39	6	6	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	82	82	39029	100	100	98	448	448	432	6	6	14	15	15	25	61	61	52	18	18	9
Non-Economically Disadvantaged	110	110	40981	100	100	100	479	479	462	3	3	6	7	7	13	49	49	54	41	41	27

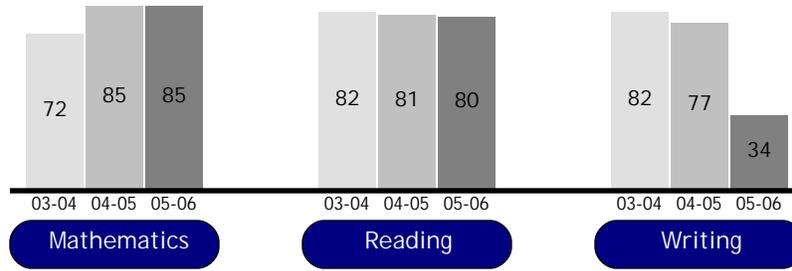
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	185	185	79438	97	97	98	467	467	451	4	4	9	16	16	24	65	65	56	15	15	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	92	92	38775	100	100	99	467	467	457	5	5	7	13	13	22	70	70	58	12	12	13
Male	93	93	40560	95	95	97	467	467	446	3	3	12	18	18	25	60	60	54	18	18	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	39	39	34297	91	91	98	436	436	434	10	10	14	36	36	31	46	46	50	8	8	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	134	134	34887	99	99	98	475	475	471	3	3	4	10	10	15	70	70	63	17	17	18
Students with Disabilities	32	32	9588	84	84	88	445	445	416	13	13	30	22	22	32	53	53	34	13	13	5
Students without Disabilities	153	153	69850	100	100	100	471	471	456	3	3	7	14	14	23	67	67	59	16	16	12
Limited English Proficient Students	15	15	13856	88	88	96	398	398	407	27	27	27	53	53	43	20	20	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	77	77	38685	94	94	97	453	453	435	8	8	14	16	16	32	70	70	50	6	6	5
Non-Economically Disadvantaged	108	108	40753	100	100	99	476	476	467	2	2	5	16	16	16	61	61	62	21	21	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	192	192	79971	100	100	99	407	407	423	7	7	8	59	59	41	33	33	49	1	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	95	95	38974	100	100	99	418	418	437	4	4	5	54	54	33	40	40	57	2	2	4
Male	97	97	40895	99	99	98	397	397	410	10	10	10	64	64	47	26	26	41	NA	NA	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	43	43	34481	100	100	99	383	383	410	21	21	10	60	60	46	19	19	43	NA	NA	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	137	137	35150	100	100	99	415	415	437	4	4	5	57	57	35	38	38	56	1	1	5
Students with Disabilities	39	39	10258	100	100	94	373	373	377	21	21	23	64	64	51	13	13	25	3	3	1
Students without Disabilities	153	153	69713	100	100	100	416	416	429	4	4	5	58	58	39	38	38	52	1	1	3
Limited English Proficient Students	17	17	13985	100	100	97	342	342	382	41	41	18	59	59	54	NA	NA	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	82	82	38994	100	100	98	391	391	409	12	12	10	61	61	47	26	26	41	1	1	1
Non-Economically Disadvantaged	110	110	40977	100	100	100	419	419	437	4	4	5	57	57	34	38	38	56	1	1	5

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



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 2005-06

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	92	66	NA	58	100	54	54	47	95	67	67	46
	Language	97	58	58	50	100	56	56	47	95	61	61	48
	Mathematics	98	69	69	64	100	54	54	50	100	56	56	52
3	Reading	99	62	NA	55	99	57	57	44	96	59	59	46
	Language	100	63	63	61	99	55	55	44	100	52	52	46
	Mathematics	100	69	69	61	99	63	63	51	100	67	67	52

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

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

Council Duties

- Ü Parental Concerns
- Ü School Safety Issues
- Ü Parent/Educator Relationships
- Ü Special Programs
- Ü School Calendar
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	45.00
Other Professional Staff	5.00	Teacher Aide	25.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	5	2	0	0
7 to 9 years	2	2	0	0
10 or more years	16	12	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	44
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü Library/Media Center
- Ü Computer Lab
- Ü Music Building
- Ü Occupational Therapy - Physical Therapy

Extracurricular Activities

- Ü Special Olympics
- Ü Jump-Rope for the Heart Program
- Ü Accelerated Reader Program
- Ü Blue Ridge Lil' Jumping Jackets
- Ü Big Brother/ Big Sister Program
- Ü Chess Club
- Ü Character Counts Program
- Ü Super Kids Journey to Excellence

Social Services

- Ü Lunch/Breakfast Program
- Ü Counseling Services
- Ü Health Services
- Ü PTO

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Individual student needs are met through programs that address specific requirements which include special education, gifted, English Language Learners, Character Counts, 'Jump Start' first grade, preschool, music, PE, counseling and other programs.
- ü Ninety-nine percent of our students met promotional standards at BRES.
- ü BRES Lil' Jackets' Habitat and Trail. (completion 2006-2007)
- ü BRES has received an Arizona Profile as an Excelling school for the past two years (2002-03, 2003-04)and Highly Performing (2004-05).

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	89	89	88	73
Graduation Rate ⁶	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

We promote positive activities and reinforcement of students through programs that build self-concept and social skills. We have adopted Character Counts! as our social and behavioral skills program involving all students, parents and staff.

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) :

6

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	Dr. Rance Pullin	(928) 368-6182
Transportation Policy	Harry Smith	(928) 368-8266
Community Resources	Dr. Rance Pullin	(928) 368-6182
School Nutrition Programs	Lori Lummus	(928) 368-6126
Parent Organization	Sharon Berry	(928) 368-6182
Student Health/Nurse	Jane Xavier	(928) 368-6182

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 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.

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Total cost of printing: 12 Pages X .0243 Per page X 125 Copies = \$36.00

** 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.