



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	Highly Performing

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

School Overview

Principal/Administrator : Ms. Diana W. Butler
 Schedule : 07:30 AM to 04:30 PM
 Grades : 4-6
 Web Address : www.brusd.k12.az.us/MOffice.html
 Phone Number : (928) 368-6119
 Fax Number : (928) 368-6120
 E-mail : dbutler@brusd.k12.az.us

Mission

Providing Excellence in Education . . . One Child at a Time. The Blue Ridge Mid School will educate lifelong learners who will become responsible, well-rounded citizens with the skills to meet the challenges of the new century.

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 academic needs of each child so that each child can achieve the Arizona State Standards to reach his/her academic potential.
- ü Teach critical thinking, problem-solving, communication and information-accessing skills which will allow students to become successful lifelong learners.
- ü Implement the 'Character Counts!' program to encourage the development of good character in students including respect, caring, responsibility, fairness, trustworthiness, citizenship, and good decision making skills.
- ü Teach basic computer skills to students so that they are better able to use technology to communicate, research and access computer assisted instruction.

Enrollment

October 1, 2005 School Year Student Enrollment : 600
 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 Gifted Education
- Ü On-site Special Education
- Ü Remedial Reading and Math
- Ü SEI for English Language Learners
- Ü Art and General Music
- Ü Orchestra and Band
- Ü Physical Education
- Ü Computers

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

A safe learning environment is provided. Attendance is monitored daily by telephone. Student progress toward the standards and grade reports are issued quarterly. Parents receive Terra Nova and AIMS DPA results annually. Parent-teacher conferences are held each semester. The principal and teachers communicate regularly through letters and memos. A newsletter is sent out monthly. A school nurse and counselor are available on-site. Orientation and family night are annual events.

Parents

Parents are to provide immunization records, birth certificates, proof of residency and information on special needs. Parents are expected to ensure regular, punctual school attendance; to contact the school regarding absences; and to maintain current emergency contact data. Parents shall provide educational support by interacting with teachers and attending Parent-Teacher conferences. Students must dress and behave in adherence with established codes.

Transportation Policy

Transportation is a privilege extended to students living within the Blue Ridge School District boundaries. Bus behavior guidelines are established and enforced. Students who continue to misbehave on the bus or at bus stops can lose bus privileges. BRUSD adheres to all state and federal guidelines and requirements regarding transportation.

School Honors

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

Award/Honor	Year
Ü Navajo County Spelling Bee - 2nd and 3rd Place	2005
Ü ASBA Golden Bell Award for the 'Books Are Us' Program	2004
Ü AATM 6th grade Math Challenge- 1st Place	2005
Ü AZ Scholastic State Chess Championship- 3rd Place	2005

4th 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	193	193	80147	100	100	99	494	494	482	6	6	11	12	12	17	51	51	49	31	31	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	85	85	39281	99	99	99	497	497	483	2	2	9	15	15	17	47	47	50	35	35	24
Male	108	108	40780	100	100	98	491	491	482	8	8	12	9	9	17	55	55	48	28	28	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	34	34	33494	100	100	99	474	474	466	9	9	15	24	24	23	53	53	49	15	15	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	147	147	36122	100	100	99	500	500	501	5	5	5	9	9	10	48	48	50	37	37	35
Students with Disabilities	30	30	10295	100	100	92	456	456	443	23	23	33	17	17	26	53	53	33	7	7	8
Students without Disabilities	163	163	69852	100	100	100	500	500	488	2	2	7	11	11	16	51	51	51	36	36	26
Limited English Proficient Students	10	10	12722	100	100	97	NA	NA	441	NA	NA	27	NA	NA	33	NA	NA	37	NA	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	70	70	38371	100	100	97	489	489	465	7	7	15	13	13	23	57	57	49	23	23	13
Non-Economically Disadvantaged	123	123	41776	100	100	100	496	496	498	5	5	6	11	11	11	48	48	49	36	36	33

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	192	192	79686	100	100	98	480	480	470	6	6	11	19	19	24	64	64	57	11	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	85	85	39163	99	99	99	488	488	475	2	2	9	19	19	22	67	67	60	12	12	10
Male	107	107	40438	100	100	97	474	474	465	9	9	13	20	20	25	61	61	54	10	10	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	33	33	33299	97	97	98	464	464	452	6	6	17	36	36	32	48	48	47	9	9	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	147	147	35914	100	100	98	485	485	489	7	7	5	14	14	15	67	67	67	12	12	14
Students with Disabilities	29	29	9808	97	97	87	432	432	432	28	28	35	41	41	32	31	31	30	NA	NA	3
Students without Disabilities	163	163	69878	100	100	100	488	488	475	2	2	8	15	15	23	69	69	61	13	13	9
Limited English Proficient Students	10	10	12594	100	100	96	NA	NA	422	NA	NA	34	NA	NA	45	NA	NA	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	70	70	38095	100	100	97	472	472	452	10	10	17	20	20	32	61	61	48	9	9	3
Non-Economically Disadvantaged	122	122	41591	100	100	99	485	485	486	4	4	6	19	19	16	65	65	65	12	12	13

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	194	194	80372	100	100	99	479	479	475	3	3	4	35	35	30	58	58	64	4	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	86	86	39452	100	100	99	497	497	488	2	2	3	17	17	22	76	76	72	5	5	3
Male	108	108	40836	100	100	98	464	464	464	4	4	6	49	49	37	44	44	56	3	3	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	34	34	33608	100	100	99	474	474	462	6	6	6	35	35	36	53	53	57	6	6	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	148	148	36213	100	100	99	481	481	489	3	3	2	34	34	22	60	60	72	3	3	3
Students with Disabilities	30	30	10526	100	100	94	436	436	427	13	13	15	63	63	53	23	23	31	NA	NA	1
Students without Disabilities	164	164	69846	100	100	100	486	486	482	1	1	3	30	30	26	65	65	69	4	4	2
Limited English Proficient Students	10	10	12747	100	100	97	NA	NA	432	NA	NA	12	NA	NA	52	NA	NA	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	70	70	38521	100	100	98	476	476	461	4	4	6	34	34	38	59	59	55	3	3	1
Non-Economically Disadvantaged	124	124	41851	100	100	100	480	480	489	2	2	3	35	35	22	58	58	72	4	4	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	204	204	79306	100	100	99	515	515	504	10	10	13	17	17	20	48	48	49	25	25	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	91	91	38845	99	99	99	509	509	505	12	12	11	16	16	20	47	47	50	24	24	18
Male	111	111	40383	98	98	98	520	520	504	8	8	14	16	16	19	50	50	47	26	26	19
African American	--	--	4171	--	--	98	--	--	485	--	--	20	--	--	26	--	--	44	--	--	10
Hispanic	34	34	32673	97	97	99	482	482	487	26	26	18	26	26	25	38	38	46	9	9	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	10	10	4034	100	100	97	NA	NA	479	NA	NA	22	NA	NA	29	NA	NA	43	NA	NA	7
White	158	158	36234	99	99	99	524	524	523	6	6	6	14	14	13	51	51	52	29	29	28
Students with Disabilities	40	40	10286	98	98	91	469	469	462	40	40	41	23	23	27	30	30	27	8	8	5
Students without Disabilities	164	164	69020	100	100	100	526	526	510	2	2	9	15	15	18	52	52	52	30	30	21
Limited English Proficient Students	13	13	10291	100	100	96	443	443	458	62	62	38	23	23	34	15	15	26	NA	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	76	76	37437	97	97	97	501	501	486	17	17	19	18	18	26	46	46	46	18	18	9
Non-Economically Disadvantaged	128	128	41869	100	100	100	524	524	521	5	5	7	16	16	14	49	49	51	30	30	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	204	204	79000	100	100	98	501	501	489	4	4	10	20	20	24	63	63	58	13	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	91	91	38774	99	99	99	504	504	494	5	5	7	14	14	22	59	59	61	21	21	10
Male	111	111	40150	98	98	98	499	499	485	4	4	12	24	24	25	65	65	55	7	7	8
African American	--	--	4153	--	--	98	--	--	476	--	--	13	--	--	30	--	--	53	--	--	4
Hispanic	34	34	32508	97	97	98	470	470	472	12	12	15	44	44	33	41	41	49	3	3	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	10	10	4016	100	100	96	NA	NA	467	NA	NA	14	NA	NA	37	NA	NA	46	NA	NA	2
White	158	158	36135	99	99	98	508	508	508	3	3	4	15	15	14	66	66	67	16	16	15
Students with Disabilities	40	40	9991	98	98	88	462	462	449	13	13	33	48	48	36	35	35	29	5	5	2
Students without Disabilities	164	164	69009	100	100	100	511	511	495	2	2	6	13	13	22	70	70	62	15	15	10
Limited English Proficient Students	13	13	10199	100	100	95	433	433	439	38	38	35	62	62	47	NA	NA	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	76	76	37234	97	97	97	487	487	472	7	7	15	25	25	33	58	58	50	11	11	3
Non-Economically Disadvantaged	128	128	41766	100	100	99	510	510	505	3	3	5	16	16	16	66	66	65	15	15	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	204	204	79611	100	100	99	511	511	496	5	5	7	27	27	37	67	67	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	91	91	39016	99	99	99	526	526	511	3	3	4	19	19	29	76	76	66	2	2	1
Male	111	111	40519	98	98	98	498	498	482	7	7	10	34	34	44	59	59	46	NA	NA	0
African American	--	--	4188	--	--	98	--	--	486	--	--	9	--	--	40	--	--	50	--	--	0
Hispanic	34	34	32855	97	97	99	474	474	481	15	15	10	35	35	43	50	50	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	10	10	3992	100	100	96	NA	NA	478	NA	NA	10	NA	NA	46	NA	NA	44	NA	NA	0
White	158	158	36380	99	99	99	520	520	511	4	4	4	23	23	30	72	72	65	1	1	1
Students with Disabilities	40	40	10664	98	98	94	450	450	440	23	23	23	50	50	54	28	28	22	NA	NA	1
Students without Disabilities	164	164	68947	100	100	100	525	525	504	1	1	4	21	21	34	76	76	61	1	1	1
Limited English Proficient Students	13	13	10362	100	100	97	390	390	438	46	46	22	46	46	57	8	8	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	76	76	37626	97	97	98	492	492	479	11	11	10	34	34	45	55	55	45	NA	NA	0
Non-Economically Disadvantaged	128	128	41985	100	100	100	522	522	511	2	2	4	23	23	30	73	73	65	2	2	1

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

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	225	225	79327	100	100	98	526	526	518	16	16	19	19	19	20	41	41	46	24	24	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	113	113	38961	100	100	98	534	534	520	12	12	16	19	19	20	40	40	48	30	30	16
Male	112	112	40295	100	100	97	518	518	516	20	20	21	20	20	19	42	42	44	19	19	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	42	42	32327	100	100	98	486	486	499	38	38	27	24	24	25	29	29	41	10	10	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	13	13	4391	100	100	96	520	520	489	15	15	32	15	15	27	46	46	36	23	23	4
White	165	165	36373	100	100	98	536	536	538	10	10	10	18	18	14	43	43	52	28	28	25
Students with Disabilities	40	40	9321	100	100	87	462	462	467	60	60	54	25	25	22	13	13	21	3	3	3
Students without Disabilities	185	185	70006	100	100	100	540	540	524	6	6	14	18	18	19	47	47	49	29	29	18
Limited English Proficient Students	13	13	9431	100	100	95	449	449	466	77	77	53	15	15	27	8	8	18	NA	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	84	84	37097	99	99	97	502	502	498	26	26	27	20	20	25	38	38	41	15	15	7
Non-Economically Disadvantaged	141	141	42230	100	100	99	541	541	535	9	9	11	18	18	15	43	43	50	30	30	24

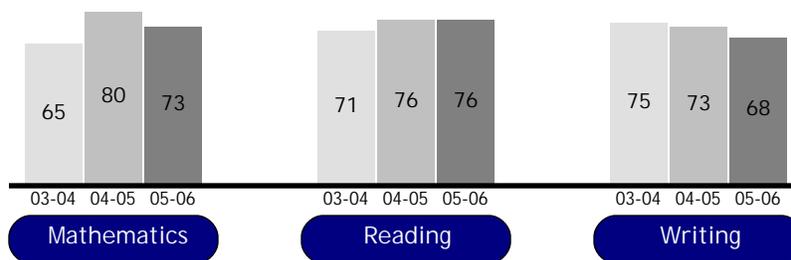
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	225	225	79501	100	100	98	505	505	497	8	8	10	22	22	25	65	65	60	4	4	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	113	113	39062	100	100	99	517	517	502	4	4	8	19	19	23	71	71	64	6	6	5
Male	112	112	40368	100	100	98	492	492	491	13	13	13	26	26	27	59	59	57	3	3	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	42	42	32389	100	100	98	470	470	478	21	21	16	38	38	34	40	40	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	13	13	4401	100	100	96	483	483	473	15	15	17	23	23	40	62	62	43	NA	NA	1
White	165	165	36446	100	100	99	515	515	516	5	5	4	18	18	15	71	71	73	6	6	7
Students with Disabilities	40	40	9411	100	100	88	456	456	453	25	25	36	53	53	36	20	20	26	3	3	1
Students without Disabilities	185	185	70090	100	100	100	515	515	502	5	5	7	16	16	24	75	75	65	5	5	5
Limited English Proficient Students	13	13	9401	100	100	94	423	423	443	62	62	40	38	38	46	NA	NA	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	84	84	37183	99	99	97	485	485	479	17	17	16	27	27	34	55	55	49	1	1	1
Non-Economically Disadvantaged	141	141	42318	100	100	99	517	517	513	4	4	5	19	19	17	71	71	70	6	6	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	224	224	80000	100	100	99	571	571	564	4	4	3	10	10	11	71	71	75	16	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	113	113	39288	100	100	99	597	597	579	NA	NA	2	4	4	6	73	73	77	24	24	16
Male	111	111	40644	99	99	98	544	544	549	7	7	4	16	16	15	69	69	74	7	7	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	42	42	32672	100	100	99	516	516	548	17	17	4	14	14	14	64	64	76	5	5	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	13	13	4424	100	100	97	576	576	549	NA	NA	3	8	8	14	77	77	77	15	15	5
White	164	164	36602	100	100	99	585	585	579	1	1	2	9	9	7	72	72	75	19	19	16
Students with Disabilities	40	40	9919	100	100	93	520	520	505	3	3	9	40	40	35	55	55	54	3	3	2
Students without Disabilities	184	184	70081	100	100	100	582	582	571	4	4	2	3	3	7	74	74	79	18	18	12
Limited English Proficient Students	13	13	9571	100	100	96	410	410	502	46	46	10	23	23	29	31	31	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	83	83	37534	98	98	98	549	549	547	6	6	4	14	14	15	73	73	76	6	6	5
Non-Economically Disadvantaged	141	141	42466	100	100	100	583	583	578	2	2	2	7	7	7	70	70	75	21	21	16

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)

5th 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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
4	Reading	98	70	NA	56	99	55	55	48	99	63	63	52
	Language	100	61	61	52	99	52	52	49	100	58	58	52
	Mathematics	100	66	66	61	99	57	57	53	100	63	63	58
5	Reading	98	68	NA	55	99	59	59	50	99	65	65	56
	Language	99	61	61	49	99	55	55	50	99	61	61	54
	Mathematics	99	75	75	63	99	57	57	49	99	61	61	52
6	Reading	91	66	NA	56	98	55	55	51	100	63	63	56
	Language	90	59	59	48	98	51	51	47	100	56	56	50
	Mathematics	91	74	74	66	98	58	58	52	100	63	63	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/

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)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parental Concerns
- Ü School Safety and Prevention Issues
- Ü Parent/Educator Relations
- Ü Curriculum Development
- Ü School Improvement/NCLB
- Ü Extracurricular Activities/Tax Credits

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	37.00
Other Professional Staff	1.75	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	38
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Library/Media Center
- Ü Technology Labs
- Ü Art Facility
- Ü Outdoor Classroom & Forest Restoration

Extracurricular Activities

- Ü Spelling /Geography/Word Challenge Bees
- Ü BRMS Student Council
- Ü Intramural Sports/Chess Programs
- Ü Navajo County School Fair Entries
- Ü Annual BRMS Talent Show
- Ü Band/Strings/ Choir/Highland Dance
- Ü Math and Reading Clubs
- Ü K9 Fun Club

Social Services

- Ü Breakfast/Lunch Programs
- Ü Adopt- A- Watershed/Outdoor Classroom
- Ü Health Services/School Nurse
- Ü Afterschool Athletics
- Ü Grandparents Raising Grandchildren Group
- Ü TAG Yellowjacket Youth Center
- Ü Big Brothers/Big Sisters HS&Com. Mentors
- Ü Parent Teacher Organization

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Individual BRMS student needs are met through programs which address specifically identified concerns in the regular classroom, as well as in special education, gifted, SEI, remedial math and reading, music, art, counseling and other programs.
- ü BRMS students are assessed annually on progress toward the Arizona Academic Standards. The percent of BRMS students who met or exceed state standard in reading and mathematics on the AIMS was above state levels.
- ü The Everyday Math curriculum continues to be taught in classrooms and students exceeded Arizona state math scores on both Terra Nova and AIMS DPA.
- ü Scores on the Terra Nova Achievement Test, the state norm referenced testing, exceeded state percentile medians and national means.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	95	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

BRMS behavioral guidelines are strictly enforced with bullying and fighting not tolerated. Alcohol, tobacco, drugs and weapons are forbidden on BR Campus. A character building program, 'CHARACTER COUNTS!,' has been adopted and implemented. The BR crisis management plan and team are available in case of emergencies. A nurse and a counselor are available on campus. Officers are available to make home visits regarding truancy and behavior referrals.

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) :

2

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	Diana Butler or Alicia Phillips	(928) 368-6119
Transportation Policy	Harry Smith	(928) 368-6126
Community Resources	Kay Schweppe	(928) 368-6119
School Nutrition Programs	Lori Lummus	(928) 368-6126
Parent Organization	Mary Knaust	(928) 367-3304
Student Health/Nurse	Rachel Landis	(928) 368-6119

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 100 Copies = \$39.00

** 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.