

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1200 W White Mountain Blvd, Lakeside, AZ 85929

Blue Ridge Unified District

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06	Performing Plus
2004-05	Performing
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	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.

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.

School Overview

Principal/Administrator : Mr. Gerad Ball
 Schedule : 07:00 AM to 04:00 PM
 Grades : 9-12
 Web Address : www.brusd.k12.az.us
 Phone Number : (928) 368-6328
 Fax Number : (928) 368-9572
 E-mail : gball@brusd.k12.az.us

Mission

Our mission is to provide an environment in which students will become lifetime learners, as well as adaptable, self-governing participants in school, in the workplace and in society. To this end, students will demonstrate respect for themselves and others, will set career and life goals, will be competent in communication and problem-solving skills, will be informed users of technology, and will understand how the world's cultures, economies, governments, and ecologies are interconnected.

School / Academic Goals

- ü All students will achieve the Arizona Academic Standards, as prescribed by AIMS, for graduation.
- ü All students will successfully complete four credits of math and three credits of science prior to graduation.

Enrollment

October 1, 2005 School Year Student Enrollment : 922
 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 Honors Program/Extended Education Prog.
- ü College Preparatory Program
- ü Vocational Education
- ü Fine Arts Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Blue Ridge High School has one of the highest graduation standard of any public high school in the state. BRHS requires 25 credits to graduate which includes four credits in math, three credits in lab sciences and additional competencies.

Parents

To ensure that the students are attending on a regular basis and are punctual. To provide accurate information concerning eligibility for federal assistance programs, student records, emergency contacts and extracurricular eligibility.

Transportation Policy

Transportation of students is a privilege extended to students in the district. All guidelines and requirements, as stipulated in ARS Title 15, are adhered to.

School Honors

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

Award/Honor	Year
ü 13-State Football Championships-23 Region Championships	2004
ü 2 Students Appointed to US Service Academies	2005
ü Wrestling Regional Tournament Champions	2005
ü 2Student earned Gates Millineum scholarships	2005

10th 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	223	223	71130	98	98	95	702	702	701	20	20	23	14	14	13	52	52	51	13	13	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	107	107	35465	98	98	96	701	701	702	21	21	21	11	11	13	55	55	53	13	13	13
Male	116	116	35648	97	97	94	702	702	701	20	20	24	16	16	12	50	50	50	14	14	14
African American	NC	NC	3868	NC	NC	95	NC	NC	686	NC	NC	33	NC	NC	17	NC	NC	45	NC	NC	6
Hispanic	30	30	25103	100	100	95	688	688	685	30	30	34	33	33	16	27	27	45	10	10	5
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	731	NC	NC	9	NC	NC	7	NC	NC	50	NC	NC	34
American Indian/Alaskan Native	28	28	4241	100	100	90	682	682	679	39	39	39	7	7	19	54	54	39	NA	NA	3
White	161	161	36075	97	97	95	707	707	715	14	14	12	12	12	9	58	58	58	16	16	21
Students with Disabilities	32	32	5862	94	94	71	659	659	658	59	59	63	19	19	15	22	22	20	NA	NA	2
Students without Disabilities	191	191	65268	98	98	98	708	708	705	14	14	19	13	13	12	58	58	54	16	16	15
Limited English Proficient Students	NC	NC	4859	NC	NC	93	NC	NC	662	NC	NC	64	NC	NC	15	NC	NC	20	NC	NC	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	61	61	22957	97	97	93	685	685	685	36	36	34	16	16	17	44	44	44	3	3	5
Non-Economically Disadvantaged	162	162	48173	98	98	96	708	708	709	14	14	17	13	13	11	56	56	55	17	17	18

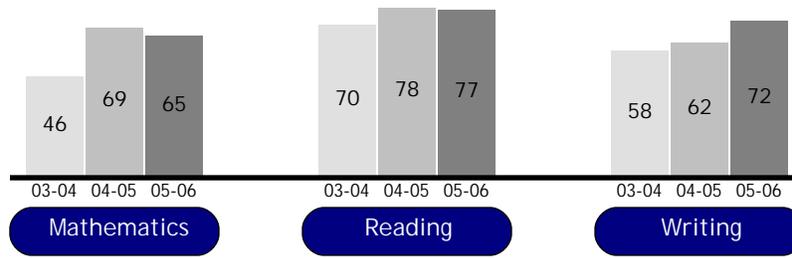
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	228	228	73018	99	99	97	708	708	703	5	5	6	18	18	23	68	68	64	9	9	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	109	109	36181	98	98	97	713	713	708	3	3	4	17	17	21	69	69	65	12	12	9
Male	118	118	36816	99	99	96	705	705	699	6	6	7	20	20	24	67	67	62	7	7	7
African American	NC	NC	3976	NC	NC	96	NC	NC	689	NC	NC	8	NC	NC	29	NC	NC	59	NC	NC	3
Hispanic	30	30	25801	100	100	96	688	688	683	10	10	10	30	30	34	57	57	53	3	3	3
Asian/Pacific Islander	NC	NC	1812	NC	NC	98	NC	NC	722	NC	NC	3	NC	NC	15	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	28	28	4389	100	100	93	686	686	675	11	11	9	29	29	42	57	57	47	4	4	1
White	166	166	37024	99	99	97	716	716	721	3	3	2	14	14	12	71	71	73	11	11	13
Students with Disabilities	33	33	7170	94	94	85	658	658	654	21	21	23	45	45	47	30	30	29	3	3	1
Students without Disabilities	195	195	65848	100	100	98	716	716	708	2	2	4	14	14	20	74	74	67	10	10	9
Limited English Proficient Students	NC	NC	5099	NC	NC	95	NC	NC	641	NC	NC	29	NC	NC	59	NC	NC	12	NC	NC	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	62	62	23912	95	95	94	689	689	681	11	11	10	27	27	36	58	58	52	3	3	2
Non-Economically Disadvantaged	166	166	49106	100	100	98	716	716	714	2	2	4	15	15	16	71	71	69	11	11	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	229	229	72810	100	100	96	688	688	685	5	5	6	23	23	30	66	66	58	6	6	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	110	110	36111	99	99	97	698	698	695	5	5	4	15	15	23	73	73	65	8	8	8
Male	118	118	36678	99	99	95	679	679	674	5	5	9	31	31	36	60	60	52	3	3	3
African American	NC	NC	3962	NC	NC	96	NC	NC	675	NC	NC	8	NC	NC	33	NC	NC	55	NC	NC	3
Hispanic	31	31	25735	100	100	96	664	664	669	16	16	10	29	29	41	55	55	48	NA	NA	2
Asian/Pacific Islander	NC	NC	1809	NC	NC	97	NC	NC	704	NC	NC	4	NC	NC	19	NC	NC	65	NC	NC	13
American Indian/Alaskan Native	28	28	4370	100	100	92	666	666	670	11	11	9	36	36	39	50	50	50	4	4	2
White	166	166	36915	99	99	97	696	696	697	2	2	3	19	19	21	72	72	67	7	7	8
Students with Disabilities	33	33	7071	94	94	84	655	655	634	12	12	24	52	52	53	36	36	21	NA	NA	1
Students without Disabilities	196	196	65739	100	100	98	693	693	689	4	4	4	18	18	27	71	71	62	7	7	6
Limited English Proficient Students	NC	NC	5046	NC	NC	94	NC	NC	621	NC	NC	31	NC	NC	56	NC	NC	12	NC	NC	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	62	62	23814	95	95	94	676	676	667	8	8	10	31	31	41	58	58	47	3	3	2
Non-Economically Disadvantaged	167	167	48996	100	100	97	692	692	693	4	4	4	20	20	24	69	69	64	7	7	7

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)

10th 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?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

The school or district had an attendance rate of at least 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
9	Reading	100	47	NA	42	90	52	52	51	94	58	58	52
	Language	100	39	39	42	90	49	49	50	94	54	54	50
	Mathematics	100	63	63	63	90	46	46	50	94	52	52	50

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)
- 4 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 4 Student(s)

Council Duties

- Ü Parent/Educator/Public Relations
- Ü Promotion/Retention Issues
- Ü Student Discipline/Student Recognition
- Ü Standardized Test Achievement
- Ü Extracurricular Activities
- Ü Instructional Strategies/Parent Survey

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	57.00
Other Professional Staff	16.50	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	3	0	0
4 to 6 years	9	1	0	0
7 to 9 years	5	4	0	0
10 or more years	23	11	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	202
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

- Ü Broadcasting Studio
- Ü CAD lab
- Ü 3 IBM Computer Labs/Macintosh Lab
- Ü 30 Computer Stations in Career Center

Extracurricular Activities

- Ü FCCLA
- Ü Academic Decathlon
- Ü VICA (Auto/Graphics/Woods)
- Ü Mock Trial
- Ü FBLA
- Ü Chess Club
- Ü Speech/Debate
- Ü Volleyball

Social Services

- Ü Lunch/Breakfast Program
- Ü Counseling/Peer Tutoring/Career Center
- Ü Substance Abuse Counseling Referral Prgm
- Ü Big Brothers/Big Sisters/AIMS Mentoring

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü We entered our new NCA cycle without violation and have an updated plan. Our plan includes the incorporation of common mid-term and final exams in all courses. Our exams require a written component from all students in all subject areas.

- ü Our girls soccer team were 3A state champions in 2004 and 2003.

- ü Our football team were 2004 State champions.

- ü Region champions in Cross country, football, boys and girls soccer, wrestling, track.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	79	89	88	73
Graduation Rate ⁶	91	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 operate a point system for discipline infractions. The system is used with district guidelines for behavior and alternative education. We have an on-campus officer and have started an optional off-campus counseling program for students having substance abuse issues.

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) :

38

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	Gerad Ball	(928) 368-6328
Transportation Policy	Skip Smith	(928) 368-6328
Community Resources	Eric Harmon	(928) 368-6328
School Nutrition Programs	Lori Iummis	(928) 368-6328
Parent Organization	Gerad Ball	(928) 368-6328
Student Health/Nurse	Mina Funk	(928) 368-6328

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 0 Copies = \$0.00

** 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.