

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3101 Desert Sky Boulevard, Bullhead City, AZ 86442

Bullhead City Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Performing Plus
2003-04 Highly Performing
2002-03 Highly Performing

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

School Overview

Principal/Administrator : Ms. Melinda Sobraske
Schedule : 07:30 AM to 05:00 PM
Grades : 6-8
2005 Enrollment : 618
Web Address : www.bullheadschoools.com
Phone Number : (928) 704-2500
Fax Number : (928) 704-2504
E-mail : msobraske@bullheadschoools.com

Mission

Fox Creek Junior High School aims to create a student-centered community where every student has the opportunity to develop academic excellence, positive citizenship and personal responsibility that promotes real world success. To accomplish the mission Fox Creek Junior High has two four-teacher teams at each of the three grade levels. In addition there is an exploratory team, special services team and a Title I team.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Not Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

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

School / Academic Goals

- ü Students who attend FCJHS will improve individual AIMS test scores by three percentile points from the previous year's score in written language.
- ü All students who participate in extracurricular activities will maintain a 2.0 GPA.
- ü Special Education students will be included in the regular programs as much as possible rather than pulled out for instruction.
- ü ELL students will be integrated into regular classrooms.

Enrollment

October 1, 2004 School Year Student Enrollment : 617
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 12

Instructional Programs

- ü Core curriculum is taught by a team.
- ü Technology is required learning.
- ü Fine Arts is required learning.
- ü Physical Education is required learning.
- ü Music/Band is required learning.
- ü Special Education is by inclusion.
- ü ELL programs are on campus.

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 55 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

It is the responsibility of FCJHS to provide the best possible curriculum with the highest academic standards. The social and emotional growth of adolescents is also considered important. Maintaining a safe environment is another high priority.

Parents

Fox Creek Junior High requires regular attendance for promotion. Parent responsibility begins with getting children to school on time and ready to actively participate in classes. Parents are asked to provide a quiet place for home work. Parents are asked to attend parent conferences to help teachers understand the child's needs.

Transportation Policy

All students enrolled at Fox Creek Junior High are offered daily transportation to and from school by district buses.

School Honors

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

Award/Honor	Year
ü Community Art Award at BHC City Hall	2000
ü DES Award--Foster Care Project	2000
ü SADD State Award	2003

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	215	431	78250	99	99	99	545	538	548	26	26	21	19	22	18	45	45	48	10	7	13
All Students (Prior Year)	211	439	75001	99	100	99	472	460	468	41	46	37	28	31	36	15	13	16	16	10	10
Female	112	215	38071	98	99	99	551	536	549	20	25	20	21	24	19	49	44	49	9	7	12
Male	103	216	40126	99	99	99	537	539	547	33	28	23	16	19	17	41	46	46	10	8	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	34	128	29129	56	84	99	537	529	527	33	35	32	15	22	23	41	39	40	11	4	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	--	NC	4996	--	NC	100	--	NC	518	--	NC	36	--	NC	25	--	NC	36	--	NC	4
White	175	293	38320	100	100	99	545	540	568	25	23	12	19	21	14	47	47	55	9	8	19
Students with Disabilities	17	32	9329	94	100	100	468	432	454	94	93	64	6	3	18	0	3	16	0	0	2
Students without Disabilities	198	399	68996	99	99	99	552	547	561	20	20	16	20	23	18	49	48	52	11	8	14
Limited English Proficient Students	20	34	10133	100	100	100	496	464	488	56	55	45	28	32	25	17	13	28	0	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	124	280	33388	96	97	94	541	536	530	28	28	32	19	23	22	43	43	40	10	6	5
Non-Economically Disadvantaged	91	151	44937	100	100	100	549	541	561	24	23	13	18	20	15	48	48	54	10	9	18

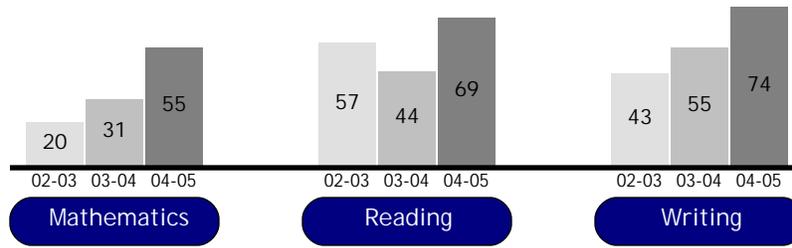
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	215	431	78302	99	0	99	522	508	512	8	11	11	24	31	25	59	51	57	10	7	7
All Students (Prior Year)	211	439	74918	99	100	99	492	485	497	38	44	32	18	19	19	27	25	35	17	12	15
Female	112	215	38082	98	0	99	533	513	518	3	7	8	21	31	24	62	54	61	13	8	7
Male	103	216	40166	99	0	99	509	503	507	14	15	14	26	31	26	55	49	54	6	5	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	34	128	29152	56	0	99	513	491	492	11	15	17	26	45	34	59	38	46	4	2	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	--	NC	4993	--	NC	100	--	NC	484	--	NC	19	--	NC	38	--	NC	42	--	NC	1
White	175	293	38347	100	0	99	522	514	531	8	9	5	23	26	17	58	56	68	10	9	10
Students with Disabilities	17	32	9353	94	0	100	464	420	429	44	57	40	38	30	38	19	13	22	0	0	1
Students without Disabilities	198	399	69024	99	0	99	527	515	524	5	7	7	22	31	23	62	54	62	11	7	7
Limited English Proficient Students	20	34	10140	100	0	100	480	442	451	28	29	28	39	45	43	33	26	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	124	280	33398	96	0	94	516	504	495	10	13	18	26	36	35	55	45	46	10	6	2
Non-Economically Disadvantaged	91	151	44979	100	0	100	530	515	525	6	8	6	21	22	18	63	62	66	10	8	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	213	430	78094	98	99	99	545	533	545	2	4	3	25	25	18	73	71	77	1	0	2
All Students (Prior Year)	213	440	74503	100	100	99	488	468	491	7	12	9	37	41	32	49	44	51	6	4	8
Female	112	216	38025	98	100	99	564	542	558	1	3	2	12	19	13	86	78	82	1	1	2
Male	101	214	40013	97	98	99	524	524	534	2	4	5	40	31	23	57	65	71	0	0	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	33	127	29068	54	83	99	531	517	523	0	5	5	48	37	27	52	58	67	0	0	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	--	NC	4981	--	NC	100	--	NC	526	--	NC	4	--	NC	25	--	NC	70	--	NC	0
White	174	293	38265	100	100	99	546	539	564	2	3	2	22	20	11	75	77	84	1	0	3
Students with Disabilities	17	33	9275	94	100	100	483	412	444	0	26	14	75	58	46	25	16	39	0	0	1
Students without Disabilities	196	397	68892	98	99	98	551	544	559	2	2	2	21	22	14	77	76	82	1	0	2
Limited English Proficient Students	19	33	10084	95	100	100	480	440	474	6	16	10	78	65	39	17	19	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	122	279	33296	95	97	94	541	529	527	1	5	5	32	30	27	66	65	67	1	0	0
Non-Economically Disadvantaged	91	151	44871	100	100	100	551	541	559	2	2	2	17	16	12	80	82	84	0	0	3

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

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

8th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	95	53	47	53	98	57	NA	56	97	51	49	51
	Language	93	43	39	45	99	45	41	48	97	44	43	47
	Mathematics	96	61	57	62	99	70	59	66	97	51	50	52
7	Reading	95	52	43	51	99	52	NA	54	100	49	45	50
	Language	97	55	48	54	100	54	48	58	100	51	47	52
	Mathematics	97	55	48	58	100	51	51	62	100	49	45	50
8	Reading	97	55	48	53	99	55	NA	55	99	52	48	51
	Language	93	50	42	49	99	49	41	52	99	52	47	50
	Mathematics	98	61	50	58	99	59	55	61	99	49	49	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Attendance
- Ü Parent/Educator Relations
- Ü Student Dress Code
- Ü Student Discipline
- Ü Extracurricular Activities
- Ü Bus Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	34.00
Other Professional Staff	1.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	150
Teachers with Emergency Certificaton.	12
Percent of teachers in the school with Emergency/Provisional Certification	36%
Percent of core classes not taught by Hightly Qualified Teachers	22%

Resources Available at School Site

Special Facilities

- Ü Technology Lab Containing 29 Computers
- Ü Writing Lab Containing 28 Computers
- Ü Media Center

Extracurricular Activities

- Ü SADD Club
- Ü Builder's Club
- Ü Student Council
- Ü Intramural Sports: FB, VB, Soccer, BaskB
- Ü Interscholastic Sports: Track, BaskB,
- Ü interscholastic Sports: BasB, SofB
- Ü Chess Club

Social Services

- Ü Counseling Services
- Ü Health Services
- Ü Clothing Assistance

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

ü Trophies for SADD club state award, Spelling Bee Champion, sports participations and parade entries.

ü Recognition for community service projects.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	13	12	12	17
Transfers In Rate ⁶	27	28	28	37
Stability Rate ⁷	86	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Fox Creek Junior High accepts responsibility for monitoring student behaviors throughout the day. A school resource officer, funded by the BHC PD and grant monies, is on campus four days a week to meet with students and administrators regarding incidents.

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

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	Melinda Sobraske	(928) 704-2500
Transportation Policy	Vicki Guy	(928) 763-5616
Community Resources	George Huggins	(928) 758-3961
School Nutrition Programs	Janet Gutowski	(928) 758-6606
Parent Organization	Bob Zentner	(928) 704-2500
Student Health/Nurse	Karen Baudouine	(928) 704-2500

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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Total cost of printing: 12 Pages X .0318 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.