

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

515 Breezy Circle, Bagdad, AZ 86321

Bagdad 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	Performing Plus
2004-05	Performing Plus
2003-04	N/A

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

High School Achievement Profile (a)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	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 Overview

Principal/Administrator : Mr. Rodney Wilhelm
 Schedule : 07:00 AM to 05:00 PM
 Grades : 7-12
 Web Address : www.bagdadschools.org
 Phone Number : (928) 633-2201
 Fax Number : (928) 633-4135
 E-mail : wilhelmr@commspeed.net

Mission

In partnership with the school community, our mission at Bagdad High School is to provide all students with a challenging liberal arts, comprehensive CTE, and college preparatory education, which is delivered by caring and highly qualified personnel using the best educational practices, which will empower students to become independent thinkers with skills that will enable graduates to become productive and responsible participants in an ever-changing global society.

School / Academic Goals

- ü In an effort to combat some of the special challenges facing education today, Bagdad High School (BHS) will seek to gain greater parental involvement for the purpose of improving the teacher-parent partnership for the enhancement of student success.
- ü BHS will strive to increase student achievement as measured by the TerraNova and AIMS/DPA. The school will continue to align the curriculum to the Arizona State Standards. Two dimensions of alignment have been targeted: science and writing.
- ü Attendance is the most important factor in student success in any school. BHS will continue to communicate with parents their child's attendance progress and implement programs designed to increase days in school.

Enrollment

October 1, 2005 School Year Student Enrollment : 145
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- Ü Performance-based Instruction
- Ü School-To-Work Program
- Ü Career and Technical Education Program
- Ü Special Population Programs
- Ü Periodic Textbook Review and Adoption

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 25 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The educational process is a partnership endeavor between the student, home, community, and school. BHS will provide an environment that is safe and free of unnecessary interruptions. Student progress will be reported to parents on a regular basis.

Parents

Since parents are viewed as active partners with the school, we expect them to send their son/daughter to school on a regular basis. In addition, we expect parents to insist on good behavior and respect for the educational environment.

Transportation Policy

Bagdad Unified School District provides transportation for students who live within the community and approximately five miles outside the community. Also, the school district provides busing for students with special needs.

School Honors

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

Award/Honor	Year
Ü Scholarships Awarded - excess of \$100,000	2006
Ü Yavapai County Teacher of the Year Nominee	2006
Ü Arizona Small and Rural Schools Teacher of the Year	2006
Ü Nominee Arizona State New Business Teacher of the Year	2005

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	28	28	78546	100	100	97	539	539	543	7	7	15	32	32	18	50	50	52	11	11	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	10	38645	100	100	98	NA	NA	545	NA	NA	13	NA	NA	18	NA	NA	54	NA	NA	15
Male	18	18	39792	100	100	97	538	538	542	6	6	17	33	33	17	50	50	50	11	11	15
African American	NC	NC	4205	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	22	NC	NC	49	NC	NC	7
Hispanic	10	10	31177	91	91	97	NA	NA	524	NA	NA	22	NA	NA	23	NA	NA	48	NA	NA	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	--	--	4689	--	--	95	--	--	515	--	--	28	--	--	25	--	--	43	--	--	4
White	17	17	36450	100	100	97	546	546	563	NA	NA	7	35	35	12	53	53	57	12	12	23
Students with Disabilities	NC	NC	8093	NC	NC	82	NC	NC	489	NC	NC	50	NC	NC	24	NC	NC	23	NC	NC	2
Students without Disabilities	25	25	70453	100	100	100	540	540	549	8	8	11	32	32	17	48	48	56	12	12	16
Limited English Proficient Students	--	--	9323	--	--	94	--	--	491	--	--	47	--	--	28	--	--	24	--	--	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	NC	NC	34694	NC	NC	96	NC	NC	524	NC	NC	23	NC	NC	23	NC	NC	48	NC	NC	7
Non-Economically Disadvantaged	22	22	43852	100	100	99	539	539	559	9	9	10	27	27	13	55	55	56	9	9	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	28	28	79045	100	100	98	515	515	512	4	4	10	29	29	25	68	68	58	NA	NA	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	10	38860	100	100	98	NA	NA	519	NA	NA	7	NA	NA	22	NA	NA	62	NA	NA	8
Male	18	18	40075	100	100	97	514	514	505	NA	NA	12	39	39	28	61	61	54	NA	NA	6
African American	NC	NC	4250	NC	NC	98	NC	NC	500	NC	NC	12	NC	NC	31	NC	NC	54	NC	NC	3
Hispanic	10	10	31314	91	91	98	NA	NA	493	NA	NA	16	NA	NA	34	NA	NA	48	NA	NA	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	--	--	4719	--	--	96	--	--	489	--	--	15	--	--	39	--	--	45	--	--	2
White	17	17	36730	100	100	98	517	517	532	6	6	4	24	24	16	71	71	68	NA	NA	12
Students with Disabilities	NC	NC	8552	NC	NC	87	NC	NC	463	NC	NC	35	NC	NC	40	NC	NC	23	NC	NC	1
Students without Disabilities	25	25	70493	100	100	100	517	517	517	4	4	7	24	24	24	72	72	62	NA	NA	8
Limited English Proficient Students	--	--	9355	--	--	95	--	--	456	--	--	37	--	--	48	--	--	15	--	--	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	NC	NC	34922	NC	NC	96	NC	NC	493	NC	NC	15	NC	NC	34	NC	NC	48	NC	NC	3
Non-Economically Disadvantaged	22	22	44123	100	100	99	516	516	527	NA	NA	6	32	32	18	68	68	66	NA	NA	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	27	27	79657	96	96	99	565	565	566	NA	NA	3	7	7	8	93	93	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	10	39120	100	100	99	NA	NA	580	NA	NA	2	NA	NA	4	NA	NA	92	NA	NA	2
Male	17	17	40423	94	94	98	559	559	553	NA	NA	5	12	12	12	88	88	83	NA	NA	1
African American	NC	NC	4290	NC	NC	99	NC	NC	560	NC	NC	4	NC	NC	9	NC	NC	86	NC	NC	1
Hispanic	10	10	31642	91	91	99	NA	NA	552	NA	NA	5	NA	NA	11	NA	NA	84	NA	NA	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	--	--	4760	--	--	97	--	--	547	--	--	5	--	--	14	--	--	81	--	--	0
White	16	16	36929	100	100	99	559	559	579	NA	NA	2	13	13	5	88	88	91	NA	NA	2
Students with Disabilities	NC	NC	9069	NC	NC	92	NC	NC	508	NC	NC	11	NC	NC	30	NC	NC	58	NC	NC	1
Students without Disabilities	25	25	70588	100	100	100	568	568	573	NA	NA	2	4	4	5	96	96	91	NA	NA	1
Limited English Proficient Students	--	--	9521	--	--	96	--	--	507	--	--	13	--	--	24	--	--	63	--	--	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	NC	NC	35341	NC	NC	97	NC	NC	551	NC	NC	5	NC	NC	12	NC	NC	83	NC	NC	0
Non-Economically Disadvantaged	22	22	44316	100	100	100	561	561	578	NA	NA	2	9	9	5	91	91	90	NA	NA	2

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	26	26	78400	100	100	97	543	543	554	15	15	21	38	38	19	38	38	47	8	8	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	38686	NC	NC	98	NC	NC	554	NC	NC	20	NC	NC	20	NC	NC	49	NC	NC	12
Male	18	18	39636	100	100	96	549	549	554	11	11	23	44	44	18	33	33	46	11	11	13
African American	NC	NC	4193	NC	NC	97	NC	NC	533	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	5
Hispanic	NC	NC	30732	NC	NC	97	NC	NC	534	NC	NC	31	NC	NC	24	NC	NC	40	NC	NC	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	--	--	4536	--	--	95	--	--	528	--	--	35	--	--	25	--	--	37	--	--	4
White	18	18	37038	100	100	97	556	556	575	6	6	11	39	39	14	44	44	56	11	11	19
Students with Disabilities	NC	NC	7840	NC	NC	81	NC	NC	498	NC	NC	60	NC	NC	18	NC	NC	20	NC	NC	2
Students without Disabilities	22	22	70560	100	100	99	542	542	560	14	14	17	41	41	19	36	36	50	9	9	14
Limited English Proficient Students	--	--	8956	--	--	95	--	--	502	--	--	56	--	--	25	--	--	18	--	--	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	NC	NC	33014	NC	NC	95	NC	NC	534	NC	NC	31	NC	NC	24	NC	NC	40	NC	NC	5
Non-Economically Disadvantaged	19	19	45386	100	100	99	532	532	569	16	16	15	47	47	15	37	37	52	NA	NA	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	26	26	79179	100	100	98	510	510	519	8	8	11	42	42	27	50	50	58	NA	NA	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	38974	NC	NC	99	NC	NC	524	NC	NC	8	NC	NC	25	NC	NC	61	NC	NC	5
Male	18	18	40124	100	100	97	510	510	513	11	11	13	44	44	28	44	44	54	NA	NA	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	NC	NC	30987	NC	NC	98	NC	NC	498	NC	NC	17	NC	NC	36	NC	NC	45	NC	NC	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	--	--	4573	--	--	96	--	--	494	--	--	16	--	--	41	--	--	42	--	--	1
White	18	18	37467	100	100	98	515	515	539	6	6	5	39	39	17	56	56	70	NA	NA	8
Students with Disabilities	NC	NC	8567	NC	NC	88	NC	NC	467	NC	NC	39	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	22	22	70612	100	100	99	516	516	524	5	5	7	41	41	25	55	55	62	NA	NA	5
Limited English Proficient Students	--	--	9013	--	--	95	--	--	461	--	--	40	--	--	48	--	--	12	--	--	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	NC	NC	33345	NC	NC	96	NC	NC	499	NC	NC	17	NC	NC	36	NC	NC	46	NC	NC	1
Non-Economically Disadvantaged	19	19	45834	100	100	99	500	500	533	11	11	7	53	53	19	37	37	67	NA	NA	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	25	25	79734	100	100	99	548	548	554	NA	NA	3	36	36	19	64	64	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	39243	NC	NC	99	NC	NC	568	NC	NC	2	NC	NC	12	NC	NC	85	NC	NC	1
Male	17	17	40413	100	100	98	555	555	541	NA	NA	4	29	29	26	71	71	70	NA	NA	0
African American	NC	NC	4285	NC	NC	99	NC	NC	548	NC	NC	3	NC	NC	22	NC	NC	74	NC	NC	0
Hispanic	NC	NC	31254	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	25	NC	NC	70	NC	NC	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	--	--	4613	--	--	97	--	--	535	--	--	4	--	--	29	--	--	67	--	--	0
White	17	17	37668	94	94	99	554	554	569	NA	NA	1	29	29	13	71	71	85	NA	NA	1
Students with Disabilities	NC	NC	8943	NC	NC	92	NC	NC	495	NC	NC	11	NC	NC	51	NC	NC	38	NC	NC	1
Students without Disabilities	22	22	70791	100	100	100	549	549	561	NA	NA	2	36	36	15	64	64	83	NA	NA	0
Limited English Proficient Students	--	--	9138	--	--	97	--	--	492	--	--	13	--	--	46	--	--	40	--	--	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	NC	NC	33718	NC	NC	97	NC	NC	538	NC	NC	5	NC	NC	26	NC	NC	69	NC	NC	0
Non-Economically Disadvantaged	18	18	46016	100	100	100	542	542	567	NA	NA	2	39	39	14	61	61	84	NA	NA	1

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

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	21	21	71130	81	81	95	701	701	701	19	19	23	14	14	13	52	52	51	14	14	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	10	35465	71	71	96	NA	NA	702	NA	NA	21	NA	NA	13	NA	NA	53	NA	NA	13
Male	11	11	35648	92	92	94	706	706	701	9	9	24	18	18	12	55	55	50	18	18	14
African American	--	--	3868	--	--	95	--	--	686	--	--	33	--	--	17	--	--	45	--	--	6
Hispanic	NC	NC	25103	NC	NC	95	NC	NC	685	NC	NC	34	NC	NC	16	NC	NC	45	NC	NC	5
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	731	--	--	9	--	--	7	--	--	50	--	--	34
American Indian/Alaskan Native	--	--	4241	--	--	90	--	--	679	--	--	39	--	--	19	--	--	39	--	--	3
White	14	14	36075	78	78	95	702	702	715	14	14	12	14	14	9	57	57	58	14	14	21
Students with Disabilities	--	--	5862	--	--	71	--	--	658	--	--	63	--	--	15	--	--	20	--	--	2
Students without Disabilities	21	21	65268	91	91	98	701	701	705	19	19	19	14	14	12	52	52	54	14	14	15
Limited English Proficient Students	--	--	4859	--	--	93	--	--	662	--	--	64	--	--	15	--	--	20	--	--	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	NC	NC	22957	NC	NC	93	NC	NC	685	NC	NC	34	NC	NC	17	NC	NC	44	NC	NC	5
Non-Economically Disadvantaged	16	16	48173	84	84	96	707	707	709	19	19	17	6	6	11	56	56	55	19	19	18

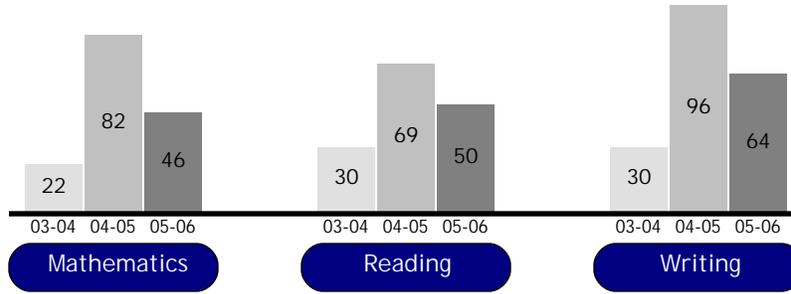
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	23	23	73018	85	85	97	704	704	703	4	4	6	9	9	23	87	87	64	NA	NA	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	11	36181	73	73	97	707	707	708	NA	NA	4	NA	NA	21	100	100	65	NA	NA	9
Male	12	12	36816	100	100	96	701	701	699	8	8	7	17	17	24	75	75	62	NA	NA	7
African American	--	--	3976	--	--	96	--	--	689	--	--	8	--	--	29	--	--	59	--	--	3
Hispanic	NC	NC	25801	NC	NC	96	NC	NC	683	NC	NC	10	NC	NC	34	NC	NC	53	NC	NC	3
Asian/Pacific Islander	--	--	1812	--	--	98	--	--	722	--	--	3	--	--	15	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4389	--	--	93	--	--	675	--	--	9	--	--	42	--	--	47	--	--	1
White	17	17	37024	89	89	97	699	699	721	6	6	2	6	6	12	88	88	73	NA	NA	13
Students with Disabilities	NC	NC	7170	NC	NC	85	NC	NC	654	NC	NC	23	NC	NC	47	NC	NC	29	NC	NC	1
Students without Disabilities	21	21	65848	88	88	98	711	711	708	NA	NA	4	10	10	20	90	90	67	NA	NA	9
Limited English Proficient Students	--	--	5099	--	--	95	--	--	641	--	--	29	--	--	59	--	--	12	--	--	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	NC	NC	23912	NC	NC	94	NC	NC	681	NC	NC	10	NC	NC	36	NC	NC	52	NC	NC	2
Non-Economically Disadvantaged	19	19	49106	95	95	98	707	707	714	5	5	4	NA	NA	16	95	95	69	NA	NA	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	24	24	72810	89	89	96	676	676	685	8	8	6	29	29	30	58	58	58	4	4	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	12	12	36111	80	80	97	665	665	695	17	17	4	17	17	23	67	67	65	NA	NA	8
Male	12	12	36678	100	100	95	686	686	674	NA	NA	9	42	42	36	50	50	52	8	8	3
African American	--	--	3962	--	--	96	--	--	675	--	--	8	--	--	33	--	--	55	--	--	3
Hispanic	NC	NC	25735	NC	NC	96	NC	NC	669	NC	NC	10	NC	NC	41	NC	NC	48	NC	NC	2
Asian/Pacific Islander	--	--	1809	--	--	97	--	--	704	--	--	4	--	--	19	--	--	65	--	--	13
American Indian/Alaskan Native	--	--	4370	--	--	92	--	--	670	--	--	9	--	--	39	--	--	50	--	--	2
White	18	18	36915	95	95	97	678	678	697	6	6	3	33	33	21	61	61	67	NA	NA	8
Students with Disabilities	NC	NC	7071	NC	NC	84	NC	NC	634	NC	NC	24	NC	NC	53	NC	NC	21	NC	NC	1
Students without Disabilities	22	22	65739	92	92	98	679	679	689	5	5	4	32	32	27	59	59	62	5	5	6
Limited English Proficient Students	--	--	5046	--	--	94	--	--	621	--	--	31	--	--	56	--	--	12	--	--	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	NC	NC	23814	NC	NC	94	NC	NC	667	NC	NC	10	NC	NC	41	NC	NC	47	NC	NC	2
Non-Economically Disadvantaged	20	20	48996	100	100	97	683	683	693	5	5	4	30	30	24	60	60	64	5	5	7

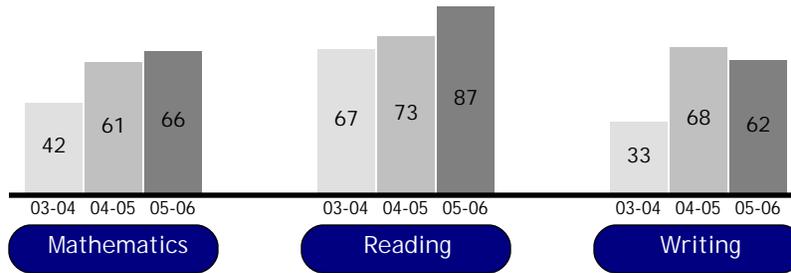
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

8th Grade Proficiency



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
7	Reading	100	54	NA	54	100	47	47	50	100	52	52	54
	Language	100	50	50	58	100	52	52	52	96	50	50	58
	Mathematics	100	63	63	62	100	56	56	50	100	50	50	54
8	Reading	90	38	NA	55	96	50	50	51	100	54	54	58
	Language	90	26	26	52	96	48	48	50	96	48	48	56
	Mathematics	93	46	46	61	96	63	63	53	100	59	59	58
9	Reading	95	40	NA	42	89	45	45	51	94	59	59	52
	Language	95	31	31	42	89	46	46	50	94	54	54	50
	Mathematics	95	55	55	63	89	51	51	50	94	58	58	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

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

Council Duties

- ü Curriculum Development
- ü Instructional Strategies
- ü Parent/Education Relations
- ü Textbook Selection
- ü Strategic Planning
- ü Scholarship Fund Raising

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	9.60
Other Professional Staff	2.50	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	30
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	16%
Percent of core classes not taught by Highly Qualified Teachers	10%

Resources Available at School Site

Special Facilities

- ü Business Tech Lab
- ü Industrial Tech Facility
- ü Media Center, Athletic Facilities
- ü Science Labs

Extracurricular Activities

- ü Skills USA
- ü Yearbook
- ü FBLA
- ü National Honor Society
- ü FCCLA
- ü AIA Sanctioned Sports
- ü National Junior Honor Society
- ü Student Council

Social Services

- ü Phelps Dodge Corporation
- ü BUHS Booster Club
- ü Community Athletic Facilities
- ü Adult Education

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Graduates of 2005 earned approximately \$98,000 worth of scholarship opportunities due to the fine efforts of the community-based scholarship committee and our graduates.

- ü Students at BHS have a strong interest and commitment to the extracurricular programs. BHS has a Community Booster Club that supports the school and the students.

- ü Students at BHS improved in all areas measured on the AIMS and Terra Nova compared to the 2004 scores.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	89	89	88	73
Graduation Rate ⁶	79	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

The District Safety Committee met to review ADE standards for school safety. BHS Crisis Response Procedures were updated. Building and grounds improvements are ongoing throughout the campus in order to enhance student and staff safety. We have an excellent working relationship with Yavapai County Sheriff's Department.

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	Mr. Rodney Wilhelm	(928) 633-2201
Transportation Policy	Mr. Marvin Smith	(928) 633-4101
Community Resources	Mr. Rodney Wilhelm	(928) 633-2201
School Nutrition Programs	Mrs. Suzette Stamey	(928) 633-2201
Parent Organization	Mrs. Kathy Sircy	(928) 633-2201
Student Health/Nurse	Mrs. Debbie Johnson	(928) 633-2201

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 135 Copies = \$52.00

** 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.