

# ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile<sup>1</sup>:

## Bradshaw Mountain High School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Humboldt Unified District  
6000 E. Long Look Drive, Prescott Valley, AZ 86314-2253

**Principal:** Mr. Jim Wells  
**Schedule:** 7:00 AM to 4:30 PM  
**Web Address:** [humboldt.k12.az.us](http://humboldt.k12.az.us)  
**E-mail:** [jimbobwells@hotmail.com](mailto:jimbobwells@hotmail.com)

**Grades:** 9-12  
**2002 Enrollment:** 1332  
**Phone:** (928) 759-4100  
**Fax:** (928) 759-4120

### ∨ School Overview ∨

#### Mission

Our primary mission of Bradshaw Mountain High School is to prepare students to be effective choice-makers in a diverse society. Therefore, our students must develop skills in goal-setting, critical thinking and decision making.

#### Organization and Philosophy

- w Blended Schedule (3 Trad./2 Block Days)
- w Departmentalized Classrooms
- w Team Teaching
- w Comprehensive Co-curricular Activities

#### Instructional Programs

- w Performance-based Instruction
- w School-to-Work/Career Pathways
- w Honors Classes
- w Technology Education
- w Advanced Placement
- w Alternative Education
- w Special Education Programs
- w Law-related Education - Mock Trials

#### School/Academic Goals

- w Bradshaw Mountain High School (BMHS) will improve communication with all stakeholders.
- w BMHS will increase its average daily attendance by 2% yearly.
- w BMHS students will continue to demonstrate an increase in achievement commensurate with ability as measured by the Stanford 9 and AIMS.
- w BMHS will incrementally increase its graduation rate by 5%-8% with each graduating class.

#### Enrollment

October 1, 2001 School Year Student Enrollment:	1383
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	22

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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.

∨ **School Site Council** ∨

**Council Composition**

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

**Council Duties**

- w Curriculum Development
- w Instructional Strategies
- w Student Discipline
- w Parent/Educator Relations
- w Textbook Selection
- w Visioning Process

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	5.00	Teacher	82.00
Other Professional Staff	7.00	Teacher Aide	6.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	2	0	0
4 to 6 years	9	5	0	0
7 to 9 years	7	3	0	0
10 or more years	16	26	0	0

∨ **Shared Responsibilities** ∨

**School**

BMHS believes the educational process is a partnership/commitment involving the student, the home and the community. This partnership is essential and effective in our classrooms. BMHS will provide an environment that is safe and free of unnecessary interruptions. BMHS is committed to maintaining open lines of communication with all partners. BMHS guarantees consistent reporting on the progress of all students.

**Parents**

As a part of our collaborative partnership with parents, we expect parents to send their students each day. We ask parents to insist on regular school attendance, good behavior and respect for the educational environment. We ask for a ready learner who will strive to do homework and to improve on a continuous basis.

∨ **Transportation Policy** ∨

The Humboldt USD encompasses approximately 350 square miles. Our students are transported on one of 38 buses which handle a minimum of 224 routes and travel a total of 3,052 miles daily. Transportation is provided for students who live more than one mile from school or students living within a one-mile radius where hazardous or difficult routes exist and where other arrangements cannot be provided. Special education students will be transported when required by their handicapping condition.



## ∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |  |   |
|--|---|
| <p>w For the second, consecutive time, BMHS's Mock Trial Team won the Regional Tournament. Four BMHS students were recognized for All Region Outstanding Performers.</p> | <p>w BMHS strives for student success and takes pride to recognize students for academic achievements, service projects, and athletics.</p> |
| <p>w BMHS Student Community Service Awards 2002 Winner, Student of the Year.</p>   | <p>w BMHS is accredited by the NCA</p>  |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	19.1 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.0 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	6.7 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	100.0 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.0 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	6.3 %			9.5 %
<b>Status Unknown</b> <sup>9</sup>	4.3 %			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ∨ School Honors ∨

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
NCA Circle of Excellence Award	2001
Yavapai County Teacher of the Year	1999
National Merit Semifinalist	1999
Finalist - Presidential Award for Excellence in Math	2001

## ∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

Grade 10 (Class of 2003) <sup>2</sup>		Number Tested	MS	FFB	A	M	E
Reading	School	286	520	10%	20%	52%	17%
	State	49803	512	15%	23%	48%	14%
Writing	School	300	484	16%	22%	61%	2%
	State	50471	477	17%	23%	59%	1%
Mathematics	School	275	488	39%	29%	22%	10%
	State	50429	480	48%	19%	22%	10%

#### Legend

MS	- The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
FFB	- Percent of students who Fell Far Below the standard
A	- Percent of students who Approached the standard
M	- Percent of students who Met the standard
E	- Percent of students who Exceeded the standard

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
9	Reading	97	54	44	100	47	43	92	48	43	73	53	43	76	44	43
	Language	100	49	39	100	43	39	92	47	40	82	50	41	79	41	42
	Mathematics	100	64	57	100	63	57	92	66	59	84	72	61	79	64	62
10	Reading	86	51	42	94	45	42	85	44	42	--	--	--	--	--	--
	Language	89	53	43	100	45	44	86	47	44	--	--	--	--	--	--
	Mathematics	88	56	47	100	48	49	87	51	50	--	--	--	--	--	--
11	Reading	88	52	46	100	47	44	87	46	45	--	--	--	--	--	--
	Language	86	48	43	100	44	42	88	43	44	--	--	--	--	--	--
	Mathematics	89	61	51	100	54	52	86	57	55	--	--	--	--	--	--

## ∨ Measure of Academic Progress ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only; therefore, no data to report.**

## ∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

District Safety Committee met to review ADE minimum standards for school safety. BMHS conducted emergency drills January 3, 2001. The Crisis Response Procedures were updated. Teachers were assigned mentors who review safety plans. Crisis Prevention Instruction (CPI) courses taught in the summer. Building and grounds improvements have taken place throughout the campus in order to enhance student and staff supervision and safety.

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

31

**School uniforms are not required at this school.**

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.

## ∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,487	\$3,437,250
Classroom Supplies	\$38	\$52,744
Administration	\$486	\$671,269
Support Services-Students	\$247	\$341,454
Other Support Services and Operations	\$572	\$791,009
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$3,830</b>	<b>\$5,293,726</b>

Total Expenditures may not be exact because of rounding.  
Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).  
(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ∨ Contacts ∨

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Jim Wells	(928) 779-4100	
<b>Transportation Policy</b>	Tom Rozum	(928) 775-4335	
<b>Community Resources</b>	Myrna Villa	(928) 759-4124	
<b>School Nutrition Programs</b>	Rick Littel	(928) 759-5014	
<b>Parent Organization</b>	Joe Morales	(928) 759-4100	
<b>Student Health/Nurse</b>	Sonya Molique	(928) 759-4110	

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/](http://www.ade.az.gov/srcs/) on the Internet.

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