

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

6000 Longlook Rd., Prescott Valley, AZ 86314

Humboldt 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 LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

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

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

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

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

#### School Improvement Status <sup>(b)</sup>

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 Overview

Principal/Administrator : Mr. Jerry Nunez  
 Schedule : 07:45 AM to 04:30 PM  
 Grades : 9-12  
 2005 Enrollment : 1734  
 Web Address :  
 Phone Number : (928) 759-4100  
 Fax Number : (928) 759-4120  
 E-mail : jnunez@humboldt.k12.az.us

### Mission

The 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.

### School / Academic Goals

- ü Students will utilize reading and writing strategies to improve overall learning capabilities in all educational areas.
- ü The Mathematics Department will implement Fast-Fives to increase the AIMS scores of the cohort class of 2007 from those of the cohort class of 2006
- ü BMHS CTE Department will pilot the satellite program within the tri-city area; including CNA, A+, and Auto Mechanics.

### Enrollment

October 1, 2004 School Year Student Enrollment : 1576  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 18

Instructional Programs

- ü Performance-based Instruction
- ü School-to-Work/Career Pathways
- ü Honors Classes
- ü Technology Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

BMHS distributes a parent/student handbook containing school rules and regulations. A silent witness program is in place. A parent-teacher conference is held in the fall, progress reports mailed out every three (3) weeks.

Parents

Parents call the school when their student is absent. The school has an obligation to ensure that standards of decency, health and safety, as well as a positive learning environment are maintained. Therefore rules and policies are enforced.

Transportation Policy

The district provides bus service for all regular and special education students. Transportation is provided for extra-curricular activities as well.

School Honors

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

Award/Honor	Year
ü AIA Team Scholar Athletes for Girls Basketball	2003
ü National Merit Finalist	2003
ü AIA Scholar Athlete of the Year	2003
ü National Merit Commended Scholar	2004

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	372	372	69846	98	98	100	703	703	699	13	13	21	10	10	11	60	60	49	16	16	18
All Students (Prior Year)	365	365	65934	99	99	100	502	502	492	26	26	43	25	25	18	31	31	24	18	18	15
Female	182	182	34328	99	99	99	702	702	702	13	13	19	13	13	12	55	55	51	20	20	18
Male	190	190	35509	96	96	100	704	704	696	13	13	23	8	8	11	66	66	48	12	12	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	72	72	23363	100	100	100	674	674	680	32	32	32	25	25	16	35	35	45	8	8	7
Asian/Pacific Islander	NC	NC	1742	NC	NC	99	NC	NC	733	NC	NC	8	NC	NC	7	NC	NC	46	NC	NC	38
American Indian/Alaskan Native	NC	NC	4785	NC	NC	100	NC	NC	671	NC	NC	39	NC	NC	17	NC	NC	39	NC	NC	5
White	285	285	36421	96	96	99	713	713	714	8	8	12	6	6	8	68	68	54	18	18	26
Students with Disabilities	36	36	7690	100	100	100	624	624	593	40	40	64	17	17	14	40	40	21	3	3	2
Students without Disabilities	336	336	62220	97	97	99	712	712	712	10	10	16	10	10	11	63	63	53	17	17	20
Limited English Proficient Students	15	15	5834	100	100	100	561	561	612	60	60	46	20	20	20	20	20	31	0	0	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	120	120	21421	90	90	92	701	701	686	20	20	35	12	12	15	57	57	43	11	11	7
Non-Economically Disadvantaged	252	252	48489	100	100	100	705	705	704	10	10	15	10	10	10	62	62	52	18	18	23

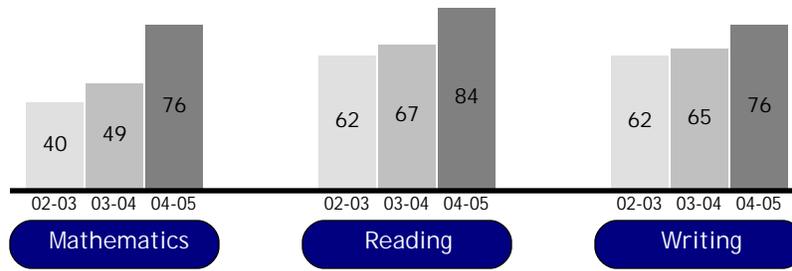
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	384	384	71311	98	99	100	705	705	694	4	4	7	12	12	21	77	77	63	7	7	9
All Students (Prior Year)	372	372	68162	99	99	100	518	518	509	9	9	18	24	24	24	59	59	51	8	8	8
Female	187	187	34899	99	99	100	702	702	700	4	4	5	11	11	19	77	77	66	8	8	10
Male	197	197	36430	98	99	100	707	707	688	4	4	9	13	13	22	77	77	61	7	7	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	75	75	24056	100	100	100	672	672	672	13	13	13	29	29	31	53	53	53	6	6	3
Asian/Pacific Islander	NC	NC	1731	NC	NC	98	NC	NC	717	NC	NC	3	NC	NC	13	NC	NC	68	NC	NC	16
American Indian/Alaskan Native	NC	NC	5110	NC	NC	100	NC	NC	661	NC	NC	14	NC	NC	38	NC	NC	46	NC	NC	2
White	292	292	36841	97	97	99	716	716	713	1	1	3	8	8	12	84	84	72	8	8	13
Students with Disabilities	40	40	8021	100	100	100	633	633	590	8	8	27	46	46	42	36	36	29	10	10	1
Students without Disabilities	345	345	63379	98	98	100	713	713	707	3	3	5	7	7	18	82	82	68	7	7	10
Limited English Proficient Students	22	22	6402	96	96	100	549	549	596	38	38	25	43	43	44	19	19	30	0	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	127	127	22243	91	92	93	701	701	677	6	6	14	17	17	32	71	71	51	6	6	3
Non-Economically Disadvantaged	258	258	49157	100	100	100	707	707	702	3	3	4	9	9	16	80	80	69	8	8	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	382	382	70868	98	98	100	687	687	688	4	4	5	21	21	23	71	71	63	5	5	9
All Students (Prior Year)	370	370	67629	98	98	100	523	523	524	15	15	22	20	20	16	65	65	59	0	0	3
Female	187	187	34710	99	99	99	689	689	697	3	3	3	17	17	19	72	72	66	8	8	12
Male	195	195	36176	97	98	100	684	684	678	5	5	7	24	24	27	69	69	59	2	2	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	75	75	23868	100	100	100	659	659	670	9	9	9	36	36	33	53	53	55	3	3	4
Asian/Pacific Islander	NC	NC	1732	NC	NC	98	NC	NC	713	NC	NC	2	NC	NC	12	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	NC	5001	NC	NC	100	NC	NC	661	NC	NC	9	NC	NC	41	NC	NC	48	NC	NC	2
White	290	290	36710	96	97	99	696	696	702	2	2	2	17	17	15	76	76	69	5	5	13
Students with Disabilities	41	41	7900	100	100	100	607	607	580	13	13	22	43	43	49	45	45	28	0	0	1
Students without Disabilities	342	342	63054	97	97	99	696	696	701	3	3	3	18	18	20	74	74	67	5	5	10
Limited English Proficient Students	23	23	6308	100	100	100	540	540	591	32	32	19	36	36	47	32	32	33	0	0	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	127	127	21994	91	92	92	683	683	673	6	6	10	28	28	36	64	64	52	2	2	3
Non-Economically Disadvantaged	256	256	48960	100	100	100	688	688	694	3	3	3	17	17	18	74	74	67	6	6	12

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.

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?	Not Evaluated
	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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	92	48	48	41	99	50	NA	42	98	50	50	51
	Language	96	47	47	42	99	47	47	42	98	46	46	50
	Mathematics	96	62	62	60	99	66	66	63	98	51	51	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/](http://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)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 3 Student(s)

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.50	Teacher	80.00
Other Professional Staff	7.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	1	0	0
4 to 6 years	3	1	0	0
7 to 9 years	8	3	0	0
10 or more years	22	29	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	318
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Photo Lab
- Ü Media Studio
- Ü Six computer labs/One Mac lab
- Ü Freshman Campus

Extracurricular Activities

- Ü Special Interest Clubs
- Ü Future Business Leaders of America
- Ü Athletic Teams
- Ü Marching Band
- Ü Concert Choir

Social Services

- Ü Counseling Services
- Ü Crisis Intervention
- Ü Breakfast Program
- Ü Lunch Program

School Achievements/Accomplishments 2004-05

ü 80% of 10th graders met or exceeded the AIMS math exam for school year 2004-05.

ü 90% of 10th graders met or exceeded the AIMS reading exam for school year 2004-05.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Transfers Out Rates <sup>5</sup>	16	12	12	17
Transfers In Rate <sup>6</sup>	26	28	28	37
Stability Rate <sup>7</sup>	84	87	87	82
Promotion Rate <sup>8</sup>	90	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	7	0	1	6
Status Unknown <sup>11</sup>	6	0	1	4
Graduation Rate <sup>12</sup>	79	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

Safety curriculum is taught by our full-time School Resource Officer. District and school safety committees are in place. An individualized school safety crisis plan is in place. A leveled discipline plan and dress code policy are enforced. We have sixteen security cameras, a closed campus with 2.5 security officers.

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) :

99

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	Jerry Nunez	(928) 759-4100
Transportation Policy	Tom Rozum	(928) 775-4346
Community Resources	Myrna Villa	(928) 759-4100
School Nutrition Programs	Rick Littel	(928) 759-5106
Parent Organization		
Student Health/Nurse	Barbara Podzielny	(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. "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](http://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](http://www.ade.az.gov/researchpolicy/grad).

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\*\* 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.