

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3404 Santa Maria Rd., Golden Valley, AZ 86413

Kingman Unified School 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
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Mr. Duane Mueller
 Schedule : 07:00 AM to 05:00 PM
 Grades : K-8
 2005 Enrollment : 636
 Web Address : www.kusd.org/blkmtn
 Phone Number : (928) 565-9111
 Fax Number : (928) 565-9190
 E-mail : dmuller@kusd.org

Mission

To provide all students with a rich standards-based curriculum which will enable them to learn the skills, acquire the knowledge, and develop the attitudes that will allow them to reach their highest potential.

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 Improve AIMS test scores at all grade levels by providing additional training for teachers and additional test taking strategies for students.
- ü Improve students writing and editing ability by providing additional teacher training and practice opportunities for students.
- ü Improve student reading comprehension and fluency at every grade.

Enrollment

October 1, 2004 School Year Student Enrollment : 631
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 35

Instructional Programs

- Ü All-day Kindergarten
- Ü Gifted Education
- Ü On-site Special Education
- Ü ELL
- Ü Bridges

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 35 minutes
First Day of School :	9/11/2005
Last Day of School :	5/1/2006

Shared Responsibilities

School

The school will provide a safe environment and a highly qualified staff. Further responsibilities are to provide a curriculum based on the Arizona State Standards as well as academic achievement and improvement plans to help each student succeed.

Parents

To ensure success parents will encourage their child to give his/her best effort at all times. Parents are to support the educational process by ensuring regular attendance, communicating with the school and holding high expectations for their child.

Transportation Policy

Transportation is provided to students outside a one-mile radius from the school. Transportation is also available for students crossing major highways. Students with special needs are accommodated as specified by their Individual Education Plans.

School Honors

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

Award/Honor	Year
Ü AIAA Teacher of the Year Recipient	2003
Ü Fullbright Scholarship Award Winner	2003
Ü NASA Explorer School Grant Recipient	2003
Ü Toshiba Grant Recipient	2003

3rd 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	67	552	79306	96	98	99	427	436	445	17	12	10	25	22	18	52	53	51	6	13	20
All Students (Prior Year)	66	503	75509	100	98	100	518	511	521	9	12	13	24	29	23	40	36	33	27	23	31
Female	29	257	38691	91	99	99	423	436	446	9	13	10	41	24	18	41	48	52	9	14	20
Male	38	295	40583	100	98	99	429	437	445	23	11	11	13	19	18	60	58	50	3	12	21
African American	--	NC	4041	--	NC	99	--	NC	426	--	NC	17	--	NC	23	--	NC	50	--	NC	10
Hispanic	14	80	32869	100	99	99	432	425	429	25	15	15	17	18	25	50	57	51	8	9	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	NC	11	4264	NC	100	100	NC	420	419	NC	13	19	NC	13	30	NC	75	45	NC	0	6
White	48	445	36197	94	98	99	424	438	463	14	12	5	31	23	11	51	53	53	3	13	31
Students with Disabilities	15	85	10321	100	100	100	399	386	389	42	34	30	25	35	27	33	28	34	0	3	9
Students without Disabilities	52	467	69060	91	97	98	435	445	454	10	8	7	25	19	17	58	58	54	8	15	22
Limited English Proficient Students	--	14	15509	--	100	100	--	304	406	--	36	20	--	50	30	--	14	45	--	0	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	51	316	39415	91	90	96	424	432	431	20	16	15	23	22	25	53	52	50	5	10	10
Non-Economically Disadvantaged	16	236	39966	100	100	100	437	442	459	8	7	6	33	21	12	50	55	52	8	17	30

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	67	556	79395	96	0	99	425	436	446	12	13	9	40	27	25	48	54	55	0	6	11
All Students (Prior Year)	66	504	75492	100	98	100	507	515	519	15	12	12	22	21	16	50	49	47	13	19	24
Female	29	259	38743	91	0	100	433	444	451	9	12	7	36	26	24	55	53	57	0	10	12
Male	38	297	40618	100	0	99	420	429	440	13	13	11	43	29	27	43	55	53	0	3	9
African American	--	NC	4052	--	NC	100	--	NC	434	--	NC	11	--	NC	29	--	NC	54	--	NC	6
Hispanic	14	80	32915	100	0	99	435	426	426	8	15	15	33	28	35	58	54	47	0	3	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	NC	11	4271	NC	0	100	NC	417	420	NC	13	15	NC	38	42	NC	50	41	NC	0	2
White	48	448	36221	94	0	99	422	438	465	11	12	4	46	27	15	43	54	63	0	7	17
Students with Disabilities	15	86	10331	100	0	100	394	384	388	25	29	25	67	43	37	8	28	34	0	0	4
Students without Disabilities	52	470	69139	91	0	99	435	446	454	8	10	7	33	25	24	60	59	58	0	7	11
Limited English Proficient Students	--	14	15545	--	0	100	--	302	399	--	36	21	--	50	42	--	14	35	--	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	51	317	39484	91	0	96	422	430	429	13	17	14	43	30	35	45	51	47	0	3	4
Non-Economically Disadvantaged	16	239	39986	100	0	100	438	445	461	8	7	4	33	24	16	58	59	63	0	11	17

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	68	550	78869	97	98	99	421	439	442	6	7	6	47	23	21	42	60	63	6	11	10
All Students (Prior Year)	66	500	75053	100	97	99	575	606	597	5	4	7	13	12	12	78	77	72	4	7	9
Female	30	257	38536	94	99	99	442	462	458	0	4	4	39	16	15	48	65	67	13	16	14
Male	38	293	40302	100	97	99	405	419	428	10	10	8	53	29	26	37	55	60	0	6	7
African American	--	NC	4015	--	NC	99	--	NC	430	--	NC	8	--	NC	24	--	NC	61	--	NC	7
Hispanic	14	78	32606	100	96	98	431	431	426	0	8	8	50	22	27	42	59	60	8	11	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	11	4245	NC	100	100	NC	430	423	NC	13	9	NC	25	26	NC	50	61	NC	13	4
White	49	445	36078	96	98	99	414	440	459	8	7	4	47	24	16	39	59	66	6	11	14
Students with Disabilities	15	84	10246	100	100	100	377	366	367	25	23	18	50	33	39	25	42	40	0	2	4
Students without Disabilities	53	466	68697	93	97	98	434	452	454	0	4	4	46	21	18	46	63	67	7	12	11
Limited English Proficient Students	--	14	15339	--	100	100	--	279	399	--	21	11	--	36	31	--	36	54	--	7	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	52	314	39106	93	90	95	418	428	427	7	9	8	49	28	28	39	56	59	5	6	5
Non-Economically Disadvantaged	16	236	39837	100	100	100	432	454	457	0	4	4	42	16	14	50	64	67	8	16	15

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

5th 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	89	587	78906	98	100	99	466	488	498	19	18	13	30	22	19	44	45	48	7	15	20
All Students (Prior Year)	73	584	76019	100	100	100	471	495	499	17	10	14	55	46	39	17	16	14	11	28	33
Female	48	280	38644	100	100	99	475	493	500	23	16	12	31	20	19	41	51	49	5	14	19
Male	41	308	40236	95	98	99	455	483	497	13	20	15	29	23	19	48	41	46	10	16	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	14	82	31938	100	99	99	484	484	481	18	22	19	27	22	25	45	43	46	9	13	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	NC	13	4593	NC	100	100	NC	481	467	NC	20	26	NC	20	29	NC	60	39	NC	0	6
White	71	480	36483	97	100	99	460	488	517	20	17	7	33	22	13	40	45	51	7	15	30
Students with Disabilities	13	102	10664	100	100	100	359	420	430	45	56	42	36	33	27	18	10	26	0	0	5
Students without Disabilities	76	487	68310	96	99	98	486	501	509	14	11	9	29	19	18	49	53	51	8	18	22
Limited English Proficient Students	NC	11	12573	NC	100	100	NC	297	454	NC	33	27	NC	33	30	NC	33	38	NC	0	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	56	317	38679	82	85	96	478	480	483	19	20	20	30	27	25	45	43	45	6	10	10
Non-Economically Disadvantaged	33	272	40295	100	100	100	443	497	513	17	16	7	30	14	13	43	49	50	9	20	30

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	89	589	78908	98	0	99	473	481	484	7	11	10	17	24	23	69	57	58	7	7	9
All Students (Prior Year)	73	580	76020	100	100	100	497	503	503	27	23	25	27	25	23	45	41	40	2	10	12
Female	48	280	38648	100	0	99	484	486	489	10	9	8	18	25	22	64	60	61	8	6	10
Male	41	310	40233	95	0	99	459	476	479	3	13	12	16	24	25	74	54	55	6	8	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	14	82	31940	100	0	99	482	477	465	0	6	16	27	35	32	73	54	49	0	4	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	NC	13	4569	NC	0	100	NC	474	457	NC	20	18	NC	20	39	NC	60	41	NC	0	2
White	71	482	36502	97	0	99	469	480	502	9	12	4	15	23	14	69	58	67	7	7	15
Students with Disabilities	13	102	10665	100	0	100	371	415	423	9	47	30	45	32	36	45	19	31	0	1	2
Students without Disabilities	76	489	68312	96	0	98	492	493	493	7	4	7	12	23	21	73	64	62	8	8	10
Limited English Proficient Students	NC	11	12556	NC	0	100	NC	297	436	NC	11	24	NC	44	40	NC	44	35	NC	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	56	319	38662	82	0	96	480	474	468	9	12	16	21	28	32	66	59	49	4	2	3
Non-Economically Disadvantaged	33	272	40315	100	0	100	458	488	498	4	10	5	9	21	15	74	55	66	13	14	14

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	90	582	78750	99	99	99	477	491	500	8	8	6	34	30	29	55	59	63	3	3	2
All Students (Prior Year)	73	576	75673	100	100	100	483	525	530	16	10	12	44	30	25	41	57	58	0	3	4
Female	48	277	38586	100	100	99	501	506	515	5	5	4	36	24	22	56	67	71	3	3	3
Male	42	306	40135	98	98	99	447	476	486	13	11	8	31	35	35	53	52	56	3	2	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	14	80	31841	100	96	99	495	488	483	0	8	8	55	38	36	45	53	55	0	2	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	13	4586	NC	100	100	NC	510	481	NC	0	8	NC	30	37	NC	70	54	NC	0	1
White	72	477	36440	99	99	99	470	490	516	11	9	3	32	29	22	54	60	71	4	3	4
Students with Disabilities	14	100	10622	100	100	100	323	382	415	50	39	21	25	43	50	17	16	28	8	1	1
Students without Disabilities	76	484	68196	96	99	98	508	512	513	0	2	3	36	27	25	63	68	69	2	3	3
Limited English Proficient Students	NC	10	12504	NC	100	100	NC	275	451	NC	13	12	NC	25	44	NC	50	43	NC	13	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	57	314	38558	84	84	96	478	481	485	10	10	8	44	35	37	44	54	54	2	1	1
Non-Economically Disadvantaged	33	270	40260	100	100	100	473	502	514	4	6	3	13	23	21	78	66	72	4	4	4

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	76	567	78250	100	96	99	529	523	548	27	33	21	27	25	18	44	38	48	2	4	13
All Students (Prior Year)	24	612	75001	100	100	99	437	452	468	76	48	37	12	37	36	12	12	16	0	3	10
Female	36	286	38071	97	95	99	527	528	549	30	29	20	30	27	19	40	41	49	0	4	12
Male	39	280	40126	100	96	99	531	517	547	24	37	23	24	23	17	48	35	46	3	5	14
African American	--	NC	4058	--	NC	99	--	NC	523	--	NC	32	--	NC	22	--	NC	41	--	NC	5
Hispanic	NC	73	29129	NC	94	99	NC	491	527	NC	52	32	NC	18	23	NC	30	40	NC	0	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	15	4996	NC	100	100	NC	526	518	NC	20	36	NC	40	25	NC	40	36	NC	0	4
White	68	466	38320	100	96	99	528	527	568	26	30	12	30	26	14	42	39	55	2	5	19
Students with Disabilities	NC	79	9329	NC	99	100	NC	437	454	NC	79	64	NC	20	18	NC	2	16	NC	0	2
Students without Disabilities	69	496	68996	100	97	99	536	535	561	19	26	16	30	26	18	49	43	52	2	5	14
Limited English Proficient Students	NC	11	10133	NC	100	100	NC	274	488	NC	36	45	NC	55	25	NC	9	28	NC	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	54	291	33388	96	91	94	526	518	530	26	38	32	30	27	22	41	33	40	2	2	5
Non-Economically Disadvantaged	22	284	44937	100	100	100	537	525	561	31	29	13	15	22	15	54	42	54	0	7	18

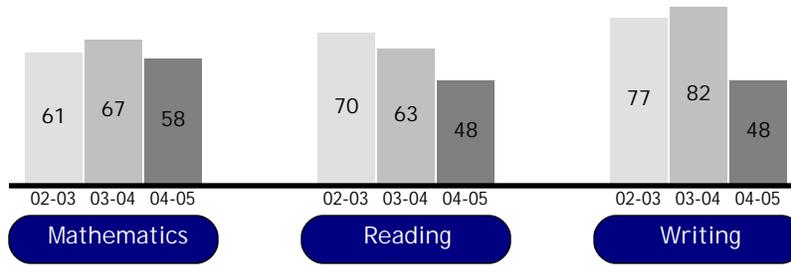
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	568	78302	100	0	99	507	496	512	14	15	11	31	31	25	54	52	57	2	2	7
All Students (Prior Year)	24	601	74918	100	100	99	477	486	497	56	40	32	17	23	19	22	28	35	6	9	15
Female	36	286	38082	97	0	99	519	507	518	3	10	8	33	28	24	60	60	61	3	2	7
Male	39	281	40166	100	0	99	495	485	507	24	20	14	28	34	26	48	44	54	0	2	6
African American	--	NC	4064	--	NC	100	--	NC	498	--	NC	14	--	NC	29	--	NC	54	--	NC	3
Hispanic	NC	73	29152	NC	0	99	NC	467	492	NC	23	17	NC	43	34	NC	33	46	NC	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	15	4993	NC	0	100	NC	496	484	NC	20	19	NC	30	38	NC	50	42	NC	0	1
White	68	467	38347	100	0	99	507	501	531	13	14	5	30	29	17	55	55	68	2	2	10
Students with Disabilities	NC	79	9353	NC	0	100	NC	414	429	NC	48	40	NC	41	38	NC	11	22	NC	0	1
Students without Disabilities	69	497	69024	100	0	99	513	509	524	11	10	7	26	30	23	60	57	62	2	2	7
Limited English Proficient Students	NC	11	10140	NC	0	100	NC	250	451	NC	36	28	NC	55	43	NC	9	29	NC	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	54	291	33398	96	0	94	507	494	495	11	18	18	33	34	35	57	47	46	0	1	2
Non-Economically Disadvantaged	22	285	44979	100	0	100	509	498	525	23	13	6	23	29	18	46	55	66	8	3	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	76	574	78094	100	97	99	536	523	545	3	4	3	24	28	18	73	66	77	0	1	2
All Students (Prior Year)	24	590	74503	100	99	99	450	463	491	17	14	9	33	39	32	50	45	51	0	2	8
Female	36	288	38025	97	96	99	554	540	558	0	3	2	20	20	13	80	75	82	0	2	2
Male	39	285	40013	100	97	99	518	506	534	7	5	5	28	37	23	66	57	71	0	0	1
African American	--	NC	4037	--	NC	99	--	NC	532	--	NC	4	--	NC	22	--	NC	73	--	NC	1
Hispanic	NC	73	29068	NC	94	99	NC	499	523	NC	7	5	NC	33	27	NC	61	67	NC	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	15	4981	NC	100	100	NC	531	526	NC	0	4	NC	30	25	NC	70	70	NC	0	0
White	68	473	38265	100	97	99	535	527	564	4	4	2	25	27	11	72	68	84	0	1	3
Students with Disabilities	NC	79	9275	NC	99	100	NC	423	444	NC	18	14	NC	55	46	NC	27	39	NC	0	1
Students without Disabilities	69	503	68892	100	98	98	548	537	559	0	2	2	21	25	14	79	72	82	0	1	2
Limited English Proficient Students	NC	11	10084	NC	100	100	NC	273	474	NC	9	10	NC	45	39	NC	45	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	54	296	33296	96	93	94	538	522	527	2	5	5	22	28	27	76	67	67	0	0	0
Non-Economically Disadvantaged	22	286	44871	100	100	100	530	521	559	8	4	2	31	29	12	62	65	84	0	2	3

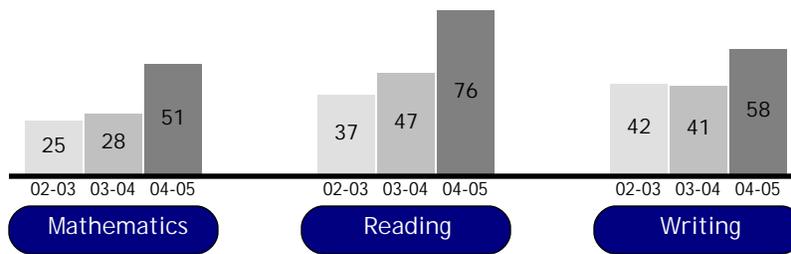
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

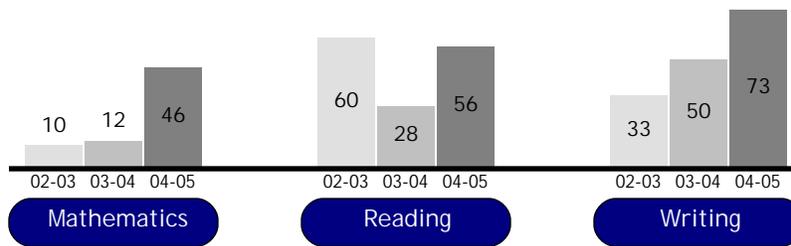
3rd Grade Proficiency



5th Grade Proficiency



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
2	Reading	96	44	50	50	97	37	NA	58	100	41	47	47
	Language	98	39	43	43	99	30	41	50	100	33	45	47
	Mathematics	98	46	52	57	99	39	54	64	100	39	48	50
3	Reading	98	40	49	47	100	38	NA	55	96	34	41	44
	Language	100	51	55	54	100	46	54	61	96	38	41	44
	Mathematics	98	41	53	54	100	53	52	61	96	42	47	51
4	Reading	100	43	54	52	100	48	NA	56	100	41	46	48
	Language	100	38	52	48	100	38	51	52	100	43	46	49
	Mathematics	100	39	59	57	100	51	59	61	99	47	50	53
5	Reading	93	52	51	50	100	49	NA	55	96	52	50	50
	Language	95	41	45	46	100	39	45	49	96	51	49	50
	Mathematics	95	46	55	57	100	42	56	63	96	43	45	49
6	Reading	100	42	50	53	100	41	NA	56	97	47	48	51
	Language	100	30	41	45	100	32	44	48	97	38	45	47
	Mathematics	100	52	63	62	100	45	63	66	97	43	49	52
7	Reading	100	36	49	51	100	41	NA	54	97	42	46	50
	Language	100	37	51	54	100	45	48	58	97	43	48	52
	Mathematics	100	32	55	58	100	40	48	62	97	38	44	50
8	Reading	100	55	54	53	100	37	NA	55	100	52	45	51
	Language	100	49	47	49	100	35	42	52	100	49	44	50
	Mathematics	100	51	58	58	100	35	52	61	100	42	42	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

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

Council Duties

- Ü Increase student involvement
- Ü School Safety Issues
- Ü Discretionary Spending of Tax Donations
- Ü Curriculum Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	35.00
Other Professional Staff	1.00	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	0	0	0
4 to 6 years	8	1	0	0
7 to 9 years	2	0	0	0
10 or more years	8	3	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	78
Teachers with Emergency Certificaton.	11
Percent of teachers in the school with Emergency/Provisional Certification	31%
Percent of core classes not taught by Hightly Qualified Teachers	20%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center
- Ü Home Ec. Kitchen

Extracurricular Activities

- Ü Band--Grades 4-8
- Ü Astronomy Club
- Ü Chess Club
- Ü Student Government
- Ü NASA Club
- Ü PALS Science Club

Social Services

- Ü DARE
- Ü Safe Schools Program
- Ü Breakfast/Lunch Program
- Ü Boys and Girls Club of Kingman
- Ü After school tutoring

School Achievements/Accomplishments 2004-05

- ü Sponsored workshops to improve teacher skills so that they may better prepare students in the areas of writing/language arts, and math.

- ü Pursued grant opportunities to bring more resources into the Golden Valley community. Black Mountain has formed a partnership with NASA that will bring additional math, science, and technology resources to our students and families.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	92	95	94	95
Transfers Out Rates ⁵	16	12	12	17
Transfers In Rate ⁶	1174	28	28	37
Stability Rate ⁷	83	87	87	82
Promotion Rate ⁸	84	96	95	81
Retention Rate ⁹	10	1	1	3
Dropout Rate ¹⁰	3	0	1	6
Status Unknown ¹¹	1	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

Teachers enforce a zero-tolerance policy regarding violence, drugs, weapons. We provide a counselor, school resource officer and DARE officer. We regularly practice lock-down and evacuation drills. All district personnel wear ID badges.

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) :

97

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	Duane Mueller	(928) 565-9111
Transportation Policy	David Brown	(928) 753-5928
Community Resources	Karen Windle	(928) 565-9111
School Nutrition Programs	Karma Jones	(928) 753-6190
Parent Organization	Adell Cox	(928) 565-9111
Student Health/Nurse	Alisa Eyer	(928) 565-9111

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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** Due to booklet size printing, print copies are produced in multiples of 4.