

Mountainside Middle School

ARIZONA SCHOOL REPORT CARD 2003-04

11256 N. 128th Street, Scottsdale, AZ 85259

Scottsdale 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 *

Excelling*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mrs. Katy Cavanagh
Schedule : 7:30 AM to 4:00 PM
Grades : 6-8
2003 Enrollment : 998
Web Address : www.susd.org/schools/middle/mtnside/index.htm
Phone Number : (480) 484-5500
Fax Number : (480) 484-5501
E-mail : kcavanagh@susd.org

Mission

The Scottsdale school community inspires all students to be passionate learners and empowers them to fulfill their dreams. Mountainside Middle School is a place for kids, a place for learning and a significant place.

School / Academic Goals

ü Improve reading in all grades, to increase the number of students per grade level scoring in above average category on the Stanford 9.

ü Increase respect for people and property by student, staff and parent.

Instructional Programs

ü Varied Instruct.--Traditional/Integrated
ü State-of-the-Art Technology
ü Humanities Program
ü On-site Special Education

Enrollment

October 1, 2002 School Year Student Enrollment : 1161
Accepting New Students in 2003-04 Under Open Enrollment Law²: No
Number of Students Attending Under Open Enrollment in 2002-03 : 44

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 0 minutes
First Day of School : 8/11/2003
Last Day of School : 5/26/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- Ü School Goals
- Ü School Improvement Plan
- Ü Budget
- Ü Personnel Decisions
- Ü Parent/Educator Relations
- Ü Master Schedule

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	3.00	Teacher	47.50
Other Professional Staff	6.50	Teacher Aide	4.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

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

Shared Responsibilities

School

To provide a stimulating and challenging academic program; a climate conducive to learning; to honor and protect the rights all students; to communicate openly and regularly; to encourage parent participation; to ensure the safety of students.

Parents

Provide a supportive home environment conducive to study and learning; motivate their children to do their best by taking an interest in their work. Parents are expected to help their children abide by the district's Code of Student Conduct.

Resources Available at School Site

Special Facilities

- Ü Library/Media Center
- Ü Technology/Computer Labs

Extracurricular Activities

- Ü Student Government
- Ü National Junior Honor Society
- Ü Honors Music
- Ü Athletics/Intramurals

Social Services

- Ü Afterschool Programs
- Ü Recreational Activities
- Ü Lunch Program
- Ü Counseling Services

Transportation Policy

Transportation is provided for students who live more than one mile from school. Safety and welfare of student riders is the first consideration. Bus evacuation drills are conducted for all students and staff.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

ü Mountainside Middle School SAT 9 8th Grade Math students tested highest in the State.

ü Mountainside Middle School achieved all four (4) School Improvement Plan Goals and teachers earned 100% of the SIP award in 2003.

School Honors

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

Award/Honor	Year
ü SAT 9 Math Scores - 2002-03	2003
ü Site Incentive Award - 100%	2003
ü Heritage Music Festival Sweepstakes Award	2003
ü Arizona Education Foundation A+ School	2002

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	95	95	94	96
Transfers Out ³	9	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	7	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 5-6	69	84
Grades 6-7	74	77
Grades 7-8	74	86

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 2002-03. 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 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

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	434	2261	71167	101	101	99	502	477	463	11	25	38	31	43	41	38	22	14	21	10	7
All Students (Prior Year)	365	2147	66213	NA	NA	NA	497	478	459	9	24	39	46	44	40	28	21	14	17	11	7
Female	223	1100	34825	100	101	99	498	475	462	13	26	38	31	45	42	40	21	14	16	8	6
Male	211	1160	36047	102	101	99	507	480	464	8	24	38	31	42	39	35	22	15	26	12	8
African American	NC	44	3225	NC	90	95	NC	443	441	NC	49	57	NC	46	34	NC	6	6	NC	0	2
Hispanic	17	223	23643	142	98	97	483	437	445	13	59	53	33	29	37	47	9	8	7	2	2
Asian/Pacific Islander	13	64	1503	108	110	100	551	511	493	0	10	18	23	35	40	23	28	23	54	27	19
American Indian/Alaskan Native	--	27	5161	--	87	103	--	432	435	--	61	63	--	35	30	--	4	5	--	0	2
White	365	1725	35245	92	92	95	503	482	476	11	20	26	29	46	45	39	23	19	21	11	10
Students with Disabilities	27	158	8095	90	84	104	509	430	426	0	65	69	0	30	25	100	6	5	0	0	1
Students without Disabilities	407	2103	63072	102	103	99	502	479	464	11	24	37	31	44	41	37	22	15	21	11	7
Limited English Proficient Students	NC	121	10317	NC	95	111	NC	406	426	NC	91	72	NC	8	25	NC	2	2	NC	0	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	--	20	17057				--	411	440	--	94	58	--	6	34	--	0	6	--	0	2
Non-Economically Disadvantaged	434	2241	54110				502	478	468	11	24	33	31	44	43	38	22	16	21	10	8

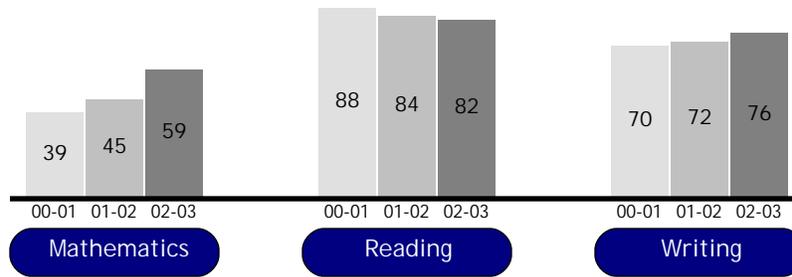
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	431	2237	71100	100	100	99	531	518	502	9	14	25	9	15	21	48	48	40	34	24	15
All Students (Prior Year)	364	2140	66144	NA	NA	NA	531	524	504	8	12	24	8	14	20	51	45	40	33	29	16
Female	222	1093	34801	100	100	99	532	521	505	9	11	21	6	15	22	51	49	42	34	24	15
Male	209	1143	36010	101	100	99	529	516	499	10	16	28	12	14	20	44	46	38	34	24	14
African American	NC	44	3219	NC	90	95	NC	486	486	NC	37	38	NC	23	24	NC	29	31	NC	11	7
Hispanic	17	220	23630	142	96	96	537	490	485	7	38	37	20	20	25	40	32	32	33	9	6
Asian/Pacific Islander	13	65	1509	108	112	100	544	535	522	8	7	12	0	11	14	46	48	46	46	34	28
American Indian/Alaskan Native	--	27	5144	--	87	102	--	478	478	--	39	46	--	26	24	--	35	25	--	0	5
White	362	1711	35198	92	92	95	531	522	515	8	10	15	9	14	18	49	50	47	35	26	21
Students with Disabilities	26	151	8121	87	80	105	507	471	470	0	45	55	0	34	20	100	19	21	0	2	4
Students without Disabilities	405	2086	62979	102	102	99	531	520	503	9	13	23	9	14	21	48	48	41	34	25	15
Limited English Proficient Students	NC	120	10304	NC	94	110	NC	454	462	NC	68	63	NC	23	23	NC	8	13	NC	0	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	--	20	17040				--	454	483	--	61	40	--	39	25	--	0	29	--	0	6
Non-Economically Disadvantaged	431	2217	54060				531	519	507	9	13	20	9	14	20	48	48	43	34	24	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	432	2206	69001	101	99	96	517	505	490	3	8	17	21	28	37	75	63	45	1	1	1
All Students (Prior Year)	350	2055	63579	NA	NA	NA	520	513	493	3	5	15	24	30	42	67	60	41	5	5	2
Female	220	1081	34086	99	99	97	521	511	496	1	5	13	18	25	36	80	69	51	1	1	1
Male	212	1124	34644	102	98	95	512	499	484	6	12	22	23	31	39	70	56	38	2	1	0
African American	NC	43	3115	NC	88	92	NC	481	478	NC	21	25	NC	44	44	NC	35	31	NC	0	0
Hispanic	16	216	22656	133	95	92	513	476	476	7	27	27	29	40	43	64	33	30	0	0	0
Asian/Pacific Islander	13	65	1472	108	112	98	541	521	507	0	2	8	0	20	30	92	74	60	8	5	2
American Indian/Alaskan Native	--	25	4940	--	81	98	--	480	469	--	17	34	--	57	43	--	26	23	--	0	0
White	364	1690	34501	92	90	93	517	509	500	3	6	10	20	26	34	76	67	55	1	1	1
Students with Disabilities	27	137	7386	90	73	95	500	470	459	0	34	46	0	41	37	100	25	17	0	0	0
Students without Disabilities	405	2069	61615	102	101	97	517	506	491	3	8	16	21	28	37	75	63	45	1	1	1
Limited English Proficient Students	NC	116	9662	NC	91	104	NC	451	454	NC	52	51	NC	41	40	NC	7	9	NC	0	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	--	18	16383				--	455	472	--	47	30	--	53	43	--	0	26	--	0	0
Non-Economically Disadvantaged	432	2188	52618				517	506	494	3	8	14	21	28	36	75	63	49	1	1	1

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

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

8th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2002-03

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?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	94	79	72	54	94	81	72	49	99	78	72	53
	Language	94	73	66	46	94	77	66	42	100	72	67	45
	Mathematics	94	88	80	61	94	90	78	58	100	89	78	62
7	Reading	94	81	74	53	94	78	70	48	100	83	70	51
	Language	94	83	76	55	93	83	74	51	100	84	75	54
	Mathematics	95	86	76	57	94	88	74	54	100	90	74	58
8	Reading	93	80	74	55	93	79	71	49	99	80	71	53
	Language	93	83	74	50	93	82	71	46	99	80	70	49
	Mathematics	93	84	74	57	93	86	73	54	100	88	72	58

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 Safety

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

MMS works with Scottsdale Police, SPI and the City to provide prevention and intervention for our community. We strive to be proactive with early identification of student needs and approach to finding solutions.

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) :

0

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.

Contacts

	Name	Phone Number
School Site Council	Katy Cavanagh	(480) 484-5510
Transportation Policy	Dan Shearer	(480) 484-8558
Community Resources	Carol Hughes	(480) 484-6188
School Nutrition Programs	Barbara Savastio	(480) 661-1126
Parent Organization	Jennifer Petersen	(480) 860-2509
Student Health/Nurse	Denise Parish	(480) 484-5511

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 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 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled 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. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards