

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

11256 N. 128th St., 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 (a)

2003-04	Excelling
2002-03	Excelling
2001-02	Improving

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

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Mark Blomgren
 Schedule : 8:15 AM to 4:00 PM
 Grades : 6-8
 2004 Enrollment : 998
 Web Address : www.susd.org/schools/middle/Mtnside/index.htm
 Phone Number : (480) 484-5500
 Fax Number : (480) 484-5501
 E-mail : mblomgren@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 Students to increase to a minimum of 58 percent in the meeting or exceeding categories on the AIMS math test.
- ü Decrease the level of harassment occurring on campus as perceived by students.
- ü Seventy percent of eighth grade students will pass the keyboarding proficiency test by the end of the school year. Ninety percent of all staff will increase one level of competency in targeted technology goal.
- ü One-hundred percent of staff will complete six hours of professional development training to meet School Improvement Goals.

Enrollment

October 1, 2003 School Year Student Enrollment : 1000
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 166

Instructional Programs

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

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/10/2004
Last Day of School :	5/25/2005

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.

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.

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

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	335	2214	75001	100	99	99	519	486	468	8	23	37	25	37	36	34	23	16	34	17	10
All Students (Prior Year)	434	2261	71167	100	100	99	502	477	463	11	25	38	31	43	41	38	22	14	21	10	7
Female	172	1093	36846	100	99	99	524	488	468	4	22	36	21	37	38	39	24	16	36	17	10
Male	163	1116	37974	100	99	99	512	485	467	11	24	39	28	36	34	29	23	16	31	17	11
African American	NC	59	3720	NC	97	98	NC	456	446	NC	43	53	NC	43	33	NC	7	9	NC	7	4
Hispanic	12	249	26675	100	99	98	492	446	448	25	56	52	25	29	34	33	11	10	17	5	4
Asian/Pacific Islander	11	58	1575	100	97	99	563	514	504	0	11	18	18	38	33	18	15	20	64	36	29
American Indian/Alaskan Native	--	28	4731	--	100	98	--	448	438	--	46	61	--	50	30	--	4	7	--	0	2
White	307	1815	37785	100	99	99	519	492	482	7	19	25	25	37	39	35	26	21	33	18	15
Students with Disabilities	26	155	8802	100	100	100	442	431	418	47	67	79	47	25	16	5	8	3	0	0	1
Students without Disabilities	309	2059	66199	100	99	99	523	490	472	5	20	34	23	37	38	36	24	17	36	18	11
Limited English Proficient Students	NC	115	11710	NC	98	100	NC	406	429	NC	89	70	NC	11	25	NC	0	4	NC	0	1
Migrant Students	--	--	709	--	--	--	--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	NC	300	29814	--	--	--	NC	445	448	NC	55	53	NC	32	33	NC	9	10	NC	5	4
Non-Economically Disadvantaged	326	1914	45170	--	--	--	519	492	479	7	18	28	25	37	38	35	25	20	34	19	14

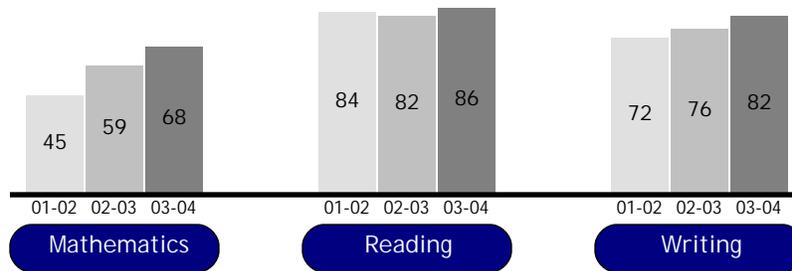
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	335	2212	74918	100	99	99	541	519	497	7	17	32	7	13	19	45	43	35	41	27	15
All Students (Prior Year)	431	2237	71100	100	100	99	531	518	502	9	14	25	9	15	21	48	48	40	34	24	15
Female	172	1092	36805	100	99	99	549	523	501	4	15	28	6	13	19	42	44	37	48	29	16
Male	163	1115	37936	100	99	99	533	515	493	11	20	35	8	13	18	47	42	33	34	25	14
African American	NC	60	3719	NC	98	98	NC	492	481	NC	37	43	NC	12	21	NC	45	29	NC	7	7
Hispanic	12	249	26645	100	99	98	504	481	478	25	45	46	0	15	20	58	29	27	17	10	6
Asian/Pacific Islander	11	58	1571	100	97	99	573	538	521	9	11	18	0	19	15	27	32	38	64	38	30
American Indian/Alaskan Native	--	28	4729	--	100	98	--	477	468	--	52	57	--	16	19	--	20	19	--	12	4
White	307	1812	37773	100	99	99	542	524	511	6	13	20	8	13	18	45	45	41	41	29	21
Students with Disabilities	26	153	8801	100	99	100	477	460	448	50	64	75	11	15	13	33	18	10	6	3	2
Students without Disabilities	309	2059	66117	100	99	99	545	522	501	5	15	28	7	13	19	45	44	37	43	28	16
Limited English Proficient Students	NC	115	11706	NC	98	100	NC	438	454	NC	89	71	NC	6	16	NC	3	12	NC	2	1
Migrant Students	--	--	706	--	--	--	--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	NC	300	29785	--	--	--	NC	480	477	NC	46	47	NC	18	20	NC	26	26	NC	10	6
Non-Economically Disadvantaged	326	1912	45115	--	--	--	542	525	508	6	13	23	8	12	18	45	45	39	42	29	20

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	335	2201	74503	100	99	99	570	522	491	2	6	9	16	24	32	52	54	51	30	15	8
All Students (Prior Year)	432	2206	69001	100	99	96	517	505	490	3	8	17	21	28	37	75	63	45	1	1	1
Female	172	1091	36686	100	99	99	599	544	506	0	4	5	10	18	29	51	58	57	40	21	9
Male	163	1105	37644	100	98	98	539	500	476	4	8	13	23	31	36	54	51	45	20	10	6
African American	NC	58	3677	NC	95	97	NC	494	475	NC	10	12	NC	29	36	NC	52	46	NC	9	5
Hispanic	12	248	26500	100	98	97	520	470	467	8	19	13	25	34	39	50	40	44	17	7	4
Asian/Pacific Islander	11	58	1566	100	97	99	667	584	537	0	4	5	0	15	23	55	53	55	45	28	18
American Indian/Alaskan Native	--	28	4695	--	100	97	--	494	464	--	12	14	--	28	39	--	52	44	--	8	3
White	307	1804	37606	100	99	99	569	528	508	2	4	6	16	23	28	52	56	56	30	16	10
Students with Disabilities	26	150	8662	100	97	100	414	422	409	14	22	37	71	56	42	14	22	20	0	1	1
Students without Disabilities	309	2051	65841	100	99	98	581	528	499	1	5	7	12	23	32	55	56	53	32	16	8
Limited English Proficient Students	NC	114	11608	NC	97	100	NC	399	430	NC	46	23	NC	38	47	NC	14	28	NC	2	1
Migrant Students	--	--	701	--	--	--	--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	NC	295	29587	--	--	--	NC	469	465	NC	18	14	NC	36	40	NC	40	43	NC	6	4
Non-Economically Disadvantaged	326	1906	44898	--	--	--	571	530	507	2	4	7	16	23	28	52	56	55	30	17	10

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 2003-04

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

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	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	94	81	72	49	99	78	72	53	99	77	NA	56
	Language	94	77	66	42	100	72	67	45	99	71	64	48
	Mathematics	94	90	78	58	100	89	78	62	99	86	78	66
7	Reading	94	78	70	48	100	83	70	51	99	75	NA	54
	Language	93	83	74	51	100	84	75	54	99	82	78	58
	Mathematics	94	88	74	54	100	90	74	58	99	86	76	62
8	Reading	93	79	71	49	99	80	71	53	99	84	NA	55
	Language	93	82	71	46	99	80	70	49	99	85	71	52
	Mathematics	93	86	73	54	100	88	72	58	99	89	74	61

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)
- 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 2004-05

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

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	2	1	0
4 to 6 years	6	5	0	0
7 to 9 years	4	2	1	0
10 or more years	5	15	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	33
Core academic classes taught by Highly Qualified (NCLB) teachers.	186
Teachers with Emergency Certificaton.	0

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

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Fine Arts (Band, Chorus, Strings) earned distinctions in national competitions.

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

- ü Charros Middle School Teacher of the Year.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	6	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 5-6	69	76
Grades 6-7	69	74
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 2003-04. 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 2004. 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. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. 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).

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. A school focus has been on providing family programs at school to meet these needs.

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) :

3

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	Mark Blomgren	(480) 484-5510
Transportation Policy	Dan Shearer	(480) 484-8558
Community Resources	Tom Herrmann	(480) 484-6158
School Nutrition Programs	Barbara Savastio	(480) 661-1126
Parent Organization	Angie Crawley	(480) 657-6778
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 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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. 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

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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