

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Excelling
2004-05	Excelling
2003-04	Excelling

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

School Overview

Principal/Administrator : Mr. Mark Blomgren
 Schedule : 07:30 AM to 04:00 PM
 Grades : 6-8
 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.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

School / Academic Goals

- ü By focusing on vocabulary understanding in all content areas and increasing student comprehension, AIMS scores for 8th grade students will reach 96% in the Meet and Exceeds Categories for Math.
- ü Increase the number of voluntary student participation to a minimum of one safety-related information session from 0% to 20%. These safety-related sessions will be hosted by the school resource officer.
- ü Mountainside will integrate technology to improve teaching and learning by 1) assessing student's mastery of essential standards using Galileo (web based assessment tool) and 2) by attending technology-based professional development.
- ü One-hundred percent of staff will complete six hours of professional development training to meet School Improvement Goals.

Enrollment

October 1, 2005 School Year Student Enrollment : 1023
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 85

Instructional Programs

- Ü Varied Instruct.--Traditional/Integrated
- Ü State-of-the-Art Technology
- Ü Humanities/Language Arts Program
- Ü On-site Special Education
- Ü Elective Courses with Academic Rigor
- Ü Reading Support Classes
- Ü Band/Strings/Chorus/Art Instruction
- Ü Physical Education (Grades 6-8)

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 35 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

To provide a stimulating and challenging academic program both in core and elective classes; 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 Arizona Excelling School	2005
Ü Site Incentive Award - 100%	2005
Ü Heritage Music Festival Sweepstakes Award	2005
Ü Arizona Education Foundation A+ School	2002

6th 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	310	2048	79327	100	100	98	560	547	518	4	8	19	7	11	20	56	53	46	33	29	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	146	996	38961	100	100	98	559	547	520	3	6	16	7	11	20	55	54	48	35	28	16
Male	164	1052	40295	100	99	97	560	547	516	5	9	21	7	10	19	57	51	44	32	30	16
African American	NC	61	4247	NC	98	98	NC	516	499	NC	16	27	NC	16	24	NC	59	41	NC	8	8
Hispanic	16	301	32327	100	100	98	535	514	499	NA	19	27	25	21	25	44	47	41	31	12	8
Asian/Pacific Islander	10	70	1939	100	100	99	NA	562	556	NA	3	6	NA	11	10	NA	49	47	NA	37	36
American Indian/Alaskan Native	NC	33	4391	NC	100	96	NC	498	489	NC	27	32	NC	18	27	NC	52	36	NC	3	4
White	280	1583	36373	100	100	98	560	555	538	5	5	10	6	8	14	56	54	52	33	33	25
Students with Disabilities	33	243	9321	100	100	87	497	490	467	27	35	54	30	23	22	33	33	21	9	8	3
Students without Disabilities	277	1805	70006	100	100	100	567	554	524	1	4	14	4	9	19	58	55	49	36	32	18
Limited English Proficient Students	NC	95	9431	NC	99	95	NC	474	466	NC	42	53	NC	29	27	NC	28	18	NC	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	401	37097	NC	99	97	NC	509	498	NC	20	27	NC	22	25	NC	48	41	NC	9	7
Non-Economically Disadvantaged	301	1647	42230	100	100	99	561	556	535	4	5	11	6	8	15	56	54	50	34	34	24

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	310	2047	79501	100	100	98	524	520	497	2	4	10	12	14	25	78	73	60	8	9	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	146	995	39062	100	100	99	529	526	502	1	2	8	8	11	23	82	75	64	9	11	5
Male	164	1052	40368	100	99	98	520	514	491	3	6	13	15	16	27	74	71	57	7	7	3
African American	NC	61	4279	NC	98	99	NC	501	485	NC	5	14	NC	26	30	NC	66	54	NC	3	2
Hispanic	16	302	32389	100	100	98	508	488	478	NA	15	16	19	27	34	75	54	48	6	4	1
Asian/Pacific Islander	10	70	1936	100	100	99	NA	521	519	NA	1	3	NA	13	14	NA	76	73	NA	10	9
American Indian/Alaskan Native	NC	33	4401	NC	100	96	NC	479	473	NC	12	17	NC	39	40	NC	48	43	NC	NA	1
White	280	1581	36446	100	99	99	525	528	516	2	2	4	12	10	15	78	78	73	8	10	7
Students with Disabilities	33	244	9411	100	100	88	477	470	453	18	23	36	36	34	36	45	41	26	NA	1	1
Students without Disabilities	277	1803	70090	100	100	100	530	527	502	0	2	7	9	11	24	82	78	65	9	10	5
Limited English Proficient Students	NC	95	9401	NC	99	94	NC	447	443	NC	37	40	NC	44	46	NC	19	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	401	37183	NC	99	97	NC	487	479	NC	13	16	NC	30	34	NC	55	49	NC	1	1
Non-Economically Disadvantaged	301	1646	42318	100	100	99	525	528	513	2	2	5	11	10	17	78	78	70	8	11	7

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	310	2045	80000	100	100	99	602	592	564	0	1	3	1	5	11	72	70	75	27	24	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	146	996	39288	100	100	99	615	608	579	NA	1	2	NA	2	6	62	65	77	38	32	16
Male	164	1049	40644	100	99	98	591	577	549	1	1	4	2	7	15	80	75	74	17	16	7
African American	NC	61	4307	NC	98	99	NC	576	551	NC	NA	4	NC	8	13	NC	80	75	NC	11	7
Hispanic	16	302	32672	100	100	99	585	563	548	NA	3	4	6	11	14	81	76	76	13	10	6
Asian/Pacific Islander	10	70	1945	100	100	99	NA	600	592	NA	NA	1	NA	3	4	NA	67	69	NA	30	25
American Indian/Alaskan Native	NC	32	4424	NC	97	97	NC	576	549	NC	NA	3	NC	3	14	NC	81	77	NC	16	5
White	280	1580	36602	100	99	99	604	598	579	0	1	2	1	3	7	71	69	75	28	27	16
Students with Disabilities	33	239	9919	100	98	93	568	544	505	NA	3	9	3	22	35	91	71	54	6	4	2
Students without Disabilities	277	1806	70081	100	100	100	606	598	571	0	1	2	1	2	7	69	70	79	29	27	12
Limited English Proficient Students	NC	94	9571	NC	98	96	NC	513	502	NC	9	10	NC	28	29	NC	64	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	403	37534	NC	100	98	NC	562	547	NC	2	4	NC	11	15	NC	79	76	NC	8	5
Non-Economically Disadvantaged	301	1642	42466	100	100	100	603	600	578	0	1	2	1	3	7	71	68	75	27	28	16

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

7th 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	360	2078	78546	100	99	97	592	571	543	3	7	15	6	9	18	49	55	52	43	29	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	174	982	38645	100	100	98	601	574	545	1	6	13	5	8	18	47	55	54	48	31	15
Male	186	1096	39792	99	99	97	584	568	542	4	8	17	8	10	17	51	56	50	38	27	15
African American	NC	44	4205	NC	100	97	NC	534	524	NC	16	22	NC	23	22	NC	48	49	NC	14	7
Hispanic	19	259	31177	100	100	97	570	527	524	5	22	22	11	19	23	47	50	48	37	9	7
Asian/Pacific Islander	16	68	1940	100	100	99	624	600	580	NA	NA	5	6	4	9	38	53	53	56	43	33
American Indian/Alaskan Native	NC	32	4689	NC	97	95	NC	523	515	NC	22	28	NC	22	25	NC	50	43	NC	6	4
White	317	1675	36450	100	99	97	592	579	563	3	4	7	6	7	12	49	56	57	43	32	23
Students with Disabilities	26	199	8093	96	98	82	520	504	489	23	39	50	35	26	24	35	29	23	8	6	2
Students without Disabilities	334	1879	70453	100	100	100	597	578	549	1	3	11	4	8	17	50	58	56	45	31	16
Limited English Proficient Students	NC	102	9323	NC	100	94	NC	498	491	NC	44	47	NC	25	28	NC	25	24	NC	5	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	13	340	34694	100	99	96	573	528	524	NA	22	23	15	19	23	54	51	48	31	8	7
Non-Economically Disadvantaged	347	1738	43852	100	100	99	593	579	559	3	4	10	6	8	13	48	56	56	43	33	22

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	361	2081	79045	100	100	98	538	535	512	2	4	10	12	14	25	72	67	58	14	14	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	174	982	38860	100	100	98	548	544	519	1	3	7	7	11	22	72	68	62	20	18	8
Male	187	1099	40075	100	100	97	529	528	505	3	6	12	16	17	28	73	67	54	8	10	6
African American	NC	44	4250	NC	100	98	NC	505	500	NC	14	12	NC	16	31	NC	68	54	NC	2	3
Hispanic	19	258	31314	100	100	98	532	496	493	5	16	16	11	31	34	79	50	48	5	3	2
Asian/Pacific Islander	16	68	1949	100	100	99	543	547	536	6	3	4	13	7	15	69	72	66	13	18	15
American Indian/Alaskan Native	NC	33	4719	NC	100	96	NC	495	489	NC	15	15	NC	30	39	NC	55	45	NC	NA	2
White	318	1678	36730	100	100	98	539	543	532	2	2	4	12	11	16	72	70	68	14	16	12
Students with Disabilities	27	202	8552	100	99	87	478	476	463	26	27	35	33	36	40	41	35	23	NA	2	1
Students without Disabilities	334	1879	70493	100	100	100	543	541	517	0	2	7	10	12	24	75	71	62	15	15	8
Limited English Proficient Students	NC	101	9355	NC	100	95	NC	460	456	NC	35	37	NC	47	48	NC	18	15	NC	1	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	13	341	34922	100	99	96	510	498	493	NA	13	15	31	33	34	69	51	48	NA	4	3
Non-Economically Disadvantaged	348	1740	44123	100	100	99	539	543	527	2	3	6	11	11	18	72	71	66	14	16	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	361	2082	79657	100	100	99	595	586	566	NA	1	3	2	5	8	95	90	87	2	4	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	174	985	39120	100	100	99	607	599	580	NA	0	2	1	2	4	94	91	92	5	6	2
Male	187	1097	40423	100	99	98	584	575	553	NA	2	5	4	7	12	96	90	83	1	2	1
African American	NC	44	4290	NC	100	99	NC	563	560	NC	2	4	NC	9	9	NC	89	86	NC	NA	1
Hispanic	19	260	31642	100	100	99	585	555	552	NA	3	5	5	12	11	95	84	84	NA	0	0
Asian/Pacific Islander	16	68	1948	100	100	99	600	606	589	NA	NA	1	6	1	3	94	90	91	NA	9	4
American Indian/Alaskan Native	NC	33	4760	NC	100	97	NC	547	547	NC	9	5	NC	6	14	NC	85	81	NC	NA	0
White	318	1677	36929	100	99	99	595	592	579	NA	1	2	2	3	5	95	92	91	3	5	2
Students with Disabilities	27	201	9069	100	99	92	543	525	508	NA	6	11	26	25	30	74	68	58	NA	0	1
Students without Disabilities	334	1881	70588	100	100	100	599	592	573	NA	0	2	1	2	5	97	93	91	3	4	1
Limited English Proficient Students	NC	100	9521	NC	100	96	NC	519	507	NC	8	13	NC	19	24	NC	73	63	NC	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	13	342	35341	100	99	97	578	553	551	NA	3	5	8	14	12	92	83	83	NA	1	0
Non-Economically Disadvantaged	348	1740	44316	100	100	100	595	593	578	NA	1	2	2	3	5	95	92	90	3	5	2

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	365	2187	78400	100	100	97	610	577	554	3	12	21	9	13	19	50	54	47	38	21	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	187	1064	38686	100	100	98	610	578	554	3	11	20	10	13	20	51	57	49	36	19	12
Male	178	1123	39636	99	100	96	611	576	554	3	14	23	8	13	18	49	51	46	40	22	13
African American	NC	57	4193	NC	97	97	NC	535	533	NC	28	32	NC	32	23	NC	35	40	NC	5	5
Hispanic	17	299	30732	100	100	97	569	530	534	6	33	31	29	25	24	41	37	40	24	5	5
Asian/Pacific Islander	20	73	1827	100	100	99	639	617	594	5	7	8	NA	3	12	30	48	49	65	42	31
American Indian/Alaskan Native	NC	35	4536	NC	97	95	NC	544	528	NC	23	35	NC	23	25	NC	46	37	NC	9	4
White	324	1723	37038	100	100	97	611	586	575	3	8	11	8	10	14	52	58	56	37	23	19
Students with Disabilities	19	185	7840	95	100	81	540	509	498	26	54	60	32	17	18	37	27	20	5	2	2
Students without Disabilities	346	2002	70560	100	100	99	614	583	560	2	9	17	8	12	19	51	57	50	40	22	14
Limited English Proficient Students	NC	97	8956	NC	100	95	NC	492	502	NC	67	56	NC	20	25	NC	13	18	NC	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	NC	368	33014	NC	100	95	NC	529	534	NC	35	31	NC	24	24	NC	38	40	NC	3	5
Non-Economically Disadvantaged	358	1819	45386	100	100	99	611	587	569	3	8	15	9	11	15	51	57	52	38	24	18

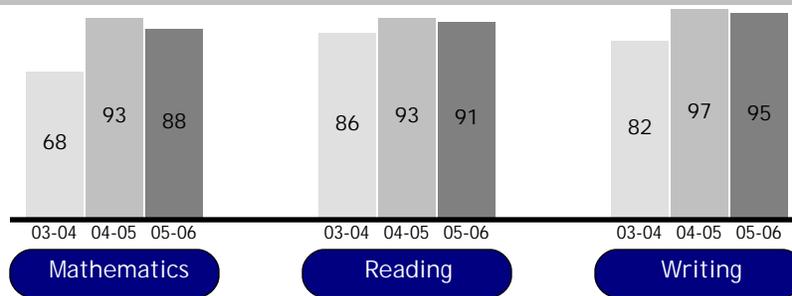
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	366	2189	79179	100	100	98	560	542	519	1	6	11	8	15	27	74	69	58	17	10	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	187	1064	38974	100	100	99	567	549	524	NA	4	8	4	12	25	75	73	61	20	11	5
Male	179	1125	40124	100	100	97	553	535	513	2	9	13	12	17	28	73	65	54	13	9	4
African American	NC	57	4243	NC	97	98	NC	509	506	NC	21	14	NC	25	32	NC	49	51	NC	5	3
Hispanic	17	298	30987	100	100	98	526	498	498	NA	22	17	18	29	36	82	47	45	NA	2	1
Asian/Pacific Islander	20	73	1832	100	100	99	568	560	543	NA	3	4	10	8	17	75	78	69	15	11	10
American Indian/Alaskan Native	NC	35	4573	NC	97	96	NC	506	494	NC	9	16	NC	43	41	NC	46	42	NC	3	1
White	325	1726	37467	100	100	98	562	550	539	1	3	5	7	11	17	74	74	70	18	11	8
Students with Disabilities	20	187	8567	100	100	88	498	479	467	15	33	39	30	33	38	50	33	22	5	2	1
Students without Disabilities	346	2002	70612	100	100	99	564	547	524	0	4	7	7	13	25	75	72	62	18	11	5
Limited English Proficient Students	NC	97	9013	NC	100	95	NC	452	461	NC	51	40	NC	43	48	NC	6	12	NC	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	NC	368	33345	NC	100	96	NC	496	499	NC	20	17	NC	33	36	NC	45	46	NC	1	1
Non-Economically Disadvantaged	359	1821	45834	100	100	99	561	551	533	1	4	7	8	11	19	74	74	67	17	12	7

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	363	2182	79734	99	100	99	593	579	554	NA	2	3	6	10	19	93	87	78	2	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	187	1064	39243	100	100	99	603	594	568	NA	1	2	2	5	12	96	92	85	2	2	1
Male	176	1118	40413	98	99	98	581	565	541	NA	3	4	9	15	26	89	82	70	2	1	0
African American	NC	57	4285	NC	97	99	NC	547	548	NC	2	3	NC	26	22	NC	70	74	NC	2	0
Hispanic	17	296	31254	100	99	99	570	536	539	NA	7	5	18	24	25	82	70	70	NA	NA	0
Asian/Pacific Islander	20	73	1837	100	100	99	608	597	579	NA	3	1	5	5	9	90	88	87	5	4	2
American Indian/Alaskan Native	NC	35	4613	NC	97	97	NC	561	535	NC	NA	4	NC	20	29	NC	80	67	NC	NA	0
White	322	1721	37668	99	100	99	593	587	569	NA	1	1	4	7	13	94	91	85	2	1	1
Students with Disabilities	19	183	8943	95	99	92	539	511	495	NA	10	11	42	42	51	58	48	38	NA	1	1
Students without Disabilities	344	1999	70791	99	100	100	596	585	561	NA	1	2	3	7	15	94	91	83	2	1	0
Limited English Proficient Students	NC	96	9138	NC	99	97	NC	477	492	NC	20	13	NC	48	46	NC	32	40	NC	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	NC	365	33718	NC	99	97	NC	535	538	NC	6	5	NC	26	26	NC	68	69	NC	NA	0
Non-Economically Disadvantaged	356	1817	46016	99	100	100	593	588	567	NA	1	2	5	7	14	93	91	84	2	2	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 2005-06

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	99	77	NA	56	100	69	64	51	100	72	70	56
	Language	99	71	64	48	100	70	63	47	100	70	67	50
	Mathematics	99	86	78	66	100	73	66	52	100	79	75	58
7	Reading	99	75	NA	54	100	73	63	50	100	72	70	54
	Language	99	82	78	58	100	74	67	52	100	76	75	58
	Mathematics	99	86	76	62	100	71	61	50	100	78	68	54
8	Reading	99	84	NA	55	99	74	65	51	100	79	72	58
	Language	99	85	71	52	99	71	64	50	100	76	68	56
	Mathematics	99	89	74	61	99	77	65	53	100	83	70	58

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)
- 4 Teacher(s)
- 5 Parent(s)
- 1 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 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	50.50
Other Professional Staff	4.00	Teacher Aide	1.00

Years of Teaching Experience for School Year 2005-06

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	10	3	1	0
10 or more years	5	13	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	219
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

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

Extracurricular Activities

- Ü Student Government
- Ü Community Outreach Activities
- Ü National Junior Honor Society
- Ü Yearbook/Media
- Ü Honors Music
- Ü WEB Leadership
- Ü Athletics/Intramurals

Social Services

- Ü Afterschool Programs
- Ü Scottsdale Prevention Institute Program
- Ü Recreational Activities
- Ü Lunch Program
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005.

- ü Students in grades 7 and 8 reached a minimum of 93% in the Meet and Exceeds Categories for Reading, Writing and Math.

- ü By student and parent reports safety in the school was increased thru increased awareness of fire and lock down procedures. Parents and students reported decrease in harassment at school.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	95	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

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 for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

11

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	Mark Blomgren	(480) 484-5510
Transportation Policy	Dan Shearer	(480) 484-8558
Community Resources	Maureen O'Leary	(480) 484-6188
School Nutrition Programs	Susan Bettenhausen	(480) 484-8686
Parent Organization	Colleen Katz	(480) 661-9353
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.

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.

Footnotes

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 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.

6 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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