

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Mohave Middle School

Scottsdale Unified District  
5520 N. 86th Street, Scottsdale, AZ 85250

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

**Principal:** Mr. Clif L. McKenzie  
**Schedule:** 7:30 AM to 4:00 PM  
**Web Address:** [www.susd.org](http://www.susd.org)  
**E-mail:** [ClifMcKenzie@susd.org](mailto:ClifMcKenzie@susd.org)

**Grades:** 7, 8  
**2002 Enrollment:** 724  
**Phone:** (480) 423-3700 x 2210  
**Fax:** (480) 423-3708

## ∨ School Overview ∨

### Mission

The mission of Mohave Middle School is to value high educational goals in a caring and safe environment where each student has the equal opportunity to develop responsibility, self-worth and leadership skills along with academic achievement. To ensure continuous achievement for all students, the educational program will promote academics, comprehensive curriculum, technology, the Team concept and individual responsibility.

### Organization and Philosophy

- w Middle School Philosophy
- w Academics: House Concept
- w Inclusionary
- w Site Council

### School/Academic Goals

- w To increase individual student academic achievement in the area of math, while continuing to improve reading and writing scores.
- w Opening a community center on campus that assists parents, staff and students with outside resources. The center focuses on social, emotional, physical and intellectual needs.
- w Offering professional growth programs for staff in the area of data analysis. This will enable teachers to design instructional programs, develop strategies, and create resources for students.
- w All humanities/language arts teachers taking classes in strategies for teaching English Language Learners. Math and Science teachers will begin classes in Spring.

### Instructional Programs

- w Heterogeneous Groupings
- w Exploratory Programs
- w Humanities/Reading
- w Gifted/Integrated/Thematic
- w Math Tutoring/Afterschool Homework Help
- w English Immersion Studies
- w Special Education/Success
- w Advanced Mathematics

### Enrollment

October 1, 2001 School Year Student Enrollment:	679
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	75

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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.

∨ **School Site Council** ∨

**Council Composition**

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

**Council Duties**

- w School Vision
- w Develop & Implement School Improve Plan
- w Establish/Coordinate School Goals
- w Public Relations
- w Promote Continuous Student Achievement
- w Conduct Self-assessment

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	40.50
Other Professional Staff	4.00	Teacher Aide	2.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	1	0	0
4 to 6 years	4	3	0	0
7 to 9 years	3	1	0	0
10 or more years	3	15	0	0

∨ **Shared Responsibilities** ∨

**School**

To provide a stimulating and challenging academic program; to provide a positive, enthusiastic learning environment; to honor and protect the rights of all students; to communicate openly and regularly with staff, students and parents; to encourage parent participation in their child's middle school experience; to ensure the safety of students; to maintain a highly qualified professional staff.

**Parents**

Parents are urged to show support of their children in several areas: Provide a supportive home environment conducive to study and learning; motivate their children to do their best by taking an interest in their work; be role models by valuing education and by participating in the activities of the school and parent organizations. Parents are expected to help their children abide by the District's Code of Student Conduct and the school's rules.

∨ **Transportation Policy** ∨

Transportation is provided for students who live more than one mile from school. Service is also provided for special education students whose IEPs require it. The safety and welfare of student riders is the first consideration. All vehicles are maintained to provide safe and efficient transportation services daily and for school field trips. Bus evacuation drills are conducted for all students and staff. Students are required to show their student ID card to ride a bus.

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## ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/13/02
<b>Average Daily Instruction Time:</b>	6 hrs. 0 min.	<b>Last Day of School:</b>	5/28/03

**Operates on Traditional Schedule**

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### Report Card Release Dates

10/28/02	1/11/03	3/24/03	6/5/03
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## Additional Calendar/Report Card Information

Progress reports containing grades are given to each student at the middle of the nine-week grading period.

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## ∨ Resources Available at School Site ∨

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### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - No

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

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### Special Facilities

W Multimedia Computer Labs	W In-house TV Channel
W Community/School Athletic Fields	W State-of-the-Art Media Center

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### Extracurricular Activities

W Service Learning	W Student Leadership and Government
W National Junior Honor Society	W Athletic/Intramural Programs
W Odyssey of the Mind	W Diversity/Mini-Town Events
W Yearbook	W Drama Club

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### School/Community Resources

W Scottsdale Prevention Institute	W Scottsdale Parks and Recreation
W Boys & Girls Club	W Community Classes
W Free and Reduced Price Lunch Program	W Counseling Services
W Health Services	W YMCA

## ∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |   |   |
|---|---|
| <p>w School Improvement Plan goal was reached. Students had an overall growth of 5% in reading scores on the Stanford Test from 7th to 8th grade.</p>   | <p>w 100% of Mohave teachers attended a minimum of 5 hours of in-service in the areas that directly related to the School Improvement Plan.</p> |
| <p>w Mohave participated in the CUTS program (Court Unified Truancy Suppression) in conjunction with the Maricopa County Juvenile Probation Department. On average 94.3% of Mohave students were in attendance daily.</p> | <p>w Mohave reached the goal of having more students pass the computer literacy test at the end of 8th grade.</p>                               |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	94.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	14.4 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	1.8 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	6.9 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	100.0 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.0 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> 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 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ∨ School Honors ∨

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Arizona A+ School	1992
National Blue Ribbon School	1993
North Central Association Member 1994-2000	2001
Staff member selected to run with Olympic Torch.	2002

## ∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	306	520	13%	17%	46%	24%
	State	57484	504	24%	20%	40%	16%
Writing	School	291	510	6%	34%	57%	3%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	306	473	26%	48%	16%	9%
	State	57734	459	39%	40%	14%	7%

#### Legend

MS	- The Mean Scale 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.
FFB	- Percent of students who Fell Far Below the standard
A	- Percent of students who Approached the standard
M	- Percent of students who Met the standard
E	- Percent of students who Exceeded the standard

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
7	Reading	99	68	52	100	69	53	99	65	52	92	71	53	90	71	55
	Language	100	64	52	100	70	54	99	68	54	91	73	55	89	72	58
	Mathematics	99	62	53	100	67	55	99	65	56	89	73	58	91	71	60
8	Reading	97	73	54	100	71	54	94	69	53	88	67	55	91	69	56
	Language	97	64	46	100	66	49	95	68	49	86	63	50	89	70	52
	Mathematics	96	65	52	100	66	54	95	67	56	88	62	58	90	70	59

## ∨ Measure of Academic Progress ∨

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 2001 and 2002. 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 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 6-7</b>	<b>67</b>	<b>63</b>
<b>Grades 7-8</b>	<b>74</b>	<b>74</b>
*Less than 10 students matched	**No information available	***Not applicable

## ∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

We will provide a positive, respectful/safe learning environment for students/parents/staff. 100% of students have signed the Wildcat Pledge promoting the message RESPECT: Your right, your responsibility. Zero-tolerance program regarding teasing/bullying. Quarterly special events: Wacky Wildcat Day, Powerhouse assemblies, Pride Week, schoolwide community service. Annual Mini-Town Program promotes cultural diversity, respect for others/celebration of differences.

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).

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**School uniforms are not required at this school.**

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.

## ∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$3,222	\$2,021,407
Classroom Supplies	\$34	\$21,139
Administration	\$491	\$308,381
Support Services-Students	\$312	\$195,611
Other Support Services and Operations	\$866	\$543,447
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,925</b>	<b>\$3,089,985</b>

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ∨ Contacts ∨

	Name	Phone	Extension
<b>School Site Council</b>	Clif McKenzie	(602) 852-2210	
<b>Transportation Policy</b>	Dan Shearer	(480) 451-5050	
<b>Community Resources</b>	Clif McKenzie	(602) 852-2210	
<b>School Nutrition Programs</b>	Barbara Savastio	(480) 661-1126	6707
<b>Parent Organization</b>	Barbara Aubrey	(480) 941-2329	
<b>Student Health/Nurse</b>	Leslie Sharp	(602) 852-2202	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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