



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

5520 N. 86th Street, Scottsdale, AZ 85250

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 Highly Performing
2002-03 Highly Performing
2001-02 Improving

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

School Overview

Principal/Administrator : Mr. Clifton McKenzie McKenzie
Schedule : 7:30 AM to 4:00 PM
Grades : 7-8
2004 Enrollment : 634
Web Address : www.susd.org/schools/middle/Mohave/index.htm
Phone Number : (480) 484-5200
Fax Number : (480) 484-5201
E-mail : clifmckenzie@susd.org

Mission

Mohave Middle School promotes academic and personal excellence within a safe and respectful community. Shared beliefs: to encourage leadership within our school and community, to treat others with respect and dignity, to set challenging and realistic goals, to promote equitable opportunities and resources for all, to ensure the use of technology for staff and students.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Not Evaluated
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 / Academic Goals

- To increase individual student academic achievement in the area of math while continuing to improve reading and writing scores.
To continue to seek resources for the community center on campus that assists parents, staff and students and offer parenting classes. The center focuses on the social, emotional, physical and intellectual needs of our families.
To work with staff on data analysis and NCLB legislation.
To implement the 'Effective Schools' correlates.

Enrollment

October 1, 2003 School Year Student Enrollment : 681
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 95

Instructional Programs

- Ü Heterogeneous Groupings
- Ü Exploratory Programs
- Ü Humanities/Language Arts Block
- Ü Gifted/Integrated/Thematic
- Ü On-Site Special Education
- Ü At-Risk Programs
- Ü ESL Instruction
- Ü Advanced Math, Humanities/Language Arts

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/challenging academic program; to communicate openly and regularly with staff, students, parents; to encourage parent participation, to ensure the safety of students; to maintain a highly qualified professional staff.

Parents

Provide a supportive home environment conducive to learning; motivate their children to do their best by taking an interest in their work; be role models by valuing education. Participate in the activities of the school/parent organizations.

Transportation Policy

Transportation provided for students who live more than one mile from school and special education students whose IEPs require it. Safety and welfare of student riders is the first priority. Bus evacuation drills are conducted annually.

School Honors

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

Award/Honor	Year
Ü Arizona A+ School	1992
Ü National Blue Ribbon School	1993
Ü North Central Association Member 1994-2000	2001
Ü Staff Member Selected to Run with Olympic Torch	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	331	2214	75001	100	99	99	481	486	468	25	23	37	44	37	36	17	23	16	14	17	10
All Students (Prior Year)	346	2261	71167	100	100	99	461	477	463	35	25	38	51	43	41	10	22	14	4	10	7
Female	142	1093	36846	100	99	99	480	488	468	23	22	36	47	37	38	18	24	16	12	17	10
Male	189	1116	37974	100	99	99	482	485	467	27	24	39	42	36	34	16	23	16	16	17	11
African American	11	59	3720	100	97	98	444	456	446	45	43	53	45	43	33	9	7	9	0	7	4
Hispanic	35	249	26675	100	99	98	460	446	448	37	56	52	44	29	34	11	11	10	7	5	4
Asian/Pacific Islander	NC	58	1575	NC	97	99	NC	514	504	NC	11	18	NC	38	33	NC	15	20	NC	36	29
American Indian/Alaskan Native	NC	28	4731	NC	100	98	NC	448	438	NC	46	61	NC	50	30	NC	4	7	NC	0	2
White	270	1815	37785	100	99	99	485	492	482	23	19	25	43	37	39	18	26	21	16	18	15
Students with Disabilities	25	155	8802	100	100	100	426	431	418	75	67	79	25	25	16	0	8	3	0	0	1
Students without Disabilities	306	2059	66199	100	99	99	482	490	472	23	20	34	45	37	38	17	24	17	14	18	11
Limited English Proficient Students	14	115	11710	100	98	100	410	406	429	80	89	70	20	11	25	0	0	4	0	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	45	300	29814				455	445	448	40	55	53	50	32	33	7	9	10	2	5	4
Non-Economically Disadvantaged	286	1914	45170				485	492	479	22	18	28	44	37	38	18	25	20	16	19	14

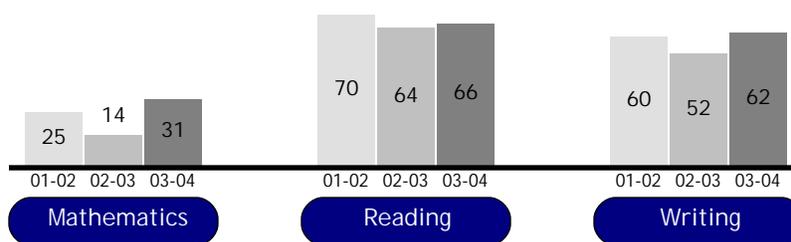
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	330	2212	74918	100	99	99	516	519	497	20	17	32	14	13	19	43	43	35	23	27	15
All Students (Prior Year)	345	2237	71100	100	100	99	511	518	502	16	14	25	20	15	21	45	48	40	19	24	15
Female	142	1092	36805	100	99	99	518	523	501	16	15	28	15	13	19	44	44	37	25	29	16
Male	188	1115	37936	99	99	99	514	515	493	22	20	35	13	13	18	42	42	33	22	25	14
African American	11	60	3719	100	98	98	485	492	481	45	37	43	0	12	21	45	45	29	9	7	7
Hispanic	35	249	26645	100	99	98	497	481	478	22	45	46	19	15	20	52	29	27	7	10	6
Asian/Pacific Islander	NC	58	1571	NC	97	99	NC	538	521	NC	11	18	NC	19	15	NC	32	38	NC	38	30
American Indian/Alaskan Native	NC	28	4729	NC	100	98	NC	477	468	NC	52	57	NC	16	19	NC	20	19	NC	12	4
White	269	1812	37773	100	99	99	520	524	511	18	13	20	13	13	18	43	45	41	26	29	21
Students with Disabilities	25	153	8801	100	99	100	459	460	448	70	64	75	20	15	13	10	18	10	0	3	2
Students without Disabilities	305	2059	66117	100	99	99	518	522	501	18	15	28	14	13	19	44	44	37	24	28	16
Limited English Proficient Students	14	115	11706	100	98	100	470	438	454	50	89	71	25	6	16	25	3	12	0	2	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	45	300	29785				496	480	477	27	46	47	20	18	20	46	26	26	7	10	6
Non-Economically Disadvantaged	285	1912	45115				519	525	508	18	13	23	13	12	18	42	45	39	26	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	327	2201	74503	99	99	99	501	522	491	8	6	9	30	24	32	49	54	51	13	15	8
All Students (Prior Year)	338	2206	69001	99	99	96	494	505	490	10	8	17	38	28	37	52	63	45	0	1	1
Female	141	1091	36686	100	99	99	514	544	506	4	4	5	27	18	29	56	58	57	13	21	9
Male	186	1105	37644	98	98	98	491	500	476	11	8	13	33	31	36	44	51	45	12	10	6
African American	11	58	3677	100	95	97	494	494	475	18	10	12	45	29	36	18	52	46	18	9	5
Hispanic	35	248	26500	100	98	97	507	470	467	11	19	13	25	34	39	50	40	44	14	7	4
Asian/Pacific Islander	NC	58	1566	NC	97	99	NC	584	537	NC	4	5	NC	15	23	NC	53	55	NC	28	18
American Indian/Alaskan Native	NC	28	4695	NC	100	97	NC	494	464	NC	12	14	NC	28	39	NC	52	44	NC	8	3
White	266	1804	37606	99	99	99	501	528	508	8	4	6	29	23	28	52	56	56	12	16	10
Students with Disabilities	25	150	8662	100	97	100	447	422	409	0	22	37	70	56	42	30	22	20	0	1	1
Students without Disabilities	302	2051	65841	99	99	98	503	528	499	9	5	7	29	23	32	50	56	53	13	16	8
Limited English Proficient Students	14	114	11608	100	97	100	419	399	430	40	46	23	40	38	47	20	14	28	0	2	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	44	295	29587				466	469	465	12	18	14	44	36	40	37	40	43	7	6	4
Non-Economically Disadvantaged	283	1906	44898				506	530	507	8	4	7	28	23	28	51	56	55	13	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.

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?	N
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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
7	Reading	97	67	70	48	98	67	70	51	99	67	NA	54
	Language	97	68	74	51	99	68	75	54	99	74	78	58
	Mathematics	99	67	74	54	99	73	74	58	99	76	76	62
8	Reading	97	66	71	49	98	65	71	53	98	67	NA	55
	Language	96	66	71	46	99	60	70	49	98	64	71	52
	Mathematics	96	68	73	54	98	61	72	58	98	69	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

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

Council Duties

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

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	32.00
Other Professional Staff	2.50	Teacher Aide	2.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	2	0	0
4 to 6 years	3	1	0	0
7 to 9 years	1	4	0	0
10 or more years	2	12	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	20
Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	1.5

Resources Available at School Site

Special Facilities

- Ü Multimedia Computer Labs
- Ü In-house TV Channel

Extracurricular Activities

- Ü Service Learning
- Ü Student Leadership and Government
- Ü National Junior Honor Society
- Ü Athletic/Intramural Programs
- Ü Environmental Club
- Ü Computer Club

Social Services

- Ü Scottsdale Prevention Institute
- Ü Scottsdale Parks and Recreation
- Ü Boys & Girls Club
- Ü Community Resource Room

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Mohave's School Improvement plan goals were reached. Students showed growth in math scores. Teachers created web-sites to enhance parent/teacher communication. The staff was trained in CPR to enhance student safety.
- ü Mohave accomplished its goal for our School Beautification Project which was a joint effort of the district and school community. Mohave also received fencing that will improve safety, as well as decreasing vandalism.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	92	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 6-7	62	66
Grades 7-8	65	58

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

100% of students have signed the Wildcat Pledge promoting the message RESPECT. Zero-tolerance program regarding teasing/bullying. Special events: Wacky Wildcat Day, Powerhouse Assemblies, Pride Week, Schoolwide Community Service and Mini-Town.

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	Clif McKenzie	(480) 484-5210
Transportation Policy	Dan Shearer	(480) 484-8558
Community Resources	Clif McKenzie	(480) 484-5210
School Nutrition Programs	Barbara Savastio	(480) 661-1126
Parent Organization	Shelia Carter/Laura Currier	(480) 951-2356
Student Health/Nurse	Leslie Sharp	(480) 484-5211

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.