

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Red Mountain High School

Mesa Unified District  
7301 E. Brown Road, Mesa, AZ 85207-3803

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

**Principal:** Dr. Mark A. Olderog

**Schedule:** 7:30 AM to 4:00 PM

**Web Address:** [www.mesa.k12.us.az/~redmtnhs/](http://www.mesa.k12.us.az/~redmtnhs/)

**E-mail:** Unpublished or Unavailable

**Grades:** 10-12

**2002 Enrollment:** 2424

**Phone:** (480) 472-8000

**Fax:** (480) 472-8008

## ∨ School Overview ∨

### Mission

The mission of Red Mountain is to prepare all students to meet the challenges of the 21st Century. We strive to provide a strong educational foundation, so that students have the skills and knowledge essential for reaching their potential. As a team of diverse students, parents, faculty, administration and staff, we are committed to providing a safe environment where learning responsibility, respect and self-esteem flourish.

### Organization and Philosophy

- w Traditional
- w Departmentalized Classrooms
- w Comprehensive High School
- w Academic Support: Tutoring/Mentoring

### Instructional Programs

- w Advanced Placement
- w Honors Classes
- w On-site Special Education
- w ESL
- w School-to-Work
- w Conventional Ed. Program
- w Dual Enrollment Program
- w Advanced Placement Courses

### School/Academic Goals

- w Reading: The students at Red Mountain High School will read effectively, demonstrating comprehension of essential meaning in context in alignment with the Arizona Academic Standards.
- w Writing: The students at Red Mountain High School will write in an effective manner, utilizing meaningful organization and employing correct grammar, usage, and punctuation in alignment with the Arizona Academic Standards.
- w Mathematics: The students at Red Mountain will appropriately apply mathematical skills across the curriculum with emphasis on problem-solving strategies, geometry and measurement, and data analysis in alignment with the Arizona Academic Standards.

### Enrollment

|  |      |
|--|------|
| October 1, 2001 School Year Student Enrollment:                            | 2327 |
| Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> : | No   |
| Number of Students Attending Under Open Enrollment in 2001-02:             | 237  |

<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**

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

**Council Duties**

- W School Improvement
- W Community Input
- W Curriculum Development
- W School Safety Issues
- W Extracurricular Activities
- W Standardized Testing Issues

∨ **Staffing Information** ∨

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

| Position                 | Number | Position     | Number |
|--------------------------|--------|--------------|--------|
| Administrator            | 4.00   | Teacher      | 116.00 |
| Other Professional Staff | 8.00   | Teacher Aide | 9.00   |

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

| Experience       | Degree     |          |           |       |
|------------------|------------|----------|-----------|-------|
|                  | Bachelor's | Master's | Doctorate | Other |
| 3 or fewer years | 12         | 1        | 0         | 0     |
| 4 to 6 years     | 8          | 9        | 0         | 1     |
| 7 to 9 years     | 6          | 0        | 0         | 0     |
| 10 or more years | 21         | 60       | 2         | 0     |

∨ **Shared Responsibilities** ∨

**School**

Quarterly parent newsletters; student handbook outlining student expectations; attendance procedures; academic information; graduation requirements; optional fees; campus code of conduct; extracurricular opportunities; special services; guidance; scholarship information; School Improvement Advisory Council; phone calls and progress reports.

**Parents**

When a student is absent, a parent should call the attendance office by 10:00 A.M. If a student is absent or tardy one or more periods, the school will attempt to call a parent by using the automated calling system. Parents should verify home and work telephone numbers with the attendance office.

∨ **Transportation Policy** ∨

Busing is provided for students living more than two miles from their assigned school. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

∨ **Calendar Information** ∨

**Number of Instruction Days:** 180                      **First Day of School:** 8/15/02  
**Average Daily Instruction Time:** 6 hrs. 0 min.      **Last Day of School:** 5/29/03  
**Operates on Traditional Schedule**

**Report Card Release Dates**

10/24/02                      12/26/02                      3/13/03                      5/3/03

**Additional Calendar/Report Card Information**

∨ **Resources Available at School Site** ∨

**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.

**Special Facilities**

- W Computer Productivity Labs
- W CAD Lab
- W Multiple Disabilities Facility
- W ROTC

**Extracurricular Activities**

- W Comprehensive Athletic Programs
- W COE/OJT/HERO/ICE
- W Forensics
- W National Honor Society
- W Reading Is Fundamental Club
- W DECA
- W Student Council
- W Model UN

**School/Community Resources**

- W Counseling Services
- W Lunch Program
- W Tutoring
- W Community Classes
- W Health Services
- W Crisis Intervention
- W Job Placement Services
- W Mentoring

## ∨ 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

- w ACT scores exceeded state and national averages.      w Over six million dollars in scholarships was awarded to students in 2001-02.
- w Red Mountain district-level reading and writing assessments exceed district average scores.      w 2001-02 SAT scores exceeded Arizona and national averages.

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

|  | School | Arizona |        |        |
|--|--------|---------|--------|--------|
|  |        | K-6     | 7-8    | 9-12   |
| <b>Attendance Rate</b>                             | 95.0 % | 95.0 %  | 94.0 % | 94.0 % |
| <b>Transfers Out</b> <sup>4</sup>                  | 15.2 % | 19.6 %  | 19.5 % | 20.5 % |
| <b>Transfers In</b> <sup>5</sup> : Within District | 1.9 %  | 2.7 %   | 2.2 %  | 2.0 %  |
| <b>Transfers In</b> <sup>5</sup> : Out-of-District | 5.9 %  | 9.7 %   | 9.6 %  | 9.5 %  |
| <b>Promotion Rate</b> <sup>6</sup>                 | 92.6 % | 98.4 %  | 97.8 % | 94.8 % |
| <b>Retention Rate</b> <sup>7</sup>                 | 7.4 %  | 1.5 %   | 2.1 %  | 5.2 %  |
| <b>Dropout Rate</b> <sup>8</sup>                   | 2.4 %  |         |        | 9.5 %  |
| <b>Status Unknown</b> <sup>9</sup>                 | 1.1 %  |         |        | 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 |
|-------------------------------|------|
| 5A State Football Champions   | 2001 |
| 2 National Merit Scholarships | 2001 |
| Girl's Nation President       | 2001 |
| National Blue Ribbon School   | 1996 |

## ∨ 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 10 (Class of 2003) <sup>2</sup> |        | Number Tested | MS  | FFB | A   | M   | E   |
|---------------------------------------|--------|---------------|-----|-----|-----|-----|-----|
| Reading                               | School | 683           | 526 | 6%  | 18% | 58% | 18% |
|                                       | State  | 49803         | 512 | 15% | 23% | 48% | 14% |
| Writing                               | School | 693           | 493 | 8%  | 19% | 72% | 1%  |
|                                       | State  | 50471         | 477 | 17% | 23% | 59% | 1%  |
| Mathematics                           | School | 687           | 502 | 26% | 22% | 32% | 21% |
|                                       | State  | 50429         | 480 | 48% | 19% | 22% | 10% |

#### 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 |
| 10    | Reading      | 73        | 51    | 42 | 75        | 54    | 42 | 76        | 53    | 42 | --        | --    | -- | --        | --    | -- |
|       | Language     | 71        | 51    | 43 | 72        | 55    | 44 | 73        | 55    | 44 | --        | --    | -- | --        | --    | -- |
|       | Mathematics  | 71        | 58    | 47 | 74        | 63    | 49 | 76        | 65    | 50 | --        | --    | -- | --        | --    | -- |
| 11    | Reading      | 68        | 50    | 46 | 54        | 55    | 44 | 70        | 57    | 45 | --        | --    | -- | --        | --    | -- |
|       | Language     | 66        | 46    | 43 | 54        | 51    | 42 | 62        | 55    | 44 | --        | --    | -- | --        | --    | -- |
|       | Mathematics  | 65        | 62    | 51 | 53        | 68    | 52 | 68        | 72    | 55 | --        | --    | -- | --        | --    | -- |

## ∨ 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; therefore, no data to report.**

## ∨ 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

Red Mountain High School has five full-time security officers and a School Resource Officer on campus. They help to promote a safe and secure atmosphere and a positive learning environment.

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

**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                                   | \$3,006                             | \$6,686,675                     |
| Classroom Supplies                                      | \$36                                | \$80,023                        |
| Administration  | \$420                               | \$934,296                       |
| Support Services-Students                               | \$373                               | \$830,187                       |
| Other Support Services and Operations                   | \$689                               | \$1,532,547                     |
| <b>Total Expenditures-<br/>All Categories 2000-2001</b> | <b>\$4,525</b>                      | <b>\$10,063,728</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>       | Mark Olderog                        | (480) 472-8080 |           |
| <b>Transportation Policy</b>     | Community Relations                 | (480) 472-0223 |           |
| <b>Community Resources</b>       | Mark Olderog                        | (480) 472-8080 |           |
| <b>School Nutrition Programs</b> | Michelle Hellwig                    | (480) 472-8024 |           |
| <b>Parent Organization</b>       | School Improvement Advisory Council | (480) 472-8080 |           |
| <b>Student Health/Nurse</b>      | Ellie Ucci                          | (480) 472-8040 |           |

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.

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