

# ARIZONA SCHOOL REPORT CARD 2002-03

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

### Mountain Ridge High School

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

Deer Valley Unified District  
22800 N. 67th Avenue, Glendale, AZ 85310

**Principal:** Ms. Debra Poulson  
**Schedule:** 6:30 AM to 3:30 PM  
**Web Address:** [www.dvusd.org](http://www.dvusd.org)  
**E-mail:** Unpublished or Unavailable

**Grades:** 9-12  
**2002 Enrollment:** 2824  
**Phone:** (623) 376-3000  
**Fax:** (623) 376-3080

## ∨ School Overview ∨

### Mission

The mission of Mountain Ridge High School is to graduate responsible citizens prepared to achieve personal success while contributing positively to society.

### Organization and Philosophy

- w Flex Scheduling
- w Technology Integration
- w Curriculum Alignment
- w Inclusion

### School/Academic Goals

- w Students will increase reading comprehension.
- w Students will improve writing skills.
- w Students will show overall improvement in math problem solving skills.
- w Students will develop and implement age-appropriate strategies and programs that ensure lifelong learning in the areas of technology, options, and career-related learning.

### Instructional Programs

- w Advanced Placement
- w Honors Classes
- w Dual Enrollment Courses
- w Technology Integration
- w At-Risk

### Enrollment

October 1, 2001 School Year Student Enrollment:	2954
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	No
Number of Students Attending Under Open Enrollment in 2001-02:	17

<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)
- 0 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 2 Student(s)

**Council Duties**

- w Budget
- w School Safety Issues
- w Instructional Strategies
- w Curriculum Support
- w Extracurricular Activities
- w Parent/Educator Relations

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	4.00	Teacher	109.80
Other Professional Staff	12.00	Teacher Aide	6.25

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

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	32	4	0	0
4 to 6 years	18	8	0	0
7 to 9 years	7	12	0	0
10 or more years	15	16	0	0

∨ **Shared Responsibilities** ∨

**School**

Mountain Ridge High School strives to effectively communicate with our parental community. We regularly publish newsletters; conduct informational afternoon and evening meetings; administer surveys; update the teachers' webpages; access the voice mail system and conduct personal conferences. We focus on creating and maintaining a safe environment for our students. Our staff is a visible and vital part of this. We have a closed campus designed to provide as safe an environment as possible.

**Parents**

MRHS parents are involved in their students' education. With minimal exceptions, our students are well provided for when it comes to proper clothing and nourishment. Since students have relatively few problems getting to school, transportation is not an excuse for not being in school. Most parents encourage daily attendance, and they arrange their vacations during scheduled school break times. Our parents attend conferences to work out solutions that best meet the needs of their child.

∨ **Transportation Policy** ∨

Students who live 1.5 miles or further from the school site are bused. Those within 1.5 miles must find their own way to school. Special Education students are bused to/from various other school boundary sites.



## ∨ 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 Writing across the curriculum focuses on the inclusion of the writing process in all content areas. A schoolwide documentation packet has been developed, as well as a student booklet including the various genres for use and reference.</p> | <p>w Math centers on pre-testing in basic skills, providing instruction to correct the problem areas, and post-testing to determine student success. In addition, there is a math honor society.</p> |
| <p>w Reading across the curriculum focuses on providing in-service training to all teachers concerning difficulties students have in summarizing. Also, schoolwide vocabulary and grammar programs have been developed and implemented.</p>         | <p>w MRHS has an outstanding technology lab and media center which is utilized by all teachers and students. These facilities are open before/after school.</p>                                      |

### 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>	10.5 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.0 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	6.3 %	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>	4.1 %			9.5 %
<b>Status Unknown</b> <sup>9</sup>	2.7 %			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 Recognition	2002
Tony Komadina Award (Women's Athletics)	2002
Band Superior With Distinction	2002
Over \$5 Million in Scholarships Offered	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 10 (Class of 2003) <sup>2</sup>		Number Tested	MS	FFB	A	M	E
Reading	School	564	541	4%	11%	59%	26%
	State	49803	512	15%	23%	48%	14%
Writing	School	673	498	5%	16%	78%	1%
	State	50471	477	17%	23%	59%	1%
Mathematics	School	597	495	32%	23%	32%	12%
	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												
9	Reading	90	59	44	86	59	43	95	53	43	86	56	43	83	54	43
	Language	94	56	39	100	56	39	96	54	40	87	57	41	91	51	42
	Mathematics	93	73	57	100	72	57	93	71	59	90	73	61	90	71	62
10	Reading	90	57	42	87	60	42	90	56	42	--	--	--	--	--	--
	Language	92	58	43	99	61	44	91	57	44	--	--	--	--	--	--
	Mathematics	92	58	47	99	60	49	92	58	50	--	--	--	--	--	--
11	Reading	86	63	46	82	57	44	81	59	45	--	--	--	--	--	--
	Language	89	56	43	93	53	42	81	54	44	--	--	--	--	--	--
	Mathematics	89	64	51	95	60	52	85	67	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

An off-duty member of the Glendale Police Department works on our campus each day as a School Law Enforcement Officer. In addition, members of the Glendale Bike Patrol also patrol the campus and surrounding neighborhood. Six campus monitors are also available to assist students and teachers. We stress visibility and accessibility in addition to practicing fire drills, lock-downs and other emergency procedures.

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	\$2,571	\$7,302,819
Classroom Supplies	\$18	\$50,963
Administration	\$433	\$1,229,293
Support Services-Students	\$246	\$699,813
Other Support Services and Operations	\$643	\$1,826,638
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$3,911</b>	<b>\$11,109,526</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>	Shawna Bernard	(623) 376-3000	
<b>Transportation Policy</b>	Bill Kohn	(602) 467-5080	
<b>Community Resources</b>	Pam Sand	(623) 376-3000	
<b>School Nutrition Programs</b>	Geoff Habgood	(602) 445-4982	
<b>Parent Organization</b>	Shonna Summers	(623) 376-3000	
<b>Student Health/Nurse</b>	Judy Lynck	(623) 376-3010	

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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