

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

22800 N 67th Avenue, Glendale, AZ 85310

Deer Valley 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

High School Achievement Profile ^(a)

2004-05	Excelling
2003-04	Highly Performing
2002-03	Excelling

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

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status ^(b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School Overview

Principal/Administrator : Mrs. Debra Poulson
 Schedule : 07:00 AM to 03:30 PM
 Grades : 9-12
 2005 Enrollment : 2611
 Web Address : mrhs.dvUSD.org/
 Phone Number : (623) 376-3000
 Fax Number : (623) 376-3080
 E-mail : debra.poulson@mr.dvUSD.org

Mission

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

School / Academic Goals

- ü All students will improve their reading comprehension skills as evidenced by multiple means.
- ü All students will improve their writing as evidenced by multiple means.
- ü All students will improve their math problem solving skills as evidenced by multiple means.
- ü Students will improve their knowledge of the scientific method and scientific reasoning as evidenced by multiple means.

Enrollment

October 1, 2004 School Year Student Enrollment : 2549
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 38

Instructional Programs

- ü Advanced Placement
- ü Inclusion
- ü Dual Enrollment Courses
- ü Technology Integration

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 24 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

MRHS strives to effectively communicate with our parents. We regularly publish newsletters, update teachers' web pages and conduct personal conferences. We have a closed campus that assists with providing a safe environment.

Parents

MRHS parents are involved in their students' education. We ask that parents encourage daily attendance and arrange their vacations during scheduled school break times. Our parents partner with staff in a variety of ways to ensure academic success.

Transportation Policy

Students living 1.75 miles or farther from the school site are bused. Those within 1.75 miles must find their own way to school. Special Education students are bused to/from various sites. A morning/afternoon bus drops students at NEC, D.V. and G.W.

School Honors

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

Award/Honor	Year
ü Two district teachers of the year	2005
ü 8 Reg. Athletic Championships and 1 St. Championship	2005
ü Walmart Teacher of the Year	2005
ü Over \$6.3 Million in Scholarships Offered	2005

10th 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	645	2390	69846	100	99	100	730	713	699	6	11	21	4	8	11	58	60	49	33	21	18
All Students (Prior Year)	620	2226	65934	100	99	100	508	502	492	20	27	43	21	21	18	39	36	24	20	16	15
Female	331	1202	34328	100	100	99	730	714	702	4	10	19	4	8	12	59	61	51	33	21	18
Male	314	1187	35509	99	98	100	730	712	696	8	12	23	3	8	11	57	59	48	32	21	18
African American	21	77	3535	100	100	100	724	690	677	11	10	31	5	9	15	63	71	46	21	10	8
Hispanic	38	233	23363	97	97	100	703	691	680	11	20	32	5	12	16	62	55	45	22	13	7
Asian/Pacific Islander	40	93	1742	100	100	99	734	726	733	8	7	8	3	5	7	50	55	46	40	33	38
American Indian/Alaskan Native	NC	17	4785	NC	94	100	NC	707	671	NC	13	39	NC	13	17	NC	53	39	NC	20	5
White	540	1970	36421	100	99	99	732	716	714	5	10	12	4	8	8	58	60	54	33	22	26
Students with Disabilities	42	237	7690	100	97	100	648	624	593	61	60	64	8	11	14	32	28	21	0	2	2
Students without Disabilities	603	2154	62220	100	100	99	735	722	712	2	6	16	3	8	11	60	63	53	35	23	20
Limited English Proficient Students	NC	71	5834	NC	100	100	NC	572	612	NC	34	46	NC	12	20	NC	48	31	NC	6	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	16	147	21421	89	90	92	738	704	686	8	20	35	15	17	15	38	47	43	38	16	7
Non-Economically Disadvantaged	629	2244	48489	100	100	100	730	714	704	6	10	15	3	7	10	58	61	52	32	21	23

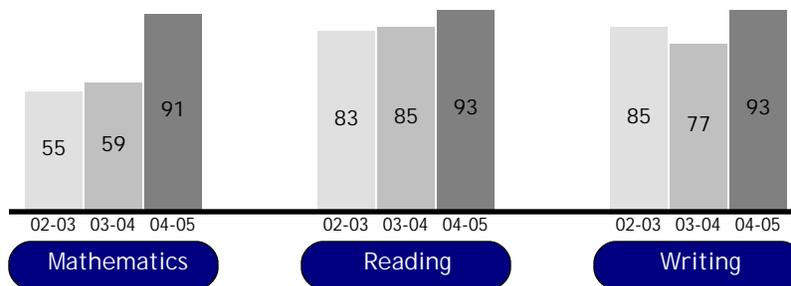
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	644	2444	71311	99	100	100	731	717	694	1	2	7	5	11	21	76	73	63	17	13	9
All Students (Prior Year)	619	2267	68162	99	100	100	536	524	509	2	7	18	14	18	24	69	65	51	16	11	8
Female	329	1228	34899	100	100	100	733	720	700	2	2	5	3	10	19	76	74	66	20	14	10
Male	315	1217	36430	99	100	100	729	714	688	1	3	9	7	13	22	77	73	61	14	12	8
African American	19	76	3573	100	100	100	715	692	676	0	1	9	11	11	26	79	80	60	11	7	4
Hispanic	37	243	24056	97	100	100	702	691	672	0	5	13	14	26	31	83	60	53	3	9	3
Asian/Pacific Islander	40	92	1731	100	100	98	722	713	717	8	6	3	5	12	13	65	67	68	23	16	16
American Indian/Alaskan Native	NC	19	5110	NC	100	100	NC	705	661	NC	0	14	NC	20	38	NC	73	46	NC	7	2
White	543	2014	36841	99	100	99	734	721	713	1	2	3	4	9	12	77	75	72	18	14	13
Students with Disabilities	43	259	8021	100	100	100	653	629	590	15	13	27	43	44	42	43	41	29	0	2	1
Students without Disabilities	601	2187	63379	99	100	100	736	727	707	1	1	5	2	8	18	79	77	68	18	15	10
Limited English Proficient Students	NC	76	6402	NC	100	100	NC	556	596	NC	19	25	NC	42	44	NC	34	30	NC	5	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	14	147	22243	82	86	93	726	703	677	0	5	14	8	22	32	85	66	51	8	7	3
Non-Economically Disadvantaged	630	2299	49157	100	100	100	731	718	702	1	2	4	5	11	16	76	74	69	17	14	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	643	2443	70868	99	100	100	713	701	688	1	2	5	7	16	23	83	74	63	10	9	9
All Students (Prior Year)	618	2265	67629	99	100	100	546	538	524	6	11	22	16	16	16	76	71	59	1	2	3
Female	327	1228	34710	99	100	99	718	707	697	1	2	3	3	11	19	84	76	66	12	11	12
Male	316	1216	36176	99	100	100	708	694	678	1	2	7	11	20	27	81	71	59	7	6	7
African American	19	76	3557	100	100	99	696	678	675	5	3	7	16	20	25	79	73	62	0	4	6
Hispanic	37	244	23868	97	100	100	687	681	670	3	6	9	8	25	33	78	61	55	11	8	4
Asian/Pacific Islander	40	92	1732	100	100	98	712	700	713	3	3	2	5	12	12	85	74	64	8	10	22
American Indian/Alaskan Native	NC	18	5001	NC	100	100	NC	697	661	NC	0	9	NC	29	41	NC	71	48	NC	0	2
White	542	2013	36710	99	100	99	715	704	702	0	1	2	7	14	15	83	75	69	10	9	13
Students with Disabilities	43	257	7900	100	100	100	648	616	580	10	11	22	33	50	49	55	37	28	3	2	1
Students without Disabilities	600	2188	63054	99	100	99	717	710	701	0	1	3	5	12	20	85	78	67	10	9	10
Limited English Proficient Students	NC	75	6308	NC	100	100	NC	546	591	NC	20	19	NC	41	47	NC	34	33	NC	5	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	14	146	21994	82	86	92	704	690	673	0	5	10	15	29	36	77	60	52	8	6	3
Non-Economically Disadvantaged	629	2299	48960	100	100	100	713	701	694	1	2	3	7	15	18	83	75	67	10	9	12

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)

10th 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 2004-05

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?	Not Evaluated
	Met Graduation Rate?	Y
	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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	93	52	49	41	93	56	NA	42	98	65	60	51
	Language	96	54	49	42	95	58	50	42	98	64	58	50
	Mathematics	94	73	67	60	95	77	71	63	98	65	58	50

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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	103.70
Other Professional Staff	8.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	9	0	0
4 to 6 years	13	11	0	0
7 to 9 years	14	8	0	0
10 or more years	13	32	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	74
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Technology Plaza
- Ü Auxillary Gym

Extracurricular Activities

- Ü Boys/Girls Athletics
- Ü Academic Clubs
- Ü Arts Clubs
- Ü Vocational Clubs

Social Services

- Ü Adult Education
- Ü Recreational Classes
- Ü Child Care Facility
- Ü Community College Classes

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Twenty seven percent of the class of 2005 were awarded scholarships in the amount of \$6,337,034.000.

- ü Math centers on pre-testing in basic skills, providing instruction to correct the problem areas, and post-testing to determine student success. We have added math labs and AIMS prep classes to help with our students' successes.

- ü Mountain Ridge boasts the following prestigious scholarships for the class of 2005: 2 National Merit Finalists, 3- Academy Appointments, Flinn Foundation Scholarship, James Baird Foundation Scholarship, and 5 ROTC scholarships.

- ü Our athletes from 2005 were awarded 19 athletic scholarships including 10 Division 1 offers.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	7	12	12	17
Transfers In Rate ⁶	7	28	28	37
Stability Rate ⁷	92	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	87	NA	NA	79

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

An off-duty member of the Glendale Police Department is present on campus every day. Six campus monitors are also available to assist students and staff. Fire drills and lock-downs are performed on a monthly basis.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

28

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	Debra Poulson	(623) 376-3000
Transportation Policy	Nick Portnova	(623) 467-5080
Community Resources	Michelle Pitts	(623) 376-3000
School Nutrition Programs	Geoff Habgood	(623) 445-4982
Parent Organization	Debra Freund	(623) 376-3000
Student Health/Nurse	Beth Miller	(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 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.

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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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** 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.