

**John F. Kennedy Center for the Performing Arts
National Schools of Distinction in Arts Education
Nomination Questions**

Please complete on separate pages, not to exceed a total of eight (8) pages. Font size should not be smaller than 12 point type and margins should be no less than 1 inch.

1. Please provide a brief description of how arts education is an **essential component** of your school's curriculum. Are the arts integrated with several subject areas or taught as specific subjects? Which classes are taught during the school day and which after school (indicate beside the class name whether the class is taught during school or before/after school)? Please provide a **LIST of classes indicating how frequently they are taught per week or month**. Also indicate which classes are regular or electives.

Please include information on the roles and numbers of arts specialists in the following format:

Total numbers of Arts Teachers in the School: 13

Number Employed Full-time Number Employed Part-time

Dance	<u>2</u>	<u>1</u>	<u>1</u>
Music	<u>4</u>	<u>1</u>	<u>3</u>
Theatre	<u>1</u>	<u>1</u>	<u>0</u>
Visual Art	<u>6</u>	<u>5</u>	<u>1</u>

On the Mountain Pointe campus arts education is vital in the classroom, after school and through outreach to our community. All students in Arizona must complete Arts or CTE credit for minimum graduation requirements. Our core content curriculum offerings include **seven instrumental music courses**: *JV & Varsity Band, Symphony Orchestra, Percussion Ensemble, Beginning, Intermediate and Advanced Piano and Guitar and Honors Music Exploration and Performance*, **four vocal music levels**: *Choir, Acapella Choir, Advanced Vocal Ensemble and Jazz Choir*, **five theater arts classes**: *Basic Drama, Production & Performance, Adv. Acting & Directing, Stagecraft 1-2, 3-4, and our newest class Film Study I & II*, **twenty-five visual arts sections in nine specialized areas**: *Crafts 1-6, Ceramics 1-6, Honors Art 1-4, Photography 1-6, 2-Dimensional Graphic Art 1-4, Intro to Computer Graphic Art, Drawing/Painting 1-6, Art & Design, AP Art History and five dance class levels*: *Beginning Dance, Intermediate Dance, Advanced Dance, Junior Dance Company, and Senior Dance Company*.

In 2010-2011 – we offer fifty arts courses each week with each class meeting for 57 minutes times 5 days per week. All of the arts education programs are taught by thirteen certified performing and visual arts instructors: Music (Hartgrove (full-time), Epping (part-time), Henry(p-t), Mitchell (p-t)), Theater (Bonagofski 4/5), Dance (Thompson(pt), Swimmer (ft)), 6 Visual Arts (Lytle (ft), Idler(ft), Adams(ft), Recla (ft), Smith (ft), Marko(pt)). In addition to our Visual & Performing Arts departments, *Humanities* and *Creative Writing* are offered in our English Department. MPHS students also have the opportunity through master classes, field trips, guest artists, directors, composers and choreographers to work with professionals in the arts world.

Our co-curricular after school classes and clubs include: Art Club, Cinephiles Film Club, Literary Magazine, National Art Honor Society, Improv Troupe, Tye Dye Club, Salsa Dance, Urban Dance, Step Club, Music Tri Honor Society, East Indian Dance Bollywood Club, Guitar Club, TV & Film Production, and Gospel Choir – all sponsored by certified staff members from

campus-wide not just arts teachers. Students have the opportunity to earn recognition and participate in state and national arts programs through National Art Honor Society, Tri Music Honor Society, and Thespian Honor Society. In addition to daily classes for our students – our talented faculty offers night classes and workshops in ceramics for parents and children, free dance classes on family fitness nights and college level classes on our campus in partnership with South Mountain and Rio Salado Community Colleges. Mountain Pointe offers arts education taught as specific subjects with entry level through advanced classes. Our school piloted the dual (high school/college) credit program for the Arizona High School system including arts and humanities courses. Our district curriculum is aligned to both state and national standards on the arts. Special education students are mainstreamed into all of our arts programs and participate regularly in our dance concerts, choir performances, marching band and art shows. ~~Dance and Marching Band also satisfies the Physical Education credit requirement~~ and can be repeated to fulfill the Fine Arts credit requirements and can count as elective credits for students who participate in multiple years or several arts disciplines.

Our MPHS yearly calendar is filled with over forty-five days of concerts, recitals, art shows, parades, assemblies and festivals where student artists are given the opportunity to share their passion with our community. In addition to this, each discipline has their own calendar of competitions, festivals, fundraisers, and community service projects that they are involved with.

As the Activities Assistant Principal, it is my privilege to work with this very talented and passionate group of teachers. Prior to my moving to administration, I was a dance teacher for twenty-five years. I have first hand knowledge of the “come to school early and last one to leave” demands of running a program of excellence. I see the band students on the field before the sun comes up, the dancers filing into the auditorium for a 6:30am practice, the jazz choir waiting for the bus to Flagstaff and the art students helping to take down the show at 9:00pm at night. And my MPHS teachers TEACH – about the composer, the fundamentals of choreography, the creative process, how to develop pictures, how to sing in other languages and so much more that is in the curriculum. Class is for learning, not just working on the next show. Rehearsals take place before and after school. Prepping and framing the art work for a show is done after school. Class time is for curriculum.

With our school focus on Rigor and Relevance, we have provided training for differentiated instruction, formative assessments, technology integration and critical thinking in the classroom. The arts can become a tool for performance-based assessment or collaboration for teachers in different departments. Current examples include: An MP Social Studies teacher who uses famous art works featuring water to engage her World History students about the importance of water in different cultures. Students are asked to analyze what the people who live near the water in the paintings might be like. (Are they highly industrialized, agricultural, fishermen, etc.?) An English teacher brings in photos of her trip to England where she saw Shakespeare performed outdoors, as it was staged hundreds of years ago. The students don't just read a play but they learn about the type of theater, the actors, the costumes, and the history. Students listen to audio recordings of Romeo and Juliet performed by professional actors to bring Shakespeare's words to life. All of our Foreign Language teachers use music, songs, foods, movement and art to immerse their students into the language and culture. Spanish 1-2 students learn about mask making and altar building through studying Dia de los Muertos. Art students study Native American beading, Japanese Raku techniques, pottery of many cultures and the paintings of the masters. Recently, our Theater Company presented “1984” which our English Department was reading. The spring production of “Inherit the Wind” will bring in science, social studies and

English classes to this dramatic production directed by a member of our Science faculty. Arts are integrated into many teachers' classrooms to bring curriculum to life.

Finally, MPHS is unique to almost every other high school in Arizona because we have five feeder middle schools and a large open enrollment population. Most of our students have not gone to school with each other since grade school. We bring together a large amount of students who are strangers before they come to Mountain Pointe. We are a campus that recognizes the strength of our diversity (2% American Indian or Alaska Native, 5% Asian or Pacific Islanders, 14% Black or African American, 23% Hispanic or Latino and 56% White.) and that draws students from all over Phoenix, Tempe, Chandler, Maricopa and Laveen. Mountain Pointe's students can best be described as ethnically, demographically, and economically diverse. As MP parent, Denise Konieczny observes, "I would definitely recommend the school to other families. ~~Due in part to its open enrollment status, Mountain Pointe has a diverse student body, which~~ prepares students for the real world." Since its' inception, Mountain Pointe's student body has changed dramatically from a relative homogeneous body to the eclectic population we have today. Our current student population of 2,667 is made up of 57% in boundary and 43% open enrollment students. Of the 43% open enrollment students, 20% come from out of district areas and select Mountain Pointe because of its academic, athletic and arts programs.

The Arts bring students together sharing a common bond. Students who share the same interests, talents and passions become friends in classes and in after school clubs and classes. Arts students have a sense of belonging to a group and building a relationship with their teacher. Arts students have a reason to come to school everyday. "The best thing about attending Mountain Pointe is my involvement with activities such as dance, ceramics and Student Council," said senior Natalia Raymond, "It's so easy to join and we have so much school spirit!" Arts students feel valued at Mountain Pointe High School.

Arts are a passion for many students at MPHS and we are proud to be opening our second academy: The Performing and Visual Arts Academy in 2012-13. This academy represents a smaller school within a larger school – where students may follow their passions to college and focus on building a portfolio for admissions. This academy will give our gifted young artists the chance to participate in a rigorous and specialized curriculum in the arts to be prepared for the intense competition they will meet in colleges, conservatories and the professional arts world.

2. Explain how the nominated program creates and uses **creative approaches to learning** and provides appropriate learning environments for teaching the arts.

Mountain Pointe was built with *collaboration of adults* in mind. Facilities were designed to have adult learning communities that collaborated, solved problems and worked towards continual improvement. All teachers within content areas share the same lunch and office area each day. Each arts discipline at Mountain Pointe is provided their own learning spaces and offices. We have two ceramic studios, one for hand building, glazing and painting and the other with wheels and kilns. There is a photography classroom that includes a darkroom and mobile computer lab and a large general art room that houses painting, design, and crafts. Our lead photography teacher uses ANGEL to place his course online for his students. The class projects are available online and allow each student the opportunity to select which project to work on or to work on several at one time. The rubrics and project information is available to refer to at any time and create a "green" classroom where information is not being copied and handed out. Our art department has a permanent computer lab for their Intro to Graphic Art and 2-Dimensional

Graphic Art classes. Ms. Idler's class designs the posters and programs for our theater productions and Mr. Adams' classes design club and class websites.

We have two dance studios above our main gym with sprung floors, mirrors, and barres. Each dance studio is equipped with an audio/visual system and removable dividing wall. The two separate studios can become one large studio for rehearsals and performances. Dance costumes and prop storage is provided next to the dance office. Dance students dress out in the Physical Education locker rooms. For performances dance moves over to the auditorium facilities. Our music and theater classes are adjacent to the auditorium facility. Theater has a classroom that is equipped with a small black box stage and a scenery/tech shop adjoining the stage. The black box stage is equipped for performances with lighting, sound, curtains and video capabilities. Vocal music has a large classroom with piano, risers and an audio system. ~~Orchestra, Piano and Guitar have a large multipurpose space with plenty of instrument storage.~~ This room was added on to the original Performing Arts facility when the music programs outgrew the original architectural plans. Band has the largest space with student locker rooms attached and adjoining areas for instrument and equipment storage. There are four practice rooms in the hallway connecting the disciplines. For Stagecraft 1-2 & 3-4, the auditorium and shop area becomes their classroom. In addition to working on the Performing Arts productions-our Stagecraft students work and set up for all events in the auditorium. (They even create back drops and set pieces for our school dances.) Our auditorium seats 840 patrons for productions on a proscenium stage. This year our district has spent over \$200,000.00 updating the facility with a new main drape, updated sound and lighting system including new instruments and new boards.

In addition to our thirteen arts teachers there are additional staff members who help out in dance, art and music. There are also paraprofessionals or special education teachers who co-teach some of the art and dance classes. Dance utilizes guest choreographers for concerts and teachers in their classes to expose their students to a variety of styles and dance cultures. Band, Jazz Band and Orchestra have specialists and guest conductors throughout the year. A year round Percussion specialist works with our percussion students. In the past two years our music students have worked with guest artists and professors from Northern Arizona University, Arizona State University and the Navy.

Following the state standards exposes all our art students to the three essential skills of the arts: the ability to create works with meaning, the ability to connect art to other life experiences and the ability to evaluate the quality of art with an informed opinion. Our staff consistently provides valuable experiences transferable to: careers in the fields of visual arts and performing arts and/or develop and enhance all students' abilities in creative expression, aesthetic assessment and/or promote an understanding of diverse histories and cultures. Classroom examples include: 1st year ceramics students are called upon to create a hand built ceramic box that shows their personal interests or artistic style. Advanced theater students learn how to take literature and create original monologues for auditioning for college. Vocal music, jazz band and dance students learn the complexity and interrelatedness of improvisation. All advanced and performance level dancers are involved in choreography, lighting and costume design. Photography and Drawing/Painting students create a self-portrait. Vocal music students research and select the material for their "Pops" concert including the theme, literature, costuming, props and set pieces. All of these assignments place demands on critical thinking, problem solving and confidence. MPHS art students graduate as independent thinkers who are creative problem solvers and individuals who possess intellectual and artistic skills. Mountain

Pointe has maintained a vital arts program since the school opened. Administrative support for the arts is evidenced by the number, levels and diversity of courses offered. Even in these years of difficult budgets, MPHS did not cut any arts educators in the past two years.

Clubs are open to all students and are created based on student interest. Each club finds a teacher willing to be their sponsor. Urban Dance's sponsor is a science teacher, Guitar Club is sponsored by a social studies teacher, and Gospel choir was part of our Black Student Union working with community volunteers. Clubs can meet in a classroom, a large common space or an arts classroom. Some clubs work with outside teachers or volunteers. Some clubs are totally student driven. Clubs can change each year depending on student interest. Most of our arts related clubs perform in assemblies and our school wide talent show and engage in community service. A hush fell over our 2011 Diversity Assembly, jointly presented by our Black Student Union and Student Council, as our ELL and various cultural students presented Dr. King's "I Have a Dream" speech in their native tongues. The assembly featured dancers from our Bollywood, Urban, Salsa, Step and Native American clubs and singers from our choral program and gospel choir. The Diversity Assembly is organized by a teacher from our Social Studies department working with our Student Council sponsor and performing and visual arts teachers.

3. Please give specific examples of the opportunities provided for **parental involvement** in the educational lives of their children through hands-on, creative arts-based activities.

All of Mountain Pointe's arts education programs have parent booster organizations that support the goals of the teachers and needs of the students. Our parent booster organization, called the Pride Board, has given substantial funding to assist arts programming. The Pride Board gave \$1000.00 to the Wind Ensemble to have a piece composed for them. It was premiered at their spring concert in 2007. They purchased a music system for the Orchestra Room so that the students could listen to professional orchestra recordings. Our Band Booster parents build set pieces for the marching drill and move them on and off the field during the competition season. The parents learn the shows with their students and work side by side to set up and tear down the elaborate productions. The parents also chaperone all trips and learn first aid to assist students. Mountain Pointe is host to a Band Invitational each year that is run by our students, staff and parents. This Invitational takes year round planning and involves not only the Band program but also student volunteers from Key Club and National Honor Society. Over 1500 band students attend the one day Invitational. For the past two years our school has been the site for Regional Music adjudication (AMEA) that is attended by over 2000 music students. Band, Orchestra and Choir parents handled the registration and hosting duties over the two days. Our choral productions involve alumni and parents in various musical numbers as part of their tradition. The spring production "Pops" is a huge crowd favorite and known to include faculty, parent and student performances. Our theater department was host to the State Thespian Festival for middle schoolers this year. Parents were involved in the registration, directing and feeding of the attendees.

In ceramics, a workshop is held each semester on Monday nights where parents can learn about the art of ceramics too. This popular workshop is attended by students, faculty, parents and younger children. Our Graphic Arts students recently toured the studio/business facility of artist Todd McFarlane, who is a Mountain Pointe parent. Dance parents work backstage with make up and hair, chaperone field trips to Scottsdale Center for the Arts or Chandler Center for the Arts, feed the students during rehearsal and raise money to give senior scholarships at the end

of the year. Our dance teachers offer free dance classes to the community each semester on our family fitness nights. Arizona State University has a partnership with our Physical Education department and runs a program called "The Den." The ASU interns offer Open Gym three days a week before school to encourage health and fitness. Basketball, flag football, yoga and dance have been included. Our Salsa Club sponsors Salsa Nights at Mountain Pointe each semester where parents, teachers and students participate in dance classes and open dancing.

All parents are encouraged to become involved in the school, and have many avenues through which to become involved. An open door policy of the school is extended to parents any place at any time--they are part of the school environment. Visiting the school and classrooms at any time that it fits into parents' schedules is a part of our Mountain Pointe culture. Parents are encouraged to monitor their student's grades and homework online and provide the necessary home climate their student needs to be successful. Individual teachers' classroom policies and syllabi are sent with students at the start of the year many of which require parental signatures to ensure that they have reviewed them. Homework assignments can involve parents: ex. - In considering dance as a lifelong pursuit, learn about your family history in dance: Is dance part of your culture? Are there any dancers in the family tree? What occasions do you dance? Photography students look at family pictures to learn about their family tree and about which photographs have the most sentimental value versus artistic value. The Voice Mail, E-mail and teacher websites make communication a priority. All staff members are expected to return all phone calls or emails within 48 hours.

Parents and the community are invited to attend all performances and shows. The *Pointes of Pride* school-community newsletter is filled with information for the parents about the activities of their students and invitations to join parent groups on campus. Parents are encouraged to take their student to a professional arts event so that the student may evaluate it for their required critique assignment. Parents have also taken active part in performances with our music groups by playing musical instruments or singing with other parents or alumni. Parent volunteers are recruited and are utilized through every aspect of the school day and arts programs. Parent involvement is cultivated and valued at Mountain Pointe as part of our decision making process.

4. How does this program provide students opportunities for learning about other cultures through the arts?

In the simplest terms: arts bring people together. Students at Mountain Pointe have watched and learned about Salsa dance, Step dance, Eastern Indian dance or African dance from students' in the know, parents, guest teachers or choreographers. These performances and classes are open to all students and families. Urban Dance brings together students who love hip hop styles of dance regardless of which neighborhood they come from. Urban Dance has worked with student composers and aspiring rap musicians to create original works. Through exposure to different music, dances, types of art, or multicultural playwrights students connect to the world around them and open their eyes to new ways of seeing. As part of the curriculum, each arts discipline seeks to expose their students to other cultures and styles. Our dancers attend field trip performances at Scottsdale Center for the Arts where they see professional dance companies from around the world. Our choral director selects music literature in different languages so that he can teach his singers music from around the world. Our ceramics students are exposed to the technique of Raku from Japan, learning also about the history of ceramics in another culture. Crafts students create projects in Native American beading, tea pots from various cultures and jewelry and embellishments. Symphony Orchestra and Wind Ensemble musicians play music

that is not only from different cultures but from different time periods as well. They had the opportunity to work with a contemporary composer, in 2007, while he created a new work that was premiered by our Wind Ensemble. Computer Art and Photography bring a whole world of technology to the student's fingertips. In the moment it takes to point and click students can see the world through the collision of art and technology. From Anime, to enhanced digital photography and short films, Mountain Pointe art students are creating art influenced by the internet and learning about future career possibilities in their art classrooms.

5. How does this program link arts education to the community and provide **community connections** that offer students diverse experiences beyond the classroom? Describe community arts events that come into the school, as well as events outside the school that students attend.

Mountain Pointe's arts programs are well known in our community which extends from Ahwatukee, to Chandler, to Tempe, to Phoenix and Maricopa. Performing groups represent our school and district in community functions: parades, community and state fairs, school board meetings, elementary and middle school feeder schools. Theater Company busses the middle school students to Mountain Pointe to have an audience for a dress rehearsal or afternoon matinee. After the performance the students are treated to pizza and a question/answer session with the actors. Vocal & instrumental music teachers host a Music Outreach Day, on a Saturday in March each year, for all our feeder schools. The day consists of clinics, "sharing" performances by various groups and a final parent performance that evening with combined numbers featuring high school and middle school students. The spring music concert this year included an adult community band which played a set in the concert and then joined our students for a "giant band." This band included mother-daughter pairs, teachers and community members.

Community service is a part of all our arts disciplines: the ceramics students make dog bowls and sell them to benefit the Az. Humane Society, theatre works to fund raise for the Ronald McDonald House, dance students collect toys for the East Valley Children's Crisis Center, the Haiti Rescue and Recovery fund was given \$2500.00 by our NHS/BSU Talent Show, Student Council sponsors a Senior Citizen Social for the different senior living facilities surrounding us. The students perform for the senior citizens and the seniors perform for the students. Dancers, cheerleaders, singers and clubs participate in our Mr. Pride competition which raises over \$2000.00 a year for the East Valley Children's Crisis Center and our music students perform many hours of community service performing and entertaining around our Ahwatukee community. This year we presented The Yellow Boat and our theater students met with playwright David Saar and raised money for the Hemophilia Association. Mountain Pointe and our sister school Desert Vista are home to the Ahwatukee Relay for Life which has been honored as the national outstanding student-driven relay which has earned over \$90,000 for the American Cancer Society. Our theater teacher Kim Bonagofski had been the MPHS faculty sponsor when Relay was held at our site. (Each 2 years it changes campuses.) Mountain Pointe arts students are encouraged to find ways to use their talents to help in our community.

Last year a group of students from Mountain Pointe started a music program at Shaw Elementary School. "Sounds of the Community" was started by a group of MP students who wanted to share their love of music with younger students. Every Friday after school the students head to Shaw Elementary School to teach the students how to play the guitar or

keyboard, a little music theory and how to write their own songs. Recently the group received a \$1000 grant to help them buy more instruments.

Mosaic projects and student art work are on display everyday at Mountain Pointe. The office houses framed photography and drawings and paintings by students. The Photography Club creates a "gallery feeling" by framing works and placing artist recognition placards next to the works. The halls of Mountain Pointe are home to mosaic projects that were created through an Artist in Residency project. A new mosaic project was finished by administrators, teachers and special education students in the faculty eating area. Tabletop mosaics were designed by the students with teacher assistance and pieced together by the students and administrators. The materials were donated by the teachers and the project took three years of working together to complete.

6. Please provide whatever academic ranking(s) is/are available that serves as testimony to how your students are achieving in comparison to other students in the district, state, and nation. Please be specific. The comparison of your students to others in your state is of particular interest. Also, please include information about your enrollment and the demographics of your school.

Located in the Ahwatukee Foothills region of Phoenix, Mountain Pointe High School is home to the "Pride" of the Tempe Union High School District (TUHSD). The Pride mascot represents a "family of lions" and the strength of our community (students, staff, parents and community stakeholders) who support our unwavering commitment to a quality and equitable education for all students. MPHS uniquely serves five feeder middle schools and nine elementary schools. Our current student population of 2,460 is made up of 57% in boundary and 43% open enrollment students. Of the 43% open enrollment students, 20% come from out of district areas and select Mountain Pointe because of its academic, arts, and athletic programs. Our current school demographics consist of 56% Caucasian, 23% Hispanic, 14% African American, 5% Asian/Native Islander, and 2% Native American students, respectively.

Academically, Mountain Pointe has continued to show an increase in scores in all three core areas on the AIMS test over the last two years, receiving an Excelling label from the state, each year, since 2004-2005. Pride students rank within the top twenty high schools in Arizona in overall AIMS performance each year, moving us towards our first SIP goal that 100% of our seniors in 2012 will meet or exceed state standards, while meeting AYP. Our daily student attendance rate is 97% and our dropout rate is 0%. Our four year graduation rate is 94% and 90% of our graduates attend a school of higher education after graduation. Mountain Pointe has been named by Redbook as one of America's top 50 schools in 1996. This year alone, the Pride family has produced ten National Merit Finalists, a Flinn Scholar, a Baird Scholar and two National Hispanic Scholar honorees. Mountain Pointe was selected a recipient of the Arizona Schools of Excellence A+ Award announced April 15, 2010.

1994 - 2010: 70 National Merit Finalists 1994 - 2010: 20 National Hispanic Scholars

2002 - 2009: 102 AP Scholars, 38 Scholars with Honor, 94 Scholars with Distinction

SAT 9: MPHS/National Scores – Verbal 533/501, Math 556/515, Writing 521/493

Terranova: MPHS/State Average – Math 65/52, Language 64/54, Reading 67/53

AIMS: MPHS/State Average – Writing 91/72, Math 87/70, Reading 89/74

This information is verified by Patricia Goolsby – from our 2008-9 State Report Card. Assistant Principal Patricia Goolsby is a member of the NASSP/ASCD.

Media Paragraph:

Since opening its doors in 1991, Mountain Pointe High School has dedicated itself to being a world-class school. By design, MPHS has been driven by the three guiding principles presented in the school's vision: *Establishing Purpose*, *Instilling Pride* and *Empowering Performance, One Person at a Time*. These principles are consistently evident in the areas of: academics, arts, athletics, activities and attitudes. *Establishing Purpose* is clearly articulated in our continual academic success receiving an Excelling label from the state, each year, since 2004-2005. *Instilling Pride* begins with a campus where students are given multiple opportunities to flourish and get involved. A comprehensive visual and performing arts program is one facet of a school where students can find their path towards success in a variety of ways. Senior Jessica Plate sums up her Theater experience by stating, "Theater is a place where everyone is welcome. You can have fun and be whoever you want!" By *Empowering Performance* students are encouraged to become high performers who both respect and desire quality. This dedication can be found within our arts programs: The Lionheart Marching band brings home caption awards and continual high marks in state band competitions. The music programs have travelled to Boston (2007), San Francisco (2004) and to Hollywood for the 1997 Christmas Parade. Dance students are invited to perform and teach around our community and have travelled to New York City for master classes. Our Jazz Choir, Theater One Act and Wind Ensemble earned Superior and Excellent ratings in recent state competitions. The Visual Art students have earned National Scholastic Art Awards, numerous local art ribbons and scholarships and cash prizes in commercial art competitions. In 2009-10 Mountain Pointe High School became an A+ School of Excellence in Arizona and was the recipient of the Phoenix Mayor's Excellence in Arts Education Award. **Arts are a vital part of the success of Mountain Pointe and that is why we maintain our commitment to quality arts experiences for every student.**