

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1730 S. Mill Ave., Tempe, AZ 85281

Tempe Union High School 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)

2003-04	Performing
2002-03	Performing
2001-02	Maintaining

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

No Child Left Behind

Adequate Yearly Progress ^(b)

2003-04	Not Met
2002-03	Met
2001-02	N/A

School Improvement Status ^(b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

School Overview

Principal/Administrator : Mrs. Anna Battle
 Schedule : 7:30 AM to 3:30 PM
 Grades : 9-12
 2004 Enrollment : 1340
 Web Address : www.tuhsd.k12.az.us/tempe_hs/
 Phone Number : (480) 967-1661
 Fax Number : (480) 736-4096
 E-mail : abattle.ths@tuhsd.k12.az.us

Mission

Our Mission: The Tempe High School community challenges and supports students to excel academically and to act responsibly. With nearly a century of experience, the school's vision of the future can be summarized in three words: Tradition, Honor & Success. Students and faculty hold the following values in highest esteem: Respect, Diversity, Responsibility, Integrity & High Expectations. We seek to be instrumental in assisting our students to become successful members of their community

School / Academic Goals

- ü All students will continue to improve their math, reading and writing skills as measured by the state AIMS test. This is done by teaching these skills across the entire curriculum.
- ü All students will act more responsibly. This will be actively pursued in all areas of student experience. This goal focuses on ensuring Tempe High graduates carry on the tradition of community involvement.

Enrollment

October 1, 2003 School Year Student Enrollment : 1364
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 193

Instructional Programs

- ü Concurrent Com. College & AP Credit
- ü Honors/Gifted Program
- ü Health Occupation Preparatory Education
- ü Extensive Foreign Language/ESL Programs
- ü Broad Based Special Education Program

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 37 minutes
First Day of School :	7/13/2004
Last Day of School :	5/29/2005

Shared Responsibilities

School

Our charge is to provide many diverse opportunities to learn and develop for our students, as well as to create a safe learning environment. Communication with parents regarding school rules, goals, activities, and expectations, as well as their child's progress and conduct is also our duty.

Parents

Parents have the responsibility to create a desire to learn in their children by being role models as well as creating a culture of learning in the home. Parents also need to monitor the progress of their children and work together with the school to maximize their children's success. Parents also provide nurturing, the physical resources of clothing, nourishment, appropriate transportation for the student, and communicate with the school any special needs of their children.

Transportation Policy

Bus service is available to all in-boundary students who live outside a two-mile radius from Tempe High School. Bus service, home to school, is available to all special needs students requiring said service. Students who live outside the school's boundary, or less than two miles from the school must arrange for their own transportation.

School Honors

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

Award/Honor	Year
ü 2 National Merit Finalists	2003
ü 3 National Merit Finalists	2003
ü One West Point and One U.S. Naval Academy Appointment	2003
ü Williams Institute Ethics Essay Contest Student Winners	2002

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	334	3271	65934	97	99	100	490	509	492	37	24	43	30	19	18	24	31	24	9	25	15
All Students (Prior Year)	253	2815	57534	83	89	91	498	508	491	37	27	46	17	17	16	29	31	23	17	25	15
Female	164	1598	32586	98	99	100	489	507	491	41	26	44	29	19	19	22	30	24	9	24	14
Male	170	1671	33226	96	99	99	491	511	493	33	22	42	32	20	18	26	33	24	9	26	16
African American	67	269	3042	99	99	98	482	484	478	44	47	58	39	24	19	12	23	17	5	5	6
Hispanic	134	652	21740	98	99	100	483	491	475	46	43	63	32	21	17	18	23	15	5	13	5
Asian/Pacific Islander	17	210	1643	100	100	99	479	531	519	63	14	23	13	14	13	13	26	30	13	45	34
American Indian/Alaskan Native	11	110	4351	100	98	99	484	486	472	40	54	68	40	22	16	20	14	13	0	10	4
White	105	2028	34819	94	99	99	507	517	505	17	15	27	25	19	20	41	37	31	17	30	22
Students with Disabilities	30	253	6507	73	95	100	446	475	456	100	62	83	0	15	9	0	18	6	0	5	2
Students without Disabilities	304	3018	59427	100	99	100	491	510	494	37	23	41	31	20	19	24	32	25	9	26	16
Limited English Proficient Students	36	104	6793	100	97	100	462	465	464	75	76	79	17	15	11	6	8	8	3	2	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	20	121	18745				483	479	475	53	61	64	20	18	16	13	13	15	13	7	5
Non-Economically Disadvantaged	314	3150	47182				490	510	499	36	23	35	31	19	19	24	32	27	9	26	19

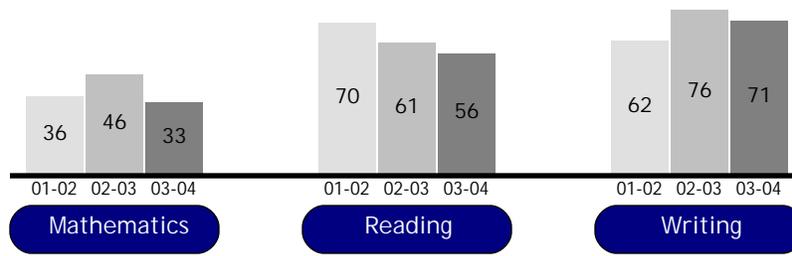
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	342	3339	68162	99	99	100	504	529	509	16	7	18	28	17	24	52	63	51	4	14	8
All Students (Prior Year)	252	2745	56700	83	87	89	512	528	512	15	7	15	24	17	23	52	59	52	9	17	10
Female	169	1621	33509	99	99	100	505	534	513	18	6	15	27	16	23	51	62	52	4	16	9
Male	173	1711	34521	98	99	100	503	524	505	13	8	20	30	17	24	53	63	49	4	12	7
African American	68	271	3163	100	100	99	504	507	497	14	11	22	29	27	30	54	59	46	4	3	3
Hispanic	139	674	22624	100	100	100	491	505	487	23	17	32	34	27	31	41	51	35	2	4	2
Asian/Pacific Islander	17	208	1666	100	99	100	484	533	523	25	8	11	38	14	17	31	60	60	6	19	12
American Indian/Alaskan Native	11	114	4592	100	98	100	500	502	484	20	14	32	40	34	37	40	50	30	0	2	1
White	107	2066	35727	95	99	100	525	540	526	4	3	7	17	11	17	70	68	64	8	18	12
Students with Disabilities	37	274	6845	86	98	100	469	484	468	57	34	53	14	33	29	29	30	18	0	2	1
Students without Disabilities	305	3065	61317	100	100	100	505	531	512	15	6	15	29	16	23	52	64	53	4	14	8
Limited English Proficient Students	36	103	7152	100	99	100	450	455	464	75	72	57	17	22	31	8	6	12	0	0	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	20	123	19528				487	491	487	38	30	31	25	31	32	38	35	34	0	4	2
Non-Economically Disadvantaged	322	3216	48595				505	530	518	15	6	13	28	16	20	53	64	57	4	14	10

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	339	3322	67629	98	99	100	530	554	524	14	10	22	15	11	16	69	76	59	2	4	3
All Students (Prior Year)	190	2715	55090	63	86	87	479	497	479	13	7	16	11	9	13	76	84	70	0	1	0
Female	168	1615	33347	99	99	100	543	565	537	8	6	17	11	10	15	78	79	64	2	5	4
Male	171	1702	34151	97	99	99	516	544	512	20	13	27	19	12	18	58	72	54	3	3	2
African American	68	269	3150	100	99	99	531	530	515	15	15	24	10	13	19	74	71	56	2	0	2
Hispanic	137	673	22313	99	100	100	519	523	493	19	21	34	19	15	19	61	61	46	1	2	1
Asian/Pacific Islander	17	208	1659	100	99	100	540	581	564	19	8	11	6	6	12	69	75	68	6	11	9
American Indian/Alaskan Native	11	113	4528	100	97	99	541	528	492	9	16	35	0	19	21	91	65	42	0	1	1
White	106	2054	35593	94	98	99	541	566	547	7	5	13	17	9	14	73	81	69	3	4	4
Students with Disabilities	36	275	6712	84	98	100	447	481	445	50	35	61	23	23	18	27	41	21	0	0	0
Students without Disabilities	303	3047	60917	100	99	100	536	558	530	12	9	19	15	10	16	72	77	61	2	4	3
Limited English Proficient Students	35	103	6994	100	99	100	444	431	442	54	62	58	14	16	18	31	22	23	0	0	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	20	124	19310				504	477	489	15	36	35	30	19	20	55	46	44	0	0	1
Non-Economically Disadvantaged	319	3198	48278				532	557	538	14	9	17	14	10	15	70	77	65	2	4	4

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.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	82	24	49	37	91	30	51	41	85	32	NA	42
	Language	82	33	49	38	95	26	49	42	94	32	51	42
	Mathematics	82	56	71	56	94	53	72	60	94	54	75	63

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)
- 6 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Support the Mission of the School
- Ü Oversee the School Improvement Plan
- Ü Curriculum Development
- Ü Instructional Strategies
- Ü School Safety Issues
- Ü Parent/Educator Relations

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	4.00	Teacher	76.00
Other Professional Staff	16.20	Teacher Aide	21.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	9	0	0
4 to 6 years	7	7	0	0
7 to 9 years	3	4	0	0
10 or more years	8	34	2	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 58
 Core academic classes taught by Highly Qualified (NCLB) teachers. 234
 Teachers with Emergency Certificaton. 1

Resources Available at School Site

Special Facilities

- Ü Fine Arts Complex
- Ü Outdoor Amphitheater and Courtyards
- Ü 7 Computer Labs (Includes Library)

Extracurricular Activities

- Ü Student Government
- Ü National Honor Society
- Ü Comprehensive Music & Fine Arts Program
- Ü Interscholastic Athletic Program

Social Services

- Ü Counseling/Peer Mediation
- Ü Day Care/Preschool
- Ü Intersession Classes
- Ü Model United Nations
- Ü Before & After School Tutoring

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü 86% of 2003 graduates indicate enrollment in post secondary education programs.

- ü Partnerships with Tempe St. Luke's Hospital and Mesa Community College. The Health Occupation Preparatory Education (HOPE) Program allows students to explore and train for medical professions and to be dual-enrolled at MCC.

- ü STRUT (STudents Recycling Used Technology) is a partnership with industry. Businesses & institutions donate used computers. Students repair/create usable computers which are then made available to schools or needy students.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	1	2	2	2
Transfers In ⁷ (Out of District)	2	10	9	9
Promotion Rate ⁸	94	98	98	94
Retention Rate ⁹	5	1	1	5
Dropout Rate ¹⁰	2	NA		3
Status Unknown ¹¹	1			2
Graduation Rate ¹²	81	NA		77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Students learn more when they feel safe. To provide this environment, Tempe High has a pro-active safety program with peer mediation, an on- campus police liaison and an experienced security staff. A full time registered nurse is also on campus.

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) :

107

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Kathleen Stynen	(480) 967-1661
Transportation Policy	Rudy Hernandez	(480) 345-3781
Community Resources	Christine Barela	(480) 967-1661
School Nutrition Programs	Rick Griffith	(480) 345-3724
Parent Organization	Sam Lackland	(480) 967-1661
Student Health/Nurse	Carol Cole	(480) 967-1661

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.