

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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)

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

(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	Not 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. Anna Battle
 Schedule : 07:30 AM to 03:30 PM
 Grades : 9-12
 2005 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, 2004 School Year Student Enrollment : 1357
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 192

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 :	180
Average Daily Instruction Time :	5 hours 19 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

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	2004
ü 3 National Merit Finalists	2003
ü One West Point and One U.S. Naval Academy Appointment	2004
ü One West Point Appointment	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	308	3259	69846	100	100	100	692	717	699	20	10	21	14	9	11	56	53	49	9	27	18
All Students (Prior Year)	334	3271	65934	97	99	100	490	509	492	37	24	43	30	19	18	24	31	24	9	25	15
Female	175	1634	34328	99	100	99	700	720	702	14	9	19	17	9	12	59	55	51	10	27	18
Male	133	1624	35509	100	100	100	682	714	696	27	12	23	11	8	11	52	51	48	9	28	18
African American	52	306	3535	100	100	100	689	692	677	33	21	31	22	19	15	39	51	46	6	10	8
Hispanic	155	677	23363	100	100	100	694	695	680	21	18	32	18	15	16	55	56	45	6	11	7
Asian/Pacific Islander	21	194	1742	100	99	99	641	742	733	16	4	8	5	5	7	58	38	46	21	54	38
American Indian/Alaskan Native	13	113	4785	100	100	100	631	677	671	18	24	39	18	14	17	64	54	39	0	7	5
White	67	1969	36421	94	100	99	718	727	714	10	6	12	2	5	8	70	54	54	18	34	26
Students with Disabilities	43	301	7690	100	100	100	611	601	593	62	57	64	10	17	14	26	24	21	3	3	2
Students without Disabilities	265	2958	62220	99	100	99	705	728	712	13	6	16	15	8	11	61	56	53	11	30	20
Limited English Proficient Students	39	111	5834	100	100	100	631	545	612	38	35	46	20	22	20	38	38	31	5	5	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	--	NC	21421	--	NC	92	--	NC	686	--	NC	35	--	NC	15	--	NC	43	--	NC	7
Non-Economically Disadvantaged	308	3256	48489	100	100	100	692	717	704	20	10	15	14	9	10	56	53	52	9	27	23

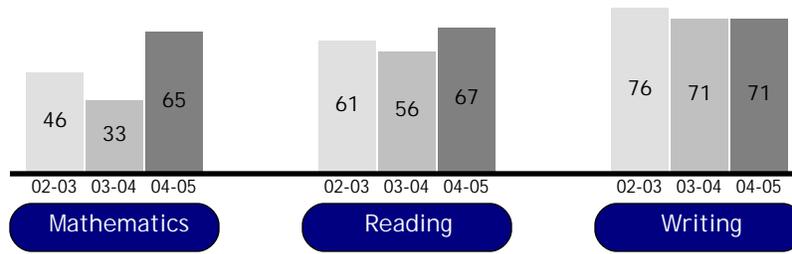
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	311	3282	71311	100	100	100	683	713	694	7	4	7	26	13	21	64	69	63	3	14	9
All Students (Prior Year)	342	3339	68162	99	99	100	504	529	509	16	7	18	28	17	24	52	63	51	4	14	8
Female	176	1639	34899	100	100	100	693	719	700	6	3	5	21	11	19	70	72	66	3	15	10
Male	135	1644	36430	100	100	100	671	708	688	9	5	9	33	15	22	56	67	61	2	14	8
African American	52	312	3573	100	100	100	685	691	676	6	6	9	24	19	26	69	69	60	0	5	4
Hispanic	157	685	24056	100	100	100	683	689	672	11	8	13	28	24	31	60	63	53	1	5	3
Asian/Pacific Islander	21	196	1731	100	99	98	617	723	717	11	3	3	32	9	13	53	62	68	5	27	16
American Indian/Alaskan Native	12	115	5110	92	100	100	626	671	661	0	15	14	40	27	38	60	55	46	0	3	2
White	69	1974	36841	99	100	99	711	726	713	0	1	3	19	7	12	73	73	72	8	18	13
Students with Disabilities	46	309	8021	100	100	100	600	599	590	23	23	27	58	43	42	20	33	29	0	1	1
Students without Disabilities	265	2977	63379	99	100	100	696	725	707	5	2	5	21	10	18	71	73	68	3	16	10
Limited English Proficient Students	39	112	6402	100	100	100	610	526	596	25	23	25	40	41	44	35	36	30	0	1	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	--	NC	22243	--	NC	93	--	NC	677	--	NC	14	--	NC	32	--	NC	51	--	NC	3
Non-Economically Disadvantaged	311	3283	49157	100	100	100	683	713	702	7	4	4	26	13	16	64	69	69	3	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	313	3280	70868	100	100	100	683	705	688	5	2	5	24	14	23	67	71	63	4	13	9
All Students (Prior Year)	339	3322	67629	98	99	100	530	554	524	14	10	22	15	11	16	69	76	59	2	4	3
Female	176	1635	34710	100	100	99	695	713	697	3	1	3	20	10	19	73	73	66	4	15	12
Male	137	1646	36176	100	100	100	667	697	678	8	3	7	29	18	27	59	70	59	4	10	7
African American	52	309	3557	100	100	99	687	689	675	6	4	7	31	27	25	59	64	62	4	5	6
Hispanic	158	685	23868	100	100	100	684	689	670	7	4	9	26	23	33	65	67	55	3	6	4
Asian/Pacific Islander	21	196	1732	100	99	98	643	715	713	5	2	2	11	6	12	74	64	64	11	27	22
American Indian/Alaskan Native	13	117	5001	100	100	100	634	670	661	0	7	9	36	33	41	64	59	48	0	1	2
White	69	1973	36710	99	99	99	697	713	702	2	1	2	17	9	15	76	75	69	5	15	13
Students with Disabilities	47	310	7900	100	100	100	593	596	580	28	16	22	48	48	49	25	36	28	0	1	1
Students without Disabilities	266	2974	63054	99	99	99	697	716	701	2	1	3	20	11	20	73	75	67	4	14	10
Limited English Proficient Students	38	109	6308	100	100	100	615	526	591	13	14	19	38	45	47	46	39	33	3	2	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	--	NC	21994	--	NC	92	--	NC	673	--	NC	10	--	NC	36	--	NC	52	--	NC	3
Non-Economically Disadvantaged	313	3281	48960	100	100	100	683	705	694	5	2	3	24	14	18	67	71	67	4	13	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.

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	91	30	51	41	85	32	NA	42	98	41	62	51
	Language	95	26	49	42	94	32	51	42	98	40	59	50
	Mathematics	94	53	72	60	94	54	75	63	97	39	60	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)
- 6 Parent(s)
- 0 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 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	83.60
Other Professional Staff	9.60	Teacher Aide	21.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	4	0	0
4 to 6 years	10	9	0	0
7 to 9 years	1	9	0	0
10 or more years	8	28	2	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	255
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Hightly Qualified Teachers	18%

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
- Ü Robotics Team

Social Services

- Ü Counseling/Peer Mediation
- Ü Day Care/Preschool
- Ü Tutoring before, at lunch & after School

School Achievements/Accomplishments 2004-05

- ü 83% of 2005 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 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	15	12	12	17
Transfers In Rate ⁶	23	28	28	37
Stability Rate ⁷	84	87	87	82
Promotion Rate ⁸	93	96	95	81
Retention Rate ⁹	3	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	84	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

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

8

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	Dave Morton	(480) 967-1661
Transportation Policy	Rudy Hernandez	(480) 345-3781
Community Resources	Jose Paredes	(480) 967-1661
School Nutrition Programs	Rick Griffith	(480) 345-3724
Parent Organization	Darl Edington	(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.

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.