

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1001 E. Knox Rd, Tempe, AZ 85284

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	Excelling
2002-03	Excelling
2001-02	Improving

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

No Child Left Behind

Adequate Yearly Progress ^(b)

2003-04	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 : Mr. Jim T. Denton
 Schedule : 7:15 AM to 3:45 PM
 Grades : 9-12
 2004 Enrollment : 2879
 Web Address : Webmaster.cds@tuhsd.k12.az.us
 Phone Number : (480) 752-8888
 Fax Number : (480) 820-3632
 E-mail : jdenton.cds@tuhsd.k12.az.us

Mission

The Corona del Sol Community is committed to educational excellence and to the development of honorable, contributing members of society.

School / Academic Goals

- ü Each student will demonstrate improvement in analyzing written material after interventions have been implemented across the curriculum.
- ü Each student will demonstrate improvement in problem solving after interventions have been implemented across the curriculum.
- ü Each student will demonstrate an understanding of the fundamental concepts of an honor code: discipline, understanding and honor.

Enrollment

October 1, 2003 School Year Student Enrollment : 2754
 Accepting New Students in 2004-05 Under Open Enrollment Law :² No
 Number of Students Attending Under Open Enrollment in 2003-04 : 143

Instructional Programs

- Ü Comprehensive High School Curriculum
- Ü Advanced Placement
- Ü Honors Program
- Ü Gifted Education
- Ü Special Education Program
- Ü Vocational Education Programs
- Ü School-to Work
- Ü ESL

Calendar Information

Number of Instruction Days : 179
Average Daily Instruction Time : 6 hours 46 minutes
First Day of School : 8/9/2004
Last Day of School : 5/24/2005

Shared Responsibilities

School

Provide a safe environment and a positive academic climate; maintain extracurricular activities and athletics; foster parent communication; report grades, attendance and concerns; manage records and distribute relevant information.

Parents

Provide for physical and emotional needs; support student attendance, behavioral codes, academic and extracurricular efforts; offer guidance in the areas of homework, credits and registration; support student/staff/school efforts and expectations.

Transportation Policy

Transportation to and from school, or to and from school activities, will be in district-owned and operated vehicles or in approved common carriers. Transportation will be provided to students who live beyond a two-mile radius of the school in their attendance zone.

School Honors

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

Award/Honor	Year
Ü Twenty Advanced Placement Scholars	2004
Ü Flynn Scholar	2004
Ü U of A Baird Award Winner	2003
Ü National Merit Scholars (8)	2004

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	721	3271	65934	99	99	100	516	509	492	15	24	43	18	19	18	38	31	24	29	25	15
All Students (Prior Year)	644	2815	57534	92	89	91	514	508	491	21	27	46	17	17	16	35	31	23	27	25	15
Female	365	1598	32586	99	99	100	514	507	491	15	26	44	20	19	19	37	30	24	28	24	14
Male	354	1671	33226	99	99	99	517	511	493	14	22	42	16	20	18	40	33	24	30	26	16
African American	16	269	3042	94	99	98	497	484	478	33	47	58	13	24	19	47	23	17	7	5	6
Hispanic	72	652	21740	99	99	100	507	491	475	24	43	63	19	21	17	31	23	15	25	13	5
Asian/Pacific Islander	57	210	1643	98	100	99	538	531	519	11	14	23	11	14	13	28	26	30	51	45	34
American Indian/Alaskan Native	NC	110	4351	NC	98	99	NC	486	472	NC	54	68	NC	22	16	NC	14	13	NC	10	4
White	566	2028	34819	99	99	99	515	517	505	13	15	27	18	19	20	40	37	31	28	30	22
Students with Disabilities	34	253	6507	92	95	100	490	475	456	47	62	83	7	15	9	40	18	6	7	5	2
Students without Disabilities	687	3018	59427	99	99	100	516	510	494	14	23	41	18	20	19	38	32	25	30	26	16
Limited English Proficient Students	NC	104	6793	NC	97	100	NC	465	464	NC	76	79	NC	15	11	NC	8	8	NC	2	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	NC	121	18745				NC	479	475	NC	61	64	NC	18	16	NC	13	15	NC	7	5
Non-Economically Disadvantaged	716	3150	47182				516	510	499	14	23	35	18	19	19	38	32	27	29	26	19

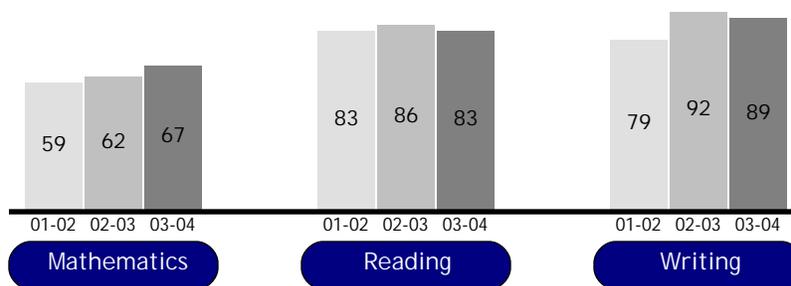
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	735	3339	68162	99	99	100	537	529	509	3	7	18	13	17	24	66	63	51	17	14	8
All Students (Prior Year)	631	2745	56700	90	87	89	540	528	512	4	7	15	11	17	23	62	59	52	24	17	10
Female	370	1621	33509	99	99	100	545	534	513	2	6	15	11	16	23	66	62	52	21	16	9
Male	365	1711	34521	99	99	100	530	524	505	5	8	20	15	17	24	67	63	49	13	12	7
African American	16	271	3163	100	100	99	504	507	497	13	11	22	13	27	30	75	59	46	0	3	3
Hispanic	75	674	22624	99	100	100	520	505	487	10	17	32	21	27	31	59	51	35	10	4	2
Asian/Pacific Islander	55	208	1666	96	99	100	537	533	523	5	8	11	11	14	17	58	60	60	25	19	12
American Indian/Alaskan Native	NC	114	4592	NC	98	100	NC	502	484	NC	14	32	NC	34	37	NC	50	30	NC	2	1
White	581	2066	35727	99	99	100	541	540	526	2	3	7	12	11	17	68	68	64	18	18	12
Students with Disabilities	37	274	6845	95	98	100	489	484	468	40	34	53	23	33	29	30	30	18	7	2	1
Students without Disabilities	698	3065	61317	99	100	100	540	531	512	2	6	15	12	16	23	68	64	53	18	14	8
Limited English Proficient Students	NC	103	7152	NC	99	100	NC	455	464	NC	72	57	NC	22	31	NC	6	12	NC	0	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	NC	123	19528				NC	491	487	NC	30	31	NC	31	32	NC	35	34	NC	4	2
Non-Economically Disadvantaged	730	3216	48595				538	530	518	3	6	13	13	16	20	67	64	57	17	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	730	3322	67629	98	99	100	569	554	524	4	10	22	8	11	16	84	76	59	5	4	3
All Students (Prior Year)	643	2715	55090	92	86	87	506	497	479	3	7	16	5	9	13	91	84	70	1	1	0
Female	366	1615	33347	98	99	100	577	565	537	2	6	17	6	10	15	86	79	64	5	5	4
Male	364	1702	34151	99	99	99	561	544	512	6	13	27	9	12	18	81	72	54	4	3	2
African American	16	269	3150	100	99	99	551	530	515	7	15	24	20	13	19	73	71	56	0	0	2
Hispanic	75	673	22313	99	100	100	548	523	493	13	21	34	11	15	19	74	61	46	3	2	1
Asian/Pacific Islander	55	208	1659	96	99	100	595	581	564	2	8	11	7	6	12	78	75	68	13	11	9
American Indian/Alaskan Native	NC	113	4528	NC	97	99	NC	528	492	NC	16	35	NC	19	21	NC	65	42	NC	1	1
White	576	2054	35593	98	98	99	570	566	547	3	5	13	7	9	14	86	81	69	4	4	4
Students with Disabilities	37	275	6712	95	98	100	531	481	445	6	35	61	16	23	18	77	41	21	0	0	0
Students without Disabilities	693	3047	60917	98	99	100	571	558	530	4	9	19	7	10	16	84	77	61	5	4	3
Limited English Proficient Students	NC	103	6994	NC	99	100	NC	431	442	NC	62	58	NC	16	18	NC	22	23	NC	0	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	NC	124	19310				NC	477	489	NC	36	35	NC	19	20	NC	46	44	NC	0	1
Non-Economically Disadvantaged	725	3198	48278				570	557	538	4	9	17	8	10	15	84	77	65	5	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?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	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 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	98	59	49	37	97	59	51	41	96	61	NA	42
	Language	98	58	49	38	98	57	49	42	97	59	51	42
	Mathematics	96	81	71	56	98	80	72	60	97	84	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

Council Duties

2 School Administrator(s)	Ü School Safety Issues
2 Non-certified Employee(s)	Ü Curriculum/Instructional Issues
7 Teacher(s)	Ü Boundary Issues
7 Parent(s)	Ü School Community Relations
1 Community Member(s)	Ü School Improvement and Data Collection
4 Student(s)	Ü Tax Credit Revenues

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	4.00	Teacher	121.60
Other Professional Staff	15.50	Teacher Aide	14.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	18	4	0	0
4 to 6 years	10	5	0	0
7 to 9 years	2	13	0	0
10 or more years	17	67	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	93
Core academic classes taught by Highly Qualified (NCLB) teachers.	469
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

Ü Computer Labs (18)/Library	Ü Auditorium and Performing Arts Center
Ü Gyms (2)/Dance Rooms (2)/Fitness Center	Ü Child Care Lab and Green House

Extracurricular Activities

Ü Performing Arts (Drama and Dance)	Ü National Honor Society
Ü Band, Choir and Orchestra	Ü Vocational Education/Academic Clubs
Ü Interscholastic Sports	Ü Pom and Cheer
Ü Student Government Organizations	Ü Various Special Interest Clubs

Social Services

Ü Guidance/Counseling Services	Ü Officer Liaison
Ü Part-Time Social Worker	Ü Drop Out Prevention
Ü Crisis Intervention	Ü Prenatal/Parenting Assistance
Ü Support Groups	Ü Preschool Laboratory

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü The School Improvement Team developed interventions in the area of math and reading to be implemented during the 2004-05 school year.
- ü The School Improvement Team gathered data on discipline issues from the faculty and staff and has begun to draft a code of honor.
- ü The School Improvement Team implemented lesson plans in homeroom to promote the understanding of the concepts of the honor code: discipline, understanding and honor.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	96	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	97			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

Learning time is uninterrupted. The campus is a closed campus. An officer liaison is on staff. Security personnel cover gates, parking and the interior of the campus. A 24-hour surveillance system is in place. Emergency procedures have been established and are practiced. Dress code, drug, alcohol, smoking, harassment and discrimination policies are followed.

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) :

40

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	Jim Denton	(480) 752-8861
Transportation Policy	Rudy Hernandez	(480) 345-3781
Community Resources	Lydia Denne	(480) 752-8763
School Nutrition Programs	Rick Griffith	(480) 345-3724
Parent Organization	Barby Schmeckpeper	(480) 752-8768
Student Health/Nurse	Pat Shriner	(480) 752-8785

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.

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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.