

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

4201 E Knox Rd, Phoenix, AZ 85044

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	Highly Performing
2002-03	Highly Performing
2001-02	Improving

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

School Overview

Principal/Administrator : Mrs. Brenda Mayberry
 Schedule : 7:00 AM to 3:30 PM
 Grades : 9-12
 2004 Enrollment : 2300
 Web Address : www.tuhsd.k12.az.us
 Phone Number : (480) 759-8449
 Fax Number : (480) 759-8458
 E-mail : bmayberry.mtp@tuhsd.k12.az.us

Mission

MPHS is a school with a plan. Its vision; Establishing Purpose, Instilling Pride, Empowering Performance - One person at a time is alive. MPHS exists to provide a supportive environment that challenges all students to realize their highest potential.

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 / Academic Goals

- ü Academic Achievement Goal-All students will improve their performance in the areas of reading, writing, and mathematics with the support of all subject areas. By the year 2006, at least 90% of all students will meet or exceed Arizona State Standards.
- ü Character Goal- All students will better demonstrate respect for themselves and others.
- ü Technology Goal-All students will improve their ability to use basic computer applications and software (keyboarding, word processing, spreadsheets, and presentation software and be able to utilize researching tools in an appropriate/ethical manner).

Enrollment

October 1, 2003 School Year Student Enrollment : 2270
 Accepting New Students in 2004-05 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 350

Instructional Programs

- ü College Preparatory Academic Program
- ü Dual-credit College Courses/AP Classes
- ü Pride's Peak Gifted Program
- ü Block Schedule
- ü Academic Lab
- ü Work credit programs

Calendar Information

Number of Instruction Days :	182
Average Daily Instruction Time :	6 hours 25 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Provide a safe/orderly learning environment. Set/maintain high academic standards. Assist in developing well-rounded students. Provide an assortment of extra-curricular and vocational experiences. Maintain effective home-school communications.

Parents

Assure that students are prepared/ready to learn. Ensure regular attendance. Support in carrying out of policies/rules. Encourage student involvement in and support extra-curricular activities. Involve themselves in parent organizations at school.

Transportation Policy

Transportation is a district-level function. TUHSD transports students to and from school who live outside a two (2) mile radius of the school. Open enrollment students assume responsibility for their transportation to and from school.

School Honors

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

Award/Honor	Year
ü National Council on Economic Education Award	2003
ü 2 Flinn Scholarship Winners	2002
ü 2 Military Academy Appointments	2002
ü 3 National Merit Finalists	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	550	3271	65934	99	99	100	505	509	492	23	24	43	25	19	18	31	31	24	21	25	15
All Students (Prior Year)	421	2815	57534	77	89	91	500	508	491	34	27	46	18	17	16	29	31	23	19	25	15
Female	250	1598	32586	99	99	100	501	507	491	27	26	44	24	19	19	31	30	24	18	24	14
Male	300	1671	33226	98	99	99	509	511	493	21	22	42	25	20	18	31	33	24	24	26	16
African American	50	269	3042	100	99	98	478	484	478	60	47	58	14	24	19	21	23	17	5	5	6
Hispanic	109	652	21740	96	99	100	492	491	475	37	43	63	29	21	17	21	23	15	13	13	5
Asian/Pacific Islander	29	210	1643	100	100	99	535	531	519	14	14	23	18	14	13	18	26	30	50	45	34
American Indian/Alaskan Native	13	110	4351	100	98	99	485	486	472	50	54	68	25	22	16	8	14	13	17	10	4
White	349	2028	34819	99	99	99	511	517	505	14	15	27	25	19	20	37	37	31	23	30	22
Students with Disabilities	52	253	6507	100	95	100	480	475	456	50	62	83	38	15	9	13	18	6	0	5	2
Students without Disabilities	498	3018	59427	98	99	100	506	510	494	23	23	41	24	20	19	32	32	25	22	26	16
Limited English Proficient Students	12	104	6793	92	97	100	462	465	464	82	76	79	18	15	11	0	8	8	0	2	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	10	121	18745				495	479	475	14	61	64	57	18	16	29	13	15	0	7	5
Non-Economically Disadvantaged	540	3150	47182				505	510	499	24	23	35	24	19	19	31	32	27	21	26	19

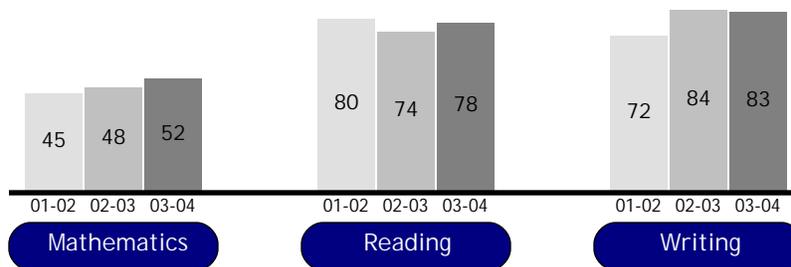
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	559	3339	68162	99	99	100	532	529	509	6	7	18	16	17	24	63	63	51	15	14	8
All Students (Prior Year)	393	2745	56700	72	87	89	525	528	512	6	7	15	20	17	23	61	59	52	13	17	10
Female	251	1621	33509	98	99	100	537	534	513	5	6	15	16	16	23	64	62	52	16	16	9
Male	302	1711	34521	98	99	100	527	524	505	7	8	20	16	17	24	64	63	49	13	12	7
African American	46	271	3163	96	100	99	502	507	497	14	11	22	37	27	30	47	59	46	2	3	3
Hispanic	112	674	22624	97	100	100	515	505	487	12	17	32	22	27	31	60	51	35	6	4	2
Asian/Pacific Islander	29	208	1666	100	99	100	557	533	523	4	8	11	14	14	17	50	60	60	32	19	12
American Indian/Alaskan Native	13	114	4592	100	98	100	505	502	484	8	14	32	38	34	37	54	50	30	0	2	1
White	354	2066	35727	98	99	100	539	540	526	3	3	7	11	11	17	69	68	64	18	18	12
Students with Disabilities	51	274	6845	100	98	100	476	484	468	31	34	53	45	33	29	24	30	18	0	2	1
Students without Disabilities	508	3065	61317	99	100	100	535	531	512	4	6	15	15	16	23	66	64	53	15	14	8
Limited English Proficient Students	12	103	7152	92	99	100	469	455	464	50	72	57	42	22	31	8	6	12	0	0	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	12	123	19528				501	491	487	11	30	31	44	31	32	44	35	34	0	4	2
Non-Economically Disadvantaged	547	3216	48595				532	530	518	6	6	13	16	16	20	64	64	57	15	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	559	3322	67629	99	99	100	558	554	524	7	10	22	10	11	16	80	76	59	3	4	3
All Students (Prior Year)	457	2715	55090	84	86	87	498	497	479	5	7	16	10	9	13	83	84	70	1	1	0
Female	253	1615	33347	98	99	100	565	565	537	7	6	17	8	10	15	81	79	64	4	5	4
Male	301	1702	34151	98	99	99	553	544	512	8	13	27	11	12	18	79	72	54	2	3	2
African American	46	269	3150	96	99	99	519	530	515	20	15	24	12	13	19	68	71	56	0	0	2
Hispanic	112	673	22313	97	100	100	544	523	493	11	21	34	17	15	19	69	61	46	4	2	1
Asian/Pacific Islander	29	208	1659	100	99	100	593	581	564	11	8	11	4	6	12	75	75	68	11	11	9
American Indian/Alaskan Native	13	113	4528	100	97	99	508	528	492	17	16	35	33	19	21	50	65	42	0	1	1
White	354	2054	35593	98	98	99	566	566	547	4	5	13	7	9	14	86	81	69	3	4	4
Students with Disabilities	51	275	6712	100	98	100	501	481	445	21	35	61	21	23	18	57	41	21	0	0	0
Students without Disabilities	508	3047	60917	99	99	100	560	558	530	7	9	19	9	10	16	81	77	61	3	4	3
Limited English Proficient Students	13	103	6994	100	99	100	448	431	442	69	62	58	31	16	18	0	22	23	0	0	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	13	124	19310				505	477	489	10	36	35	20	19	20	70	46	44	0	0	1
Non-Economically Disadvantaged	546	3198	48278				559	557	538	7	9	17	10	10	15	80	77	65	3	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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

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	93	54	49	37	95	54	51	41	93	52	NA	42
	Language	93	51	49	38	94	54	49	42	91	52	51	42
	Mathematics	94	75	71	56	94	76	72	60	91	73	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."

Mountain Pointe High School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 8 Teacher(s)
- 8 Parent(s)
- 1 Community Member(s)
- 6 Student(s)

Council Duties

- Ü Approval of Student Handbook
- Ü Approve All Campus Committee Actions
- Ü Investigate Issues of Concern
- Ü Provide Communication to Constituencies

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	4.00	Teacher	103.40
Other Professional Staff	11.00	Teacher Aide	5.40

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	18	6	0	0
4 to 6 years	13	5	0	0
7 to 9 years	5	7	1	0
10 or more years	7	59	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	78
Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Visual Arts/TV Product./Journalism Areas
- Ü Language Lab
- Ü Library/Media/Computer Labs

Extracurricular Activities

- Ü 21 Varsity Sports Compete Under AIA
- Ü 80+ Clubs Available on Campus
- Ü DECA, COE, VICA, HERO
- Ü Band/Choir

Social Services

- Ü Tempe Social Services
- Ü Phoenix Police Department
- Ü Parent Volunteer Organization
- Ü PCAC/Site-Council/Pride Board

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

ü Mountain Pointe High School recognized as the top character education high school in the country by McGraw-Hill.

ü Mountain Pointe High School named by Redbook magazine as one of America's top 50 schools.

Student Activity Rates for School Year 2003-04

	% School	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	92	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

State-of-the-art security system. Employ six full-time security guards and have a full-time police resource officer. School goals include value/character education with all students. Students and staff members attended Pridetown.

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) :

15

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	K.R. Scott	(480) 759-8449
Transportation Policy	Rudy Hernandez (District Office)	(480) 345-3781
Community Resources	Joellen Barriga	(480) 759-8449
School Nutrition Programs	Rick Griffith (District Office)	(480) 345-3724
Parent Organization	Brenda Mayberry	(480) 759-8449
Student Health/Nurse	Janice Doran	(480) 759-8449

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.