

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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)

2004-05	Excelling
2003-04	Highly Performing
2002-03	Highly 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	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. Brenda Mayberry
 Schedule : 07:30 AM to 03:30 PM
 Grades : 9-12
 2005 Enrollment : 2518
 Web Address : www.mphspride.com
 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.

School / Academic Goals

- ü Academic Achievement Goal-By the end of the 2009 school year, at least 93% of senior students will meet or exceed state standards in reading, writing, and mathematics on Arizona's Instrument to Measure Standards (AIMS).
- ü Character Goal-By the end of the 2009 school year, 85% of senior students will adhere to the six (6) pillars of character and the Mountain Pointe High School Code of Honor.
- ü Technology Goal-By the end of the 2009 school year, 93% of senior students will be able to demonstrate proficiency in computer usage including keyboarding, word processing, spreadsheets and presentation software.
- ü Technology Goal (Cont')-Senior students will also demonstrate the ability to utilize researching tools in an appropriate and ethical manner.

Enrollment

October 1, 2004 School Year Student Enrollment : 2416
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 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 :	8/8/2005
Last Day of School :	5/24/2006

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 school 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 Academic Decathlon team 1st in district/Top 10 state	2004
ü 1 student selected for National Youth Science Camp	2004
ü 1 AP scholar w/distinction, 4 received AP honors	2004
ü 3 National Merit Finalists/4 semifinalists	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	603	3259	69846	100	100	100	707	717	699	13	10	21	10	9	11	60	53	49	17	27	18
All Students (Prior Year)	550	3271	65934	99	99	100	505	509	492	23	24	43	25	19	18	31	31	24	21	25	15
Female	301	1634	34328	100	100	99	712	720	702	10	9	19	11	9	12	64	55	51	16	27	18
Male	302	1624	35509	100	100	100	702	714	696	16	12	23	8	8	11	57	51	48	18	28	18
African American	79	306	3535	100	100	100	693	692	677	21	21	31	22	19	15	49	51	46	8	10	8
Hispanic	118	677	23363	100	100	100	694	695	680	13	18	32	13	15	16	69	56	45	5	11	7
Asian/Pacific Islander	22	194	1742	96	99	99	702	742	733	5	4	8	5	5	7	48	38	46	43	54	38
American Indian/Alaskan Native	13	113	4785	100	100	100	695	677	671	23	24	39	0	14	17	69	54	39	8	7	5
White	371	1969	36421	99	100	99	714	727	714	12	6	12	7	5	8	61	54	54	21	34	26
Students with Disabilities	46	301	7690	100	100	100	593	601	593	77	57	64	7	17	14	16	24	21	0	3	2
Students without Disabilities	557	2958	62220	100	100	99	716	728	712	8	6	16	10	8	11	64	56	53	18	30	20
Limited English Proficient Students	10	111	5834	100	100	100	390	545	612	22	35	46	11	22	20	67	38	31	0	5	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	NC	NC	21421	NC	NC	92	NC	NC	686	NC	NC	35	NC	NC	15	NC	NC	43	NC	NC	7
Non-Economically Disadvantaged	601	3256	48489	100	100	100	707	717	704	13	10	15	10	9	10	60	53	52	17	27	23

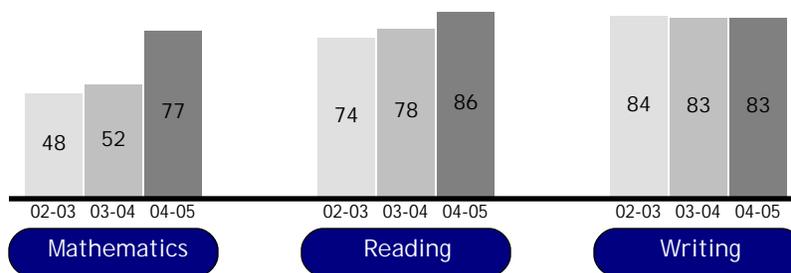
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	611	3282	71311	100	100	100	714	713	694	2	4	7	13	13	21	74	69	63	12	14	9
All Students (Prior Year)	559	3339	68162	99	99	100	532	529	509	6	7	18	16	17	24	63	63	51	15	14	8
Female	303	1639	34899	100	100	100	721	719	700	1	3	5	10	11	19	78	72	66	11	15	10
Male	308	1644	36430	99	100	100	707	708	688	3	5	9	15	15	22	70	67	61	13	14	8
African American	82	312	3573	100	100	100	700	691	676	4	6	9	16	19	26	74	69	60	7	5	4
Hispanic	119	685	24056	100	100	100	701	689	672	1	8	13	21	24	31	73	63	53	5	5	3
Asian/Pacific Islander	22	196	1731	96	99	98	701	723	717	0	3	3	5	9	13	67	62	68	29	27	16
American Indian/Alaskan Native	14	115	5110	100	100	100	694	671	661	14	15	14	14	27	38	71	55	46	0	3	2
White	374	1974	36841	98	100	99	722	726	713	1	1	3	9	7	12	75	73	72	14	18	13
Students with Disabilities	46	309	8021	100	100	100	600	599	590	12	23	27	51	43	42	37	33	29	0	1	1
Students without Disabilities	566	2977	63379	100	100	100	723	725	707	1	2	5	9	10	18	77	73	68	13	16	10
Limited English Proficient Students	10	112	6402	100	100	100	377	526	596	0	23	25	56	41	44	44	36	30	0	1	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	NC	NC	22243	NC	NC	93	NC	NC	677	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Non-Economically Disadvantaged	610	3283	49157	100	100	100	714	713	702	2	4	4	12	13	16	74	69	69	12	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	604	3280	70868	99	100	100	705	705	688	1	2	5	16	14	23	72	71	63	11	13	9
All Students (Prior Year)	559	3322	67629	99	99	100	558	554	524	7	10	22	10	11	16	80	76	59	3	4	3
Female	301	1635	34710	100	100	99	716	713	697	0	1	3	11	10	19	76	73	66	13	15	12
Male	303	1646	36176	98	100	100	693	697	678	2	3	7	22	18	27	67	70	59	9	10	7
African American	78	309	3557	100	100	99	697	689	675	1	4	7	26	27	25	66	64	62	7	5	6
Hispanic	118	685	23868	99	100	100	695	689	670	0	4	9	22	23	33	71	67	55	7	6	4
Asian/Pacific Islander	22	196	1732	96	99	98	699	715	713	5	2	2	5	6	12	62	64	64	29	27	22
American Indian/Alaskan Native	15	117	5001	100	100	100	690	670	661	7	7	9	40	33	41	53	59	48	0	1	2
White	371	1973	36710	98	99	99	710	713	702	1	1	2	12	9	15	75	75	69	12	15	13
Students with Disabilities	45	310	7900	100	100	100	599	596	580	7	16	22	52	48	49	38	36	28	2	1	1
Students without Disabilities	560	2974	63054	99	99	99	713	716	701	1	1	3	13	11	20	75	75	67	12	14	10
Limited English Proficient Students	NC	109	6308	NC	100	100	NC	526	591	NC	14	19	NC	45	47	NC	39	33	NC	2	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	NC	NC	21994	NC	NC	92	NC	NC	673	NC	NC	10	NC	NC	36	NC	NC	52	NC	NC	3
Non-Economically Disadvantaged	603	3281	48960	99	100	100	705	705	694	1	2	3	16	14	18	72	71	67	11	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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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	95	54	51	41	93	52	NA	42	98	65	62	51
	Language	94	54	49	42	91	52	51	42	98	63	59	50
	Mathematics	94	76	72	60	91	73	75	63	98	61	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."

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 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	111.00
Other Professional Staff	10.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	31	13	1	0
4 to 6 years	14	13	0	0
7 to 9 years	4	10	0	0
10 or more years	4	40	2	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	368
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Hightly Qualified Teachers	1%

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

School Achievements/Accomplishments 2004-05

ü Mountain Pointe High School recognized as a 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.

ü Past finalist for Arizona A+ school program.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Transfers Out Rates ⁵	9	12	12	17
Transfers In Rate ⁶	11	28	28	37
Stability Rate ⁷	90	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	89	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

Mountain Pointe High School believes in a safe and orderly environment. The administration and staff work closely with the Phoenix police liaison officer, consulting on student behavior daily. MPHS has a state-of-the-art security system, employs six full-time security guards in addition to the full-time police liaison officer. School goals include value/character education with all students.

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) :

22

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	Colleen Miller	(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	Tamar Spart	(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.

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.