

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS<sup>1</sup>

#### High School Achievement Profile (a)

2005-06	Excelling
2004-05	Excelling
2003-04	Highly Performing

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

#### School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	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  
 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, 2005 School Year Student Enrollment : 2501  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 352

## 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	637	3398	71130	100	99	95	717	719	701	9	11	23	10	10	13	59	54	51	22	25	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	305	1684	35465	100	99	96	716	720	702	9	11	21	9	10	13	60	55	53	22	24	13
Male	332	1714	35648	100	100	94	718	719	701	9	12	24	11	10	12	58	52	50	22	26	14
African American	61	314	3868	100	99	95	690	690	686	21	22	33	21	21	17	54	52	45	3	5	6
Hispanic	125	721	25103	98	99	95	708	698	685	14	22	34	13	15	16	59	53	45	14	10	5
Asian/Pacific Islander	28	212	1805	100	100	98	745	750	731	4	6	9	NA	6	7	46	35	50	50	53	34
American Indian/Alaskan Native	12	121	4241	100	97	90	693	687	679	17	31	39	8	18	19	75	47	39	NA	3	3
White	411	2030	36075	100	100	95	723	730	715	6	6	12	9	6	9	60	57	58	26	32	21
Students with Disabilities	54	316	5862	100	97	71	669	665	658	50	53	63	30	21	15	15	24	20	6	2	2
Students without Disabilities	583	3082	65268	100	100	98	721	724	705	5	7	19	8	9	12	63	57	54	24	27	15
Limited English Proficient Students	NC	86	4859	NC	98	93	NC	673	662	NC	50	64	NC	16	15	NC	31	20	NC	2	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	--	NC	22957	--	NC	93	--	NC	685	--	NC	34	--	NC	17	--	NC	44	--	NC	5
Non-Economically Disadvantaged	637	3397	48173	100	99	96	717	719	709	9	11	17	10	10	11	59	54	55	22	25	18

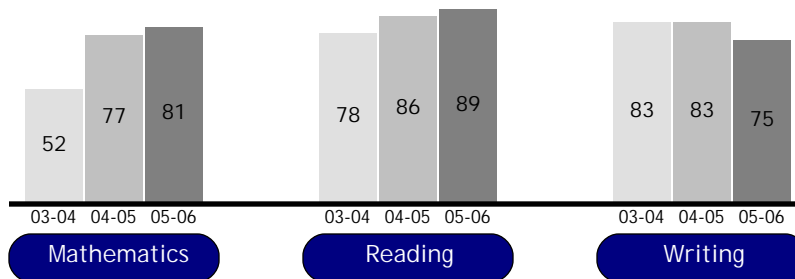
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	646	3427	73018	100	99	97	728	722	703	1	3	6	10	14	23	72	68	64	17	15	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	310	1698	36181	100	99	97	731	726	708	NA	2	4	10	13	21	74	68	65	17	17	9
Male	336	1729	36816	100	100	96	726	718	699	3	4	7	10	15	24	71	68	62	17	13	7
African American	63	314	3976	100	99	96	703	695	689	2	4	8	16	27	29	78	64	59	5	4	3
Hispanic	130	727	25801	99	98	96	709	695	683	4	7	10	12	27	34	80	62	53	4	4	3
Asian/Pacific Islander	28	212	1812	100	99	98	746	739	722	NA	1	3	NA	11	15	82	60	66	18	28	16
American Indian/Alaskan Native	12	125	4389	100	98	93	706	685	675	NA	4	9	17	38	42	83	57	47	NA	2	1
White	413	2049	37024	100	100	97	738	736	721	1	1	2	8	6	12	68	73	73	23	20	13
Students with Disabilities	55	319	7170	100	98	85	670	663	654	9	16	23	51	48	47	38	35	29	2	1	1
Students without Disabilities	591	3108	65848	100	100	98	733	727	708	1	1	4	6	11	20	75	72	67	18	16	9
Limited English Proficient Students	NC	90	5099	NC	99	95	NC	646	641	NC	23	29	NC	62	59	NC	14	12	NC	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	--	NC	23912	--	NC	94	--	NC	681	--	NC	10	--	NC	36	--	NC	52	--	NC	2
Non-Economically Disadvantaged	646	3426	49106	100	99	98	728	722	714	1	3	4	10	14	16	72	68	69	17	15	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	643	3419	72810	100	99	96	698	696	685	2	3	6	23	25	30	68	62	58	7	9	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	309	1699	36111	100	99	97	710	707	695	1	2	4	16	19	23	72	66	65	11	13	8
Male	334	1720	36678	99	99	95	688	685	674	4	5	9	29	32	36	64	58	52	3	5	3
African American	61	312	3962	98	98	96	687	680	675	2	4	8	34	38	33	62	55	55	2	3	3
Hispanic	130	726	25735	99	98	96	684	673	669	5	7	10	35	41	41	58	49	48	3	2	2
Asian/Pacific Islander	28	210	1809	100	98	97	725	718	704	NA	4	4	4	16	19	75	53	65	21	27	13
American Indian/Alaskan Native	12	125	4370	100	98	92	693	673	670	NA	5	9	25	49	39	75	46	50	NA	NA	2
White	412	2046	36915	100	100	97	703	706	697	2	2	3	18	17	21	72	70	67	8	11	8
Students with Disabilities	55	319	7071	100	98	84	644	642	634	13	18	24	65	60	53	20	21	21	2	1	1
Students without Disabilities	588	3100	65739	100	99	98	703	701	689	1	2	4	19	22	27	73	66	62	7	10	6
Limited English Proficient Students	NC	90	5046	NC	99	94	NC	625	621	NC	32	31	NC	59	56	NC	9	12	NC	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	--	NC	23814	--	NC	94	--	NC	667	--	NC	10	--	NC	41	--	NC	47	--	NC	2
Non-Economically Disadvantaged	643	3418	48996	100	99	97	698	696	693	2	3	4	23	25	24	68	62	64	7	9	7

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 2005-06

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?	NA
	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	93	52	NA	42	98	65	62	51	97	68	65	52
	Language	91	52	51	42	98	63	59	50	97	67	63	50
	Mathematics	91	73	75	63	98	61	60	50	96	67	63	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/](http://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 Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly 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

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	93	89	88	73
Graduation Rate <sup>6</sup>	98	NA	NA	81

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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

24

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](http://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](http://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 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.

6 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](http://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.