

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Marcos de Niza High School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Tempe Union High School District
6000 S. Lakeshore Drive, Tempe, AZ 85283-3049

Principal: Mr. Frank Mirizio
Schedule: 7:00 AM to 4:00 PM
Web Address: www.tuhsd.k12.az.us/Marcos_de_Niza_HS/Index
E-mail: Unpublished or Unavailable

Grades: 9-12
2002 Enrollment: 1952
Phone: (480) 838-3200
Fax: (480) 730-7665

∨ School Overview ∨

Mission

We, the Marcos de Niza Community, will provide all students the opportunity to be successful with academics, relevant learning, and interpersonal skills in a safe environment. Target area goals: Reading, Math, Student Responsibility.

Organization and Philosophy

- w Block Scheduling
- w Team Teaching
- w Departmentalized Classrooms
- w Cultural Diversity

School/Academic Goals

- w All students will improve their reading comprehension.
- w All students will improve their math skills.
- w All students will demonstrate respect.
- w All students will set and monitor goals that reflect the desire to learn.

Instructional Programs

- w Honors Classes
- w Advanced Placement
- w Special Education
- w ESL
- w Peak Performance Center
- w Dual Enrollment with Community Colleges
- w Interdisciplinary Programs
- w JROTC

Enrollment

October 1, 2001 School Year Student Enrollment:	1904
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	400

¹ For an explanation of the Achievement Profiles, please visit <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.

∨ **School Site Council** ∨

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- w School Improvement Plan
- w Staff Evaluation/Instruction Strategies
- w School Renovations
- w Curriculum Development
- w School Safety Issues
- w Parent/Educator Relations

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	4.00	Teacher	111.00
Other Professional Staff	9.00	Teacher Aide	19.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	8	0	0
4 to 6 years	10	3	0	0
7 to 9 years	4	5	0	0
10 or more years	10	55	3	0

∨ **Shared Responsibilities** ∨

School

Marcos de Niza has the responsibility to supply a high level of education, a safe environment for students and the opportunity to involve parents in the school.

Parents

We ask that parents partner with us to help students become responsible, contributing citizens. Parents participate on the North Central School Improvement Steering Team and Site Council. Parents also support internal and extracurricular activities at Marcos de Niza High School through the Booster Club.

∨ **Transportation Policy** ∨

The boundaries for Marcos de Niza are Baseline on the north, Elliot on the south, Price Road on the east and the I-10 freeway on the west. Students who live outside a two-mile radius are transported by school bus.

∨ **Calendar Information** ∨

Number of Instruction Days: 176 **First Day of School:** 8/12/02
Average Daily Instruction Time: 6 hrs. 30 min. **Last Day of School:** 5/22/03
Operates on Year-round Schedule

Report Card Release Dates

10/11/02 12/23/02 3/7/03 5/22/03

Additional Calendar/Report Card Information

∨ **Resources Available at School Site** ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - No Lunch - No Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

- W Eight Computer Labs W Computerized Media Center
- W Excellent Vocational Facilities W Excellent Athletic Facilities

Extracurricular Activities

- W 41 Athletic Teams W Junior ROTC
- W Curriculum/Special Interest Clubs W Unity Diversity Club
- W Spiritline W National Honor Society
- W Students Against Destructive Decisions W VICA/FBLA/DECA/HERO

School/Community Resources

- W Counseling Services W Crisis Intervention
- W EVIT W GED Classes
- W Lunch Program W Peer Mediation
- W 21st Century Community Learning Grant W East Valley Tech Prep Consortium

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|---|--|
| <p>w Teachers throughout the curriculum will provide activities that move students toward problem-solving skills. Questioning techniques will be stressed which require students to analyze, synthesize and evaluate.</p> | <p>w Instruction and assessment are aligned to district curriculum, state standards, and North Central Accreditation goals.</p> |
| <p>w Proven learning skills, strategies, and interventions to improve reading comprehension and mathematics achievement are being taught in all content areas.</p> | <p>w Personal planners have been distributed to all students. Teachers have been instructed on the use of them and are monitoring results. Students are required to use planners for passes.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	97.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	19.4 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.7 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	5.0 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.3 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.7 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	2.6 %			9.5 %
Status Unknown ⁹	1.3 %			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ 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 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Dr. Voie Stuart Chase Coy Scholar Activity Award	2002
5A State Boys Basketball Champions	2002
5A State Boys Wrestling Champions	2002
MdN Vocal Jazz Gold Award Superior Rating	2002

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 10 (Class of 2003) ²		Number Tested	MS	FFB	A	M	E
Reading	School	383	526	5%	21%	58%	16%
	State	49803	512	15%	23%	48%	14%
Writing	School	391	489	7%	23%	70%	0%
	State	50471	477	17%	23%	59%	1%
Mathematics	School	379	489	41%	21%	28%	10%
	State	50429	480	48%	19%	22%	10%

Legend

- MS - The Mean Scale 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.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
9	Reading	87	52	44	100	48	43	94	48	43	74	49	43	84	46	43
	Language	88	46	39	100	43	39	94	45	40	77	49	41	86	45	42
	Mathematics	88	62	57	100	66	57	94	66	59	78	66	61	86	65	62
10	Reading	88	47	42	100	48	42	88	48	42	--	--	--	--	--	--
	Language	88	46	43	100	46	44	87	49	44	--	--	--	--	--	--
	Mathematics	90	53	47	100	55	49	86	59	50	--	--	--	--	--	--
11	Reading	89	52	46	100	48	44	88	49	45	--	--	--	--	--	--
	Language	89	46	43	100	41	42	86	43	44	--	--	--	--	--	--
	Mathematics	88	58	51	100	58	52	86	58	55	--	--	--	--	--	--

∨ **Measure of Academic Progress** ∨

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 2001 and 2002. 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 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ 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).

The MAP is an elementary school (Grades 2-8) indicator only; therefore, no data to report.

∨ **School Safety** ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

For 2002-03, MdN HS has a full-time police officer assigned to the campus from the Tempe Police Dept. The presence of the officer is very pro-active. The officer teaches law enforcement-related classes, assists students/staff members with legal issues, investigates assigned cases, and provides an added security factor to the campus. MdN HS has implemented a policy of staff members wearing ID badges, helping to improve security.

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)

19

School uniforms are not required at this school.

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.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,939	\$5,741,793
Classroom Supplies	\$29	\$55,786
Administration	\$507	\$991,451
Support Services-Students	\$323	\$631,679
Other Support Services and Operations	\$855	\$1,670,261
Total Expenditures- All Categories 2000-2001	\$4,653	\$9,090,970

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Frank Mirizio	(480) 838-3200	
Transportation Policy	Rudy Hernandez	(480) 839-0292	
Community Resources	Patty Vogal	(480) 839-0292	3705
School Nutrition Programs	Rick Griffith	(480) 839-0292	
Parent Organization	Nora Ramirez	(480) 838-3200	
Student Health/Nurse	Karen Allen	(480) 838-3200	

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.

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