

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

6000 S Lakeshore Drive, Tempe, AZ 85283

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	Maintaining

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

No Child Left Behind

Adequate Yearly Progress ^(b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status ^(b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Frank Mirizio
 Schedule : 7:00 AM to 4:00 PM
 Grades : 9-12
 2004 Enrollment : 1822
 Web Address : www.tuhsd.k12.az.us/Marcos_de_Niza_HS/Index.h
 Phone Number : (480) 838-3200
 Fax Number : (480) 730-7665
 E-mail : fmirizio.mdn@tuhsd.k12.az.us

Mission

We, the Marcos de Niza Community, will provide all students the opportunity to be successful. Target area goals: All students will improve their reading comprehension, improve their math skills, and demonstrate respect.

School / Academic Goals

- ü All students will improve their reading comprehension.
- ü All students will improve their math skills.
- ü All students will demonstrate respect. Rachel's Challenge Club provides students with an arena in which to create Random of Acts of Kindness. The club also works toward mentoring and challenging students and staff to initiate respect and kindness.
- ü An important part of the School Improvement Plan is three specific literacy strategies that are used by all teachers in the classroom. These strategies are Graphic Organizers, KWL, (Know, Want, Learned) and Think/Pair/Share.

Enrollment

October 1, 2003 School Year Student Enrollment : 1956
 Accepting New Students in 2004-05 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 441

Instructional Programs

- ü Honors Classes
- ü Advanced Placement Classes
- ü Comprehensive Special Education Program
- ü 4 year ESL Program
- ü Tech Lab/Homework Assistance Program
- ü Successful Start Summer Program
- ü Parent University

Calendar Information

Number of Instruction Days : 179
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 8/9/2004
Last Day of School : 5/25/2005

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

Parents join us in helping students become responsible, contributing citizens. Parents participate on the North Central School Improvement Steering Team and Site Council. They also support extracurricular activities 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.

School Honors

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

Award/Honor	Year
ü Fiesta Bowl Marching Band Finalist	2004
ü State Winterguard Champions	2004
ü 5A State Boys Wrestling Champions 2002 2003 2004	2004
ü National Merit Finalist	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	461	3271	65934	98	99	100	496	509	492	36	24	43	20	19	18	31	31	24	13	25	15
All Students (Prior Year)	408	2815	57534	90	89	91	496	508	491	39	27	46	19	17	16	26	31	23	16	25	15
Female	229	1598	32586	98	99	100	493	507	491	42	26	44	16	19	19	31	30	24	11	24	14
Male	232	1671	33226	97	99	99	500	511	493	29	22	42	23	20	18	32	33	24	16	26	16
African American	45	269	3042	98	99	98	484	484	478	53	47	58	23	24	19	18	23	17	8	5	6
Hispanic	108	652	21740	96	99	100	488	491	475	51	43	63	14	21	17	24	23	15	10	13	5
Asian/Pacific Islander	16	210	1643	100	100	99	501	531	519	19	14	23	19	14	13	50	26	30	13	45	34
American Indian/Alaskan Native	48	110	4351	96	98	99	472	486	472	67	54	68	19	22	16	12	14	13	2	10	4
White	244	2028	34819	99	99	99	505	517	505	23	15	27	22	19	20	39	37	31	17	30	22
Students with Disabilities	36	253	6507	97	95	100	460	475	456	82	62	83	18	15	9	0	18	6	0	5	2
Students without Disabilities	425	3018	59427	98	99	100	497	510	494	35	23	41	20	20	19	32	32	25	13	26	16
Limited English Proficient Students	NC	104	6793	NC	97	100	NC	465	464	NC	76	79	NC	15	11	NC	8	8	NC	2	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	22	121	18745				483	479	475	50	61	64	19	18	16	19	13	15	13	7	5
Non-Economically Disadvantaged	439	3150	47182				497	510	499	35	23	35	20	19	19	32	32	27	13	26	19

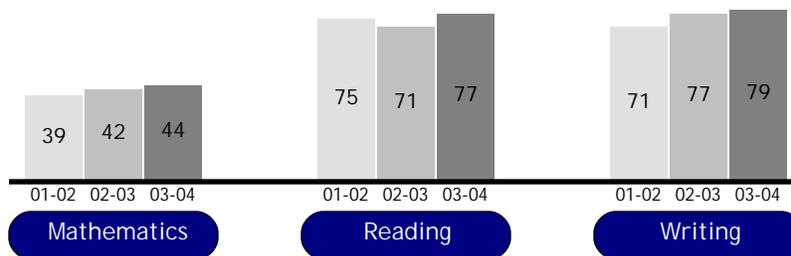
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	480	3339	68162	99	99	100	530	529	509	5	7	18	18	17	24	65	63	51	12	14	8
All Students (Prior Year)	399	2745	56700	88	87	89	520	528	512	7	7	15	22	17	23	58	59	52	13	17	10
Female	237	1621	33509	100	99	100	534	534	513	5	6	15	19	16	23	64	62	52	12	16	9
Male	243	1711	34521	99	99	100	526	524	505	5	8	20	17	17	24	66	63	49	13	12	7
African American	47	271	3163	100	100	99	513	507	497	5	11	22	26	27	30	67	59	46	2	3	3
Hispanic	116	674	22624	98	100	100	515	505	487	7	17	32	30	27	31	60	51	35	4	4	2
Asian/Pacific Islander	16	208	1666	100	99	100	539	533	523	6	8	11	0	14	17	75	60	60	19	19	12
American Indian/Alaskan Native	51	114	4592	100	98	100	496	502	484	16	14	32	35	34	37	49	50	30	0	2	1
White	250	2066	35727	99	99	100	544	540	526	2	3	7	10	11	17	69	68	64	19	18	12
Students with Disabilities	39	274	6845	93	98	100	481	484	468	29	34	53	14	33	29	57	30	18	0	2	1
Students without Disabilities	441	3065	61317	100	100	100	530	531	512	5	6	15	18	16	23	65	64	53	12	14	8
Limited English Proficient Students	NC	103	7152	NC	99	100	NC	455	464	NC	72	57	NC	22	31	NC	6	12	NC	0	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	26	123	19528				513	491	487	14	30	31	33	31	32	43	35	34	10	4	2
Non-Economically Disadvantaged	454	3216	48595				531	530	518	4	6	13	17	16	20	66	64	57	12	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	477	3322	67629	99	99	100	546	554	524	10	10	22	11	11	16	77	76	59	2	4	3
All Students (Prior Year)	387	2715	55090	85	86	87	486	497	479	11	7	16	12	9	13	77	84	70	0	1	0
Female	236	1615	33347	99	99	100	554	565	537	8	6	17	11	10	15	78	79	64	3	5	4
Male	241	1702	34151	98	99	99	539	544	512	12	13	27	12	12	18	75	72	54	1	3	2
African American	47	269	3150	100	99	99	547	530	515	7	15	24	9	13	19	84	71	56	0	0	2
Hispanic	115	673	22313	97	100	100	535	523	493	11	21	34	16	15	19	70	61	46	2	2	1
Asian/Pacific Islander	16	208	1659	100	99	100	534	581	564	6	8	11	6	6	12	88	75	68	0	11	9
American Indian/Alaskan Native	50	113	4528	98	97	99	514	528	492	24	16	35	19	19	21	57	65	42	0	1	1
White	249	2054	35593	99	98	99	557	566	547	7	5	13	9	9	14	81	81	69	3	4	4
Students with Disabilities	38	275	6712	90	98	100	474	481	445	29	35	61	43	23	18	29	41	21	0	0	0
Students without Disabilities	439	3047	60917	99	99	100	547	558	530	9	9	19	11	10	16	78	77	61	2	4	3
Limited English Proficient Students	NC	103	6994	NC	99	100	NC	431	442	NC	62	58	NC	16	18	NC	22	23	NC	0	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	25	124	19310				520	477	489	10	36	35	25	19	20	65	46	44	0	0	1
Non-Economically Disadvantaged	452	3198	48278				547	557	538	10	9	17	11	10	15	77	77	65	2	4	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	97	42	49	37	97	46	51	41	90	44	NA	42
	Language	100	42	49	38	93	42	49	42	90	42	51	42
	Mathematics	100	61	71	56	98	61	72	60	90	64	75	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 6 Teacher(s)
- 6 Parent(s)
- 2 Community Member(s)
- 3 Student(s)

Council Duties

- Ü School Improvement Plan
- Ü Staff Evaluation/Instruction Strategies
- Ü Advise Principal on Current Issues
- Ü Curriculum Development
- Ü School Safety Issues
- Ü Parent/Educator Relations

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	4.00	Teacher	112.00
Other Professional Staff	40.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	6	0	0
4 to 6 years	6	7	0	0
7 to 9 years	6	8	0	0
10 or more years	9	63	2	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	83
Core academic classes taught by Highly Qualified (NCLB) teachers.	323
Teachers with Emergency Certificaton.	2

Resources Available at School Site

Special Facilities

- Ü Eight Computer Labs
- Ü Computerized Media Center

Extracurricular Activities

- Ü 41 Athletic Teams
- Ü Junior ROTC
- Ü Curriculum/Special Interest Clubs
- Ü Diversity Club
- Ü Flagline
- Ü Spritline

Social Services

- Ü Counseling Services
- Ü Crisis Intervention
- Ü East Valley Institute of Technology
- Ü GED Classes

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü 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.

- ü Instruction and assessment are aligned to district curriculum, state standards, and North Central Accreditation goals.

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	87			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

MdN HS has a full-time police officer assigned to the campus from the Tempe Police Dept. The officer assists students/staff members with legal issues, investigates assigned cases, and provides an added security factor to the campus. The Police Officer has created the Law Club to provide training and instruction in all areas of law enforcement and the criminal justice system. There is hands-on training in crime scene investigation, mock trials and use-of-force scenarios.

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) :

20

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	Frank Mirizio	(480) 838-3200
Transportation Policy	Rudy Hernandez	(480) 839-0292
Community Resources	Dr. Patty Vogal	(480) 839-0292
School Nutrition Programs	Rick Griffith	(480) 839-0292
Parent Organization	Michelle Johnson	(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. "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.