

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Highly Performing
2004-05	Highly Performing
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 : Mr. Frank Mirizio
 Schedule : 07:15 AM to 03:45 PM
 Grades : 9-12
 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

Target the Future:

Think Creatively and Critically/Act with Pride and Respect/Realize Potential/Gain Global Awareness/Enter into Lifelong Learning/Take on Technology

School / Academic Goals

- ü All students will improve their reading and writing 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 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, 2005 School Year Student Enrollment : 1999
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 502

Instructional Programs

- ü Honors Classes
- ü Advanced Placement Classes
- ü Comprehensive Special Education Program
- ü 4 year ELL Program
- ü Afterschool Homework Lab
- ü Summer Bridge Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/7/2005
Last Day of School :	5/23/2006

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 Padre 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 We The People 3rd State Finals	2006
ü National Best Buddies Outstanding Charter	2005
ü Academic Decathlon State Rookie of the Year	2005
ü National Merit Finalist	2006

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	498	3398	71130	99	99	95	705	719	701	16	11	23	15	10	13	57	54	51	12	25	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	240	1684	35465	99	99	96	701	720	702	20	11	21	15	10	13	54	55	53	11	24	13
Male	258	1714	35648	99	100	94	709	719	701	12	12	24	14	10	12	60	52	50	14	26	14
African American	61	314	3868	100	99	95	688	690	686	18	22	33	26	21	17	52	52	45	3	5	6
Hispanic	136	721	25103	99	99	95	694	698	685	21	22	34	17	15	16	57	53	45	5	10	5
Asian/Pacific Islander	16	212	1805	100	100	98	724	750	731	NA	6	9	25	6	7	50	35	50	25	53	34
American Indian/Alaskan Native	49	121	4241	94	97	90	678	687	679	45	31	39	16	18	19	39	47	39	NA	3	3
White	236	2030	36075	100	100	95	720	730	715	7	6	12	10	6	9	62	57	58	21	32	21
Students with Disabilities	50	316	5862	100	97	71	659	665	658	56	53	63	26	21	15	18	24	20	NA	2	2
Students without Disabilities	448	3082	65268	99	100	98	710	724	705	11	7	19	14	9	12	61	57	54	14	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	498	3397	48173	99	99	96	705	719	709	16	11	17	15	10	11	57	54	55	12	25	18

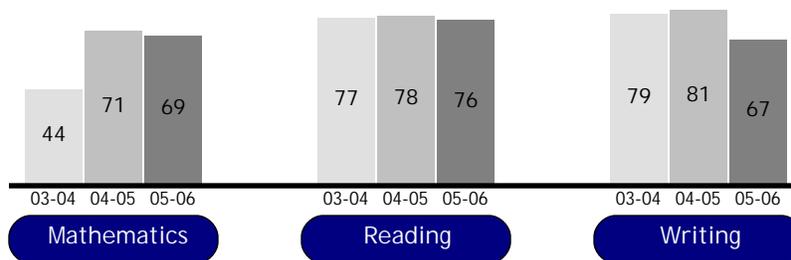
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	501	3427	73018	99	99	97	708	722	703	3	3	6	21	14	23	69	68	64	7	15	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	241	1698	36181	99	99	97	707	726	708	3	2	4	22	13	21	68	68	65	7	17	9
Male	260	1729	36816	99	100	96	709	718	699	3	4	7	20	15	24	70	68	62	7	13	7
African American	60	314	3976	100	99	96	693	695	689	7	4	8	25	27	29	65	64	59	3	4	3
Hispanic	136	727	25801	97	98	96	693	695	683	4	7	10	30	27	34	64	62	53	1	4	3
Asian/Pacific Islander	16	212	1812	100	99	98	720	739	722	NA	1	3	19	11	15	63	60	66	19	28	16
American Indian/Alaskan Native	51	125	4389	98	98	93	674	685	675	6	4	9	53	38	42	41	57	47	NA	2	1
White	238	2049	37024	100	100	97	727	736	721	1	1	2	7	6	12	79	73	73	13	20	13
Students with Disabilities	49	319	7170	98	98	85	653	663	654	22	16	23	47	48	47	31	35	29	NA	1	1
Students without Disabilities	452	3108	65848	99	100	98	713	727	708	1	1	4	18	11	20	73	72	67	8	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	501	3426	49106	99	99	98	708	722	714	3	3	4	21	14	16	69	68	69	7	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	501	3419	72810	99	99	96	688	696	685	3	3	6	31	25	30	63	62	58	4	9	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	241	1699	36111	99	99	97	695	707	695	2	2	4	26	19	23	67	66	65	5	13	8
Male	260	1720	36678	99	99	95	682	685	674	3	5	9	35	32	36	58	58	52	3	5	3
African American	59	312	3962	98	98	96	684	680	675	5	4	8	29	38	33	66	55	55	NA	3	3
Hispanic	136	726	25735	97	98	96	679	673	669	5	7	10	38	41	41	54	49	48	2	2	2
Asian/Pacific Islander	16	210	1809	100	98	97	698	718	704	NA	4	4	25	16	19	75	53	65	NA	27	13
American Indian/Alaskan Native	52	125	4370	100	98	92	670	673	670	4	5	9	58	49	39	38	46	50	NA	NA	2
White	238	2046	36915	100	100	97	698	706	697	1	2	3	21	17	21	71	70	67	7	11	8
Students with Disabilities	49	319	7071	98	98	84	638	642	634	16	18	24	65	60	53	18	21	21	NA	1	1
Students without Disabilities	452	3100	65739	99	99	98	693	701	689	1	2	4	27	22	27	67	66	62	4	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	501	3418	48996	99	99	97	688	696	693	3	3	4	31	25	24	63	62	64	4	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	90	44	NA	42	98	56	62	51	99	56	65	52
	Language	90	42	51	42	98	52	59	50	99	52	63	50
	Mathematics	90	64	75	63	97	52	60	50	99	48	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/

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 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	119.00
Other Professional Staff	8.00	Teacher Aide	19.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	4	0	0
4 to 6 years	5	16	0	0
7 to 9 years	4	4	0	0
10 or more years	2	55	2	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	62
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	0%

Resources Available at School Site

Special Facilities

- Ü Computerized Media Center
- Ü Childcare Lab
- Ü JROTC Facility
- Ü Full Fitness Center

Extracurricular Activities

- Ü We the People
- Ü Over 60 curriculum/Spec. Interest Clubs
- Ü Stand and Serve
- Ü Rachel's Challenge
- Ü Best Buddies

Social Services

- Ü Counseling Services
- Ü Crisis Intervention
- Ü East Valley Institute of Technology
- Ü Childcare Lab
- Ü No Parent Left Behind University

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Teachers throughout the curriculum will provide activities that emphasize reading, writing and math literacy skills. Questioning techniques will be stressed to help students meet state standard assessments.

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

- ü MdN was awarded the Spotlight on Success Award. The school moved from underperforming in 2001 to highly performing in 2004. Marcos increased student performance on AIMS while maintaining and expanding a comprehensive curriculum for all students.

- ü MdN has received official North Central Accreditation

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	96	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

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 officer works with teachers to enter their classrooms and provide law related education classes. These classes range from alcohol and drug awareness to being a positive, productive citizen.

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) :

55

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	Frank Mirizio	(480) 838-3200
Transportation Policy	Rudy Hernandez	(480) 839-0292
Community Resources	Linda Littell	(480) 839-0292
School Nutrition Programs	Rick Griffith	(480) 839-0292
Parent Organization	Cindy Smith	(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.

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.

Footnotes

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 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.

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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.