



Tom Horne, Superintendent
of Public Instruction

ARIZONA DISTRICT REPORT CARD 2005-06

Marana Unified District

11279 W Grier Rd Suite 115A, Marana, AZ 85653-9776

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.

No Child Left Behind

Adequate Yearly Progress¹

2004-05	Met
2003-04	Not Met
2002-03	Not Met

Current Administrator²

Title: Superintendent
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District At A Glance

Enrollment³

	State	District
2004-2005 Student Enrollment	1,037,655	12,828

Highly Qualified

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	100	37	1	0
4 to 6 years	90	33	1	0
7 to 9 years	56	32	0	0
10 or more years	156	242	4	0

Percentage of Public Elementary and Secondary School Teachers with Emergency/Provisional Certification	2%
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	District Aggregate	High-Poverty Schools	Moderate-Poverty Schools	Low Poverty Schools
Percentage of Core Academic Subject Poverty Elementary and Secondary School Classes Not Taught by Highly Qualified Teachers	3%	N/A	3%	N/A

N/A =Data not available

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your district.

3rd Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	985	79306	100	99	462	445	6	10	10	18	53	51	32	20
All Students (03-04)	956	75509	100	100	537	521	8	13	18	23	33	33	41	31
Female (04-05)	465	38691	100	99	459	446	8	10	8	18	56	52	28	20
Female (03-04)	455	37013	100	100	533	522	8	12	21	24	34	33	38	31
Male (04-05)	520	40583	99	99	464	445	4	11	12	18	50	50	34	21
Male (03-04)	501	38430	100	99	540	521	8	14	16	22	32	33	43	31
African American (04-05)	34	4041	100	99	435	426	6	17	15	23	70	50	9	10
African American (03-04)	33	3660	100	99	531	496	10	24	16	31	32	28	42	18
Hispanic (04-05)	254	32869	100	99	450	429	8	15	14	25	54	51	24	10
Hispanic (03-04)	213	30486	100	99	526	505	12	18	24	29	29	32	35	21
Asian/Pacific Islander (04-05)	23	1935	100	99	447	474	5	3	10	9	45	48	40	40
Asian/Pacific Islander (03-04)	22	1780	96	98	557	549	0	5	16	13	16	33	68	50
American Indian/Alaskan Native (04-05)	16	4264	89	100	440	419	8	19	31	30	46	45	15	6
American Indian/Alaskan Native (03-04)	22	4075	100	100	524	486	5	28	32	34	32	26	32	12
White (04-05)	658	36197	100	99	469	463	5	5	8	11	52	53	36	31
White (03-04)	661	35192	99	99	540	534	7	8	16	19	35	35	42	39
Students with Disabilities (04-05)	161	10321	100	100	399	389	24	30	22	27	42	34	12	9
Students with Disabilities (03-04)	151	9708	100	100	494	489	28	32	26	27	32	24	15	17
Students without Disabilities (04-05)	824	69060	99	98	474	454	2	7	8	17	55	54	35	22
Students without Disabilities (03-04)	805	65801	98	98	543	525	5	11	17	23	33	34	45	33
Limited English Proficient Students (04-05)	33	15509	100	100	355	406	11	20	18	30	58	45	13	5
Limited English Proficient Students (03-04)	24	16928	96	100	462	485	50	29	33	33	17	26	0	12
Migrant Students (04-05)	--	118	--	NA	--	419	--	25	--	21	--	50	--	3
Migrant Students (03-04)	NC	750	NC	NA	NC	499	NC	21	NC	29	NC	30	NC	20
Economically Disadvantaged (04-05)	345	39415	96	96	452	431	10	15	13	25	54	50	23	10
Economically Disadvantaged (03-04)	283	36411	NA	NA	516	503	14	19	23	29	37	32	26	20
Non-Economically Disadvantaged (04-05)	640	39966	100	100	467	459	4	6	8	12	52	52	36	30
Non-Economically Disadvantaged (03-04)	673	39040	NA	NA	545	534	6	8	17	19	31	34	46	39

3rd Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	985	79395	0	99	458	446	6	9	15	25	65	55	14	11
All Students (03-04)	953	75492	100	100	523	519	8	12	14	16	49	47	29	24
Female (04-05)	463	38691	0	100	463	451	6	7	12	24	67	57	15	12
Female (03-04)	455	37014	100	100	525	523	7	10	15	15	48	48	30	27
Male (04-05)	522	40618	0	99	453	440	7	11	18	27	62	53	12	9
Male (03-04)	498	38400	100	99	522	516	9	14	13	17	50	47	27	21
African American (04-05)	33	4052	0	100	430	434	6	11	22	29	69	54	3	6
African American (03-04)	33	3665	100	99	525	505	9	20	13	22	50	43	28	14
Hispanic (04-05)	255	32915	0	99	450	426	7	15	19	35	65	47	9	4
Hispanic (03-04)	213	30438	100	99	517	508	12	17	18	21	49	47	21	15
Asian/Pacific Islander (04-05)	23	1936	0	99	445	468	0	3	10	14	70	63	20	19
Asian/Pacific Islander (03-04)	22	1773	96	98	528	534	0	4	5	10	63	50	32	36
American Indian/Alaskan Native (04-05)	16	4271	0	100	431	420	23	15	15	42	54	41	8	2
American Indian/Alaskan Native (03-04)	22	4081	100	100	515	498	5	25	23	26	59	40	14	8
White (04-05)	658	36221	0	99	463	465	6	4	14	15	64	63	16	17
White (03-04)	658	35177	99	99	526	528	7	8	13	13	49	49	31	31
Students with Disabilities (04-05)	161	10331	0	100	390	388	26	25	33	37	36	34	5	4
Students with Disabilities (03-04)	149	9707	100	100	490	495	34	33	25	21	30	33	11	13
Students without Disabilities (04-05)	824	69139	0	99	471	454	3	7	12	24	70	58	15	11
Students without Disabilities (03-04)	804	65785	98	98	529	522	4	10	12	16	52	49	31	26
Limited English Proficient Students (04-05)	33	15545	0	100	344	399	16	21	27	42	51	35	7	1
Limited English Proficient Students (03-04)	24	16905	96	100	489	489	33	34	33	28	33	32	0	6
Migrant Students (04-05)	--	120	--	NA	--	414	--	20	--	45	--	35	--	0
Migrant Students (03-04)	NC	763	NC	NA	NC	499	NC	21	NC	30	NC	40	NC	8
Economically Disadvantaged (04-05)	344	39484	0	96	448	429	11	14	19	35	59	47	10	4
Economically Disadvantaged (03-04)	283	36302	NA	NA	511	507	13	18	21	21	49	46	18	14
Non-Economically Disadvantaged (04-05)	641	39986	0	100	463	461	4	4	13	16	67	63	16	17
Non-Economically Disadvantaged (03-04)	670	39164	NA	NA	528	528	6	8	11	13	50	48	33	31

3rd Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	984	78869	100	99	450	442	3	6	20	21	67	63	10	10
All Students (03-04)	951	75053	99	99	603	597	7	7	11	12	74	72	9	9
Female (04-05)	464	38536	100	99	465	458	2	4	13	15	70	67	15	14
Female (03-04)	454	36872	99	99	621	621	4	5	7	9	78	74	10	12
Male (04-05)	520	40302	99	99	437	428	3	8	26	26	64	60	7	7
Male (03-04)	497	38109	99	99	586	573	9	10	14	14	70	69	7	6
African American (04-05)	33	4015	100	99	436	430	0	8	19	24	78	61	3	7
African American (03-04)	33	3636	100	99	615	568	3	12	16	16	71	67	10	6
Hispanic (04-05)	255	32606	100	98	448	426	2	8	26	27	62	60	10	5
Hispanic (03-04)	212	30235	100	98	586	575	9	9	11	14	70	70	10	6
Asian/Pacific Islander (04-05)	23	1925	100	99	452	471	0	3	10	11	70	64	20	22
Asian/Pacific Islander (03-04)	22	1768	96	98	620	651	5	3	11	5	63	72	21	19
American Indian/Alaskan Native (04-05)	16	4245	89	100	459	423	0	9	31	26	46	61	23	4
American Indian/Alaskan Native (03-04)	22	4044	100	99	578	550	14	13	9	17	73	66	5	4
White (04-05)	657	36078	99	99	451	459	4	4	18	16	68	66	10	14
White (03-04)	657	35028	99	99	609	613	6	6	11	10	76	73	8	11
Students with Disabilities (04-05)	158	10246	100	100	382	367	10	18	41	39	48	40	1	4
Students with Disabilities (03-04)	148	9625	100	100	530	530	20	21	21	21	56	55	3	4
Students without Disabilities (04-05)	826	68697	99	98	463	454	2	4	16	18	70	67	12	11
Students without Disabilities (03-04)	803	65428	98	98	614	604	5	6	10	11	76	73	10	10
Limited English Proficient Students (04-05)	33	15339	100	100	347	399	9	11	29	31	58	54	4	3
Limited English Proficient Students (03-04)	23	16765	92	100	556	525	17	17	17	20	67	60	0	2
Migrant Students (04-05)	--	119	--	NA	--	402	--	16	--	30	--	53	--	1
Migrant Students (03-04)	NC	752	NC	NA	NC	562	NC	9	NC	18	NC	68	NC	5
Economically Disadvantaged (04-05)	343	39106	96	95	436	427	4	8	29	28	62	59	5	5
Economically Disadvantaged (03-04)	281	36077	NA	NA	571	566	8	10	15	16	71	69	5	5
Non-Economically Disadvantaged (04-05)	641	39837	100	100	458	457	3	4	15	14	69	67	13	15
Non-Economically Disadvantaged (03-04)	670	38950	NA	NA	616	618	6	5	9	9	75	73	10	12

5th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	1000	78906	99	99	502	498	9	13	14	19	55	48	21	20
All Students (03-04)	1011	76019	99	100	508	499	8	14	35	39	15	14	41	33
Female (04-05)	486	38644	100	99	501	500	9	12	14	19	58	49	19	19
Female (03-04)	515	37207	99	100	510	499	7	12	34	41	17	14	42	33
Male (04-05)	514	40236	99	99	502	497	9	15	15	19	53	46	23	20
Male (03-04)	491	38677	98	100	506	498	10	15	37	38	13	13	40	34
African American (04-05)	29	4087	100	99	425	481	28	20	24	24	40	45	8	11
African American (03-04)	34	3817	97	100	488	475	18	23	48	47	3	11	30	18
Hispanic (04-05)	251	31938	99	99	489	481	12	19	18	25	56	46	14	10
Hispanic (03-04)	236	29458	98	100	501	480	10	20	39	48	14	12	38	20
Asian/Pacific Islander (04-05)	21	1805	100	98	525	536	5	5	5	8	63	45	26	42
Asian/Pacific Islander (03-04)	25	1673	100	99	534	531	0	4	20	29	24	14	56	53
American Indian/Alaskan Native (04-05)	19	4593	100	100	464	467	35	26	24	29	41	39	0	6
American Indian/Alaskan Native (03-04)	16	4735	94	100	466	466	20	28	53	49	20	10	7	13
White (04-05)	680	36483	99	99	509	517	7	7	13	13	56	51	25	30
White (03-04)	689	35880	98	100	512	515	7	7	34	32	16	16	43	45
Students with Disabilities (04-05)	130	10664	100	100	413	430	35	42	29	27	34	26	2	5
Students with Disabilities (03-04)	145	9786	100	100	460	457	32	39	52	40	6	7	11	13
Students without Disabilities (04-05)	870	68310	98	98	515	509	6	9	12	18	58	51	24	22
Students without Disabilities (03-04)	866	66233	98	99	515	503	5	11	33	39	17	14	45	35
Limited English Proficient Students (04-05)	31	12573	100	100	347	454	28	27	28	30	43	38	2	5
Limited English Proficient Students (03-04)	29	15206	97	100	433	459	83	31	0	53	0	7	17	9
Migrant Students (04-05)	--	125	--	NA	--	476	--	18	--	35	--	42	--	5
Migrant Students (03-04)	NC	745	NC	NA	NC	473	NC	22	NC	53	NC	11	NC	15
Economically Disadvantaged (04-05)	340	38679	95	96	493	483	16	20	19	25	52	45	13	10
Economically Disadvantaged (03-04)	318	35714	NA	NA	489	480	14	20	43	47	16	12	26	20
Non-Economically Disadvantaged (04-05)	660	40295	100	100	506	513	6	7	12	13	57	50	25	30
Non-Economically Disadvantaged (03-04)	693	40266	NA	NA	517	513	6	9	32	33	15	15	47	43

5th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	1002	78908	0	99	493	484	6	10	17	23	66	58	12	9
All Students (03-04)	1010	76020	99	100	509	503	18	25	24	23	43	40	15	12
Female (04-05)	487	38644	0	99	497	489	5	8	13	22	69	61	13	10
Female (03-04)	514	37213	99	100	510	504	14	22	24	23	46	42	16	13
Male (04-05)	515	40233	0	99	489	479	6	12	20	25	63	55	11	8
Male (03-04)	491	38666	98	100	507	501	23	29	24	22	39	38	14	12
African American (04-05)	29	4092	0	99	421	473	16	12	20	28	60	54	4	5
African American (03-04)	34	3819	97	100	497	494	45	37	21	26	27	31	6	6
Hispanic (04-05)	251	31940	0	99	483	465	7	16	20	32	65	49	8	3
Hispanic (03-04)	236	29442	98	99	505	494	24	37	27	26	36	31	13	6
Asian/Pacific Islander (04-05)	21	1805	0	98	505	507	5	4	11	13	63	65	21	18
Asian/Pacific Islander (03-04)	25	1672	100	99	524	513	8	12	20	19	52	49	20	20
American Indian/Alaskan Native (04-05)	19	4569	0	100	464	457	18	18	35	39	47	41	0	2
American Indian/Alaskan Native (03-04)	15	4735	88	100	495	489	29	48	21	25	50	24	0	3
White (04-05)	682	36502	0	99	499	502	4	4	15	14	67	67	14	15
White (03-04)	689	35890	98	100	510	511	15	15	23	20	45	48	17	18
Students with Disabilities (04-05)	131	10665	0	100	410	423	24	30	36	36	38	31	3	2
Students with Disabilities (03-04)	144	9784	100	100	485	485	59	58	24	19	12	19	6	4
Students without Disabilities (04-05)	871	68312	0	98	505	493	3	7	14	21	70	62	13	10
Students without Disabilities (03-04)	866	66236	98	99	512	504	12	23	24	23	47	42	17	13
Limited English Proficient Students (04-05)	31	12556	0	100	341	436	21	24	26	40	51	35	2	1
Limited English Proficient Students (03-04)	29	15198	97	100	472	483	80	59	0	25	20	14	0	1
Migrant Students (04-05)	--	125	--	NA	--	457	--	22	--	40	--	38	--	0
Migrant Students (03-04)	NC	743	NC	NA	NC	488	NC	50	NC	28	NC	19	NC	3
Economically Disadvantaged (04-05)	341	38662	0	96	487	468	9	16	22	32	61	49	9	3
Economically Disadvantaged (03-04)	318	35703	NA	NA	499	494	28	37	27	26	37	31	8	6
Non-Economically Disadvantaged (04-05)	661	40315	0	100	496	498	4	5	14	15	68	66	13	14
Non-Economically Disadvantaged (03-04)	692	40274	NA	NA	512	509	14	17	23	20	45	47	18	17

5th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	1004	78750	100	99	505	500	4	6	24	29	71	63	2	2
All Students (03-04)	1009	75673	99	100	522	530	13	12	26	25	58	58	3	4
Female (04-05)	487	38586	100	99	518	515	2	4	17	22	79	71	2	3
Female (03-04)	513	37099	99	100	538	548	10	8	21	22	66	64	3	6
Male (04-05)	517	40135	99	99	493	486	5	8	30	35	63	56	1	1
Male (03-04)	491	38441	98	99	506	513	17	16	31	29	50	52	3	3
African American (04-05)	29	4081	100	99	448	488	12	8	20	32	68	59	0	2
African American (03-04)	34	3791	97	99	492	506	27	18	21	29	52	50	0	3
Hispanic (04-05)	250	31841	98	99	500	483	4	8	30	36	65	55	1	1
Hispanic (03-04)	235	29305	98	99	509	507	15	16	27	31	56	51	2	2
Asian/Pacific Islander (04-05)	21	1802	100	98	530	533	0	2	16	16	79	75	5	7
Asian/Pacific Islander (03-04)	25	1665	100	99	568	573	8	6	8	16	84	67	0	10
American Indian/Alaskan Native (04-05)	19	4586	100	100	487	481	6	8	41	37	53	54	0	1
American Indian/Alaskan Native (03-04)	16	4707	94	100	486	492	19	19	31	33	50	46	0	1
White (04-05)	685	36440	100	99	509	516	3	3	22	22	73	71	2	4
White (03-04)	688	35760	98	99	527	550	12	9	26	21	59	64	4	6
Students with Disabilities (04-05)	131	10622	100	100	403	415	19	21	42	50	34	28	5	1
Students with Disabilities (03-04)	145	9706	100	100	444	462	34	36	41	32	25	31	0	1
Students without Disabilities (04-05)	873	68196	98	98	520	513	1	3	21	25	76	69	1	3
Students without Disabilities (03-04)	864	65967	98	99	533	536	10	10	23	25	63	60	3	5
Limited English Proficient Students (04-05)	31	12504	100	100	348	451	13	12	45	44	30	43	13	1
Limited English Proficient Students (03-04)	29	15115	97	100	421	471	40	26	60	38	0	35	0	1
Migrant Students (04-05)	--	126	--	NA	--	464	--	14	--	44	--	41	--	0
Migrant Students (03-04)	NC	738	NC	NA	NC	488	NC	23	NC	33	NC	43	NC	1
Economically Disadvantaged (04-05)	342	38558	95	96	496	485	6	8	34	37	59	54	0	1
Economically Disadvantaged (03-04)	318	35541	NA	NA	493	504	21	17	29	31	49	50	1	2
Non-Economically Disadvantaged (04-05)	662	40260	100	100	510	514	2	3	19	21	76	72	2	4
Non-Economically Disadvantaged (03-04)	691	40091	NA	NA	535	550	10	9	24	21	62	64	4	6

8th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	1094	78250	100	99	552	548	15	21	18	18	57	48	10	13
All Students (03-04)	1091	75001	99	99	470	468	33	37	40	36	17	16	10	10
Female (04-05)	533	38071	100	99	554	549	12	20	18	19	60	49	9	12
Female (03-04)	550	36846	99	99	472	468	30	36	41	38	18	16	10	10
Male (04-05)	559	40126	99	99	550	547	17	23	19	17	53	46	11	14
Male (03-04)	536	37974	99	99	468	467	35	39	38	34	16	16	10	11
African American (04-05)	30	4058	94	99	515	523	32	32	18	22	46	41	4	5
African American (03-04)	29	3720	100	98	445	446	57	53	32	33	4	9	7	4
Hispanic (04-05)	268	29129	100	99	540	527	22	32	22	23	50	40	7	6
Hispanic (03-04)	253	26675	100	98	456	448	45	52	38	34	12	10	6	4
Asian/Pacific Islander (04-05)	12	1747	92	100	574	589	8	9	8	9	75	50	8	32
Asian/Pacific Islander (03-04)	20	1575	100	99	516	504	5	18	32	33	26	20	37	29
American Indian/Alaskan Native (04-05)	25	4996	100	100	515	518	18	36	27	25	50	36	5	4
American Indian/Alaskan Native (03-04)	19	4731	100	98	447	438	58	61	32	30	5	7	5	2
White (04-05)	759	38320	99	99	559	568	12	12	17	14	59	55	12	19
White (03-04)	764	37785	98	99	475	482	28	25	41	39	19	21	11	15
Students with Disabilities (04-05)	151	9329	100	100	468	454	50	64	28	18	20	16	1	2
Students with Disabilities (03-04)	130	8802	100	100	417	418	81	79	16	16	1	3	2	1
Students without Disabilities (04-05)	943	68996	99	99	565	561	9	16	17	18	62	52	11	14
Students without Disabilities (03-04)	961	66199	98	99	476	472	27	34	43	38	19	17	11	11
Limited English Proficient Students (04-05)	38	10133	100	100	416	488	43	45	28	25	30	28	0	2
Limited English Proficient Students (03-04)	19	11710	100	100	416	429	86	70	14	25	0	4	0	1
Migrant Students (04-05)	NC	83	NC	NA	NC	520	NC	39	NC	28	NC	30	NC	4
Migrant Students (03-04)	NC	709	NC	NA	NC	442	NC	57	NC	34	NC	7	NC	2
Economically Disadvantaged (04-05)	306	33388	92	94	539	530	26	32	22	22	47	40	5	5
Economically Disadvantaged (03-04)	287	29814	NA	NA	449	448	51	53	34	33	10	10	4	4
Non-Economically Disadvantaged (04-05)	788	44937	100	100	558	561	10	13	17	15	61	54	12	18
Non-Economically Disadvantaged (03-04)	804	45170	NA	NA	477	479	27	28	42	38	19	20	12	14

8th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	1091	78302	0	99	516	512	8	11	24	25	62	57	6	7
All Students (03-04)	1086	74918	99	99	502	497	26	32	20	19	38	35	15	15
Female (04-05)	531	38071	0	99	523	518	5	8	21	24	68	61	6	7
Female (03-04)	546	36805	98	99	506	501	22	28	21	19	40	37	17	16
Male (04-05)	559	40166	0	99	509	507	11	14	27	26	56	54	7	6
Male (03-04)	535	37936	99	99	499	493	30	35	19	18	37	33	14	14
African American (04-05)	30	4064	0	100	490	498	14	14	32	29	54	54	0	3
African American (03-04)	29	3719	100	98	483	481	46	43	18	21	21	29	14	7
Hispanic (04-05)	265	29152	0	99	506	492	10	17	26	34	59	46	5	2
Hispanic (03-04)	252	26645	100	98	488	478	35	46	22	20	34	27	9	6
Asian/Pacific Islander (04-05)	12	1746	0	100	538	542	0	5	17	13	75	66	8	16
Asian/Pacific Islander (03-04)	20	1571	100	99	527	521	5	18	16	15	53	38	26	30
American Indian/Alaskan Native (04-05)	25	4993	0	100	485	484	18	19	14	38	68	42	0	1
American Indian/Alaskan Native (03-04)	18	4729	95	98	483	468	50	57	0	19	39	19	11	4
White (04-05)	759	38347	0	99	520	531	6	5	24	17	63	68	7	10
White (03-04)	761	37773	98	99	507	511	22	20	20	18	40	41	18	21
Students with Disabilities (04-05)	151	9353	0	100	437	429	31	40	44	38	24	22	1	1
Students with Disabilities (03-04)	130	8801	100	100	453	448	71	75	14	13	13	10	3	2
Students without Disabilities (04-05)	940	69024	0	99	528	524	4	7	21	23	68	62	7	7
Students without Disabilities (03-04)	956	66117	98	99	508	501	20	28	21	19	42	37	17	16
Limited English Proficient Students (04-05)	38	10140	0	100	387	451	20	28	48	43	31	29	0	1
Limited English Proficient Students (03-04)	19	11706	100	100	439	454	86	71	0	16	14	12	0	1
Migrant Students (04-05)	NC	83	NC	NA	NC	480	NC	29	NC	36	NC	35	NC	0
Migrant Students (03-04)	NC	706	NC	NA	NC	467	NC	55	NC	22	NC	20	NC	4
Economically Disadvantaged (04-05)	304	33398	0	94	502	495	15	18	33	35	50	46	2	2
Economically Disadvantaged (03-04)	283	29785	NA	NA	485	477	36	47	24	20	35	26	5	6
Non-Economically Disadvantaged (04-05)	787	44979	0	100	521	525	5	6	21	18	67	66	8	10
Non-Economically Disadvantaged (03-04)	803	45115	NA	NA	508	508	23	23	19	18	39	39	19	20

8th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	1088	78094	99	99	558	545	1	3	12	18	85	77	1	2
All Students (03-04)	1091	74503	99	99	501	491	7	9	31	32	52	51	10	8
Female (04-05)	531	38025	99	99	571	558	0	2	7	13	92	82	1	2
Female (03-04)	550	36686	99	99	514	506	3	5	28	29	58	57	11	9
Male (04-05)	556	40013	99	99	545	534	3	5	18	23	78	71	1	1
Male (03-04)	536	37644	99	98	488	476	11	13	35	36	46	45	8	6
African American (04-05)	30	4037	94	99	529	532	0	4	29	22	71	73	0	1
African American (03-04)	29	3677	100	97	502	475	11	12	25	36	54	46	11	5
Hispanic (04-05)	264	29068	100	99	549	523	2	5	17	27	80	67	1	1
Hispanic (03-04)	253	26500	100	97	493	467	7	13	33	39	53	44	7	4
Asian/Pacific Islander (04-05)	12	1743	92	100	575	577	0	2	0	9	100	82	0	8
Asian/Pacific Islander (03-04)	20	1566	100	99	586	537	0	5	21	23	53	55	26	18
American Indian/Alaskan Native (04-05)	25	4981	100	100	536	526	5	4	14	25	82	70	0	0
American Indian/Alaskan Native (03-04)	18	4695	95	97	453	464	0	14	72	39	22	44	6	3
White (04-05)	757	38265	99	99	563	564	1	2	10	11	87	84	2	3
White (03-04)	765	37606	98	99	503	508	7	6	30	28	53	56	10	10
Students with Disabilities (04-05)	150	9275	100	100	470	444	6	14	44	46	49	39	1	1
Students with Disabilities (03-04)	130	8662	100	100	417	409	31	37	48	42	21	20	0	1
Students without Disabilities (04-05)	938	68892	99	98	572	559	1	2	7	14	90	82	1	2
Students without Disabilities (03-04)	961	65841	98	98	512	499	4	7	29	32	56	53	11	8
Limited English Proficient Students (04-05)	38	10084	100	100	423	474	4	10	38	39	57	50	2	1
Limited English Proficient Students (03-04)	19	11608	100	100	400	430	14	23	71	47	14	28	0	1
Migrant Students (04-05)	NC	81	NC	NA	NC	504	NC	12	NC	27	NC	60	NC	0
Migrant Students (03-04)	NC	701	NC	NA	NC	449	NC	17	NC	43	NC	38	NC	1
Economically Disadvantaged (04-05)	302	33296	91	94	550	527	2	5	17	27	80	67	0	0
Economically Disadvantaged (03-04)	286	29587	NA	NA	473	465	10	14	39	40	46	43	5	4
Non-Economically Disadvantaged (04-05)	786	44871	100	100	561	559	1	2	11	12	87	84	2	3
Non-Economically Disadvantaged (03-04)	805	44898	NA	NA	511	507	6	7	29	28	54	55	11	10

10th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	941	69846	98	100	699	699	17	21	11	11	60	49	13	18
All Students (03-04)	915	65934	98	100	493	492	37	43	21	18	32	24	10	15
Female (04-05)	458	34328	98	99	705	702	14	19	10	12	63	51	12	18
Female (03-04)	446	32586	98	100	494	491	35	44	22	19	34	24	9	14
Male (04-05)	483	35509	97	100	693	696	19	23	11	11	56	48	14	18
Male (03-04)	463	33226	97	99	492	493	39	42	20	18	29	24	11	16
African American (04-05)	25	3535	89	100	687	677	29	31	17	15	54	46	0	8
African American (03-04)	22	3042	88	98	475	478	73	58	5	19	18	17	5	6
Hispanic (04-05)	197	23363	97	100	686	680	22	32	16	16	56	45	5	7
Hispanic (03-04)	178	21740	97	100	486	475	44	63	26	17	20	15	10	5
Asian/Pacific Islander (04-05)	25	1742	96	99	716	733	9	8	4	7	70	46	17	38
Asian/Pacific Islander (03-04)	19	1643	95	99	511	519	21	23	5	13	47	30	26	34
American Indian/Alaskan Native (04-05)	13	4785	81	100	645	671	31	39	15	17	38	39	15	5
American Indian/Alaskan Native (03-04)	11	4351	100	99	469	472	82	68	9	16	9	13	0	4
White (04-05)	681	36421	99	99	703	714	15	12	9	8	61	54	15	26
White (03-04)	677	34819	98	99	495	505	34	27	21	20	35	31	10	22
Students with Disabilities (04-05)	118	7690	97	100	618	593	53	64	18	14	27	21	2	2
Students with Disabilities (03-04)	111	6507	100	100	453	456	89	83	9	9	2	6	0	2
Students without Disabilities (04-05)	823	62220	98	99	710	712	12	16	10	11	64	53	15	20
Students without Disabilities (03-04)	804	59427	97	100	498	494	30	41	22	19	36	25	12	16
Limited English Proficient Students (04-05)	26	5834	100	100	552	612	31	46	24	20	40	31	5	3
Limited English Proficient Students (03-04)	21	6793	100	100	475	464	62	79	19	11	14	8	5	2
Migrant Students (04-05)	NC	117	NC	NA	NC	677	NC	44	NC	18	NC	35	NC	3
Migrant Students (03-04)	NC	708	NC	NA	NC	469	NC	72	NC	15	NC	10	NC	3
Economically Disadvantaged (04-05)	196	21421	90	92	689	686	26	35	13	15	55	43	6	7
Economically Disadvantaged (03-04)	182	18745	NA	NA	477	475	54	64	20	16	23	15	3	5
Non-Economically Disadvantaged (04-05)	745	48489	100	100	701	704	14	15	10	10	61	52	15	23
Non-Economically Disadvantaged (03-04)	733	47182	NA	NA	497	499	33	35	21	19	34	27	12	19

10th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	960	71311	99	100	704	694	5	7	15	21	72	63	9	9
All Students (03-04)	943	68162	99	100	509	509	18	18	21	24	54	51	7	8
Female (04-05)	466	34328	100	100	713	700	3	5	12	19	75	66	10	10
Female (03-04)	454	33509	99	100	519	513	10	15	19	23	61	52	10	9
Male (04-05)	494	36430	99	100	695	688	7	9	17	22	68	61	8	8
Male (03-04)	486	34521	98	100	501	505	24	20	23	24	49	49	5	7
African American (04-05)	26	3573	93	100	683	676	17	9	13	26	71	60	0	4
African American (03-04)	24	3163	89	99	495	497	14	22	36	30	50	46	0	3
Hispanic (04-05)	203	24056	100	100	688	672	9	13	18	31	68	53	4	3
Hispanic (03-04)	188	22624	98	100	499	487	22	32	29	31	43	35	6	2
Asian/Pacific Islander (04-05)	25	1731	100	98	708	717	0	3	25	13	71	68	4	16
Asian/Pacific Islander (03-04)	20	1666	100	100	520	523	14	11	14	17	57	60	14	12
American Indian/Alaskan Native (04-05)	14	5110	88	100	652	661	14	14	29	38	50	46	7	2
American Indian/Alaskan Native (03-04)	11	4592	100	100	482	484	25	32	50	37	25	30	0	1
White (04-05)	692	36841	100	99	710	713	3	3	13	12	73	72	10	13
White (03-04)	695	35727	99	100	513	526	16	7	18	17	58	64	8	12
Students with Disabilities (04-05)	124	8021	100	100	613	590	21	27	42	42	36	29	1	1
Students with Disabilities (03-04)	115	6845	100	100	463	468	60	53	23	29	17	18	0	1
Students without Disabilities (04-05)	836	63379	99	100	717	707	3	5	11	18	77	68	10	10
Students without Disabilities (03-04)	828	61317	98	100	518	512	9	15	21	23	62	53	9	8
Limited English Proficient Students (04-05)	36	6402	100	100	544	596	9	25	44	44	47	30	0	1
Limited English Proficient Students (03-04)	23	7152	100	100	472	464	36	57	45	31	18	12	0	0
Migrant Students (04-05)	NC	548	NC	NA	NC	659	NC	26	NC	36	NC	38	NC	0
Migrant Students (03-04)	NC	745	NC	NA	NC	469	NC	51	NC	31	NC	17	NC	1
Economically Disadvantaged (04-05)	208	22243	93	93	692	677	10	14	20	32	67	51	3	3
Economically Disadvantaged (03-04)	199	19528	NA	NA	492	487	26	31	33	32	37	34	4	2
Non-Economically Disadvantaged (04-05)	752	49157	100	100	707	702	4	4	13	16	73	69	10	11
Non-Economically Disadvantaged (03-04)	744	48595	NA	NA	515	518	15	13	17	20	60	57	9	10

10th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	957	70868	99	100	705	688	3	5	12	23	69	63	16	9
All Students (03-04)	935	67629	98	100	533	524	19	22	17	16	61	59	3	3
Female (04-05)	463	34710	99	99	720	697	1	3	8	19	70	66	21	12
Female (03-04)	454	33347	99	100	553	537	11	17	14	15	71	64	4	4
Male (04-05)	494	36176	99	100	692	678	5	7	16	27	68	59	11	7
Male (03-04)	478	34151	97	99	514	512	26	27	19	18	52	54	2	2
African American (04-05)	25	3557	89	99	704	675	4	7	13	25	78	62	4	6
African American (03-04)	24	3150	89	99	530	515	26	24	17	19	52	56	4	2
Hispanic (04-05)	206	23868	100	100	692	670	8	9	13	33	67	55	12	4
Hispanic (03-04)	187	22313	97	100	517	493	24	34	22	19	51	46	3	1
Asian/Pacific Islander (04-05)	25	1732	100	98	713	713	4	2	8	12	75	64	13	22
Asian/Pacific Islander (03-04)	20	1659	100	100	575	564	0	11	10	12	80	68	10	9
American Indian/Alaskan Native (04-05)	14	5001	88	100	638	661	7	9	29	41	64	48	0	2
American Indian/Alaskan Native (03-04)	10	4528	91	99	459	492	50	35	30	21	20	42	0	1
White (04-05)	687	36710	99	99	711	702	2	2	11	15	69	69	18	13
White (03-04)	688	35593	98	99	537	547	17	13	15	14	65	69	3	4
Students with Disabilities (04-05)	125	7900	100	100	602	580	23	22	39	49	37	28	1	1
Students with Disabilities (03-04)	109	6712	98	100	451	445	62	61	21	18	17	21	0	0
Students without Disabilities (04-05)	832	63054	98	99	721	701	1	3	8	20	74	67	18	10
Students without Disabilities (03-04)	826	60917	98	100	542	530	14	19	16	16	67	61	3	3
Limited English Proficient Students (04-05)	36	6308	100	100	548	591	12	19	28	47	56	33	5	1
Limited English Proficient Students (03-04)	23	6994	100	100	461	442	57	58	4	18	39	23	0	0
Migrant Students (04-05)	NC	540	NC	NA	NC	658	NC	16	NC	42	NC	41	NC	1
Migrant Students (03-04)	NC	732	NC	NA	NC	466	NC	44	NC	23	NC	33	NC	0
Economically Disadvantaged (04-05)	206	21994	92	92	694	673	9	10	15	36	68	52	8	3
Economically Disadvantaged (03-04)	196	19310	NA	NA	504	489	29	35	23	20	47	44	1	1
Non-Economically Disadvantaged (04-05)	751	48960	100	100	708	694	2	3	11	18	69	67	18	12
Non-Economically Disadvantaged (03-04)	739	48278	NA	NA	540	538	16	17	15	15	65	65	4	4

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

The table below shows if your district met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

District 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.

Below is a list of the Title 1 funded schools in the district that are in School Improvement Status as defined by the Federal No Child Left Behind Act of 2001

Title I School - any school that receives Federal Title I funds; the school agrees to the accountability measures mandated by the No Child Left Behind Act of 2001 (NCLB).

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 implement the restructuring plan.

Out of School Improvement - A Title I school that has made adequate yearly progress (AYP) for two consecutive years and is no longer identified.

For More Information on school improvement status, visit our website at www.ade.az.gov/asd/nclb

Marana Unified District

School Name	AZ LEARNS		NCLB
	LABEL ES	LABEL HS	AYP
A. C. E.	N/A	Performing	Met
Butterfield Elementary School	Highly Performing	N/A	Met
Coyote Trail Elementary School	Excelling	N/A	Met
DeGrazia Elementary School	Highly Performing	N/A	Met
Desert Winds Elementary School	Performing	N/A	Met
Ironwood Elementary School	Performing Plus	N/A	Met
Marana High School	N/A	Performing	Met
Marana Middle School	Performing	N/A	Not Met
Marjorie W Estes Elementary School	Performing	N/A	Met
Mountain View High School	N/A	Highly Performing	Met
Picture Rocks Intermediate School	Performing	N/A	Met
Quail Run Elementary School	Excelling	N/A	Met
Roadrunner Elementary School	Performing	N/A	Met
Thornsdale Elementary School	Performing	N/A	Met
Tortolita Middle School	Highly Performing	N/A	Met
Twin Peaks Elementary School	Highly Performing	N/A	Met

1 Adequate Yearly Progress, please visit our website at <http://www.ade.az.gov/profile/publicview/aypdistrictlist.asp>.

2 Current Administrator: This includes the most current information ADE has available, please contact the district directly if you feel this information is in error.

3 Enrollment: These enrollment counts represent a head count of all active enrollments on October 1st of each school year. Please note these counts are not unduplicated counts; concurrently enrolled students are counted as having an active membership in each school they are enrolled. Joint technology schools where students are concurrently enrolled are not included, which may additionally overstate aggregated enrollment figures.

4 Arizona Instrument to Measure Standards (AIMS) if applicable. Data reflects grades 3,5,8,10. 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. Mean Scale Scores (MSS). The federal law, No Child Left Behind (NCLB), 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. Data also provides a two year trend analysis of student performance as required by NCLB. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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Printed in Phoenix, Arizona, by the Arizona Department of Education. March 2006

Total cost of printing: 20 Pages X .0318 Per page X 1 Copies = \$0.64

** If total cost of printing = \$0.00, only the electronic version of the report card was created.

** Due to booklet size printing, print copies are produced in multiples of 4.