

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

5875 N. Sanders Road, Tucson, AZ 85743

Marana Unified 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

Elementary Achievement Profile (a)

2003-04	Performing
2002-03	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 : Ms. Patricia A. Cadigan
 Schedule : 7:30 PM to 4:00 PM
 Grades : 4-6
 2004 Enrollment : 463
 Web Address :
 Phone Number : (520) 616-3700
 Fax Number : (520) 616-3749
 E-mail : p.a.cadigan@maranausd.org

Mission

Picture Rocks Intermediate offers a caring and safe environment where school pride is evident showing respect for students, teachers, staff, and visitors. Individual differences are recognized, helping students and staff to explore, define and achieve their academic and personal goals.

School / Academic Goals

- ü Increase achievement in reading by all instructional staff attending staff development in effective instructional strategies in reading.
- ü Students will be literate in basic computer skills and will demonstrate this ability by publishing and researching using computer technology.
- ü Create positive learning environments by implementing Positive Behavioral Supports school wide.

Enrollment

October 1, 2003 School Year Student Enrollment : 502
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 28

Instructional Programs

- Ü Gifted
- Ü Special Education
- Ü Title I Reading/Math
- Ü ELL

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/10/2004
Last Day of School :	5/19/2005

Shared Responsibilities

School

Picture Rocks will provide a variety of learning experiences to ensure that every student will acquire academic knowledge, be emotionally healthy, and achieve their personal goals. We will provide a disciplined environment conducive to learning.

Parents

Parents are partners with the school. Parents responsibilities are providing their child with proper clothing, nourishment and to ensure their child attends school. Open communication between home and school is vital.

Transportation Policy

The distance the vast majority of our students live from school makes school bus service essential. Bus riders are supervised by the driver while on the bus. The instructions of the driver must be followed.

School Honors

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

Award/Honor	Year
Ü HERO Honoree/Staff Member	2003
Ü Two 4th grade students Rivierdeep Poetry Winners	2003
Ü Golf for Kids Fundraiser	2003
Ü LINKS Grant	2002

5th 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	170	1011	76019	99	99	100	500	508	499	11	8	14	40	35	39	16	15	14	33	41	33
All Students (Prior Year)	174	1003	76230	98	99	100	504	519	498	7	5	12	37	27	38	17	15	12	38	54	37
Female	82	515	37207	100	99	100	499	510	499	10	7	12	37	34	41	20	17	14	33	42	33
Male	87	491	38677	98	98	100	501	506	498	13	10	15	41	37	38	13	13	13	33	40	34
African American	NC	34	3817	NC	97	100	NC	488	475	NC	18	23	NC	48	47	NC	3	11	NC	30	18
Hispanic	39	236	29458	100	98	100	498	501	480	5	10	20	42	39	48	26	14	12	26	38	20
Asian/Pacific Islander	NC	25	1673	NC	100	99	NC	534	531	NC	0	4	NC	20	29	NC	24	14	NC	56	53
American Indian/Alaskan Native	NC	16	4735	NC	94	100	NC	466	466	NC	20	28	NC	53	49	NC	20	10	NC	7	13
White	120	689	35880	98	98	100	505	512	515	10	7	7	39	34	32	13	16	16	38	43	45
Students with Disabilities	32	145	9786	100	100	100	459	460	457	31	32	39	53	52	40	9	6	7	6	11	13
Students without Disabilities	138	866	66233	99	98	99	509	515	503	7	5	11	36	33	39	18	17	14	39	45	35
Limited English Proficient Students	NC	29	15206	NC	97	100	NC	433	459	NC	83	31	NC	0	53	NC	0	7	NC	17	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	87	318	35714				494	489	480	14	14	20	38	43	47	22	16	12	26	26	20
Non-Economically Disadvantaged	83	693	40266				507	517	513	8	6	9	41	32	33	10	15	15	41	47	43

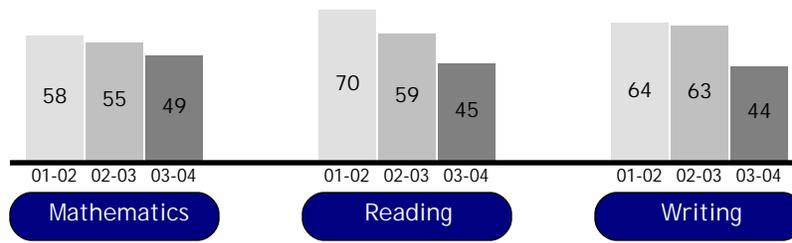
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	170	1010	76020	99	99	100	500	509	503	30	18	25	25	24	23	35	43	40	10	15	12
All Students (Prior Year)	173	1005	76202	98	99	100	504	511	505	14	10	19	26	22	24	51	53	46	8	15	11
Female	82	514	37213	100	99	100	501	510	504	25	14	22	31	24	23	33	46	42	11	16	13
Male	87	491	38666	98	98	100	499	507	501	36	23	29	18	24	22	37	39	38	9	14	12
African American	NC	34	3819	NC	97	100	NC	497	494	NC	45	37	NC	21	26	NC	27	31	NC	6	6
Hispanic	39	236	29442	100	98	99	501	505	494	29	24	37	34	27	26	29	36	31	8	13	6
Asian/Pacific Islander	NC	25	1672	NC	100	99	NC	524	513	NC	8	12	NC	20	19	NC	52	49	NC	20	20
American Indian/Alaskan Native	NC	15	4735	NC	88	100	NC	495	489	NC	29	48	NC	21	25	NC	50	24	NC	0	3
White	120	689	35890	98	98	100	502	510	511	28	15	15	22	23	20	39	45	48	12	17	18
Students with Disabilities	32	144	9784	100	100	100	482	485	485	66	59	58	19	24	19	13	12	19	3	6	4
Students without Disabilities	138	866	66236	99	98	99	504	512	504	22	12	23	26	24	23	40	47	42	12	17	13
Limited English Proficient Students	NC	29	15198	NC	97	100	NC	472	483	NC	80	59	NC	0	25	NC	20	14	NC	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	87	318	35703				498	499	494	35	28	37	26	27	26	30	37	31	9	8	6
Non-Economically Disadvantaged	83	692	40274				503	512	509	25	14	17	24	23	20	40	45	47	11	18	17

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	169	1009	75673	99	99	100	491	522	530	29	13	12	27	26	25	42	58	58	2	3	4
All Students (Prior Year)	174	985	74692	98	97	99	510	516	502	10	8	18	27	24	27	56	59	47	7	9	8
Female	81	513	37099	99	99	100	514	538	548	24	10	8	21	21	22	53	66	64	3	3	6
Male	87	491	38441	98	98	99	469	506	513	33	17	16	32	31	29	32	50	52	2	3	3
African American	NC	34	3791	NC	97	99	NC	492	506	NC	27	18	NC	21	29	NC	52	50	NC	0	3
Hispanic	39	235	29305	100	98	99	494	509	507	26	15	16	32	27	31	42	56	51	0	2	2
Asian/Pacific Islander	NC	25	1665	NC	100	99	NC	568	573	NC	8	6	NC	8	16	NC	84	67	NC	0	10
American Indian/Alaskan Native	NC	16	4707	NC	94	100	NC	486	492	NC	19	19	NC	31	33	NC	50	46	NC	0	1
White	119	688	35760	97	98	99	493	527	550	28	12	9	26	26	21	43	59	64	3	4	6
Students with Disabilities	32	145	9706	100	100	100	416	444	462	59	34	36	25	41	32	16	25	31	0	0	1
Students without Disabilities	137	864	65967	98	98	99	508	533	536	21	10	10	27	23	25	49	63	60	3	3	5
Limited English Proficient Students	NC	29	15115	NC	97	100	NC	421	471	NC	40	26	NC	60	38	NC	0	35	NC	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	87	318	35541				478	493	504	35	21	17	23	29	31	41	49	50	1	1	2
Non-Economically Disadvantaged	82	691	40091				504	535	550	22	10	9	30	24	21	44	62	64	4	4	6

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)

5th 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 2003-04

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?	Not Evaluated
	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
4	Reading	96	55	59	47	98	59	66	52	100	51	NA	56
	Language	95	46	53	45	98	51	58	48	100	43	56	52
	Mathematics	99	47	60	52	98	59	67	57	100	54	66	61
5	Reading	91	47	58	46	99	57	61	50	96	48	NA	55
	Language	90	39	51	43	99	47	53	46	98	38	51	49
	Mathematics	98	47	65	54	99	51	66	57	98	51	67	63
6	Reading	93	55	62	49	99	55	64	53	99	53	NA	56
	Language	92	47	55	42	99	43	56	45	99	41	51	48
	Mathematics	97	60	73	58	99	57	73	62	99	57	71	66

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

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

Council Duties

- Ü School Safety Issues
- Ü Student Discipline
- Ü Instructional Strategies
- Ü Extracurricular Activities
- Ü Parent/Educator Relations
- Ü Regular Student Attendance

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	24.40
Other Professional Staff	3.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	4	1	0	0
7 to 9 years	2	1	0	0
10 or more years	6	6	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	25
Core academic classes taught by Highly Qualified (NCLB) teachers.	50
Teachers with Emergency Certificaton.	1

Resources Available at School Site

Special Facilities

- Ü Computer Lab with Internet
- Ü Library/Media Center

Extracurricular Activities

- Ü Student Council
- Ü Afterschool Clubs and Activites
- Ü Get Fit Club
- Ü Afterschool Tutoring and Mentoring

Social Services

- Ü Wellness Center
- Ü Counseling Services
- Ü Crisis Intervention
- Ü Health Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Provided after school tutoring programs to improve student learning in the area of math and reading.

- ü Reading incentive programs which include Bikes for Books and Reading Champions.

- ü Nominated to apply for the honor of being a Title I distinguished school.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	93	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	5	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	1	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			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

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 3-4	74	67
Grades 4-5	56	61
Grades 5-6	71	79

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

We have implemented Positive Behavioral Supports school wide. We focus on recognizing positive behaviors and re-teaching inappropriate behaviors. Soar with 4 means to Be Here, Be Ready; Be Responsible; Be Respectful; and Be Safe.

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) :

1

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	Patricia A. Cadigan	(520) 616-3700
Transportation Policy	Don Powers	(520) 682-1055
Community Resources	Christina Noreiga	(520) 579-4920
School Nutrition Programs	James Remete	(520) 682-4737
Parent Organization	Patricia Cadigan	(520) 616-3700
Student Health/Nurse	Debbie Allen	(520) 616-3700

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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Total cost of printing: 12 Pages X .0318 Per page X 50 Copies = \$19.00

** 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.