



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

11279 West Grier Road, Marana, AZ 85653

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	Highly Performing
2002-03	Highly Performing
2001-02	Maintaining

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

School Overview

Principal/Administrator : Mr. Dave R. Liss
 Schedule : 7:00 AM to 3:30 PM
 Grades : 7-8
 2004 Enrollment : 1032
 Web Address : www.azstarnet.com/~guest162/index.html#anchor995192
 Phone Number : (520) 682-4730
 Fax Number : (520) 682-4790
 E-mail : d.r.liss@maranausd.org

Mission

Marana Middle School is committed to providing a positive, dynamic and engaging educational experience for all students. Academic and social programs are designed to promote the intellectual & personal growth of all members of our learning community.

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 / Academic Goals

- ü To provide a clearly articulated curriculum that is aligned with the Arizona Academic Standards and allows for successful mastery of basic skills and enriched academics.
- ü To encourage a variety of effective teaching methods and activities that meet all individual student needs.

Enrollment

October 1, 2003 School Year Student Enrollment : 1035
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 30

Instructional Programs

- ü Gifted, Enriched & College Prep Classes
- ü Interdisciplinary Teaming
- ü Alternative & Special Needs Education
- ü Active Student Govt. & Fine Arts Programs

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 55 minutes
First Day of School :	8/10/2004
Last Day of School :	5/19/2005

Shared Responsibilities

School

Marana Middle School will maintain a safe, healthy and student-centered learning environment with high academic standards. Communication of school culture, values, expectations and policy through a variety of media will be consistently used.

Parents

Parents are responsible to make sure their student/child is prepared for academic success at Marana Middle: Update and check agenda daily. Provide resources and support. Clearly communicate needs and information.

Transportation Policy

Currently 27 buses provide transportation to and from school, as well as after school for activities. Each student and family must understand and abide by the Rules of Conduct published by Transportation.

School Honors

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

Award/Honor	Year
ü MUSD Heroes Outstanding Employee Award	2004
ü Middle School Counselor of the Year	2003
ü Administrator of the Year-AZ Assn of Student Council	2002
ü Honor Council Award	2004

8th 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	506	1091	75001	99	99	99	461	470	468	42	33	37	36	40	36	13	17	16	9	10	10
All Students (Prior Year)	460	977	71167	97	98	99	459	468	463	42	31	38	41	47	41	13	16	14	5	7	7
Female	254	550	36846	99	99	99	463	472	468	40	30	36	38	41	38	13	18	16	9	10	10
Male	249	536	37974	98	99	99	459	468	467	43	35	39	33	38	34	13	16	16	10	10	11
African American	15	29	3720	100	100	98	432	445	446	71	57	53	21	32	33	0	4	9	7	7	4
Hispanic	116	253	26675	100	100	98	446	456	448	56	45	52	30	38	34	8	12	10	6	6	4
Asian/Pacific Islander	NC	20	1575	NC	100	99	NC	516	504	NC	5	18	NC	32	33	NC	26	20	NC	37	29
American Indian/Alaskan Native	NC	19	4731	NC	100	98	NC	447	438	NC	58	61	NC	32	30	NC	5	7	NC	5	2
White	354	764	37785	97	98	99	467	475	482	35	28	25	39	41	39	15	19	21	10	11	15
Students with Disabilities	68	130	8802	100	100	100	403	417	418	91	81	79	9	16	16	0	1	3	0	2	1
Students without Disabilities	438	961	66199	99	98	99	467	476	472	36	27	34	39	43	38	15	19	17	10	11	11
Limited English Proficient Students	10	19	11710	100	100	100	404	416	429	100	86	70	0	14	25	0	0	4	0	0	1
Migrant Students	NC	NC	709				NC	NC	442	NC	NC	57	NC	NC	34	NC	NC	7	NC	NC	2
Economically Disadvantaged	182	287	29814				441	449	448	60	51	53	28	34	33	8	10	10	4	4	4
Non-Economically Disadvantaged	324	804	45170				471	477	479	32	27	28	40	42	38	16	19	20	12	12	14

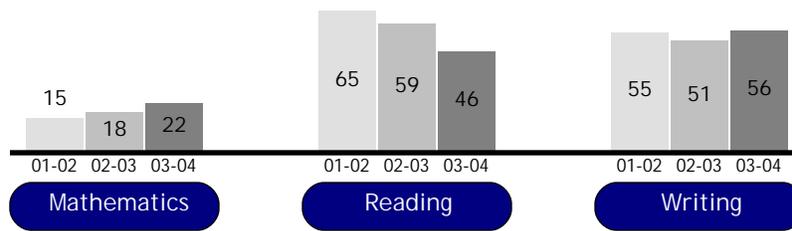
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	502	1086	74918	98	99	99	492	502	497	34	26	32	20	20	19	35	38	35	11	15	15
All Students (Prior Year)	464	984	71100	98	99	99	506	511	502	20	15	25	21	20	21	45	48	40	14	16	15
Female	251	546	36805	98	98	99	494	506	501	30	22	28	21	21	19	36	40	37	12	17	16
Male	248	535	37936	98	99	99	490	499	493	37	30	35	19	19	18	33	37	33	11	14	14
African American	15	29	3719	100	100	98	468	483	481	57	46	43	21	18	21	14	21	29	7	14	7
Hispanic	115	252	26645	99	100	98	474	488	478	50	35	46	20	22	20	26	34	27	4	9	6
Asian/Pacific Islander	NC	20	1571	NC	100	99	NC	527	521	NC	5	18	NC	16	15	NC	53	38	NC	26	30
American Indian/Alaskan Native	NC	18	4729	NC	95	98	NC	483	468	NC	50	57	NC	0	19	NC	39	19	NC	11	4
White	352	761	37773	97	98	99	498	507	511	27	22	20	20	20	18	38	40	41	14	18	21
Students with Disabilities	68	130	8801	100	100	100	443	453	448	79	71	75	12	14	13	9	13	10	0	3	2
Students without Disabilities	434	956	66117	98	98	99	498	508	501	28	20	28	21	21	19	38	42	37	13	17	16
Limited English Proficient Students	10	19	11706	100	100	100	430	439	454	100	86	71	0	0	16	0	14	12	0	0	1
Migrant Students	NC	NC	706				NC	NC	467	NC	NC	55	NC	NC	22	NC	NC	20	NC	NC	4
Economically Disadvantaged	179	283	29785				474	485	477	45	36	47	25	24	20	28	35	26	2	5	6
Non-Economically Disadvantaged	323	803	45115				501	508	508	28	23	23	18	19	18	38	39	39	16	19	20

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	506	1091	74503	99	99	99	480	501	491	9	7	9	35	31	32	51	52	51	5	10	8
All Students (Prior Year)	429	944	69001	91	95	96	497	499	490	13	10	17	36	37	37	51	53	45	0	0	1
Female	254	550	36686	99	99	99	493	514	506	6	3	5	29	28	29	60	58	57	6	11	9
Male	249	536	37644	98	99	98	466	488	476	11	11	13	42	35	36	42	46	45	4	8	6
African American	15	29	3677	100	100	97	500	502	475	14	11	12	14	25	36	64	54	46	7	11	5
Hispanic	116	253	26500	100	100	97	464	493	467	9	7	13	41	33	39	48	53	44	2	7	4
Asian/Pacific Islander	NC	20	1566	NC	100	99	NC	586	537	NC	0	5	NC	21	23	NC	53	55	NC	26	18
American Indian/Alaskan Native	NC	18	4695	NC	95	97	NC	453	464	NC	0	14	NC	72	39	NC	22	44	NC	6	3
White	355	765	37606	98	98	99	484	503	508	9	7	6	33	30	28	52	53	56	6	10	10
Students with Disabilities	68	130	8662	100	100	100	394	417	409	42	31	37	39	48	42	19	21	20	0	0	1
Students without Disabilities	438	961	65841	99	98	98	492	512	499	4	4	7	35	29	32	56	56	53	6	11	8
Limited English Proficient Students	10	19	11608	100	100	100	378	400	430	20	14	23	80	71	47	0	14	28	0	0	1
Migrant Students	NC	NC	701				NC	NC	449	NC	NC	17	NC	NC	43	NC	NC	38	NC	NC	1
Economically Disadvantaged	181	286	29587				455	473	465	13	10	14	41	39	40	44	46	43	2	5	4
Non-Economically Disadvantaged	325	805	44898				493	511	507	6	6	7	32	29	28	55	54	55	7	11	10

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)

8th 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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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
7	Reading	91	54	61	48	97	56	62	51	98	57	NA	54
	Language	91	58	64	51	96	58	63	54	99	57	59	58
	Mathematics	91	51	58	54	97	56	64	58	99	59	63	62
8	Reading	94	57	59	49	98	56	61	53	98	57	NA	55
	Language	94	54	57	46	99	53	57	49	97	54	56	52
	Mathematics	93	54	61	54	99	54	61	58	97	60	65	61

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

Council Duties

3 School Administrator(s)	Ü School Safety Issues
1 Non-certified Employee(s)	Ü Instructional Strategies
6 Teacher(s)	Ü Extracurricular Activities
1 Parent(s)	Ü Fundraising
1 Community Member(s)	Ü Parent-Educator Relations
1 Student(s)	Ü Statewide Involvement

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	3.00	Teacher	57.00
Other Professional Staff	3.00	Teacher Aide	19.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	2	0	0
4 to 6 years	15	4	0	0
7 to 9 years	6	1	0	0
10 or more years	11	18	2	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	41
Core academic classes taught by Highly Qualified (NCLB) teachers.	278
Teachers with Emergency Certificaton.	1

Resources Available at School Site

Special Facilities

- Ü Fine Arts Auditorium/Rehearsal Halls
- Ü Multiple Athletic Fields/Stadium Seating
- Ü Computer /Multimedia/Science Labs
- Ü Full Gymnasium/Full Service Cafeteria

Extracurricular Activities

- Ü Performing Arts/Interscholastic Sports
- Ü Model Building/Culture Club
- Ü Student Council/National Jr. Honor Soc.
- Ü Marcial Arts/Literature Club
- Ü Technology/Science/Multimedia Clubs
- Ü Peer Mediators/Teen Court

Social Services

- Ü Breakfast/Lunch Program
- Ü Intervention and Resource Rooms
- Ü Afterschool Tutoring
- Ü Special Needs Facilities
- Ü Counseling Services
- Ü Health Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Student participation:
 Student Council Honor Council Award presented at the state level for student involvement and achievement at MMS.
 'Teen Court' participated in planning and zoning meetings. Involved district and town leadership in debates.
- ü Staff participation: National Science Foundation programs. Collaboration program with the University of Arizona Science Department and WISE-Women in Science and Engineering, encouraging the study of math, science and technology for girls.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	99	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	--			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 6-7	63	39
Grades 7-8	70	72

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

Resource officers. Peer Mediation and Health and Welfare education programs. District and school level intervention teams. Campus security. Comprehensive Discipline Matrix.

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) :

49

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	David R. Liss	(520) 682-4730
Transportation Policy	Bob Thomas	(520) 682-4766
Community Resources	David R. Liss	(520) 682-4730
School Nutrition Programs	Donna Evans	(520) 682-4734
Parent Organization	Laura Wengert	(520) 682-4730
Student Health/Nurse	Judie Crawford	(520) 682-4725

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.

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. 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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 25 Copies = \$10.00

** 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.