

Marana High School

ARIZONA SCHOOL REPORT CARD 2003-04

12000 W. Emigh 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

High School
Achievement Profile *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Dr. Jan Truitt
Schedule : 7:00 AM to 4:00 PM
Grades : 9-12
2003 Enrollment : 1660
Web Address : www.maranausd.org
Phone Number : (520) 616-6400
Fax Number : (520) 616-6426
E-mail : J.L.Truitt@maranausd.org

Mission

We challenge and guide all students to reach their highest levels of academic achievement, personal growth and community responsibility.

School / Academic Goals

ü All students will master the Arizona Academic Standards.

ü All students will graduate with the competencies necessary to successfully bridge to postsecondary educational and career opportunities.

Instructional Programs

ü Advanced Placement
ü Honors Classes
ü Career and Technical Education
ü ESL and Native American Education

Enrollment

October 1, 2002 School Year Student Enrollment : 1584
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 131

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 5 hours 59 minutes
First Day of School : 8/13/2003
Last Day of School : 5/19/2004

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

Financial information will be posted on the web in early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- Ü Curriculum Development
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Parent/Educator Relations
- Ü Plan for Increased Population
- Ü Plan School Activities

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	4.00	Teacher	77.00
Other Professional Staff	6.00	Teacher Aide	20.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	7	1	0
4 to 6 years	7	6	0	0
7 to 9 years	3	2	0	0
10 or more years	20	35	1	0

Shared Responsibilities

School

It is the responsibility of Marana High School to provide a safe, secure learning environment with rigorous academic and behavior standards.

Parents

Marana High School expects the parents of our students to encourage their children to attend school regularly; be on time with necessary materials; obey all rules; be properly clothed and fed; and support school endeavors whenever possible.

Resources Available at School Site

Special Facilities

- Ü Cisco Academy
- Ü Multimedia Library with Internet Labs

Extracurricular Activities

- Ü Full Range of Athletics
- Ü Marching Band
- Ü Athletic Training
- Ü Student Council

Social Services

- Ü Teen Wellness Center
- Ü Counseling Services
- Ü Lunch Program
- Ü After School Program--Parks & Recreation

Transportation Policy

The safe transportation of school children is a vital concern to school officials. MUSD Transportation is dedicated to the selection, training and supervision of professional staff committed to the operation of a safe transportation system.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

ü AIMS scores above state average. Received A+ award for excellence in education from the Arizona Educational Foundation.

School Honors

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

Award/Honor	Year
ü A+ Award	2003
ü Circle K Teacher of the Year Finalist	2002
ü FBLA National Finalists	2002
ü Arizona School Nurse of the Year	2002

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	97	95	94	96
Transfers Out ³	17	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	7	10	10	9
Promotion Rate ⁶	96	99	98	95
Retention Rate ⁷	4	1	2	5
Dropout Rate ⁸	7			8
Status Unknown ⁹	4			6
Graduation Rate ¹⁰	87			76

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. 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 2003. 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. 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).

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	346	787	57534	92	90	91	488	494	491	50	42	46	16	19	16	25	26	23	9	13	15
All Students (Prior Year)	285	766	51010	NA	NA	NA	481	488	483	43	39	45	31	25	20	20	26	23	6	9	11
Female	169	388	28155	92	91	90	489	494	491	53	44	47	17	20	16	23	25	24	7	11	14
Male	175	396	28932	90	89	89	486	493	491	47	39	46	16	19	15	26	28	23	11	14	16
African American	12	28	2558	100	88	86	487	493	475	50	50	64	8	19	15	33	23	16	8	8	6
Hispanic	88	172	17547	87	91	86	475	481	475	60	50	64	16	22	15	21	23	15	3	4	6
Asian/Pacific Islander	NC	16	1395	NC	123	96	NC	486	519	NC	47	22	NC	13	16	NC	27	28	NC	13	35
American Indian/Alaskan Native	NC	12	3794	NC	100	91	NC	480	468	NC	70	72	NC	0	13	NC	10	12	NC	20	3
White	217	546	29790	85	88	86	494	498	501	44	38	34	17	19	17	28	28	29	11	15	20
Students with Disabilities	53	83	5562	106	84	93	451	454	461	100	92	79	0	6	10	0	3	8	0	0	3
Students without Disabilities	293	704	51972	89	91	90	490	496	492	47	39	45	17	20	16	26	28	24	9	13	15
Limited English Proficient Students	14	28	5467	61	78	111	454	462	458	100	89	87	0	11	7	0	0	5	0	0	1
Migrant Students	NC	NC	702				NC	NC	471	NC	NC	74	NC	NC	9	NC	NC	14	NC	NC	3
Economically Disadvantaged	NC	NC	10446				NC	NC	472	NC	NC	70	NC	NC	13	NC	NC	13	NC	NC	4
Non-Economically Disadvantaged	345	786	47088				488	494	495	50	42	42	16	19	16	25	26	26	9	13	17

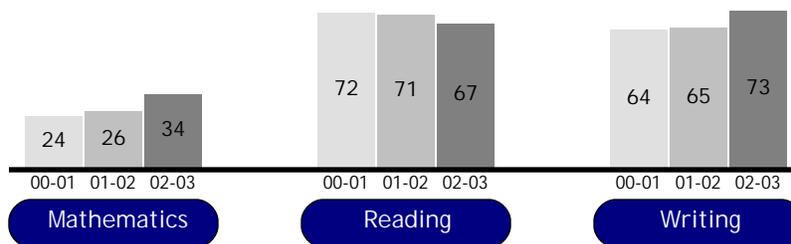
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	337	771	56700	90	89	89	513	513	512	9	11	15	23	22	23	61	60	52	6	7	10
All Students (Prior Year)	281	762	50525	NA	NA	NA	523	530	517	8	5	12	22	18	22	56	57	51	15	19	15
Female	161	373	27862	88	88	89	520	519	517	4	6	12	21	22	22	68	64	54	7	8	12
Male	173	395	28398	90	89	88	507	508	507	14	15	19	25	23	24	56	57	49	5	6	9
African American	13	29	2529	108	91	85	523	515	495	0	11	24	23	26	31	62	47	41	15	16	4
Hispanic	87	166	17305	86	87	85	500	501	494	13	12	24	37	37	31	49	49	41	1	2	4
Asian/Pacific Islander	NC	16	1382	NC	123	95	NC	508	530	NC	9	6	NC	27	17	NC	64	59	NC	0	17
American Indian/Alaskan Native	NC	10	3815	NC	83	91	NC	511	489	NC	14	29	NC	14	35	NC	71	35	NC	0	2
White	209	537	29209	83	86	84	520	519	525	6	9	9	17	17	17	69	66	59	8	8	15
Students with Disabilities	41	72	5215	84	73	87	453	463	478	69	53	43	23	34	29	8	13	25	0	0	2
Students without Disabilities	296	699	51485	91	91	89	516	517	513	7	7	15	23	21	23	64	64	52	6	7	11
Limited English Proficient Students	14	28	5378	61	78	109	458	465	471	67	50	48	33	50	36	0	0	15	0	0	0
Migrant Students	NC	NC	689				NC	NC	486	NC	NC	31	NC	NC	36	NC	NC	30	NC	NC	2
Economically Disadvantaged	NC	NC	10358				NC	NC	492	NC	NC	26	NC	NC	33	NC	NC	37	NC	NC	4
Non-Economically Disadvantaged	336	770	46342				513	513	516	9	11	13	23	22	21	62	60	54	6	7	12

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	327	741	55090	87	85	87	480	488	479	14	11	16	13	12	13	73	78	70	0	0	0
All Students (Prior Year)	293	717	50572	NA	NA	NA	480	490	481	11	8	14	24	24	23	64	66	63	1	1	1
Female	168	373	27752	91	88	89	485	492	483	9	7	13	11	11	12	80	81	75	0	0	0
Male	156	358	26842	81	81	83	474	485	474	18	14	20	16	12	15	65	73	65	0	0	0
African American	12	23	2336	100	72	78	477	485	464	17	17	25	8	4	14	75	78	62	0	0	0
Hispanic	85	166	16391	84	87	81	466	473	458	20	16	28	16	16	16	64	68	56	0	0	0
Asian/Pacific Islander	NC	16	1356	NC	123	93	NC	480	499	NC	6	7	NC	6	9	NC	88	83	NC	0	2
American Indian/Alaskan Native	NC	11	3731	NC	92	89	NC	472	446	NC	20	37	NC	30	16	NC	50	47	NC	0	0
White	205	512	29053	81	82	84	487	495	492	10	8	8	13	10	12	77	81	79	0	0	0
Students with Disabilities	29	46	4141	59	47	69	419	442	436	67	55	47	0	0	18	33	45	35	0	0	0
Students without Disabilities	298	695	50949	91	90	89	481	489	479	13	10	16	13	12	13	74	78	71	0	0	0
Limited English Proficient Students	12	26	4711	52	72	96	435	434	422	60	56	61	0	22	13	40	22	26	0	0	0
Migrant Students	NC	NC	666				NC	NC	444	NC	NC	39	NC	NC	11	NC	NC	50	NC	NC	0
Economically Disadvantaged	--	--	10168				--	--	453	--	--	32	--	--	18	--	--	50	--	--	0
Non-Economically Disadvantaged	327	741	44922				480	488	484	14	11	13	13	12	13	73	78	73	0	0	0

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

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

10th Grade Proficiency



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

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

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 (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

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	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	96	39	46	43	100	35	42	37	92	42	41	41
	Language	95	38	43	41	100	35	42	38	90	40	41	42
	Mathematics	96	58	65	59	100	47	58	56	94	60	63	60

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 Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Marana High School has a full-time School Resource Officer on campus.

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) :

0

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	Jan Truitt	(520) 616-6431
Transportation Policy	Bob Thomas	(520) 682-4707
Community Resources	Joe Hajek	(520) 616-6400
School Nutrition Programs	Marcia Jones	(520) 616-6400
Parent Organization	Jan Truitt	(520) 616-6431
Student Health/Nurse	Joan Ramirez	(520) 616-6400

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 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 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 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