ARIZONA DEPARTMENT OF EDUCATION

Tom Horne, Superintendent of Public Instruction

Marana High School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

12000 W. Emigh Rd., Tucson, AZ 85743

Marana Unified District

AZ LEARNS[1]

High School 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.

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.

School Overview

Principal/Administrator :	Dr. Jan Truitt
Schedule :	7:00 AM to 4:00 PM
Grades :	9-12
2004 Enrollment :	1723
Web Address :	www.maranausd.org/mhs
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

- All students will master the Arizona Academic Standards.
- All students will graduate with the competencies necessary to successfully bridge to postsecondary educational and career opportunities.

Enrollment

October 1, 2003 School Year Student Enrollment :	1645
Accepting New Students in 2004-05 Under Open Enrollment Law : [2]	Yes
Number of Students Attending Under Open Enrollment in 2003-04 :	131

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- Advanced Placement/Honor Classes
- Dual Enrollment
- Career and Technical Education
- ESL and Native American Education

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 59 minutes
First Day of School :	8/10/2004
Last Day of School :	5/19/2005

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.

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.

School Honors

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

Award/Honor	Year
A+ Award	2003
Circle K Teacher of the Year Finalist	2002
MUSD Teacher of the Year	2004
Arizona School Nurse of the Year	2002

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [3]

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	401	915	65934	98	98	100	485	493	492	47	37	43	19	21	18	28	32	24	6	10	15
All Students (Prior Year)	346	787	57534	92	90	91	488	494	491	50	42	46	16	19	16	25	26	23	9	13	15
Female	192	446	32586	98	98	100	487	494	491	45	35	44	22	22	19	28	34	24	5	9	14
Male	209	463	33226	98	97	99	484	492	493	49	39	42	16	20	18	27	29	24	7	11	16
African American	11	22	3042	92	88	98	474	475	478	82	73	58	9	5	19	0	18	17	9	5	6
Hispanic	74	178	21740	97	97	100	481	486	475	53	44	63	22	26	17	22	20	15	4	10	5
Asian/Pacific Islander	NC	19	1643	NC	95	99	NC	511	519	NC	21	23	NC	5	13	NC	47	30	NC	26	34
American Indian/Alaskan Native	NC	11	4351	NC	100	99	NC	469	472	NC	82	68	NC	9	16	NC	9	13	NC	0	4
White	303	677	34819	98	98	99	486	495	505	44	34	27	20	21	20	31	35	31	6	10	22
Students with Disabilities	50	111	6507	100	100	100	449	453	456	90	89	83	10	9	9	0	2	6	0	0	2
Students without Disabilities	351	804	59427	97	97	100	490	498	494	41	30	41	20	22	19	32	36	25	7	12	16
Limited English Proficient Students	NC	21	6793	NC	100	100	NC	475	464	NC	62	79	NC	19	11	NC	14	8	NC	5	2
Migrant Students	NC	NC	708				NC	NC	469	NC	NC	72	NC	NC	15	NC	NC	10	NC	NC	3
Economically Disadvantaged	105	182	18745				470	477	475	64	54	64	17	20	16	17	23	15	1	3	5
Non-Economically Disadvantaged	296	733	47182				490	497	499	41	33	35	20	21	19	31	34	27	8	12	19

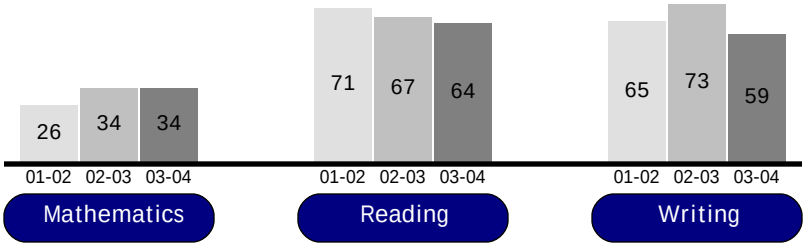
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	416	943	68162	99	99	100	512	509	509	15	18	18	21	21	24	56	54	51	8	7	8
All Students (Prior Year)	337	771	56700	90	89	89	513	513	512	9	11	15	23	22	23	61	60	52	6	7	10
Female	194	454	33509	100	99	100	523	519	513	7	10	15	18	19	23	63	61	52	11	10	9
Male	222	486	34521	98	98	100	502	501	505	22	24	20	23	23	24	50	49	49	5	5	7
African American	12	24	3163	92	89	99	498	495	497	17	14	22	25	36	30	58	50	46	0	0	3
Hispanic	78	188	22624	98	98	100	504	499	487	17	22	32	31	29	31	45	43	35	8	6	2
Asian/Pacific Islander	NC	20	1666	NC	100	100	NC	520	523	NC	14	11	NC	14	17	NC	57	60	NC	14	12
American Indian/Alaskan Native	NC	11	4592	NC	100	100	NC	482	484	NC	25	32	NC	50	37	NC	25	30	NC	0	1
White	313	695	35727	99	99	100	515	513	526	14	16	7	17	18	17	59	58	64	9	8	12
Students with Disabilities	54	115	6845	100	100	100	464	463	468	58	60	53	23	23	29	19	17	18	0	0	1
Students without Disabilities	362	828	61317	98	98	100	518	518	512	9	9	15	20	21	23	61	62	53	9	9	8
Limited English Proficient Students	NC	23	7152	NC	100	100	NC	472	464	NC	36	57	NC	45	31	NC	18	12	NC	0	0
Migrant Students	NC	NC	745				NC	NC	469	NC	NC	51	NC	NC	31	NC	NC	17	NC	NC	1
Economically Disadvantaged	111	199	19528				493	492	487	25	26	31	32	33	32	40	37	34	4	4	2
Non-Economically Disadvantaged	305	744	48595				518	515	518	12	15	13	17	17	20	62	60	57	10	9	10

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	407	935	67629	97	98	100	514	533	524	23	19	22	17	17	16	59	61	59	0	3	3
All Students (Prior Year)	327	741	55090	87	85	87	480	488	479	14	11	16	13	12	13	73	78	70	0	0	0
Female	193	454	33347	99	99	100	537	553	537	11	11	17	15	14	15	74	71	64	1	4	4
Male	214	478	34151	94	97	99	492	514	512	35	26	27	19	19	18	46	52	54	0	2	2
African American	12	24	3150	92	89	99	518	530	515	25	26	24	25	17	19	50	52	56	0	4	2
Hispanic	76	187	22313	95	97	100	512	517	493	24	24	34	26	22	19	50	51	46	0	3	1
Asian/Pacific Islander	NC	20	1659	NC	100	100	NC	575	564	NC	0	11	NC	10	12	NC	80	68	NC	10	9
American Indian/Alaskan Native	NC	10	4528	NC	91	99	NC	459	492	NC	50	35	NC	30	21	NC	20	42	NC	0	1
White	307	688	35593	97	98	99	514	537	547	23	17	13	14	15	14	62	65	69	0	3	4
Students with Disabilities	49	109	6712	98	98	100	443	451	445	68	62	61	19	21	18	13	17	21	0	0	0
Students without Disabilities	358	826	60917	96	98	100	523	542	530	18	14	19	17	16	16	65	67	61	0	3	3
Limited English Proficient Students	NC	23	6994	NC	100	100	NC	461	442	NC	57	58	NC	4	18	NC	39	23	NC	0	0
Migrant Students	NC	NC	732				NC	NC	466	NC	NC	44	NC	NC	23	NC	NC	33	NC	NC	0
Economically Disadvantaged	109	196	19310				492	504	489	35	29	35	23	23	20	42	47	44	0	1	1
Non-Economically Disadvantaged	298	739	48278				522	540	538	19	16	17	15	15	15	66	65	65	0	4	4

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

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

10th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 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?	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.

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

		2001-2002				2002-2003				2003-2004			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	35	42	37	92	42	41	41	90	39	NA	42
	Language	100	35	42	38	90	40	41	42	90	35	42	42
	Mathematics	100	47	58	56	94	60	63	60	90	55	63	63

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 Curriculum Development
2	Non-certified Employee(s)	ü School Safety Issues
5	Teacher(s)	ü Extracurricular Activities
10	Parent(s)	ü Parent/Educator Relations
2	Community Member(s)	ü Plan for Increased Population
4	Student(s)	ü Plan School Activities

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	4.00	Teacher	82.00
Other Professional Staff	6.00	Teacher Aide	20.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	46
Core academic classes taught by Highly Qualified (NCLB) teachers.	208
Teachers with Emergency Certificaton.	6

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 Parent Program
- ü Counseling Services
- ü Health Clinic/Immunizations
- ü After School Program--Parks & Recreation

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- Received A+ award for excellence in education from the Arizona Educational Foundation.
- Received a Smaller Learning Communities Planning Grant from the Federal Government in the amount of $50,000.

Student Activity Rates for School Year 2003-04

		Arizona		
	% School	% K-6	% 7-8	% 9-12
Attendance Rate [4]	96	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]	85			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

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 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

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	Don Powers	(520) 682-4801
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 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."

ACHIEVEMENT PROFILES

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.

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Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = $0.00

** 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.