

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

12000 W. Emigh Rd., 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 LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2004-05	Performing
2003-04	Performing
2002-03	Performing

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

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2004-05	Met
2003-04	Met
2002-03	Met

#### School Improvement Status <sup>(b)</sup>

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

### School Overview

Principal/Administrator : Mr. Jim W. Doty  
 Schedule : 07:00 AM to 04:00 PM  
 Grades : 9-12  
 2005 Enrollment : 1838  
 Web Address : www.maranausd.org/mhs  
 Phone Number : (520) 616-6400  
 Fax Number : (520) 616-6426  
 E-mail : j.w.doty@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.

### Enrollment

October 1, 2004 School Year Student Enrollment : 1732  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 94

Instructional Programs

- Ü Advanced Placement/Honor Classes
- Ü Dual Enrollment
- Ü Career and Technical Education
- Ü ESL and Native American Education
- Ü Freshman Program
- Ü Distance Learning
- Ü Smaller Learning Communities
- Ü MedStart Program and Internships

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 59 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

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
Ü A+ Award	2003
Ü Circle K Teacher of the Year Finalist	2005
Ü MUSD Teacher of the Year	2004
Ü Arizona School Nurse of the Year	2002

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	410	941	69846	97	98	100	688	699	699	25	17	21	13	11	11	54	60	49	7	13	18
All Students (Prior Year)	401	915	65934	98	98	100	485	493	492	47	37	43	19	21	18	28	32	24	6	10	15
Female	205	458	34328	98	98	99	692	705	702	22	14	19	13	10	12	57	63	51	8	12	18
Male	205	483	35509	96	97	100	684	693	696	28	19	23	14	11	11	51	56	48	7	14	18
African American	NC	25	3535	NC	89	100	NC	687	677	NC	29	31	NC	17	15	NC	54	46	NC	0	8
Hispanic	88	197	23363	97	97	100	684	686	680	30	22	32	17	16	16	51	56	45	2	5	7
Asian/Pacific Islander	NC	25	1742	NC	96	99	NC	716	733	NC	9	8	NC	4	7	NC	70	46	NC	17	38
American Indian/Alaskan Native	NC	13	4785	NC	81	100	NC	645	671	NC	31	39	NC	15	17	NC	38	39	NC	15	5
White	302	681	36421	98	99	99	688	703	714	23	15	12	13	9	8	56	61	54	8	15	26
Students with Disabilities	60	118	7690	97	97	100	628	618	593	63	53	64	13	18	14	23	27	21	2	2	2
Students without Disabilities	350	823	62220	97	98	99	698	710	712	19	12	16	14	10	11	59	64	53	8	15	20
Limited English Proficient Students	13	26	5834	100	100	100	554	552	612	47	31	46	24	24	20	24	40	31	6	5	3
Migrant Students	NC	NC	117	NC	NC	NA	NC	NC	677	NC	NC	44	NC	NC	18	NC	NC	35	NC	NC	3
Economically Disadvantaged	118	196	21421	90	90	92	682	689	686	33	26	35	15	13	15	50	55	43	3	6	7
Non-Economically Disadvantaged	292	745	48489	100	100	100	690	701	704	22	14	15	13	10	10	56	61	52	9	15	23

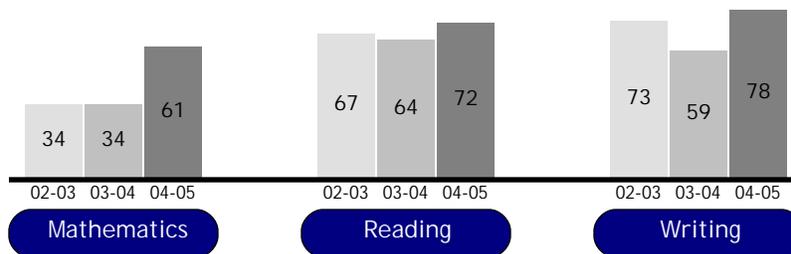
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	421	960	71311	98	99	100	698	704	694	9	5	7	19	15	21	64	72	63	8	9	9
All Students (Prior Year)	416	943	68162	99	99	100	512	509	509	15	18	18	21	21	24	56	54	51	8	7	8
Female	208	466	34899	99	100	100	705	713	700	6	3	5	15	12	19	71	75	66	8	10	10
Male	213	494	36430	98	99	100	691	695	688	12	7	9	22	17	22	58	68	61	8	8	8
African American	NC	26	3573	NC	93	100	NC	683	676	NC	17	9	NC	13	26	NC	71	60	NC	0	4
Hispanic	94	203	24056	100	100	100	691	688	672	15	9	13	19	18	31	62	68	53	4	4	3
Asian/Pacific Islander	NC	25	1731	NC	100	98	NC	708	717	NC	0	3	NC	25	13	NC	71	68	NC	4	16
American Indian/Alaskan Native	NC	14	5110	NC	88	100	NC	652	661	NC	14	14	NC	29	38	NC	50	46	NC	7	2
White	306	692	36841	98	100	99	700	710	713	6	3	3	18	13	12	66	73	72	9	10	13
Students with Disabilities	63	124	8021	100	100	100	618	613	590	31	21	27	43	42	42	25	36	29	2	1	1
Students without Disabilities	358	836	63379	98	99	100	712	717	707	5	3	5	14	11	18	72	77	68	9	10	10
Limited English Proficient Students	15	36	6402	100	100	100	545	544	596	17	9	25	56	44	44	28	47	30	0	0	1
Migrant Students	NC	NC	548	NC	NC	NA	NC	NC	659	NC	NC	26	NC	NC	36	NC	NC	38	NC	NC	0
Economically Disadvantaged	127	208	22243	93	93	93	687	692	677	16	10	14	20	20	32	62	67	51	2	3	3
Non-Economically Disadvantaged	294	752	49157	100	100	100	703	707	702	6	4	4	18	13	16	65	73	69	11	10	11

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	423	957	70868	99	99	100	697	705	688	5	3	5	16	12	23	67	69	63	11	16	9
All Students (Prior Year)	407	935	67629	97	98	100	514	533	524	23	19	22	17	17	16	59	61	59	0	3	3
Female	209	463	34710	99	99	99	709	720	697	2	1	3	12	8	19	72	70	66	14	21	12
Male	214	494	36176	99	99	100	686	692	678	8	5	7	20	16	27	63	68	59	9	11	7
African American	NC	25	3557	NC	89	99	NC	704	675	NC	4	7	NC	13	25	NC	78	62	NC	4	6
Hispanic	97	206	23868	100	100	100	688	692	670	12	8	9	17	13	33	62	67	55	9	12	4
Asian/Pacific Islander	NC	25	1732	NC	100	98	NC	713	713	NC	4	2	NC	8	12	NC	75	64	NC	13	22
American Indian/Alaskan Native	NC	14	5001	NC	88	100	NC	638	661	NC	7	9	NC	29	41	NC	64	48	NC	0	2
White	305	687	36710	98	99	99	701	711	702	3	2	2	15	11	15	69	69	69	13	18	13
Students with Disabilities	64	125	7900	100	100	100	610	602	580	27	23	22	40	39	49	31	37	28	2	1	1
Students without Disabilities	359	832	63054	98	98	99	714	721	701	1	1	3	12	8	20	74	74	67	13	18	10
Limited English Proficient Students	15	36	6308	100	100	100	546	548	591	17	12	19	39	28	47	39	56	33	6	5	1
Migrant Students	NC	NC	540	NC	NC	NA	NC	NC	658	NC	NC	16	NC	NC	42	NC	NC	41	NC	NC	1
Economically Disadvantaged	127	206	21994	93	92	92	688	694	673	11	9	10	17	15	36	67	68	52	6	8	3
Non-Economically Disadvantaged	296	751	48960	100	100	100	702	708	694	3	2	3	16	11	18	68	69	67	14	18	12

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?	Not Evaluated
	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 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 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.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	92	42	41	41	90	39	NA	42	83	52	55	51
	Language	90	40	41	42	90	35	42	42	83	50	52	50
	Mathematics	94	60	63	60	90	55	63	63	83	50	54	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

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

- 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 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	83.50
Other Professional Staff	7.00	Teacher Aide	20.00

Years of Teaching Experience for School Year 2005-06

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) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	243
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Hightly Qualified Teachers	4%

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
- Ü VICA
- Ü HOSA
- Ü DECA
- Ü Key Club

Social Services

- Ü Teen Parent Program
- Ü Counseling Services
- Ü Health Clinic/Immunizations
- Ü After School Program--Parks & Recreation
- Ü Peer Mediation

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

ü Received A+ award for excellence in education from the Arizona Educational Foundation.

ü Received a Smaller Learning Communities Planning Grant from the Federal Government in the amount of \$50,000.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	98	95	94	95
Transfers Out Rates <sup>5</sup>	16	12	12	17
Transfers In Rate <sup>6</sup>	21	28	28	37
Stability Rate <sup>7</sup>	83	87	87	82
Promotion Rate <sup>8</sup>	89	96	95	81
Retention Rate <sup>9</sup>	3	1	1	3
Dropout Rate <sup>10</sup>	6	0	1	6
Status Unknown <sup>11</sup>	2	0	1	4
Graduation Rate <sup>12</sup>	78	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

98
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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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Jim Doty	(520) 616-6431
Transportation Policy	Don Powers	(520) 682-4801
Community Resources	Joe Hajek	(520) 616-6475
School Nutrition Programs	Marcia Jones	(520) 616-6421
Parent Organization	Jan Truitt	(520) 616-6431
Student Health/Nurse	Paula Schoenbrod	(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](http://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.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://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. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. 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. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* 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.