

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS¹

High School Achievement Profile ^(a)

2005-06	Performing Plus
2004-05	Performing
2003-04	Performing

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

School Overview

Principal/Administrator : Mr. Jim W. Doty
 Schedule : 07:00 AM to 04:00 PM
 Grades : 9-12
 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.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Not Met
2004-05	Met
2003-04	Met

School Improvement Status ^(b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

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, 2005 School Year Student Enrollment : 1783
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 47

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	2005
Ü Spotlight on success Award from ADE	2006
Ü Ambassador of Excellence	2005

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	433	943	71130	95	90	95	698	708	701	19	12	23	16	12	13	58	64	51	8	11	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	225	486	35465	96	92	96	698	707	702	17	12	21	17	13	13	59	65	53	7	10	13
Male	208	457	35648	94	88	94	698	710	701	21	12	24	14	11	12	56	63	50	8	13	14
African American	12	22	3868	86	81	95	691	698	686	8	18	33	17	14	17	75	64	45	NA	5	6
Hispanic	102	220	25103	96	90	95	686	697	685	29	18	34	24	19	16	42	58	45	5	5	5
Asian/Pacific Islander	NC	19	1805	NC	83	98	NC	724	731	NC	5	9	NC	11	7	NC	63	50	NC	21	34
American Indian/Alaskan Native	NC	11	4241	NC	79	90	NC	690	679	NC	36	39	NC	9	19	NC	55	39	NC	NA	3
White	308	670	36075	95	91	95	702	712	715	16	10	12	14	10	9	62	67	58	8	13	21
Students with Disabilities	46	58	5862	70	50	71	655	662	658	57	47	63	20	22	15	22	29	20	2	2	2
Students without Disabilities	387	885	65268	99	95	98	702	711	705	15	10	19	15	12	12	62	67	54	8	12	15
Limited English Proficient Students	NC	18	4859	NC	86	93	NC	675	662	NC	22	64	NC	33	15	NC	44	20	NC	NA	1
Migrant Students	NC	NC	786	NC	NC	95	NC	NC	681	NC	NC	38	NC	NC	18	NC	NC	41	NC	NC	4
Economically Disadvantaged	112	178	22957	90	85	93	688	695	685	26	21	34	20	16	17	51	56	44	4	7	5
Non-Economically Disadvantaged	321	765	48173	97	91	96	701	711	709	17	10	17	14	12	11	60	66	55	9	12	18

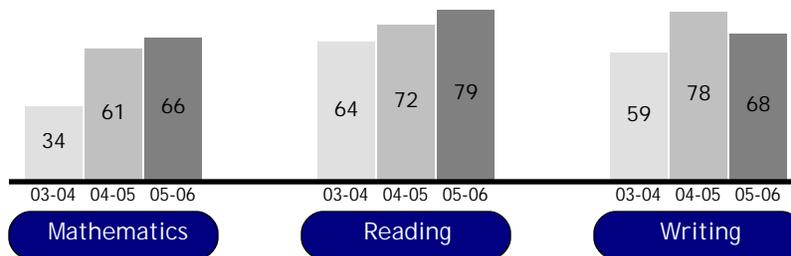
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	439	1028	73018	95	97	97	707	715	703	3	2	6	18	14	23	73	74	64	6	9	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	227	518	36181	95	96	97	712	720	708	1	1	4	17	13	21	73	74	65	8	12	9
Male	212	510	36816	95	97	96	702	710	699	6	4	7	19	16	24	72	73	62	3	7	7
African American	13	26	3976	93	96	96	707	701	689	NA	NA	8	23	27	29	77	73	59	NA	NA	3
Hispanic	104	243	25801	95	98	96	690	701	683	4	2	10	34	23	34	62	70	53	1	5	3
Asian/Pacific Islander	NC	23	1812	NC	100	98	NC	715	722	NC	9	3	NC	4	15	NC	78	66	NC	9	16
American Indian/Alaskan Native	NC	14	4389	NC	93	93	NC	705	675	NC	NA	9	NC	29	42	NC	71	47	NC	NA	1
White	311	722	37024	95	96	97	713	720	721	3	2	2	13	11	12	77	75	73	7	12	13
Students with Disabilities	50	99	7170	76	84	85	654	655	654	12	14	23	52	52	47	36	34	29	NA	NA	1
Students without Disabilities	389	929	65848	98	98	98	712	720	708	2	1	4	14	10	20	77	78	67	6	10	9
Limited English Proficient Students	NC	20	5099	NC	95	95	NC	657	641	NC	NA	29	NC	70	59	NC	30	12	NC	NA	0
Migrant Students	NC	NC	817	NC	NC	96	NC	NC	667	NC	NC	15	NC	NC	44	NC	NC	39	NC	NC	1
Economically Disadvantaged	122	205	23912	93	94	94	692	697	681	6	5	10	26	24	36	66	67	52	2	4	2
Non-Economically Disadvantaged	317	823	49106	95	97	98	713	719	714	3	2	4	15	12	16	75	76	69	7	11	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	449	1015	72810	97	95	96	684	695	685	5	3	6	27	20	30	66	70	58	2	6	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	231	517	36111	97	96	97	697	706	695	3	2	4	19	14	23	76	76	65	3	9	8
Male	218	498	36678	97	95	95	672	684	674	7	5	9	36	27	36	55	64	52	2	4	3
African American	13	26	3962	93	96	96	701	697	675	NA	NA	8	15	15	33	69	77	55	15	8	3
Hispanic	106	239	25735	97	96	96	677	684	669	7	5	10	37	30	41	56	63	48	1	2	2
Asian/Pacific Islander	NC	21	1809	NC	91	97	NC	712	704	NC	NA	4	NC	5	19	NC	90	65	NC	5	13
American Indian/Alaskan Native	NC	14	4370	NC	93	92	NC	702	670	NC	NA	9	NC	29	39	NC	57	50	NC	14	2
White	320	715	36915	97	95	97	686	698	697	5	3	3	24	17	21	68	72	67	3	8	8
Students with Disabilities	58	86	7071	88	73	84	619	627	634	26	24	24	43	42	53	26	30	21	5	3	1
Students without Disabilities	391	929	65739	98	98	98	692	700	689	2	1	4	25	18	27	72	74	62	2	7	6
Limited English Proficient Students	NC	19	5046	NC	90	94	NC	639	621	NC	21	31	NC	47	56	NC	32	12	NC	NA	0
Migrant Students	NC	NC	812	NC	NC	96	NC	NC	654	NC	NC	15	NC	NC	51	NC	NC	34	NC	NC	0
Economically Disadvantaged	126	202	23814	96	93	94	673	680	667	7	6	10	38	33	41	52	56	47	3	4	2
Non-Economically Disadvantaged	323	813	48996	97	96	97	689	699	693	4	2	4	23	17	24	71	74	64	2	7	7

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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	N
	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 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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	90	39	NA	42	83	52	55	51	93	52	56	52
	Language	90	35	42	42	83	50	52	50	93	48	50	50
	Mathematics	90	55	63	63	83	50	54	50	92	52	56	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/

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 Certification.	6
Percent of teachers in the school with Emergency/Provisional Certification	6%
Percent of core classes not taught by Highly 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

School Achievements/Accomplishments 2005-06

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

ü Implemented Smaller Learning Communities school-wide.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	83	89	88	73
Graduation Rate ⁶	87	NA	NA	81

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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

98

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 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.

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 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.

6 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.

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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.