

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3901 W. Linda Vista Blvd., Tucson, AZ 85742

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)

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

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

School Overview

Principal/Administrator : Mrs. Jill S Atlas
 Schedule : 06:00 AM to 04:00 PM
 Grades : 9-12
 2005 Enrollment : 2320
 Web Address : www.maranausd.org
 Phone Number : (520) 579-4400
 Fax Number : (520) 579-4505
 E-mail : j.s.atlas@maranausd.org

Mission

We believe that teaching must be relevant and rigorous. It must enhance our student's ability to problem-solve, work as a team and explore life options. Our goal is to provide the guidance and questioning strategies to create an environment where our students can identify their passions and demonstrate knowledge in real-life situations. This can only happen when a student feels connected to their teachers and school and where learning has been personalized to meet each individual's needs.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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 / Academic Goals

- ü All students will master the Arizona Academic Standards in a developmental age-appropriate range.
- ü All teachers will increase their knowledge of Quadrant D lessons and use strategies that make their classes rigorous and relevant to their students.
- ü All students will recognize their individual strengths and our faculty will help them develop these talents to their fullest potential.
- ü All students will be respectful and tolerant of one another and understand that cooperation among diverse groups is important in our global society.

Enrollment

October 1, 2004 School Year Student Enrollment : 2224
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 405

Instructional Programs

- ü Advanced Placement/Honors Classes
- ü Freshmen Lion's Academy
- ü Special Education Inclusive Model
- ü Career and Technical Education
- ü Fine Arts Programs
- ü Smaller Learning Communities
- ü Collaborative Cross-Curricular Units
- ü Career Pathways

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 32 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We are responsible for a learning environment that fosters challenging standards for all. We structure the curricula and teaching strategies to ensure that all students learn at their maximum abilities and excel at utilizing ideas and information.

Parents

Please set a good example by intellectual, ethical and civic commitment. Parents should insist on rigorous academic standards for the student and the school. Also, please ensure that students attend school regularly and have their basic needs met.

Transportation Policy

Safe transportation of school children is a vital concern. MUSD is dedicated to the selection, training and supervision of professional drivers. Twenty-four buses cover a 42-square-mile route with the longest route taking 40 minutes to ride one way.

School Honors

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

Award/Honor	Year
ü One University of Arizona/Circle K Teacher of the Year	2005
ü One Presidential Award for Excellence in Science/Math	2005
ü ARC of Arizona Teacher of the Year Award	2004
ü Arizona High School Counselor of the Year Award	2004

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	529	941	69846	98	98	100	707	699	699	10	17	21	9	11	11	64	60	49	17	13	18
All Students (Prior Year)	511	915	65934	98	98	100	499	493	492	29	37	43	22	21	18	35	32	24	14	10	15
Female	253	458	34328	98	98	99	715	705	702	8	14	19	8	10	12	68	63	51	15	12	18
Male	276	483	35509	98	97	100	700	693	696	12	19	23	9	11	11	60	56	48	19	14	18
African American	20	25	3535	91	89	100	691	687	677	25	29	31	15	17	15	60	54	46	0	0	8
Hispanic	108	197	23363	97	97	100	687	686	680	16	22	32	16	16	16	60	56	45	8	5	7
Asian/Pacific Islander	16	25	1742	94	96	99	712	716	733	7	9	8	0	4	7	79	70	46	14	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	378	681	36421	99	99	99	715	703	714	8	15	12	6	9	8	65	61	54	21	15	26
Students with Disabilities	57	118	7690	95	97	100	608	618	593	44	53	64	24	18	14	31	27	21	2	2	2
Students without Disabilities	472	823	62220	98	98	99	719	710	712	6	12	16	7	10	11	68	64	53	19	15	20
Limited English Proficient Students	13	26	5834	100	100	100	550	552	612	20	31	46	24	24	20	52	40	31	4	5	3
Migrant Students	--	NC	117	--	NC	NA	--	NC	677	--	NC	44	--	NC	18	--	NC	35	--	NC	3
Economically Disadvantaged	77	196	21421	89	90	92	700	689	686	16	26	35	10	13	15	63	55	43	11	6	7
Non-Economically Disadvantaged	452	745	48489	100	100	100	708	701	704	9	14	15	8	10	10	64	61	52	18	15	23

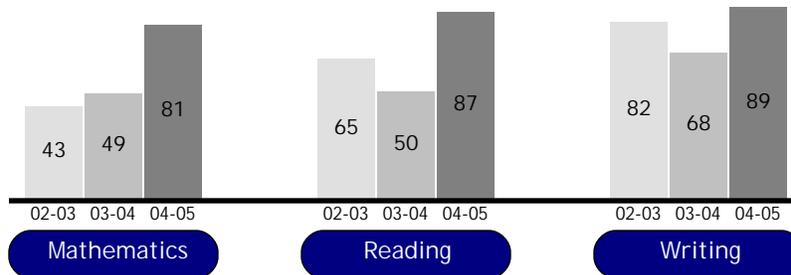
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	536	960	71311	99	99	100	708	704	694	2	5	7	11	15	21	78	72	63	9	9	9
All Students (Prior Year)	523	943	68162	99	99	100	499	509	509	28	18	18	22	21	24	46	54	51	4	7	8
Female	258	466	34899	100	100	100	719	713	700	1	3	5	9	12	19	79	75	66	11	10	10
Male	278	494	36430	99	99	100	698	695	688	3	7	9	13	17	22	76	68	61	7	8	8
African American	20	26	3573	91	93	100	688	683	676	10	17	9	15	13	26	75	71	60	0	0	4
Hispanic	108	203	24056	97	100	100	686	688	672	4	9	13	18	18	31	74	68	53	4	4	3
Asian/Pacific Islander	16	25	1731	100	100	98	702	708	717	0	0	3	27	25	13	73	71	68	0	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	385	692	36841	100	100	99	717	710	713	1	3	3	9	13	12	79	73	72	11	10	13
Students with Disabilities	60	124	8021	100	100	100	606	613	590	11	21	27	40	42	42	49	36	29	0	1	1
Students without Disabilities	476	836	63379	99	99	100	721	717	707	1	3	5	8	11	18	81	77	68	10	10	10
Limited English Proficient Students	21	36	6402	100	100	100	543	544	596	4	9	25	36	44	44	60	47	30	0	0	1
Migrant Students	--	NC	548	--	NC	NA	--	NC	659	--	NC	26	--	NC	36	--	NC	38	--	NC	0
Economically Disadvantaged	79	208	22243	91	93	93	698	692	677	0	10	14	20	20	32	76	67	51	4	3	3
Non-Economically Disadvantaged	457	752	49157	100	100	100	710	707	702	2	4	4	10	13	16	78	73	69	10	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	531	957	70868	99	99	100	712	705	688	2	3	5	8	12	23	70	69	63	19	16	9
All Students (Prior Year)	524	935	67629	99	98	100	548	533	524	15	19	22	16	17	16	63	61	59	5	3	3
Female	254	463	34710	98	99	99	728	720	697	1	1	3	4	8	19	68	70	66	27	21	12
Male	277	494	36176	99	99	100	697	692	678	3	5	7	12	16	27	72	68	59	13	11	7
African American	19	25	3557	86	89	99	709	704	675	5	4	7	11	13	25	79	78	62	5	4	6
Hispanic	108	206	23868	97	100	100	696	692	670	4	8	9	9	13	33	72	67	55	15	12	4
Asian/Pacific Islander	16	25	1732	100	100	98	711	713	713	7	4	2	7	8	12	67	75	64	20	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	381	687	36710	99	99	99	718	711	702	1	2	2	8	11	15	69	69	69	22	18	13
Students with Disabilities	60	125	7900	100	100	100	593	602	580	18	23	22	39	39	49	44	37	28	0	1	1
Students without Disabilities	471	832	63054	98	98	99	726	721	701	0	1	3	5	8	20	73	74	67	22	18	10
Limited English Proficient Students	21	36	6308	100	100	100	549	548	591	8	12	19	20	28	47	68	56	33	4	5	1
Migrant Students	--	NC	540	--	NC	NA	--	NC	658	--	NC	16	--	NC	42	--	NC	41	--	NC	1
Economically Disadvantaged	77	206	21994	89	92	92	704	694	673	5	9	10	12	15	36	70	68	52	12	8	3
Non-Economically Disadvantaged	454	751	48960	100	100	100	713	708	694	2	2	3	8	11	18	70	69	67	21	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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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	96	40	41	41	94	48	NA	42	95	58	55	51
	Language	97	41	41	42	93	49	42	42	95	55	52	50
	Mathematics	97	66	63	60	94	70	63	63	95	57	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/

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

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 8 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 8 Student(s)

Council Duties

- Ü Improving on Az Academic Standards
- Ü Supporting Freshmen House
- Ü Closing the Achievement Gap
- Ü Exploring School Climate Research

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.50	Teacher	108.00
Other Professional Staff	7.50	Teacher Aide	16.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	6	0	0
4 to 6 years	13	6	1	0
7 to 9 years	8	4	0	0
10 or more years	21	41	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	380
Teachers with Emergency Certificaton.	4
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Hightly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü Five Computer Labs/CADD Lab
- Ü Television Production Facility
- Ü Inclusive Special Education Facility
- Ü Modern Community Auditorium

Extracurricular Activities

- Ü Key Club
- Ü Future Business Leaders of America
- Ü Link Crew
- Ü National Honor Society
- Ü Fifty-three Active Clubs
- Ü FCCLA/DECA
- Ü Academic Decathlon
- Ü After School Tutoring Programs

Social Services

- Ü Counseling Services
- Ü Health Services
- Ü Job Placement Services
- Ü Lunch/Breakfast Programs
- Ü Parent Resource Organization
- Ü Student Study Teams
- Ü ELL Testing and Services
- Ü On Site SRO and School Psychologist

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü We had three National Merit Scholars and two Commended students, one Flinn Scholar, and two Dorrance Scholars. Our SAT and ACT scores exceed the State and National norms.

- ü Eighty-three percent of our sophomores met or exceeded the Mathematic portion of the AIMS test, eighty-seven percent met or exceeded on the Reading portion and ninety percent met or exceeded on the Writing portion.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	98	95	94	95
Transfers Out Rates ⁵	11	12	12	17
Transfers In Rate ⁶	13	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	2	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	94	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

The Student Prevention Team is a group of students, an administrator and a counselor, that meets monthly to pursue prevention activities. MVHS is a S.M.A.R.T. school: Schools Multi-Agency Response Team; includes admin., sheriffs, and Co. Attorney.

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) :

58

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	Laura Steele	(520) 579-4400
Transportation Policy	Bob Thomas	(520) 682-4789
Community Resources	Hollis Hemingway	(520) 579-4455
School Nutrition Programs	Carol Klemann	(520) 579-4425
Parent Organization	Rosemary Cora-Cruz	(520) 579-4400
Student Health/Nurse	Peggy Schneider	(520) 579-4400

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 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.

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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.