

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Highly Performing
2004-05	Highly Performing
2003-04	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
 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)

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 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, 2005 School Year Student Enrollment : 2289
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 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 is safe and that fosters challenging standards for all. We structure curricula and teaching strategies to ensure that all students learn at their maximum abilities. Our mission is to support our students in acquiring 21st Century skills.

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, and support the school's efforts in students developing responsible study habits. 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 buses cover a 42-square-mile route with the longest route taking 40 minutes to ride one way. After school activity buses are provided every day at 5:30 pm to support our athletic and extended day programs.

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 Arizona Teacher of the Year Top 10	2006
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	502	943	71130	85	90	95	718	708	701	6	12	23	10	12	13	70	64	51	14	11	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	256	486	35465	88	92	96	715	707	702	7	12	21	10	13	13	71	65	53	12	10	13
Male	246	457	35648	83	88	94	721	710	701	5	12	24	9	11	12	70	63	50	17	13	14
African American	10	22	3868	77	81	95	NA	698	686	NA	18	33	NA	14	17	NA	64	45	NA	5	6
Hispanic	118	220	25103	86	90	95	707	697	685	8	18	34	14	19	16	71	58	45	6	5	5
Asian/Pacific Islander	12	19	1805	75	83	98	727	724	731	NA	5	9	17	11	7	67	63	50	17	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	354	670	36075	86	91	95	722	712	715	4	10	12	8	10	9	71	67	58	18	13	21
Students with Disabilities	12	58	5862	24	50	71	696	662	658	8	47	63	33	22	15	58	29	20	NA	2	2
Students without Disabilities	490	885	65268	91	95	98	718	711	705	6	10	19	9	12	12	71	67	54	15	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	66	178	22957	79	85	93	708	695	685	14	21	34	9	16	17	65	56	44	12	7	5
Non-Economically Disadvantaged	436	765	48173	87	91	96	719	711	709	5	10	17	10	12	11	71	66	55	15	12	18

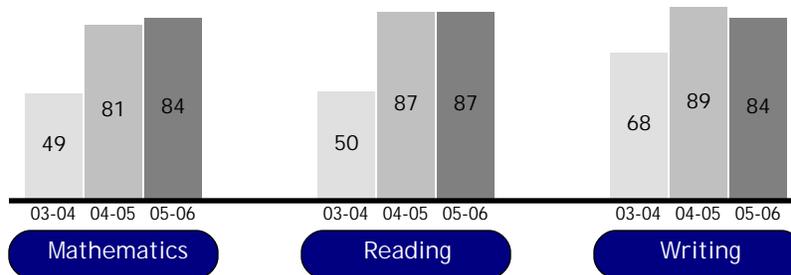
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	582	1028	73018	98	97	97	720	715	703	2	2	6	11	14	23	75	74	64	12	9	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	286	518	36181	97	96	97	725	720	708	0	1	4	9	13	21	76	74	65	15	12	9
Male	296	510	36816	99	97	96	715	710	699	3	4	7	13	16	24	74	73	62	9	7	7
African American	13	26	3976	100	96	96	696	701	689	NA	NA	8	31	27	29	69	73	59	NA	NA	3
Hispanic	138	243	25801	99	98	96	709	701	683	1	2	10	15	23	34	76	70	53	7	5	3
Asian/Pacific Islander	16	23	1812	100	100	98	714	715	722	6	9	3	6	4	15	81	78	66	6	9	16
American Indian/Alaskan Native	10	14	4389	91	93	93	NA	705	675	NA	NA	9	NA	29	42	NA	71	47	NA	NA	1
White	405	722	37024	98	96	97	725	720	721	2	2	2	9	11	12	74	75	73	15	12	13
Students with Disabilities	49	99	7170	94	84	85	655	655	654	16	14	23	51	52	47	33	34	29	NA	NA	1
Students without Disabilities	533	929	65848	98	98	98	726	720	708	0	1	4	8	10	20	79	78	67	13	10	9
Limited English Proficient Students	11	20	5099	92	95	95	663	657	641	NA	NA	29	55	70	59	45	30	12	NA	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	83	205	23912	97	94	94	704	697	681	4	5	10	22	24	36	69	67	52	6	4	2
Non-Economically Disadvantaged	499	823	49106	98	97	98	723	719	714	1	2	4	10	12	16	76	76	69	13	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	559	1015	72810	94	95	96	704	695	685	2	3	6	15	20	30	74	70	58	10	6	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	281	517	36111	95	96	97	714	706	695	1	2	4	10	14	23	75	76	65	14	9	8
Male	278	498	36678	93	95	95	694	684	674	3	5	9	20	27	36	72	64	52	6	4	3
African American	13	26	3962	100	96	96	694	697	675	NA	NA	8	15	15	33	85	77	55	NA	8	3
Hispanic	132	239	25735	94	96	96	689	684	669	4	5	10	25	30	41	68	63	48	3	2	2
Asian/Pacific Islander	15	21	1809	94	91	97	718	712	704	NA	NA	4	7	5	19	87	90	65	7	5	13
American Indian/Alaskan Native	10	14	4370	91	93	92	NA	702	670	NA	NA	9	NA	29	39	NA	57	50	NA	14	2
White	389	715	36915	94	95	97	708	698	697	2	3	3	11	17	21	75	72	67	12	8	8
Students with Disabilities	28	86	7071	54	73	84	643	627	634	21	24	24	39	42	53	39	30	21	NA	3	1
Students without Disabilities	531	929	65739	98	98	98	706	700	689	1	1	4	13	18	27	76	74	62	10	7	6
Limited English Proficient Students	10	19	5046	83	90	94	NA	639	621	NA	21	31	NA	47	56	NA	32	12	NA	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	76	202	23814	88	93	94	691	680	667	5	6	10	25	33	41	63	56	47	7	4	2
Non-Economically Disadvantaged	483	813	48996	95	96	97	706	699	693	1	2	4	13	17	24	75	74	64	10	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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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?	Y
	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	94	48	NA	42	95	58	55	51	97	58	56	52
	Language	93	49	42	42	95	55	52	50	97	54	50	50
	Mathematics	94	70	63	63	95	57	54	50	97	59	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

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

Council Duties

- Ü Improving on Az Academic Standards
- Ü Supporting Sm. Learning Community Initi.
- Ü Closing the Achievement Gap
- Ü Exploring School Climate Research
- Ü Aligning School Improvement to District
- Ü Increasing Comm. and Parental Invol.

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.50	Teacher	118.50
Other Professional Staff	6.00	Teacher Aide	16.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	6	0	0
4 to 6 years	13	7	1	0
7 to 9 years	8	6	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.	348
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

- Ü Five Computer Labs/CADD Lab
- Ü Television Production Facility
- Ü Inclusive Special Education Facility
- Ü State of the Art 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 2005-06

School Achievements/Accomplishments 2005-06

- ü We had one 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-six 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.

- ü Climate Survey Statistics

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	92	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

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

96

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	Debra Soto	(520) 579-4400
Transportation Policy	Don Powers	(520) 682-1055
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 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.