

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

11279 W Grier Rd 128, Marana, AZ 85653

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)

2003-04	N/A
2002-03	Small School
2001-02	N/A

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

School Overview

Principal/Administrator : Mrs. Stephanie Jo Hillig
 Schedule : 7:00 AM to 3:30 PM
 Grades : 9-12
 2004 Enrollment : 86
 Web Address : www.maranausd.org
 Phone Number : (520) 682-4773
 Fax Number : (520) 682-4106
 E-mail : s.j.hillig@maranausd.org

Mission

Marana Career And Technical High School students experience individual success; and through the sharing of knowledge and ideas, develop a sense of accountability and a strong work ethic.

No Child Left Behind

Adequate Yearly Progress ^(b)

2003-04	N/A
2002-03	Not Evaluated
2001-02	N/A

School Improvement Status ^(b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

School / Academic Goals

- ü Students will develop and write educational goals, career goals and develop a professional portfolio.
- ü Students will be taught basic employability skills, as well as occupationally-specific training.

Enrollment

October 1, 2003 School Year Student Enrollment : N/A
 Accepting New Students in 2004-05 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 0

Instructional Programs

- Ü Full & 1/2 Day Alternative Educ. Prog.
- Ü Alternative Summer School
- Ü Saturday School
- Ü Technical/Vocational Program

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/10/2004
Last Day of School :	5/19/2005

Shared Responsibilities

School

MCAT High School is responsible for providing students with a disciplined, safe environment conducive to learning; providing students the highest possible level of knowledge and skills which meet or exceed the Arizona Academic Standards.

Parents

Parents of MCAT High School students will be responsible for ensuring that their student attends school regularly and punctually. Parents are expected to support the Mission and Goals of the Marana Unified School District.

Transportation Policy

Transportation is provided to and from the home school to the Marana Career And Technical High School campus and/or a designated bus stop for Sessions I and II. Session III students must provide their own transportation.

School Honors

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

Award/Honor	Year
Ü Arizona Daily Star Senior Achievers	2002
Ü Rotary Student of the Month	2003
Ü Kiwanis Club - Project Turnaround Award	2003
Ü National Association of Housing and Redevelopment	2003

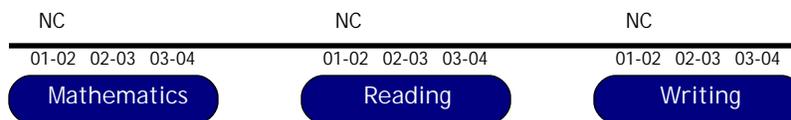
10th Grade

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

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

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

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



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Not Evaluated
	Met Test Objectives?	Not Evaluated
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Not Evaluated

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	%	2001-2002			2002-2003			2003-2004				
			Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	NC	NC	42	37	--	--	41	41	--	--	NA	42
	Language	NC	NC	42	38	--	--	41	42	--	--	42	42
	Mathematics	NC	NC	58	56	--	--	63	60	--	--	63	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

Council Duties

2 School Administrator(s)	Ü Strategic Plan Revision
2 Non-certified Employee(s)	Ü Community Partnerships
3 Teacher(s)	Ü School-to-Work Partnerships
3 Parent(s)	Ü Safe Environment
2 Community Member(s)	Ü Program Restructuring
1 Student(s)	Ü State Standards Compliance

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	5.50
Other Professional Staff	3.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	1	0	0	0
7 to 9 years	0	0	0	0
10 or more years	2	2	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	9
Core academic classes taught by Highly Qualified (NCLB) teachers.	10
Teachers with Emergency Certificaton.	1

Resources Available at School Site

Special Facilities

- Ü Computer Lab with Networked Instruction
- Ü Off-campus Work Sites

Extracurricular Activities

- Ü Student Council
- Ü Community Service Learning
- Ü Construction Works!
- Ü Youth on Their Own

Social Services

- Ü Counseling Services
- Ü Job Placement Services
- Ü School-to-Work Partnerships
- Ü Community Service Learning

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Marana Career And Technical High School students participate in over fourteen different community/business/intergovernmental/partnerships each year.

- ü Marana Career And Technical High School is combining a credit retrieval program with a career and technical training program. We are currently servicing over one hundred students in the career training component.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	--	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

MCAT High School adheres strictly to the District Discipline Policy and prides itself on very low discipline referral rates. The program also offers the services of a full-time Juvenile Probation Officer/Instructor and a part-time counselor.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Stephanie J. Hillig	(520) 682-4773
Transportation Policy	Bob Thomas	(520) 682-4789
Community Resources	Carolyn Dumler	(520) 682-4802
School Nutrition Programs	Dan Contorno	(520) 682-4749
Parent Organization	Stephanie J. Hillig	(520) 682-4773
Student Health/Nurse	Judi Crawford	(520) 682-4770

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

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.