

Maricopa Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

45012 W. Honeycutt Avenue, Maricopa, AZ 85239

Maricopa Unified School 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

Elementary
Achievement Profile *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Not Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Ms. Mary Ann Hunter
Schedule : 7:30 AM to 4:00 PM
Grades : 4-6
2003 Enrollment : 303
Web Address : musd20.org
Phone Number : (520) 568-6101
Fax Number : (520) 568-6112
E-mail : mahunter@musd20.org

Mission

We strive to provide the finest education possible for all students. Every effort is made to assist students to reach their potential in mastering Arizona's Instrument to Measure Standards (AIMS).

School / Academic Goals

- ü To assist all children in achieving at or above grade level in reading and writing.
To instruct students in such a way that they will be able to meet or exceed the state standards in reading and writing.
- ü To develop math skills that will meet or exceed the state standards for all children.
To assist children in accurately making computational decisions.

Instructional Programs

- ü SRA Reading & Spelling Mastery
- ü Special Ed Inclusion
- ü Structured English Immersion
- ü Gifted Education

Enrollment

October 1, 2002 School Year Student Enrollment : 628
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 19

Calendar Information

Number of Instruction Days : 180
Average Daily Instruction Time : 6 hours 0 minutes
First Day of School : 7/31/2003
Last Day of School : 5/28/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

Council Duties

- School Administrator(s)
- Non-certified Employee(s)
- Teacher(s)
- Parent(s)
- Community Member(s)
- Student(s)

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.25	Teacher	14.50
Other Professional Staff	2.00	Teacher Aide	4.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

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

Shared Responsibilities

School

Maricopa Elementary School will attempt to provide each student with a safe, academically stimulating environment. Parents can be expected to be notified of student progress and problems and have a right to inspect all student records.

Parents

Parents will ensure that their children attend school daily; arrive on time; be properly dressed, rested and nourished; and have assigned homework completed. Parents will encourage students to take an active part in the school process.

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Media Center

Extracurricular Activities

- ü Student Council
- ü Science Olympiad
- ü Space Kids
- ü Career Day

Social Services

- ü Breakfast Program
- ü Lunch Program
- ü Health Services
- ü Recreational Activities

Transportation Policy

Riding a school bus is a privilege and not a right. The bus driver has the authority to enforce rules of good conduct. Students who show unacceptable behavior may lose bus privileges.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Students placed first in the Honeywell Bowl Aerospace Challenge. Hard work earned them an all expense paid trip to NASA in Florida. High achievement in all academic areas enabled them to earn this distinction.

- ü Students achieved a fourth place win in the Pinal County PESOS competition.

School Honors

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

Award/Honor	Year
ü Honeywell Bowl Aerospace Challenge - First Place	2003
ü PESOS - Fourth Place	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	93	95	94	96
Transfers Out ³	20	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	3	10	10	9
Promotion Rate ⁶	93	99	98	95
Retention Rate ⁷	7	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 3-4	73	61
Grades 4-5	81	73
Grades 5-6	NC	NC

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 2002-03. 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 2003. 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. 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).

5th 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	92	92	76230	102	102	101	477	477	498	18	18	12	53	53	38	12	12	12	17	17	37
All Students (Prior Year)	91	91	72888	NA	NA	NA	464	464	494	30	30	14	47	47	40	9	9	12	13	13	34
Female	47	47	37247	104	104	100	478	478	500	18	18	11	54	54	40	15	15	13	13	13	37
Male	44	44	38725	98	98	101	475	475	497	19	19	14	50	50	37	8	8	12	22	22	37
African American	NC	NC	3594	NC	NC	96	NC	NC	476	NC	NC	22	NC	NC	46	NC	NC	11	NC	NC	21
Hispanic	26	26	28100	84	84	98	473	473	482	19	19	18	63	63	47	13	13	11	6	6	24
Asian/Pacific Islander	--	--	1447	--	--	95	--	--	527	--	--	5	--	--	26	--	--	11	--	--	58
American Indian/Alaskan Native	15	15	5292	83	83	113	454	454	463	38	38	31	54	54	47	0	0	8	8	8	14
White	39	39	35389	103	103	96	481	481	514	17	17	6	46	46	32	17	17	14	20	20	48
Students with Disabilities	13	13	9022	68	68	105	456	456	465	25	25	31	50	50	43	25	25	8	0	0	17
Students without Disabilities	79	79	67208	111	111	100	478	478	500	18	18	12	53	53	38	11	11	12	18	18	38
Limited English Proficient Students	20	20	14826	100	100	113	473	473	460	18	18	31	73	73	51	9	9	8	0	0	10
Migrant Students	NC	NC	837				NC	NC	478	NC	NC	19	NC	NC	51	NC	NC	8	NC	NC	21
Economically Disadvantaged	86	86	25037				477	477	477	18	18	21	53	53	47	12	12	11	17	17	21
Non-Economically Disadvantaged	NC	NC	51193				NC	NC	507	NC	NC	9	NC	NC	35	NC	NC	13	NC	NC	43

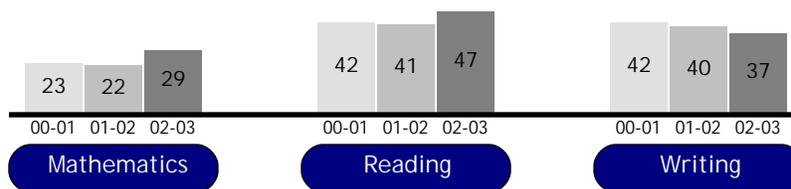
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	92	76202	102	102	101	498	498	505	30	30	19	22	22	24	43	43	46	4	4	11
All Students (Prior Year)	90	91	72779	NA	NA	NA	495	495	505	37	37	21	22	22	20	30	30	43	11	11	15
Female	47	47	37231	104	104	100	503	503	507	23	23	16	23	23	24	51	51	48	3	3	13
Male	44	44	38718	98	98	101	493	493	503	39	39	22	22	22	24	33	33	44	6	6	10
African American	NC	NC	3600	NC	NC	97	NC	NC	497	NC	NC	28	NC	NC	29	NC	NC	39	NC	NC	5
Hispanic	26	26	28090	84	84	98	499	499	497	50	50	28	25	25	30	19	19	37	6	6	5
Asian/Pacific Islander	--	--	1443	--	--	95	--	--	515	--	--	9	--	--	19	--	--	53	--	--	19
American Indian/Alaskan Native	15	15	5311	83	83	113	493	493	491	31	31	38	31	31	31	38	38	28	0	0	3
White	38	38	35371	100	100	96	498	498	512	23	23	10	23	23	20	54	54	54	0	0	16
Students with Disabilities	13	13	9097	68	68	106	492	492	493	50	50	39	0	0	27	50	50	29	0	0	5
Students without Disabilities	79	79	67105	111	111	100	499	499	506	29	29	18	24	24	24	43	43	47	4	4	12
Limited English Proficient Students	20	20	14780	100	100	113	484	484	486	55	55	50	36	36	32	9	9	18	0	0	1
Migrant Students	NC	NC	832				NC	NC	492	NC	NC	36	NC	NC	31	NC	NC	31	NC	NC	3
Economically Disadvantaged	88	88	24961				498	498	495	30	30	32	22	22	30	43	43	34	4	4	4
Non-Economically Disadvantaged	NC	NC	51241				NC	NC	509	NC	NC	14	NC	NC	22	NC	NC	51	NC	NC	14

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	91	91	74692	101	101	99	481	481	502	33	33	18	30	30	27	33	33	47	4	4	8
All Students (Prior Year)	86	86	70710	NA	NA	NA	485	485	512	32	32	17	27	27	26	35	35	42	5	5	16
Female	47	47	36710	104	104	99	493	493	509	19	19	14	41	41	26	35	35	50	5	5	10
Male	43	43	37742	96	96	98	469	469	495	49	49	22	20	20	28	29	29	44	3	3	6
African American	NC	NC	3516	NC	NC	94	NC	NC	487	NC	NC	26	NC	NC	31	NC	NC	39	NC	NC	4
Hispanic	26	26	27492	84	84	96	465	465	486	44	44	27	44	44	32	6	6	38	6	6	4
Asian/Pacific Islander	--	--	1428	--	--	94	--	--	528	--	--	8	--	--	20	--	--	54	--	--	18
American Indian/Alaskan Native	15	15	5166	83	83	110	465	465	470	50	50	39	25	25	32	25	25	27	0	0	2
White	38	38	34785	100	100	94	490	490	517	24	24	10	24	24	23	52	52	56	0	0	11
Students with Disabilities	13	13	8428	68	68	98	455	455	472	50	50	38	50	50	30	0	0	29	0	0	3
Students without Disabilities	78	78	66264	110	110	99	482	482	503	32	32	17	30	30	27	34	34	48	4	4	8
Limited English Proficient Students	20	20	14363	100	100	109	447	447	459	64	64	47	36	36	34	0	0	19	0	0	1
Migrant Students	NC	NC	814				NC	NC	475	NC	NC	33	NC	NC	37	NC	NC	27	NC	NC	2
Economically Disadvantaged	86	86	24507				481	481	480	33	33	31	30	30	33	33	33	33	4	4	3
Non-Economically Disadvantaged	NC	NC	50185				NC	NC	511	NC	NC	13	NC	NC	24	NC	NC	53	NC	NC	10

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)

5th 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 2002-03

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?	N
	Met Graduation Rate?	NA
	Made AYP?	No

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

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	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
4	Reading	87	28	28	55	95	26	26	47	99	32	32	52
	Language	88	31	31	50	97	27	27	45	100	36	36	48
	Mathematics	89	41	41	56	97	33	33	52	100	43	43	57
5	Reading	81	38	38	51	94	32	32	46	96	34	34	50
	Language	84	38	38	46	94	28	28	43	99	34	34	46
	Mathematics	84	48	48	56	91	48	48	54	99	43	43	57
6	Reading	--	--	42	54	--	--	20	49	--	--	38	53
	Language	--	--	32	46	--	--	25	42	--	--	28	45
	Mathematics	--	--	51	61	--	--	45	58	--	--	49	62

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 Safety

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

The district has developed an Emergency Preparedness Plan. Fire drills are conducted on a monthly basis and bus evacuation drills are conducted twice a year. A School Resource Officer has been assigned to the campus.

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		
Transportation Policy	John Sampson	(520) 568-5120
Community Resources	Becky Bandin	(520) 568-6113
School Nutrition Programs	Suzette Moe	(520) 568-5125
Parent Organization		
Student Health/Nurse	Michelle Brune	(520) 568-6106

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 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 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 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