



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

45012 W. Honeycutt Ave., 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 (a)

2003-04	Underperforming
2002-03	Performing
2001-02	Maintaining

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

School Overview

Principal/Administrator : Ms. Lynette Michalski
 Schedule : 7:30 AM to 4:00 PM
 Grades : 4-6
 2004 Enrollment : 390
 Web Address :
 Phone Number : (520) 568-6101
 Fax Number : (520) 568-6112
 E-mail : lmicalski@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).

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2003-04	Year 1
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 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.

Enrollment

October 1, 2003 School Year Student Enrollment : 314
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 12

Instructional Programs

- ü SRA Reading & Spelling Mastery
- ü Special Ed Inclusion
- ü Structured English Immersion
- ü Gifted Education
- ü Special Education Self Contained
- ü Special Education ED Classroom
- ü Saxon Math

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	6/28/2004
Last Day of School :	5/27/2005

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.

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.

School Honors

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

Award/Honor	Year
ü Honeywell Bowl Aerospace Challenge - In Top Five	2004

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	105	106	76019	100	100	100	471	471	499	18	18	14	62	62	39	9	9	14	11	11	33
All Students (Prior Year)	92	92	76230	100	100	100	477	477	498	18	18	12	53	53	38	12	12	12	17	17	37
Female	53	53	37207	100	100	100	465	465	499	14	14	12	74	74	41	0	0	14	12	12	33
Male	51	52	38677	96	98	100	477	477	498	20	20	15	51	51	38	18	18	13	11	11	34
African American	NC	NC	3817	NC	NC	100	NC	NC	475	NC	NC	23	NC	NC	47	NC	NC	11	NC	NC	18
Hispanic	42	43	29458	95	98	100	470	470	480	22	22	20	53	53	48	13	13	12	13	13	20
Asian/Pacific Islander	NC	NC	1673	NC	NC	99	NC	NC	531	NC	NC	4	NC	NC	29	NC	NC	14	NC	NC	53
American Indian/Alaskan Native	19	19	4735	90	90	100	453	453	466	29	29	28	65	65	49	0	0	10	6	6	13
White	32	32	35880	100	100	100	486	486	515	7	7	7	67	67	32	13	13	16	13	13	45
Students with Disabilities	12	13	9786	75	81	100	478	478	457	40	40	39	20	20	40	20	20	7	20	20	13
Students without Disabilities	93	93	66233	100	100	99	470	470	503	17	17	11	64	64	39	8	8	14	11	11	35
Limited English Proficient Students	23	24	15206	100	100	100	458	458	459	31	31	31	54	54	53	15	15	7	0	0	9
Migrant Students	NC	NC	745				NC	NC	473	NC	NC	22	NC	NC	53	NC	NC	11	NC	NC	15
Economically Disadvantaged	53	53	35714				466	466	480	21	21	20	58	58	47	12	12	12	9	9	20
Non-Economically Disadvantaged	52	53	40266				475	475	513	15	15	9	65	65	33	7	7	15	13	13	43

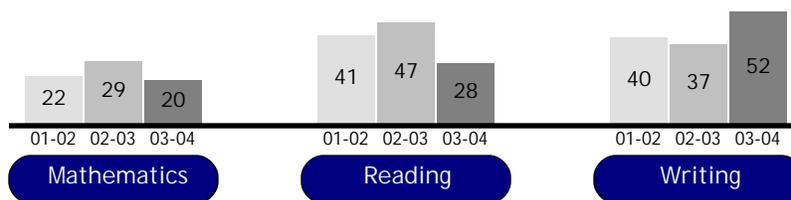
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	104	76020	99	100	100	490	490	503	43	43	25	30	30	23	23	23	40	5	5	12
All Students (Prior Year)	92	92	76202	100	100	100	498	498	505	30	30	19	22	22	24	43	43	46	4	4	11
Female	51	51	37213	100	100	100	489	489	504	44	44	22	32	32	23	22	22	42	2	2	13
Male	51	52	38666	96	98	100	491	491	501	42	42	29	27	27	22	24	24	38	7	7	12
African American	NC	NC	3819	NC	NC	100	NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Hispanic	42	43	29442	95	98	99	490	490	494	50	50	37	22	22	26	25	25	31	3	3	6
Asian/Pacific Islander	NC	NC	1672	NC	NC	99	NC	NC	513	NC	NC	12	NC	NC	19	NC	NC	49	NC	NC	20
American Indian/Alaskan Native	17	17	4735	81	81	100	487	487	489	53	53	48	33	33	25	7	7	24	7	7	3
White	32	32	35890	100	100	100	496	496	511	27	27	15	33	33	20	33	33	48	7	7	18
Students with Disabilities	12	13	9784	75	81	100	494	494	485	60	60	58	0	0	19	20	20	19	20	20	4
Students without Disabilities	91	91	66236	100	100	99	490	490	504	41	41	23	32	32	23	23	23	42	4	4	13
Limited English Proficient Students	23	24	15198	100	100	100	484	484	483	85	85	59	8	8	25	0	0	14	8	8	1
Migrant Students	NC	NC	743				NC	NC	488	NC	NC	50	NC	NC	28	NC	NC	19	NC	NC	3
Economically Disadvantaged	51	51	35703				489	489	494	54	54	37	24	24	26	17	17	31	5	5	6
Non-Economically Disadvantaged	52	53	40274				492	492	509	33	33	17	35	35	20	28	28	47	4	4	17

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	103	104	75673	99	100	100	501	501	530	13	13	12	36	36	25	51	51	58	1	1	4
All Students (Prior Year)	91	91	74692	100	100	99	481	481	502	33	33	18	30	30	27	33	33	47	4	4	8
Female	52	52	37099	100	100	100	519	519	548	5	5	8	31	31	22	62	62	64	2	2	6
Male	50	51	38441	94	96	99	485	485	513	20	20	16	39	39	29	41	41	52	0	0	3
African American	NC	NC	3791	NC	NC	99	NC	NC	506	NC	NC	18	NC	NC	29	NC	NC	50	NC	NC	3
Hispanic	42	43	29305	95	98	99	473	473	507	19	19	16	44	44	31	38	38	51	0	0	2
Asian/Pacific Islander	NC	NC	1665	NC	NC	99	NC	NC	573	NC	NC	6	NC	NC	16	NC	NC	67	NC	NC	10
American Indian/Alaskan Native	18	18	4707	86	86	100	516	516	492	13	13	19	25	25	33	63	63	46	0	0	1
White	31	31	35760	100	100	99	513	513	550	10	10	9	34	34	21	52	52	64	3	3	6
Students with Disabilities	12	13	9706	75	81	100	465	465	462	20	20	36	60	60	32	20	20	31	0	0	1
Students without Disabilities	91	91	65967	100	100	99	503	503	536	12	12	10	34	34	25	52	52	60	1	1	5
Limited English Proficient Students	22	23	15115	100	100	100	453	453	471	33	33	26	33	33	38	33	33	35	0	0	1
Migrant Students	NC	NC	738				NC	NC	488	NC	NC	23	NC	NC	33	NC	NC	43	NC	NC	1
Economically Disadvantaged	51	51	35541				487	487	504	17	17	17	34	34	31	49	49	50	0	0	2
Non-Economically Disadvantaged	52	53	40091				513	513	550	9	9	9	37	37	21	52	52	64	2	2	6

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.

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?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	N
	Met Graduation Rate?	Not Evaluated
	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 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
4	Reading	95	26	26	47	99	32	32	52	86	47	NA	56
	Language	97	27	27	45	100	36	36	48	96	44	44	52
	Mathematics	97	33	33	52	100	43	43	57	97	53	53	61
5	Reading	94	32	32	46	96	34	34	50	97	38	NA	55
	Language	94	28	28	43	99	34	34	46	96	31	31	49
	Mathematics	91	48	48	54	99	43	43	57	98	36	36	63
6	Reading	--	--	20	49	--	--	38	53	95	44	NA	56
	Language	--	--	25	42	--	--	28	45	97	35	35	48
	Mathematics	--	--	45	58	--	--	49	62	97	49	49	66

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)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Input on building a new school
- Ü Dress code
- Ü Academic achievement
- Ü Attendance
- Ü Textbook adoption
- Ü School safety

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	18.00
Other Professional Staff	2.00	Teacher Aide	4.50

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	17
Core academic classes taught by Highly Qualified (NCLB) teachers.	32
Teachers with Emergency Certificaton.	2

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center
- Ü Band Room
- Ü Speech Room

Extracurricular Activities

- Ü Student Council
- Ü Science Olympiad
- Ü Space Kids
- Ü Career Day
- Ü K-Kids

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Health Services
- Ü Recreational Activities
- Ü Dental Clinic
- Ü School Based Health Clinic

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

Ü Students placed in the top five finalists for the Honeywell Bowl Aerospace Challenge. High achievement in all academic areas enabled them to earn this distinction.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	93	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	0	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	98	98	98	94
Retention Rate ⁹	1	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

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 3-4	73	61
Grades 4-5	79	48
Grades 5-6	73	73

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

The district has developed an emergency preparedness plan. Fire drills and lock down drills are conducted on a regular 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) :

6

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	Lynette Michalski	(520) 568-6101
Transportation Policy	John Sampson	(520) 568-5120
Community Resources	Becky Bandin	(520) 568-6113
School Nutrition Programs	Suzette Moe	(520) 568-5125
Parent Organization	Stephannie Spencer	(480) 568-3197
Student Health/Nurse	Amy Helgren	(520) 568-6104

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 300 Copies = \$114.00

** 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.