



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Stephanie Sharp
Schedule : 07:00 AM to 04:00 PM
Grades : 7-8
2005 Enrollment : 303
Web Address : www.musd20.org
Phone Number : (520) 568-7102
Fax Number : (520) 568-7104
E-mail : ssharp@musd20.org

Mission

The highly trained staff will provide all students, regardless of race, culture or economic background, a safe and challenging learning environment promoting high standards of academic achievement and responsibility for personal future success.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2004-05 N/A
2003-04 Out of Improvement
2002-03 Year 1

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

School / Academic Goals

- Students will be presented standards-based curriculum in a meaningful and integrated way that makes learning interesting and exciting.
Students will demonstrate improvement in personal and academic responsibility.
Students will increase and improve their communication skills.
Students will increase and improve their problem solving skills.

Enrollment

October 1, 2004 School Year Student Enrollment : 256
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 12

Instructional Programs

- Ü Computer Technology
- Ü ELL
- Ü Gifted - Maricopa Achievement Program
- Ü Inclusion Special Education
- Ü Honors Programs
- Ü Art and Music

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	7/25/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

All programs must support the physical, social, emotional and intellectual development of each individual in order to promote life-long learning skills. Students can develop pride and spirit through academic achievement, athletic events, and other social opportunities.

Parents

Parents assist student learning and teacher instruction through the provision of daily attendance of their child, proper nutrition and clothing; maintaining child's health; attend all conferences; and being actively involved in student's academic pursuits; inquiring about student's progress; volunteering at school. For learning to be most effective, it must be a shared effort between students, staff, parents, and the community.

Transportation Policy

Students should be aware that the bus driver has the authority to enforce rules of good conduct. Students who show unacceptable behavior may lose bus privileges. Riding a school bus is a privilege, not a right.

School Honors

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

Award/Honor	Year
Ü National Youth Leader Award Winners (2)	2004
Ü Spelling Bee Regional Champion	2004
Ü Soccer and Football Champions	2003
Ü Girls Volleyball Runner-up	2003

8th 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	127	127	78250	98	98	99	509	509	548	50	50	21	24	24	18	25	25	48	0	0	13
All Students (Prior Year)	98	98	75001	100	100	99	441	441	468	58	58	37	33	33	36	4	4	16	4	4	10
Female	62	62	38071	95	95	99	515	515	549	47	47	20	22	22	19	31	31	49	0	0	12
Male	65	65	40126	100	100	99	504	504	547	54	54	23	27	27	17	20	20	46	0	0	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	49	49	29129	91	91	99	497	497	527	72	72	32	13	13	23	15	15	40	0	0	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	12	12	4996	100	100	100	493	493	518	55	55	36	36	36	25	9	9	36	0	0	4
White	58	58	38320	100	100	99	524	524	568	31	31	12	31	31	14	38	38	55	0	0	19
Students with Disabilities	29	29	9329	100	100	100	475	475	454	77	77	64	23	23	18	0	0	16	0	0	2
Students without Disabilities	98	98	68996	98	98	99	521	521	561	42	42	16	25	25	18	33	33	52	0	0	14
Limited English Proficient Students	18	18	10133	95	95	100	479	479	488	96	96	45	4	4	25	0	0	28	0	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	56	56	33388	86	86	94	505	505	530	60	60	32	18	18	22	22	22	40	0	0	5
Non-Economically Disadvantaged	71	71	44937	100	100	100	513	513	561	42	42	13	30	30	15	28	28	54	0	0	18

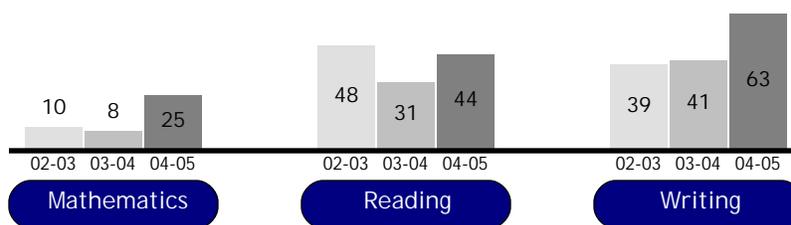
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	124	124	78302	96	0	99	488	488	512	26	26	11	30	30	25	42	42	57	2	2	7
All Students (Prior Year)	98	98	74918	100	100	99	481	481	497	48	48	32	21	21	19	20	20	35	11	11	15
Female	61	61	38082	94	0	99	497	497	518	20	20	8	27	27	24	49	49	61	4	4	7
Male	63	63	40166	98	0	99	480	480	507	31	31	14	33	33	26	35	35	54	0	0	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	50	50	29152	93	0	99	475	475	492	34	34	17	36	36	34	26	26	46	4	4	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	11	11	4993	100	0	100	492	492	484	30	30	19	30	30	38	40	40	42	0	0	1
White	56	56	38347	100	0	99	500	500	531	16	16	5	26	26	17	58	58	68	0	0	10
Students with Disabilities	27	27	9353	93	0	100	455	455	429	44	44	40	36	36	38	20	20	22	0	0	1
Students without Disabilities	97	97	69024	97	0	99	499	499	524	20	20	7	29	29	23	49	49	62	3	3	7
Limited English Proficient Students	18	18	10140	95	0	100	454	454	451	48	48	28	48	48	43	4	4	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	56	56	33398	86	0	94	482	482	495	32	32	18	34	34	35	32	32	46	2	2	2
Non-Economically Disadvantaged	68	68	44979	100	0	100	494	494	525	20	20	6	27	27	18	51	51	66	2	2	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	126	126	78094	98	98	99	513	513	545	10	10	3	27	27	18	63	63	77	0	0	2
All Students (Prior Year)	98	98	74503	100	100	99	451	451	491	19	19	9	40	40	32	38	38	51	3	3	8
Female	60	60	38025	92	92	99	530	530	558	4	4	2	30	30	13	66	66	82	0	0	2
Male	66	66	40013	100	100	99	498	498	534	16	16	5	25	25	23	60	60	71	0	0	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	50	50	29068	93	93	99	494	494	523	15	15	5	40	40	27	46	46	67	0	0	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	11	11	4981	100	100	100	524	524	526	10	10	4	20	20	25	70	70	70	0	0	0
White	57	57	38265	100	100	99	532	532	564	5	5	2	18	18	11	77	77	84	0	0	3
Students with Disabilities	30	30	9275	100	100	100	453	453	444	30	30	14	37	37	46	33	33	39	0	0	1
Students without Disabilities	96	96	68892	96	96	98	533	533	559	4	4	2	24	24	14	73	73	82	0	0	2
Limited English Proficient Students	17	17	10084	89	89	100	449	449	474	22	22	10	61	61	39	17	17	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	58	58	33296	89	89	94	506	506	527	10	10	5	33	33	27	58	58	67	0	0	0
Non-Economically Disadvantaged	68	68	44871	100	100	100	520	520	559	11	11	2	22	22	12	67	67	84	0	0	3

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)

8th 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.

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	100	39	39	51	98	37	NA	54	93	51	51	50
	Language	97	41	41	54	98	37	37	58	93	50	50	52
	Mathematics	99	51	51	58	97	46	46	62	92	47	47	50
8	Reading	92	46	45	53	100	42	NA	55	96	42	42	51
	Language	92	38	38	49	100	32	32	52	96	41	41	50
	Mathematics	100	54	54	58	100	48	48	61	98	41	41	53

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/](http://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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü School Safety Issues
- ü Student Discipline
- ü Parent/Educator Relations
- ü School Curriculum
- ü School Climate
- ü New Facility

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	17.00
Other Professional Staff	4.50	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	13
Teachers with Emergency Certificaton.	4
Percent of teachers in the school with Emergency/Provisional Certification	23%
Percent of core classes not taught by Highly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

- ü Internet
- ü Science Lab
- ü Multipurpose Building
- ü Computer Lab

Extracurricular Activities

- ü National Junior Honor Society
- ü Student Council
- ü Gifted and Honors Coursework
- ü Athletic Teams (8)
- ü School Clubs (13)

Social Services

- ü Maricopa Prevention Center
- ü Counseling Services
- ü Recreational Activities
- ü DES Services

School Achievements/Accomplishments 2004-05

ü Students in seventh grade last year:

Sixty-five percent (65%) met/exceeded the standard in reading.

Seventy-two percent (72%) met/exceed the standard in writing.

Fifty-three percent (53%)met/exceeded the standard in math.

ü Students in eighth grade last year:

Forty-five percent (45%) met/exceeded the standard in reading.

Sixty-seven percent (67%) met/exceed the standard in writing.

ü Currently working on the design and construction of a brand new junior high school facility to open fall 2006.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	16	12	12	17
Transfers In Rate <sup>6</sup>	43	28	28	37
Stability Rate <sup>7</sup>	83	87	87	82
Promotion Rate <sup>8</sup>	93	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).



School Safety

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

Prevention Center with activities; Get A Grip Group information seminars; School Resource Officer; Progressive Discipline Program; Truancy Program; Stay-in-School Program; Crisis Intervention Program; Tobacco prevention. Attendance policy.

Established position for and assigned a building principal specific to the middle school.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

9

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	Stephanie Sharp	(520) 568-7102
Transportation Policy	John Sampson	(520) 568-5120
Community Resources	Julie Jimenez	(520) 568-8125
School Nutrition Programs	Suzette Moe	(520) 568-5125
Parent Organization	Stephanie Sharp	(520) 568-7102
Student Health/Nurse	Amy Helgren	(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](http://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](http://www.ade.az.gov/azlearns).

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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Total cost of printing: 12 Pages X .0318 Per page X 303 Copies = \$116.00

\*\* 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.