

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 LEARNS¹

High School Achievement Profile ^(a)

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

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

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05	Not Met
2003-04	Not Met
2002-03	Met

School Improvement Status ^(b)

2004-05	SI Year 1
2003-04	N/A
2002-03	N/A

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

School Overview

Principal/Administrator : Mr. Burnie Hibbard
 Schedule : 07:00 AM to 04:00 PM
 Grades : 9-12
 2005 Enrollment : 552
 Web Address : musd20.org
 Phone Number : (520) 568-8102
 Fax Number : (520) 568-8104
 E-mail : bhibbard@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.

School / Academic Goals

- ü All students will improve their achievement in mathematics.
- ü All students will improve their achievement in reading.
- ü All students will improve their achievement in writing.

Enrollment

October 1, 2004 School Year Student Enrollment : 379
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 20

Instructional Programs

- Ü Alternative Education
- Ü ELL
- Ü Various Career & Technical Education
- Ü Prevention Center
- Ü Advanced Placement Courses
- Ü Band
- Ü Participates with CAVIT

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	7/26/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Prepares lifelong learners and is totally committed, accepting, giving and forgiving. Student achievement is committed to by staff performance and enthusiasm. Students are engaged in learning environments that ensure continued achievement in school.

Parents

Meet with teachers. Request evidence of achievement. Encourage and communicate the importance of learning. Read to your child. Expect your child to complete homework. Appropriate rest and good nutrition is a must. Talk about appropriate behavior. Ensure your child attends school every day.

Transportation Policy

Our transportation goals are to provide efficient and safe transportation of students between home and school, and to promote desirable student behavior and respect for traffic safety. Transportation is considered a privilege.

School Honors

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

Award/Honor	Year
Ü Honorable Mention State Essay Contest	2004
Ü Pinal County Youth of the Year	2004
Ü America's Homecoming Queen State Winner	2004
Ü State Runner-up Wrestling	2004

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	111	111	69846	100	100	100	674	674	699	41	41	21	16	16	11	33	33	49	10	10	18
All Students (Prior Year)	82	82	65934	99	99	100	468	468	492	74	74	43	13	13	18	9	9	24	4	4	15
Female	48	48	34328	98	100	99	668	668	702	40	40	19	18	18	12	33	33	51	10	10	18
Male	63	63	35509	100	100	100	679	679	696	43	43	23	15	15	11	33	33	48	9	9	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	37	37	23363	100	100	100	650	650	680	48	48	32	24	24	16	21	21	45	6	6	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	11	11	4785	100	100	100	659	659	671	70	70	39	20	20	17	10	10	39	0	0	5
White	60	60	36421	100	100	99	694	694	714	32	32	12	8	8	8	46	46	54	14	14	26
Students with Disabilities	23	23	7690	100	100	100	609	609	593	91	91	64	9	9	14	0	0	21	0	0	2
Students without Disabilities	88	88	62220	98	99	99	694	694	712	26	26	16	18	18	11	43	43	53	13	13	20
Limited English Proficient Students	12	12	5834	100	100	100	613	613	612	69	69	46	25	25	20	6	6	31	0	0	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	41	41	21421	100	100	92	640	640	686	61	61	35	25	25	15	14	14	43	0	0	7
Non-Economically Disadvantaged	70	70	48489	99	99	100	696	696	704	29	29	15	10	10	10	45	45	52	16	16	23

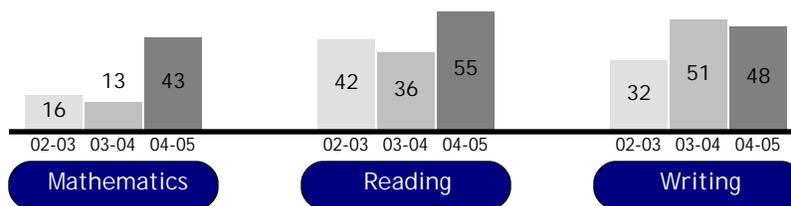
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	105	71311	100	100	100	671	671	694	16	16	7	29	29	21	53	53	63	2	2	9
All Students (Prior Year)	85	85	68162	100	100	100	486	486	509	34	34	18	29	29	24	34	34	51	2	2	8
Female	43	43	34899	90	91	100	664	664	700	15	15	5	28	28	19	51	51	66	5	5	10
Male	61	61	36430	100	100	100	677	677	688	16	16	9	29	29	22	55	55	61	0	0	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	34	34	24056	97	100	100	638	638	672	19	19	13	41	41	31	41	41	53	0	0	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	12	12	5110	100	100	100	664	664	661	18	18	14	36	36	38	45	45	46	0	0	2
White	57	57	36841	100	100	99	694	694	713	14	14	3	20	20	12	62	62	72	4	4	13
Students with Disabilities	27	27	8021	100	100	100	620	620	590	38	38	27	42	42	42	19	19	29	0	0	1
Students without Disabilities	78	78	63379	92	93	100	691	691	707	7	7	5	24	24	18	66	66	68	3	3	10
Limited English Proficient Students	12	12	6402	100	100	100	606	606	596	29	29	25	47	47	44	24	24	30	0	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	39	39	22243	100	100	93	639	639	677	19	19	14	42	42	32	39	39	51	0	0	3
Non-Economically Disadvantaged	66	66	49157	100	100	100	692	692	702	14	14	4	21	21	16	62	62	69	3	3	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	107	70868	100	100	100	665	665	688	8	8	5	44	44	23	45	45	63	3	3	9
All Students (Prior Year)	85	85	67629	100	100	100	492	492	524	33	33	22	16	16	16	51	51	59	0	0	3
Female	44	44	34710	92	94	99	666	666	697	8	8	3	35	35	19	55	55	66	3	3	12
Male	62	62	36176	100	100	100	664	664	678	9	9	7	50	50	27	38	38	59	4	4	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	35	35	23868	100	100	100	637	637	670	12	12	9	55	55	33	33	33	55	0	0	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	12	12	5001	100	100	100	662	662	661	0	0	9	82	82	41	18	18	48	0	0	2
White	58	58	36710	100	100	99	682	682	702	8	8	2	29	29	15	57	57	69	6	6	13
Students with Disabilities	27	27	7900	100	100	100	618	618	580	12	12	22	77	77	49	12	12	28	0	0	1
Students without Disabilities	80	80	63054	94	95	99	682	682	701	7	7	3	31	31	20	57	57	67	4	4	10
Limited English Proficient Students	12	12	6308	100	100	100	593	593	591	24	24	19	65	65	47	12	12	33	0	0	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	40	40	21994	100	100	92	633	633	673	14	14	10	57	57	36	30	30	52	0	0	3
Non-Economically Disadvantaged	67	67	48960	100	100	100	684	684	694	5	5	3	36	36	18	54	54	67	5	5	12

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

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



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

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?	Not Evaluated
	Met Graduation Rate?	N
	Made AYP?	No

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	93	26	26	41	100	33	NA	42	97	44	44	51
	Language	95	21	21	42	100	31	31	42	97	44	44	50
	Mathematics	99	39	39	60	100	54	54	63	99	42	42	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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

School Site Council

Council Composition

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

Council Duties

- Ü Curriculum Development
- Ü Extracurricular Activities
- Ü School Climate/Environment
- Ü School/Community Relationship
- Ü School Facilities
- Ü School Policies

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	24.50
Other Professional Staff	5.50	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	1	0	0
4 to 6 years	7	0	1	0
7 to 9 years	4	2	0	0
10 or more years	1	5	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	29
Teachers with Emergency Certificaton.	7
Percent of teachers in the school with Emergency/Provisional Certification	22%
Percent of core classes not taught by Hightly Qualified Teachers	31%

Resources Available at School Site

Special Facilities

- Ü Business Computer Lab
- Ü Media-tech Lab
- Ü ITV Classroom
- Ü Media Center

Extracurricular Activities

- Ü National Honor Society
- Ü Varous Special Interest Clubs
- Ü FCCLA
- Ü FFA
- Ü VICA
- Ü Key Club
- Ü 16 different sports programs

Social Services

- Ü Counseling Services
- Ü Literacy Classes
- Ü Career Center
- Ü Maricopa Prevention Center
- Ü Peer Counselors

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

ü Improved communication skills as evidenced by improved AIMS Reading and Writing scores.

ü Improved performance in Math as evidenced by improved Math AIMS scores.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	98	95	94	95
Transfers Out Rates ⁵	18	12	12	17
Transfers In Rate ⁶	42	28	28	37
Stability Rate ⁷	82	87	87	82
Promotion Rate ⁸	71	96	95	81
Retention Rate ⁹	10	1	1	3
Dropout Rate ¹⁰	8	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	63	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 policy. Truancy program. Stay in school program. Crisis intervention program. SADD Club. Tobacco prevention program.

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) :

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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Burnie Hibbard	(520) 568-8102
Transportation Policy	John Sampson	(520) 568-5120
Community Resources	Alma Farrell	(520) 568-5106
School Nutrition Programs	Suzette Moe	(520) 568-5125
Parent Organization	Burnie Hibbard	(520) 568-8102
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 on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

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

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

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

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

5 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.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.