

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Performing Plus
2004-05	Performing
2003-04	Underperforming

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

School Overview

Principal/Administrator : Dr. Burnie Hibbard
 Schedule : 08:00 AM to 04:30 PM
 Grades : 9-12
 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.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Met
2004-05	Not Met
2003-04	Not Met

School Improvement Status ^(b)

2005-06	SI Year 1
2004-05	SI Year 1
2003-04	N/A

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

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, 2005 School Year Student Enrollment : 529
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 20

Instructional Programs

- Ü Alternative Education
- Ü ELL
- Ü Various Career & Technical Education
- Ü Prevention Center
- Ü Advanced Placement/ Honors Courses
- Ü Tutoring
- 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

Student achievement is committed to by staff performance and enthusiasm. Students are engaged in learning environments that ensure continued achievement in school. Our staff has high expectations for all students.

Parents

Our parents are responsible to encourage and communicate the importance of learning to their children. Expect your child to read daily. Expect your child to complete homework. Encourage your child to get appropriate rest and good nutrition. Talk to your child 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	2005

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	130	131	71130	89	90	95	690	690	701	28	28	23	17	17	13	47	47	51	8	8	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	60	35465	92	94	96	693	693	702	24	25	21	17	17	13	53	52	53	7	7	13
Male	71	71	35648	87	87	94	688	688	701	31	31	24	17	17	12	42	42	50	10	10	14
African American	NC	NC	3868	NC	NC	95	NC	NC	686	NC	NC	33	NC	NC	17	NC	NC	45	NC	NC	6
Hispanic	55	56	25103	92	93	95	682	682	685	35	36	34	20	20	16	40	39	45	5	5	5
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	731	NC	NC	9	NC	NC	7	NC	NC	50	NC	NC	34
American Indian/Alaskan Native	14	14	4241	82	82	90	673	673	679	43	43	39	14	14	19	43	43	39	NA	NA	3
White	46	46	36075	87	87	95	703	703	715	17	17	12	13	13	9	57	57	58	13	13	21
Students with Disabilities	10	11	5862	40	44	71	NA	651	658	NA	64	63	NA	9	15	NA	18	20	NA	9	2
Students without Disabilities	120	120	65268	99	99	98	693	693	705	25	25	19	18	18	12	49	49	54	8	8	15
Limited English Proficient Students	NC	NC	4859	NC	NC	93	NC	NC	662	NC	NC	64	NC	NC	15	NC	NC	20	NC	NC	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	48	48	22957	87	87	93	684	684	685	35	35	34	10	10	17	48	48	44	6	6	5
Non-Economically Disadvantaged	82	83	48173	90	91	96	694	694	709	23	24	17	21	20	11	46	46	55	10	10	18

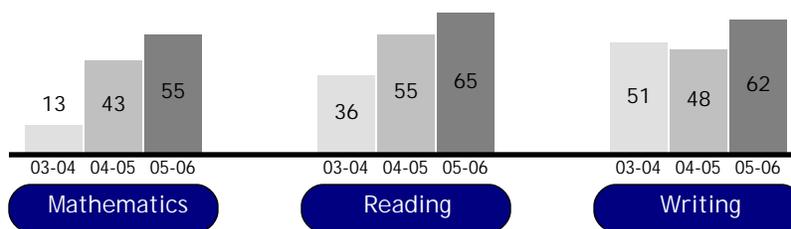
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	146	147	73018	99	100	97	691	691	703	7	7	6	29	29	23	62	61	64	3	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	64	36181	97	98	97	701	701	708	3	5	4	29	28	21	65	64	65	3	3	9
Male	83	83	36816	100	100	96	684	684	699	10	10	7	29	29	24	59	59	62	2	2	7
African American	NC	NC	3976	NC	NC	96	NC	NC	689	NC	NC	8	NC	NC	29	NC	NC	59	NC	NC	3
Hispanic	59	60	25801	97	98	96	689	689	683	8	10	10	25	25	34	63	62	53	3	3	3
Asian/Pacific Islander	NC	NC	1812	NC	NC	98	NC	NC	722	NC	NC	3	NC	NC	15	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	17	17	4389	100	100	93	670	670	675	12	12	9	41	41	42	47	47	47	NA	NA	1
White	54	54	37024	100	100	97	701	701	721	2	2	2	28	28	12	69	69	73	2	2	13
Students with Disabilities	24	25	7170	96	100	85	646	646	654	21	24	23	54	52	47	25	24	29	NA	NA	1
Students without Disabilities	122	122	65848	100	100	98	700	700	708	4	4	4	24	24	20	69	69	67	3	3	9
Limited English Proficient Students	10	10	5099	100	100	95	NA	NA	641	NA	NA	29	NA	NA	59	NA	NA	12	NA	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	54	54	23912	100	100	94	686	686	681	7	7	10	31	31	36	59	59	52	2	2	2
Non-Economically Disadvantaged	92	93	49106	99	100	98	694	694	714	7	8	4	27	27	16	63	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	142	143	72810	97	97	96	675	675	685	9	10	6	29	29	30	59	59	58	3	3	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	64	36111	97	98	97	688	688	695	NA	2	4	33	33	23	65	64	65	2	2	8
Male	79	79	36678	96	96	95	665	665	674	16	16	9	25	25	36	54	54	52	4	4	3
African American	NC	NC	3962	NC	NC	96	NC	NC	675	NC	NC	8	NC	NC	33	NC	NC	55	NC	NC	3
Hispanic	57	58	25735	93	95	96	673	673	669	7	9	10	30	29	41	61	60	48	2	2	2
Asian/Pacific Islander	NC	NC	1809	NC	NC	97	NC	NC	704	NC	NC	4	NC	NC	19	NC	NC	65	NC	NC	13
American Indian/Alaskan Native	16	16	4370	94	94	92	661	661	670	13	13	9	50	50	39	38	38	50	NA	NA	2
White	54	54	36915	100	100	97	680	680	697	11	11	3	22	22	21	63	63	67	4	4	8
Students with Disabilities	24	25	7071	96	100	84	621	621	634	42	44	24	42	40	53	13	12	21	4	4	1
Students without Disabilities	118	118	65739	97	97	98	686	686	689	3	3	4	26	26	27	69	69	62	3	3	6
Limited English Proficient Students	NC	NC	5046	NC	NC	94	NC	NC	621	NC	NC	31	NC	NC	56	NC	NC	12	NC	NC	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	53	53	23814	98	98	94	669	669	667	11	11	10	30	30	41	57	57	47	2	2	2
Non-Economically Disadvantaged	89	90	48996	96	97	97	679	679	693	8	9	4	28	28	24	61	60	64	3	3	7

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?	NA
	Met Graduation Rate?	Y
	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	33	NA	42	97	44	44	51	92	37	37	52
	Language	100	31	31	42	97	44	44	50	92	34	34	50
	Mathematics	100	54	54	63	99	42	42	50	88	39	39	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 Certification.	7
Percent of teachers in the school with Emergency/Provisional Certification	22%
Percent of core classes not taught by Highly 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 2005-06

School Achievements/Accomplishments 2005-06

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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	61	89	88	73
Graduation Rate ⁶	71	NA	NA	81

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

We have two school resource officers on campus. We also have two security officers on campus daily. Our prevention center leads our SADD programs as well as other prevention programs. Our Student Ambassadors reach out to make new students to our school comfortable.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

15

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	Jack Walbrecht	(520) 568-8160
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 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.

6 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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Total cost of printing: 12 Pages X .0243 Per page X 0 Copies = \$0.00

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

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