

Executive Summary School Accountability Report Card, 2011–12

Maricopa Elementary School (K-5)

Maricopa Unified School District

Address	955 Stanislaus St., Maricopa, CA, 93252-8231	Phone	(661) 769-8231
Admin	Scott Meier, Ed.D., Superintendent	Grade Span	K-5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the district office.

About This School

Maricopa Elementary School celebrates and encourages high academic achievement of all of our students and staff. The school population consists of students and staff with rich and diverse backgrounds. The students, parents, staff, and community have great opportunities to join together in order to assure success for all students.

The staff at Maricopa Elementary School believes each child can learn and is unique and deserving of a rich education environment. Each student has access to a rigorous core curriculum in language arts, mathematics, science, social science and the arts. Our goal is for every student to be a reader by the end of third grade.

The skilled and dedicated staff is geared to the success of our students. We are fortunate to have many experienced and knowledgeable teachers eager to make a difference for our students. We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important. All students have special talents and are given the opportunities to develop those talents. We really care about each one of our students.

Student Enrollment

Group	Enrollment
Number of students	119
Black or African American	0.0%
American Indian or Alaska Native	1.7%
Asian	0.0%
Filipino	0.0%
Hispanic or Latino	30.3%
Native Hawaiian or Pacific Islander	0.0%
White	67.2%
Two or More Races	0.8%
Socioeconomically Disadvantaged	72.3%
English Learners	15.1%
Students with Disabilities	14.3%

Teachers

Indicator	Teachers
Teachers with full credential	8
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	18%
Mathematics	23%
Science	12%
History-Social Science	0%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic_Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	596
Statewide Rank (from 2011 Base API Report)	1
Met All 2012 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 2 of 5
2012–13 Program Improvement Status (PI Year)	Year 4

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School_Facilities

Maricopa Elementary School was originally constructed in 1956 and is comprised of 14 classrooms, multipurpose science/math room, gym, library, art room, auditorium, office with staff room, and playground.

Cleaning Process

The district has cleaning standards for our three schools. The administration has set a cleaning schedule to ensure a clean and safe school.

Maintenance and Repair

District maintenance staff make repairs necessary to keep the school in good working order. A work order process is used to ensure efficient service and highest priority to emergency repairs. The school is implementing a multiyear painting plan to repaint the school's exterior.

The District is currently building a new Gym and Pool using local Bond funding for use for all district schools. **Facility Inspection Report (August 2012)**

The district reported an overall rating of "Good" on the Facility Inspection Report in the following areas:

- Good-Interiors
- Good-Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)
- Good-Restrooms
- Good-Safety (Fire Safety, Hazardous Materials)
- Good-Structural

The district reported a need for repairs on the Facility Inspection Report in the following areas:

- Fair-Systems (Gas Leaks, Mech/HVAC, Sewer)-Cafeteria Door-Summer Projector
- Good w/ repairs-External (Grounds, Windows, Doors, Gates, Fences-Drinking Fountain-Summer Project/Asphalt Playground-Summer Project

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	N/A

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,560
District	\$5,333
State (CDE)	\$5,455



Maricopa Elementary School School Accountability Report Card

**Reported Using Data from the 2011–12
School Year**

Published During 2012–13

In accordance with Proposition 98, every school in California is required, by February 1 of each year, to issue an annual School Accountability Report Card (SARC). We are proud of Maricopa Elementary School and welcome this opportunity to tell you more about us.

The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public

kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	Maricopa Elementary	District Name	Maricopa Unified
Street	955 Stanislaus St.	Phone Number	(661) 769-8231
City, State, Zip	Maricopa, CA, 93252-8231	Web Site	www.maricopaschools.org
Phone Number	(661) 769-8231	Superintendent	Dr. Scott Meier
Administrator	Dr. Scott Meier, Superintendent	E-mail Address	smeier@maricopaschools.org
E-mail Address	smeier@maricopaschools.org	CDS Code	15636286009740

School Description and Mission Statement (School Year 2011–12)

The mission of the Maricopa Unified School District is to provide a caring and nurturing environment in which our students will maximize their personal and academic potential.

Maricopa Elementary School instruction is focused on improving reading, writing, and math skills. Maricopa Elementary School supports cultural awareness on a daily basis as well as through its diverse literature selections. We celebrate and encourage high academic achievement of all students. The school population consists of students and staff with rich and diverse backgrounds. The students, parents, staff, and community have great opportunities to join together in order to assure success for all students.

The staff at Maricopa Elementary School believes each child can learn and is unique and deserving of a rich education environment. Each student has access to a rigorous core curriculum in language arts, mathematics, science, and social science. Our goal is for every student to be a reader by the end of third grade.

The skilled and dedicated staff is geared to the success of our students. We are fortunate to have many experienced and knowledgeable teachers eager to make a difference for our students. We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important. All students have special talents and are given the opportunities to develop those talents. We really care about each one of our students.

Opportunities for Parental Involvement (School Year 2011–12)

Maricopa Elementary School prides itself on involving the parents and community members in every aspect of our school. We welcome our parents on our campus for many different reasons including student Parent Visitation Days, assemblies, and other special events. We believe that teachers cannot educate children alone without the active support and involvement of parents and community members.

The Maricopa Unified School District welcome and encourage all parents to get involved at our three schools. Any teacher or administrator can be contacted for parental involvement. Parents may become involved in many ways, including:

- School Site Council / English Language Advisory (ELAC)
- Parent Teacher Organization (PTO)
- Safety Committee
- Migrant Parent Advisory Committee

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	20	Grade 8	N/A
Grade 1	28	Ungraded Elementary	N/A
Grade 2	23	Grade 9	N/A
Grade 3	16	Grade 10	N/A
Grade 4	15	Grade 11	N/A
Grade 5	17	Grade 12	N/A
Grade 6	N/A	Ungraded Secondary	N/A
Grade 7	N/A	Total Enrollment	119

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	0.0%
American Indian or Alaska Native	1.7%
Asian	0.0%
Filipino	0.0%
Hispanic or Latino	30.3%
Native Hawaiian or Pacific Islander	0.0%
White	67.2%
Two or More Races	0.8%
Socioeconomically Disadvantaged	72.3%
English Learners	15.1%
Students with Disabilities	14.3%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	1	0	0	23.0	0	1	0	19.0	1	0	0
1	19.0	1	0	0	23.0	0	1	0	25.0	0	1	0
2	16.0	1	0	0	17.0	1	0	0	23.0	0	1	0
3	33.0	0	0	1	6.0	1	0	0	16.0	1	0	0
4	21.0	0	1	0	19.0	1	0	0	7.5	2	0	0
5	19.0	1	0	0	26.0	0	1	0	17.0	1	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

III. School Climate

School Safety Plan (School Year 2011–12)

A Safe School Plan has been developed for the school district, which is reviewed and updated annually by administration and School Site Council. Key elements of the school's safety plan include procedures for keeping students and staff safe on school grounds as well as the safe ingress and egress of pupils. The District has monthly fire drills, bi-annual earthquake/evacuation drills, and intruder drills. Staff attend trainings and workshops on health and safety issues held by the district and county office of education.

Students are supervised throughout the day by teachers, administrators, and instructional aides. All visitors must sign in at the main office, where they receive a visitor's badge that must be worn at all times. Classrooms remain locked during the day. The district has a 24 hour surveillance camera system to support a safe and secure campus environment.

Administration and staff deal with campus student management in a firm, fair and consistent manner. Each situation is considered important and is dealt with in a timely manner. Being a small campus, very few major discipline issues take place each year. The campus is a safe place for our students and staff.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	81 39.9%	41 34.5%	67 55.8%	137 16.7%	118 15.4%	188 73%
Expulsions	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

The district participates in the State School Deferred Maintenance Program, designed to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the past two years the district did not allocate additional funds towards the deferred maintenance budget as allowed per statute revisions made by the state legislature at the beginning of the 2009-10 fiscal year. However, during 2012-13 many maintenance projects were completed including Phase I of exterior painting of the school buildings and readiness of the elementary art room, science/math lab, and high school woodshop for instructional uses. The new Gym and Pool project (Bond Fund) is currently being constructed for use in the 2013-14 school year.

School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X		Cafeteria Doors-Summer Project
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			

Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/ Gates/Fences		X			Drinking Fountain- Summer Project Asphalt Playground- Summer Project
Overall Rating		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher_Credentials

Maricopa Unified School District recruits and employs qualified credentialed teachers. For the 2011-12 school year, Maricopa Elementary School had five fully credentialed teachers who met all credential requirements in accordance with the State of California guidelines. The change in the number of teachers displayed between 2009-2010 school years is due to the opening of Maricopa Middle School (Grades 6-8).

Teachers	School 2009- 10	School 2010- 11	School 2011- 12	District 2011- 12
With Full Credential	9 (K-8)	5 (K-5)	5	21
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher_Misassignments_and_Vacant_Teacher_Positions

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0.0%
All Schools in District	100%	0.0%
High-Poverty Schools in District	100%	0.0%
Low-Poverty Schools in District	0%	N/A

Note: High-poverty schools are defined as those schools with student

eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. All schools in Maricopa Unified are designated as High-poverty schools.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011=12)

Maricopa Elementary School assists students in their social and personal development as well as academics. The goal is to help students deal with problems and assist them to reach positive goals.

Administration, Resource Specialist, and a Speech & Language Therapist provide additional support outside of traditional classrooms. Students needing assistance in learning English receive extra instruction based on CELDT results. Two periods a day are dedicated to English Language Development (ELD) instruction.

When students require additional assistance, the following support staff are available according to the full-time equivalent indicated in the chart.

Title	Number of FTE* Assigned to Schools	Average Number of Students per Academic Counselor
Academic Counselor	.20 (Cal-Soap Program)	N/A
Counselor (Social/ Behavioral or Career Development)	1.0 (Admin.)	
Library Media Teacher (librarian)	1.0	
Library Media Services Staff (paraprofessional)	.50	
Psychologist	As Needed	
Social Worker	0.0	
Nurse	0.0	
Speech/Language/ Hearing Specialist	.20	
Resource Specialist	1.0	
Other	N/A	

Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Maricopa Unified School District held a Public Hearing on September 13, 2012 and determined that each school within the District has sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment, pursuant to the settlement of *Williams vs. the State of California*.

All curriculum development at Maricopa Elementary School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students work towards meeting or exceeding state proficiency levels. Curriculum planning is accomplished through analysis of the state frameworks, district policies, the needs of students, assessment results, and research.

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption ?	Percent students lacking own assigned copy
Reading/ Language Arts	K-4th: SRA/McGraw Hill-2000 5th: Scott Foresman-2000	No No	0.0% 0.0%
Mathematics	K-5th: McDougal Littell-2008	No	0.0%
Science	K-5th: Houghton Mifflin-2006	No	0.0%
History-Social Science	K-5th: Scott Foresman-2006	No	0.0%
Foreign Language	N/A	N/A	N/A
Health	Embedded in Science	N/A	N/A
Visual and Performing Arts	Video-Based Instr. Used	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

Data collected: September 2012

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$5,798	\$1,238	\$4,560	\$54,182
District			\$5,333	\$50,289
Percent Difference – School Site and District			-14%	8%
State			\$5,455	\$57,948
Percent Difference – School Site and State			-16%	-6%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011–12)

In addition to general state funding, Maricopa Unified School District receives State and Federal funding for the following categorical, special education, and support programs:

- Peer Assistance Review (PAR)
- ROC/P Entitlement
- Economic Impact Aid (EIA)
- Class Size Reduction
- Federal, ECIA/ESEA/IASA
- Instructional Materials
- Federal, Forest Reserve Funds
- Special Education Master Plan
- Home-to-School Transportation
- Discretionary Grants
- School Improvement Program (SIP)
- Federal, Special Education

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,492	\$38,099
Mid-Range Teacher Salary	\$49,752	\$55,582
Highest Teacher Salary	\$61,306	\$71,884
Average Principal Salary (Elementary)	N/A	\$88,790
Average Principal Salary (Middle)	N/A	\$93,519
Average Principal Salary (High)	N/A	\$95,671
Superintendent Salary	\$93,500	\$115,401
Percent of Budget for Teacher Salaries	33.00%	34.00%
Percent of Budget for Administrative Salaries	1.4%	7.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in

grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	38%	25%	18%	41%	39%	42%	52%	54%	56%
Mathematics	36%	35%	23%	25%	24%	25%	48%	50%	51%
Science	18%	18%	12%	28%	35%	34%	54%	57%	60%
History-Social Science	6%	0%	0%	26%	30%	32%	44%	48%	49%

Note: Scores are not shown when the number of students tested is ten or

less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District (LEA)	42%	25%	34%	32%
All Students at the School	18%	23%	12%	0%
Male	6%	15%	0%	0%
Female	27%	30%	0%	0%
Black or African American				
American Indian or Alaska Native	0%	0%	0%	0%
Asian				
Filipino				
Hispanic or Latino	24%	19%	0%	0%
Native Hawaiian or Pacific Islander				
White	16%	27%	9%	0%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	19%	25%	13%	0%
English Learners	0%	0%	0%	0%
Students with Disabilities	9%	27%	0%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%

Note: **Scores are not shown when the number of students tested is ten or less**, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent

testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5th Elementary	36.80%	15.80%	42.10%
7th Middle School	N/A	N/A	N/A
9th High School	N/A	N/A	N/A

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	1	1	1
Similar Schools	1	1	1

Academic Performance Index Growth by Student Group

Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	40	-13	-65
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	63		
Two or More Races			
Socioeconomicall y Disadvantaged	34	4	
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	61	596	174	633	4,664,264	788
Black or African American	0		0		313,201	710
American Indian or Alaska Native	1		2		31,606	742
Asian	0		0		404,670	905
Filipino	0		1		124,824	869
Hispanic or Latino	19	631	58	633	2,425,230	740
Native Hawaiian or Pacific Islander	0		0		26,563	775
White	38	584	109	631	1,221,860	853
Two or More Races	0		0		88,428	849
Socioeconomically Disadvantaged	48	607	146	628	2,779,680	737
English Learners	10		29	552	1,530,297	716
Students with Disabilities	7		13	491	530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics

- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	No	No
Met Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web page*: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2009-2010	
Year in Program Improvement	Year 4	
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		75.0%

Note: Cells shaded in black do not require data.

XI. Instructional Planning and Scheduling **Professional Development**

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

During 2012-13, teachers have been involved in staff development and training on the "Late-start Thursdays." On most Thursdays, students arrive at school 90 minutes later while staff training is conducted. Also six full days of staff training is conducted before school starts, during the year, and after the school year ends.

In 2011-12 and 2010-11 the district offered six days of staff development. Teachers were offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, technology, methodologies, and educational research.

**Maricopa
Elementary**

**School Accountability Report Card,
2011-2012**

Maricopa Unified

***Supporting Data provided from the Ed-
Data Partnership***

For more information visit www.ed-data.org