

Executive Summary School Accountability Report Card, 2011–12

Maricopa High School (9-12) Maricopa Unified School District

Address	955 Stanislaus St., Maricopa, CA, 93252-8231	Phone	(661) 769-8231
Admin	Scott Meier, Ed.D., Superintendent	Grade Span	9-12

This executive summary of the School Accountability 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 school principal or the district office.

About This School

Maricopa High School is a small rural high school with a very long and rich heritage. The staff recognizes that parents and community play a vital role in the success of our school. Understanding the school's educational program will assist both the school and community in a continuous process of improvement. Maricopa High School's modest size demands a great deal of staff effort and community support to ensure that the rich traditions of the past will continue to influence future generations.

The administration and staff of Maricopa High School are committed to providing the best educational program. The quality of our program is a positive expression of our highly committed staff. Our ambition is to provide a rich learning environment that is a welcoming, stimulating environment where students are actively involved in the process of becoming positive contributors to society. Through hard work, and a commitment to educate the whole person, our staff challenges all students to strive towards the fulfillment of their highest potential.

Student Enrollment

Group	Enrollment
Number of students	75
Black or African American	0.0%
American Indian or Alaska Native	1.3%
Asian	0.0%
Filipino	1.3%
Hispanic or Latino	30.7%
Native Hawaiian or Pacific Islander	0.0%
White	66.7%
Two or More Races	0.0%
Socioeconomically Disadvantaged	82.7%
English Learners	8.0%
Students with Disabilities	6.7%

Teachers

Indicator	Teachers
Teachers with full credential	9
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	23%
Mathematics	21%
Science	11%

History-Social Science	34%
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*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)	646
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 4
2012–13 Program Improvement Status (PI Year)	No

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

School Facilities

Summary of Most Recent Site Inspection

Maricopa High School was constructed in 1956 in its current location. Maricopa High School is comprised of six lecture/classrooms, science/STEM Lab, computer lab, art room, woodshop, autoshop, gym, library, auditorium/drama, culinary arts lab, office with staff room, and outdoor break areas.

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 High School Facility Inspection Report in the following areas:

- Good-Systems (Gas Leaks, Mech/HVAC, Sewer)
- Good-Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)
- Good-Electrical
- Good-Restrooms/Fountains
- Good-Structural
- Good-External (Grounds, Windows, Doors, Gates, Fences)

Repairs Needed / Corrective Actions Taken or Planned

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

- Fair-Interiors Poor-Gym Locker Rooms-Awaiting new Gym/Pool under construction
- Fair-Safety (Fire Safety, Hazardous Materials)-Aud. Sprinklers-Repaired

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)	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6,953
District	\$5,333
State (CDE)	\$5,455

School Completion

Indicator	Result
Graduation Rate	72.73

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	LEA Provided
Graduates Who Completed All Courses Required for University of California or California State University Admission	0.0%



Maricopa High 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 High 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 High	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	Scott Meier
Administrator	Scott Meier, Ed.D., Superintendent	E-mail Address	smeier@maricopaschools.org
E-mail Address	smeier@maricopaschools.org	CDS Code	15636281533843

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 High School has a High-Tech, Global Vision for the school's

ATMOSPHERE, ACADEMICS, ACTIVITIES & ATHLETICS

ATMOSPHERE

Maricopa High School is a small, personalized campus allowing students to build lasting friendships and communication skills. Small class sizes support individual success, with many of our classes under 15 students.

Our "PASSport" Personalized Academic Support System provides a one-to-one "Coach" (Teacher) to help ensure success. All students are assigned a coach to provide academic counseling, motivation and support. Everyone needs a "PASSport" to gain full access to the world.

ACADEMICS / TECHNOLOGY

Our rigorous academics program sets students on a pathway to college with the interest, skills and experience for career advancement. This "Linked Learning" approach supports student's choices and options for their future.

Our new Business/Entrepreneur Pathways allow students to gain a career focus and set a pathway for college at the same time. Our four pathways provide diverse career opportunities. Students can focus on one area through high school or explore different careers:

- STEMcity – Science, Technology, Engineering & Math
- CityWALK Cafe & Health Club – Culinary Art & Health Club
- Cityscapes – Construction
- Global City Graphics – T-shirt Company. Graphics and Performance Arts, Media, Marketing

Providing the latest Tools of Technology, such as a personal laptop computer for every student, interactive classrooms, and high-tech career equipment support our "real-world" approach and provide instruction in the way students learn best. The use of technology helps students grasp the fundamental skills in each area of study. Business and industry uses technology and our school is committed to train students for their future in the real world.

ACTIVITIES

High School should be fun, exciting and engaging! Students are encouraged to become involved in the different clubs, ASB leadership roles and participate in the many social /school spirit activities. Being involved supports service to others and living a balanced life.

ATHLETICS

Maricopa High offers all three seasons of CIF athletics. All students

have full access to our sports program. Our philosophy is that everyone plays if they have a desire to build teamwork skills.

Opportunities for Parental Involvement (School Year 2011–12)

The Board, administration, and staff recognizes that parents and community play a vital role in the success of our school. Understanding the school's educational program will assist both the school and community in a continuous process of improvement. Maricopa High School's modest size demands a great deal of community support to ensure that the rich traditions of the past will continue to influence future generations. We welcome parent visitors on our campus for many different reasons including Parent Visitation Days, assemblies, sports, and other special events.

The Maricopa Unified School District welcomes and encourages 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)
- Booster Club Organization
- 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	N/A	Grade 8	N/A
Grade 1	N/A	Ungraded Elementary	N/A
Grade 2	N/A	Grade 9	16
Grade 3	N/A	Grade 10	20
Grade 4	N/A	Grade 11	17
Grade 5	N/A	Grade 12	22
Grade 6	N/A	Ungraded Secondary	0
Grade 7	N/A	Total Enrollment	75

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	1.3%
Asian	0.0%
Filipino	1.3%
Hispanic or Latino	30.7%
Native Hawaiian or Pacific Islander	0.0%
White	66.7%
Two or More Races	0.0%
Socioeconomically Disadvantaged	82.7%
English Learners	8.0%
Students with Disabilities	6.7%

Average Class Size and Class Size Distribution (Secondary)

Subject	Av g. Class Size	2009–10 Number of Classes*			Av g. Class Size	2010– 11 Number of Classes*			Av g. Class Size	2011– 12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20.0	3	4	0	24.6	1	4	0	8.9	1	0	0
Mathematics	23.0	2	1	1	14.4	3	2	0	6.4	8	0	0
Science	21.0	2	2	0	15.3	3	1	0	7.5	6	0	0
Social Science	27.0	0	3	0	24.0	1	3	0	13.6	5	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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	56 74.6%	48 64.0%	70 84.3%	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. Cases are reported as total number of incidents, not total number of students, as some students may have been involved on several occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

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 wood-shop 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			
Interior: Interior Surfaces			X		Gym Locker Rooms - Currently Building New Gym
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials			X		Aud. -Sprinklers-Repaired
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/ Gates/Fences		X			
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 High School had nine fully credentialed teachers who met all credential requirements in accordance with the State of California guidelines.

Teachers	School 2009– 10	School 2010– 11	School 2011– 12	District 2011– 12
With Full Credential	10	9	9	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 High 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 (non-teaching)	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 High 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.

An appointed teacher from each department selects and reviews textbooks from the State-adopted list. Each department makes its recommendation to the administration and Board of Education, which approves any adoption after review. A complete list of textbooks and adoption selections is available at the district office. The chart displays a list of textbooks currently in use at Maricopa High School.

The Maricopa schools share a library, which is stocked with over 10,000 English and 100 Spanish selections. The library is staffed by a library instructor and is completely automated. Students visit the library on a regular basis. Computer resources within the library are connected to the Internet so students are able to access resources and information online.

The school stocks an adequate supply of science lab equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

Each classroom at the high school has computers, which are connected to the Internet. Maricopa High School also has two computer labs. One lab contains 30 computers, used for Introduction to Computers, Multimedia, Web Design, Computer Repair, Yearbook, and Senior Projects.

In 2012-13 Maricopa High School has implemented a one-to one laptop computer program to support research, writing, communication, presentations and programming.

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption ?	Percent students lacking own assigned copy
Reading/ Language Arts	9-12: McDougal Littell-2003	No	0.0%
Mathematics	9-12: McDougal Littell-2001 9-12: Addison-Wesley-2001	No	0.0%
Science	9-12: Glencoe-2007	No	0.0%
History-Social Science	9-12: Glencoe-2006	No	0.0%
Foreign Language	9-12: Holt-2004	No	0.0%
Health	9-12: McDougal Littell-2006	No	0.0%

Visual and Performing Arts	Various Materials Used	N/A	N/A
Science Laboratory Equipment (grades 9-12)	Various Materials Used	N/A	0.0%

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	\$8,195	\$1,242	\$6,953	\$49,334
District			\$5,333	\$50,289
Percent Difference – School Site and District			30%	-2%
State			\$5,455	\$57,948
Percent Difference – School Site and State			27%	-15%

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	22%	13%	23%	41%	39%	42%	52%	54%	56%
Mathematics	15%	8%	21%	25%	24%	25%	48%	50%	51%
Science	0%	16%	11%	28%	35%	34%	54%	57%	60%

History-Social Science	29%	21%	34%	26%	30%	32%	44%	48%	49%
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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 LEA	42%	25%	34%	32%
All Students at the School	23%	21%	11%	34%
Male	21%	23%	0%	39%
Female	25%	20%	0%	29%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino	0%	0%	0%	0%
Hispanic or Latino	13%	23%	0%	15%
Native Hawaiian or Pacific Islander				
White	26%	18%	0%	45%
Two or More Races				
Socioeconomically Disadvantaged	22%	20%	6%	33%
English Learners	0%	0%	0%	0%
Students with Disabilities	0%	0%	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 High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	8%	26%	17%	35%	50%	39%	54%	59%	56%
Mathematics	30%	60%	16%	38%	48%	29%	54%	56%	58%

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 High School Exit Examination Grade Ten Results by Student Group – Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	61%	11%	29%	71%	24%	4%

All Students at the School	83%	11%	6%	84%	11%	5%
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	88%	12%	0%	89%	11%	0%
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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	N/A	N/A	N/A
7th Middle School	N/A	N/A	N/A

9th High School	23.50%	17.60%	52.90%
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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	2	1	1
Similar Schools	N/A	N/A	N/A

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	-16	36	8

Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
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	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	48	646	174	63 3	4,664,264	788
Black or African American	0		0		313,201	710
American Indian or Alaska Native	0		2		31,606	742
Asian	0		0		404,670	905
Filipino	1		1		124,824	869
Hispanic or Latino	15	627	58	63 3	2,425,230	740

Native Hawaiian or Pacific Islander	0		0		26,563	775
White	32	647	109	63 1	1,221,860	853
Two or More Races	0		0		88,428	849
Socioeconomically Disadvantaged	44	625	146	62 8	2,779,680	737
English Learners	6		29	55 2	1,530,297	716
Students with Disabilities	2		13	49 1	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	N/A	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		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		75.0%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information Web* page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Dropout Rate		13.3	13.6		13.3	13.6		16.6	14.4
Graduation Rate		83.33	72.73		83.33	72.73		74.72	76.26

Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	86%	86%	N/D
Black or African American	N/A	N/A	N/D
American Indian or Alaska Native	N/A	N/A	N/D
Asian	N/A	N/A	N/D
Filipino	N/A	N/A	N/D

Hispanic or Latino	N/A	N/A	N/D
Native Hawaiian or Pacific Islander	N/A	N/A	N/D
White	N/A	N/A	N/D
Two or More Races	N/A	N/A	N/D
Socioeconomically Disadvantaged	N/A	N/A	N/D
English Learners	N/A	N/A	N/D
Students with Disabilities	N/A	N/A	N/D

Note: "N/A" or "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2012–13)

One of the major goals of Maricopa High School is to have all students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies to foster critical thinking, problem solving, leadership, and academic skills ensure work-readiness skills.

Maricopa High School offers Regional Occupation Classes (ROP) to support our student's career preparation. The district partners with West Side ROP to bring work-based learning opportunities to all Maricopa High students. ROP classes support student achievement by providing advanced training and employment opportunities with local businesses. The classes also satisfy requirement 'G' of the UC/CSU entrance requirements. ROP classes are available in:

- Culinary/Restaurant Food Service
- Construction
- Retail Marketing/Fashion/Photography (Taft ROP Campus)
- Law Enforcement (Taft ROP Campus)
- Construction Class (Taft ROP Campus)
- Photography (Taft ROP Campus)
- Office Practices (Taft ROP Campus)
- Auto Shop (Taft ROP Campus)

The students are evaluated in the courses through grades, projects, portfolios, interviews, and work site evaluation.

In 2012-13 Maricopa High School implemented a "Linked Learning" Program. These four new Business/Entrepreneur Pathways allow students to gain a career focus and set a pathway for college at the same time. Our pathways provide diverse career opportunities. Students can focus on one area through high school or explore different careers:

- STEMcity – Science, Technology, Engineering & Math
- CityWALK Cafe & Health Club – Culinary Art & Health Club
- Cityscapes – Construction
- Global City Graphics – T-shirt Company. Graphics and Performance Arts, Media, Marketing

Career Technical Education Participation (School Year 2011–12)

Measure	CTE Program Participation
Number of pupils participating in CTE	LEA Provided
Percent of pupils completing a CTE program and earning a high school diploma	LEA Provided
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	LEA Provided

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	60.9%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	0	
Fine and Performing Arts	0	
Foreign Language	0	
Mathematics	0	
Science	0	
Social Science	0	
All courses	0	0.0%

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. 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
High**

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

Maricopa
Unified

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