

Maricopa Unified School District

955 Stanislaus Street • Maricopa, CA 93252 • 661-769-8231

Scott Meier, Ed.D
Superintendent

2010-2011 DISTRICT ACCOUNTABILITY REPORT CARD



MARICOPA UNIFIED
SCHOOL DISTRICT

Governing Board

Christine Higgins
Rene Adamo
Barry Lindaman
Donna Hamblin
Linda Owens



Maricopa Elementary School

Maricopa Middle School

Maricopa High School

<http://www.maricopaschools.org/>

Community & District Profile

Maricopa Unified School District is located approximately 45 miles southwest of Bakersfield in Kern County. The district is made up of three schools, one elementary school, one middle school, and one high school. During the 2010-2011 school year 275 students were enrolled at Maricopa Unified School District in grades kindergarten through twelve.

Curriculum at Maricopa Unified School District is based on improving reading, math, science, and writing skills. Maricopa Unified School District supports cultural awareness on a daily basis as well as through its many on-campus clubs, Student Council sponsored activities, and various assemblies. Student demographics are illustrated in the table.

2010-11 District Enrollment: 275		
Gender	# of Students	% of Enrollment
Female	137	49.81
Male	138	50.19
Ethnicity		
American Indian	2	0.73
Asian	1	0.36
Filipino	1	0.36
Hispanic	86	31.27
White	183	66.55
Multiple or No Response	2	0.73
English Language Learners		
English Learners (EL)	37	13.45
Non English Learners	238	86.55
Special Education		
Special Education	21	7.63
Non Special Education	254	92.37
Free or Reduced-Price Meals		
Yes	219	79.64
No	56	20.36

Title I Funding and No Child Left Behind

Title I funding plays a critical role in No Child Left Behind (NCLB). Title I resources are used to support additional teaching staff and programs to meet the needs of low-income, low-achieving students and other designated students with special needs. Information regarding a school's Title I designation assists parents and the school community in understanding the impact NCLB will have on their child's school. Any school receiving Title I funding is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

There are two types of Title I status: Schoolwide and Targeted Assistance. Schoolwide Title I schools use federal funds for school-wide improvement of student achievement; Targeted Assistance schools use federal funds to help only those students meeting program criteria.

NCLB requires an annual evaluation of student performance both schoolwide and by specific subgroups within the student population. A profile of the district's enrollment, as defined by these subgroups, is provided to create an appropriate context for evaluating the overall success of the school's educational program. Enrollment information by school site can be found in each school's annual School Accountability Report Card.

Adequate Yearly Progress (AYP)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/language arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/language arts (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).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP and the former school would be required to provide the transportation to the new site(s). Results of district performances are displayed in the chart.

Maricopa Elementary School and Maricopa Middle School did not meet the 2011 AYP criteria.

Adequate Yearly Progress (AYP)		
Maricopa Unified School District		
Made AYP Overall	No	
Met AYP Criteria	English - Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	No	No
API School Results	Yes	
Graduation Rate	N/A	

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		Percent at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2011 Grade 4	211	220	32	19	6
Reading 2011 Grade 8	255	264	42	21	3
Math 2011 Grade 4	234	240	40	28	6
Math 2011 Grade 8	273	283	36	19	6

National Assessment of Educational Progress						
Reading and Mathematics Results for						
Students with Disabilities (SD) and/or English Language Learners (ELL)						
By Grades 4 & 8 and Participation Rate - All Students						
	State			National		
	All	SD	ELL	All	SD	ELL
Reading 2011 Grade 4	94	80	96	83	77	89
Reading 2011 Grade 8	91	79	95	80	76	86
Math 2011 Grade 4	96	86	98	90	85	96
Math 2011 Grade 8	95	91	97	85	81	93

California Standards Test

Maricopa Unified School District participates in California's mandatory Standardized Testing and Reporting Program (STAR) which includes the California Standards Tests (CST) administered each spring to students in grades two through eleven. The California Standards Test is administered in the subject areas of language arts, mathematics, science, and social science to assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested; these include Advanced (A), Proficient (P), Basic (B), Below Basic (BB), and Far Below Basic (FBB) levels. The state target for every student is to score at the Advanced or Proficient level. School level results can be found in each school's SARC.

California Standards Test (CST)						
Subject	District			State		
	2009	2010	2011	2009	2010	2011
English/Language Arts	39	41	39	49	52	54
Mathematics	25	25	24	46	48	50
Science	38	28	35	50	54	57
History/Social Science	22	26	30	41	44	48

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

NCLB Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

During the 2010-11 school year, 100% of core academic classes in all three schools were taught by highly qualified teachers.

Maricopa Unified School District supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their professional growth as well as for the benefit of the school. The charts illustrate teacher credential status as well as teacher education levels in the Maricopa Unified School District.

2010-11 Teacher Credential Status		
	Number of Teachers	Percent of Teachers
Fully Credentialed	19	100.0%
University Intern	0	0.0%
Emergency Credentials	0	0.0%
Waivers	0	0.0%
Teaching Outside Credential Status	0	0.0%

2010-11 Teacher Education Levels		
	Number of Teachers	Percent of Teachers
Doctorate	0	0.0%
Master's Degree + 30*	0	0.0%
Master's Degree	5	26.32%
Bachelor's Degree + 30*	8	42.11%
Bachelor's Degree	5	26.32%
Less than Bachelor's Degree	1	5.26%
None Reported	0	0.0%

** Indicates additional hours above and beyond degree*

District Expenditures

Maricopa Unified School District spent an average of \$10,844 to educate each student (based on 2009-2010) audited financial statements. The chart displays the expenditures per pupil at the district and state levels.

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)
- Federal, JTPA
- 10th Grade Counseling
- Class Size Reduction
- Federal, ECIA/ESEA/IASA
- Instructional Materials
- Federal, Forest Reserve Funds
- Special Education Master Plan
- Home-to-School Transportation
- School Improvement Program (SIP)
- Federal, Special Education, Discretionary Grants

Expenditures per Pupil	
District	
From Unrestricted Sources	\$3,403
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-37.62%

