

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

849 S Sunnyvale, Mesa, AZ 85206

Mesa Unified 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

Elementary Achievement Profile (a)

2005-06	Highly Performing
2004-05	Highly Performing
2003-04	Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

School Overview

Principal/Administrator : Mrs. Susan K. Edman
 Schedule : 07:30 AM to 03:30 PM
 Grades : Pre-K-6
 Web Address : www.mpsaz.org/madison/
 Phone Number : (480) 472-8800
 Fax Number : (480) 472-8855
 E-mail : skedman@mpsaz.org

Mission

The focus of Madison's learning community is providing effective instruction to enable individual academic success while fostering a safe, structured and nurturing environment.

School / Academic Goals

- ü Students receive a strong phonics foundation, reading comprehension strategies, math mastery of basic concepts, and Six-Traits of Writing instruction.
- ü Curriculum Mapping and assessments are aligned with the AZ/MPS Standards. Students are tracked based on mastery of standards in reading, writing and math.
- ü Students' higher order thinking strategies are promoted and implemented in each grade level.
- ü Students are placed in flexible reading levels in each grade. During 06-07, 4th & 6th grade students will receive instruction in flexible leveled math groups. Placement based on academic abilities to promote optimum learning of AZ/MPS Standards.

Enrollment

October 1, 2005 School Year Student Enrollment : 596
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 119

Instructional Programs

- ü Fine Arts Instruction (4-6)
- ü Preschool, 1/2 Day KDG & Full Day KDG
- ü Structured English Immersion
- ü Flexible Levels in Reading 1-6
- ü After School Enrichment/Remediation
- ü Summer Reading Program K-6
- ü Self-Contained SPED-ED & Autistic
- ü SLD Inclusion Model

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/14/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Madison strongly encourages and welcomes the partnership with parents in educating our students. Madison pledges to provide a safe and orderly environment that provides mutual respect and consideration for all to learn and become productive citizens.

Parents

Madison recognizes the parent as the first teacher in their child's life. Parent school participation is extremely important for a child's success.

Tips for student success:

1. Plenty of rest
2. Breakfast
3. Read with your child
4. Talk with your child
5. Assist with school work
6. Volunteer at your school

Transportation Policy

Busing is provided for students living more than one mile from their assigned school. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

School Honors

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

Award/Honor	Year
ü Honor Roll/Principal's Honor Roll	2006
ü Math Masters Awards	2006
ü Presidential Academic Award	2006
ü Rise Reading Awards	2006

3rd 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	73	5547	80010	100	98	99	460	453	447	1	8	10	11	16	18	62	56	53	26	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2719	38935	100	98	99	456	452	447	NA	8	9	11	17	19	70	56	55	19	19	17
Male	36	2828	40974	100	98	98	464	453	448	3	8	11	11	15	18	53	55	52	33	22	19
African American	--	236	4201	--	98	99	--	437	430	--	15	17	--	19	23	--	56	51	--	11	9
Hispanic	13	2182	34545	100	98	99	454	434	432	8	12	14	8	23	24	54	56	53	31	8	9
Asian/Pacific Islander	NC	119	2068	NC	98	99	NC	478	474	NC	4	4	NC	9	10	NC	50	50	NC	37	36
American Indian/Alaskan Native	--	226	3979	--	97	96	--	436	424	--	14	17	--	23	30	--	51	47	--	11	6
White	57	2783	35142	100	98	99	459	469	465	NA	4	5	12	9	11	65	55	56	23	31	28
Students with Disabilities	NC	645	10161	NC	90	93	NC	419	419	NC	27	28	NC	30	28	NC	36	36	NC	7	8
Students without Disabilities	67	4902	69849	100	99	100	461	457	451	1	5	7	9	14	17	61	58	56	28	22	19
Limited English Proficient Students	NC	877	14013	NC	97	97	NC	415	413	NC	20	24	NC	33	34	NC	44	39	NC	2	3
Migrant Students	--	37	603	--	93	96	--	418	417	--	19	22	--	43	32	--	27	42	--	11	4
Economically Disadvantaged	27	3005	39029	100	97	98	454	437	432	4	11	14	11	22	25	67	57	52	19	10	9
Non-Economically Disadvantaged	46	2542	40981	100	99	100	463	472	462	NA	4	6	11	9	13	59	54	54	30	33	27

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	73	5457	79438	100	97	98	473	457	451	3	7	9	14	21	24	68	60	56	15	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2686	38775	100	97	99	480	463	457	3	5	7	5	19	22	70	62	58	22	14	13
Male	36	2770	40560	100	96	97	465	452	446	3	8	12	22	23	25	67	58	54	8	10	9
African American	--	235	4178	--	98	98	--	445	439	--	9	13	--	28	29	--	55	52	--	9	6
Hispanic	13	2140	34297	100	96	98	467	437	434	8	11	14	15	31	31	54	54	50	23	4	5
Asian/Pacific Islander	NC	119	2063	NC	98	99	NC	479	475	NC	2	3	NC	13	15	NC	64	63	NC	22	20
American Indian/Alaskan Native	--	218	3940	--	94	95	--	443	429	--	10	14	--	27	36	--	57	47	--	6	3
White	57	2744	34887	100	97	98	473	475	471	2	3	4	14	13	15	70	65	63	14	19	18
Students with Disabilities	NC	557	9588	NC	77	88	NC	420	416	NC	24	30	NC	32	32	NC	38	34	NC	5	5
Students without Disabilities	67	4900	69850	100	99	100	477	461	456	1	5	7	10	20	23	72	62	59	16	13	12
Limited English Proficient Students	NC	846	13856	NC	93	96	NC	411	407	NC	22	27	NC	44	43	NC	34	29	NC	0	1
Migrant Students	--	35	600	--	88	96	--	422	418	--	17	22	--	43	38	--	40	39	--	NA	2
Economically Disadvantaged	27	2946	38685	100	95	97	472	441	435	4	10	14	19	29	32	56	55	50	22	5	5
Non-Economically Disadvantaged	46	2511	40753	100	98	99	473	477	467	2	3	5	11	12	16	76	65	62	11	20	17

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	72	5524	79971	100	98	99	420	415	423	7	8	8	43	46	41	47	44	49	3	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2715	38974	100	98	99	427	429	437	5	5	5	41	40	33	51	53	57	3	2	4
Male	35	2808	40895	100	97	98	412	402	410	9	11	10	46	53	47	43	35	41	3	1	2
African American	--	235	4203	--	98	99	--	408	411	--	8	11	--	55	45	--	34	43	--	3	2
Hispanic	13	2166	34481	100	97	99	408	399	410	8	12	10	54	53	46	38	35	43	NA	1	1
Asian/Pacific Islander	NC	119	2067	NC	98	99	NC	440	449	NC	2	4	NC	36	28	NC	60	60	NC	3	8
American Indian/Alaskan Native	--	224	3995	--	97	96	--	403	409	--	11	10	--	50	47	--	38	42	--	0	1
White	56	2779	35150	100	98	99	422	429	437	7	5	5	41	41	35	48	52	56	4	2	5
Students with Disabilities	NC	645	10258	NC	90	94	NC	373	377	NC	20	23	NC	54	51	NC	24	25	NC	1	1
Students without Disabilities	66	4879	69713	100	99	100	421	420	429	8	6	5	41	45	39	48	46	52	3	2	3
Limited English Proficient Students	NC	865	13985	NC	95	97	NC	371	382	NC	22	18	NC	56	54	NC	22	27	NC	0	0
Migrant Students	--	37	608	--	93	97	--	397	389	--	8	16	--	62	50	--	30	33	--	NA	0
Economically Disadvantaged	26	2986	38994	96	97	98	397	401	409	15	11	10	42	52	47	42	36	41	NA	1	1
Non-Economically Disadvantaged	46	2538	40977	100	99	100	433	432	437	2	4	5	43	40	34	50	53	56	4	3	5

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

4th 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	75	5739	80147	97	98	99	504	498	482	5	6	11	11	13	17	49	48	49	35	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2849	39281	100	99	99	493	498	483	11	5	9	16	13	17	41	49	50	32	33	24
Male	38	2889	40780	95	98	98	515	497	482	NA	7	12	5	12	17	58	48	48	37	32	24
African American	NC	252	4249	NC	98	99	NC	478	464	NC	11	17	NC	19	22	NC	51	48	NC	19	13
Hispanic	21	2106	33494	95	98	99	496	479	466	5	9	15	14	18	23	48	55	49	33	18	14
Asian/Pacific Islander	NC	144	2103	NC	100	99	NC	513	515	NC	2	4	NC	12	8	NC	42	44	NC	44	45
American Indian/Alaskan Native	NC	239	4117	NC	98	96	NC	472	456	NC	10	19	NC	25	27	NC	50	46	NC	15	8
White	47	2998	36122	98	98	99	514	514	501	2	4	5	9	8	10	51	44	50	38	44	35
Students with Disabilities	10	657	10295	83	90	92	NA	451	443	NA	25	33	NA	27	26	NA	38	33	NA	10	8
Students without Disabilities	65	5082	69852	100	99	100	512	503	488	3	4	7	8	11	16	49	50	51	40	35	26
Limited English Proficient Students	NC	640	12722	NC	96	97	NC	449	441	NC	19	27	NC	31	33	NC	45	37	NC	5	3
Migrant Students	--	37	622	--	100	97	--	465	454	--	19	19	--	27	30	--	38	43	--	16	8
Economically Disadvantaged	34	2944	38371	97	97	97	494	480	465	12	9	15	15	18	23	44	52	49	29	20	13
Non-Economically Disadvantaged	41	2795	41776	98	99	100	513	516	498	NA	3	6	7	7	11	54	45	49	39	45	33

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	75	5655	79686	97	97	98	488	478	470	8	7	11	11	21	24	63	61	57	19	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2823	39163	100	98	99	487	482	475	14	6	9	11	19	22	54	63	60	22	12	10
Male	38	2831	40438	95	96	97	488	474	465	3	9	13	11	22	25	71	60	54	16	10	7
African American	NC	248	4228	NC	96	98	NC	465	458	NC	11	15	NC	23	28	NC	61	53	NC	4	4
Hispanic	21	2071	33299	95	96	98	480	458	452	5	12	17	10	30	32	71	54	47	14	4	3
Asian/Pacific Islander	NC	141	2097	NC	98	99	NC	490	490	NC	3	5	NC	18	13	NC	65	68	NC	14	14
American Indian/Alaskan Native	NC	236	4087	NC	97	96	NC	454	446	NC	10	16	NC	40	38	NC	49	44	NC	1	2
White	47	2959	35914	98	97	98	494	495	489	9	3	5	11	13	15	57	67	67	23	17	14
Students with Disabilities	10	571	9808	83	78	87	NA	440	432	NA	25	35	NA	35	32	NA	35	30	NA	5	3
Students without Disabilities	65	5084	69878	100	99	100	496	482	475	3	5	8	9	19	23	66	64	61	22	12	9
Limited English Proficient Students	NC	617	12594	NC	93	96	NC	425	422	NC	31	34	NC	46	45	NC	23	21	NC	0	0
Migrant Students	--	34	611	--	92	95	--	448	439	--	18	22	--	44	39	--	35	37	--	3	2
Economically Disadvantaged	34	2879	38095	97	95	97	474	462	452	18	11	17	12	29	32	59	55	48	12	5	3
Non-Economically Disadvantaged	41	2776	41591	98	98	99	499	495	486	NA	3	6	10	13	16	66	67	65	24	17	13

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	75	5728	80372	97	98	99	476	476	475	1	3	4	33	31	30	65	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2841	39452	100	99	99	486	487	488	NA	2	3	30	22	22	70	73	72	NA	3	3
Male	38	2887	40836	95	98	98	467	464	464	3	4	6	37	39	37	61	56	56	NA	1	1
African American	NC	249	4264	NC	97	99	NC	470	465	NC	4	5	NC	38	35	NC	57	59	NC	2	1
Hispanic	21	2102	33608	95	98	99	469	460	462	5	6	6	33	38	36	62	55	57	NA	1	1
Asian/Pacific Islander	NC	143	2098	NC	99	99	NC	492	500	NC	1	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	NC	239	4128	NC	98	97	NC	462	464	NC	3	4	NC	48	39	NC	49	56	NC	NA	1
White	47	2995	36213	98	98	99	479	487	489	NA	2	2	32	24	22	68	72	72	NA	3	3
Students with Disabilities	10	651	10526	83	89	94	NA	428	427	NA	13	15	NA	53	53	NA	32	31	NA	2	1
Students without Disabilities	65	5077	69846	100	99	100	481	481	482	2	2	3	26	28	26	72	68	69	NA	2	2
Limited English Proficient Students	NC	637	12747	NC	96	97	NC	421	432	NC	16	12	NC	52	52	NC	32	36	NC	NA	0
Migrant Students	--	37	621	--	100	97	--	450	452	--	14	9	--	38	40	--	49	51	--	NA	0
Economically Disadvantaged	34	2941	38521	97	97	98	474	462	461	NA	5	6	38	38	38	62	56	55	NA	1	1
Non-Economically Disadvantaged	41	2787	41851	98	99	100	478	491	489	2	1	3	29	23	22	68	73	72	NA	3	4

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

5th 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	86	5603	79306	99	98	99	513	518	504	7	9	13	15	15	20	52	50	49	26	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	2724	38845	100	98	99	516	518	505	3	8	11	13	16	20	65	51	50	20	26	18
Male	46	2879	40383	98	97	98	510	517	504	11	10	14	17	14	19	41	50	47	30	26	19
African American	NC	240	4171	NC	98	98	NC	494	485	NC	15	20	NC	23	26	NC	50	44	NC	12	10
Hispanic	16	2000	32673	100	98	99	497	496	487	13	14	18	6	22	25	69	52	46	13	12	10
Asian/Pacific Islander	NC	157	2147	NC	99	99	NC	535	539	NC	6	5	NC	6	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	NC	232	4034	NC	98	97	NC	493	479	NC	15	22	NC	27	29	NC	48	43	NC	10	7
White	64	2974	36234	98	98	99	518	535	523	6	4	6	16	9	13	47	49	52	31	37	28
Students with Disabilities	NC	622	10286	NC	87	91	NC	469	462	NC	32	41	NC	27	27	NC	34	27	NC	7	5
Students without Disabilities	79	4981	69020	100	99	100	516	523	510	6	6	9	14	14	18	52	52	52	28	28	21
Limited English Proficient Students	NC	601	10291	NC	95	96	NC	462	458	NC	34	38	NC	33	34	NC	31	26	NC	3	2
Migrant Students	--	33	630	--	100	95	--	486	478	--	27	24	--	18	27	--	48	43	--	6	6
Economically Disadvantaged	37	2874	37437	100	97	97	501	499	486	11	13	19	16	21	26	65	51	46	8	14	9
Non-Economically Disadvantaged	49	2729	41869	98	98	100	522	538	521	4	4	7	14	9	14	43	49	51	39	39	27

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	86	5547	79000	99	97	98	502	496	489	6	7	10	8	20	24	79	62	58	7	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	2710	38774	100	98	99	507	501	494	3	5	7	8	19	22	83	63	61	8	12	10
Male	46	2837	40150	98	96	98	498	492	485	9	9	12	9	21	25	76	61	55	7	9	8
African American	NC	238	4153	NC	97	98	NC	481	476	NC	11	13	NC	24	30	NC	61	53	NC	4	4
Hispanic	16	1963	32508	100	96	98	476	476	472	19	12	15	6	31	33	75	53	49	NA	4	3
Asian/Pacific Islander	NC	156	2142	NC	99	99	NC	510	510	NC	2	4	NC	17	14	NC	66	67	NC	15	16
American Indian/Alaskan Native	NC	228	4016	NC	97	96	NC	474	467	NC	11	14	NC	32	37	NC	54	46	NC	4	2
White	64	2962	36135	98	97	98	510	513	508	3	3	4	6	12	14	81	69	67	9	16	15
Students with Disabilities	NC	569	9991	NC	79	88	NC	456	449	NC	22	33	NC	36	36	NC	39	29	NC	3	2
Students without Disabilities	79	4978	69009	100	99	100	505	500	495	5	5	6	6	19	22	81	65	62	8	12	10
Limited English Proficient Students	NC	573	10199	NC	91	95	NC	441	439	NC	33	35	NC	46	47	NC	20	18	NC	1	0
Migrant Students	--	33	629	--	100	95	--	456	457	--	24	22	--	42	41	--	33	37	--	NA	1
Economically Disadvantaged	37	2829	37234	100	96	97	487	478	472	11	11	15	14	29	33	73	55	50	3	4	3
Non-Economically Disadvantaged	49	2718	41766	98	98	99	514	515	505	2	2	5	4	11	16	84	69	65	10	18	14

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	86	5609	79611	99	98	99	502	490	496	3	7	7	33	43	37	64	50	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	2732	39016	100	98	99	522	505	511	NA	4	4	23	34	29	78	61	66	NA	1	1
Male	46	2877	40519	98	97	98	484	476	482	7	9	10	41	51	44	52	40	46	NA	1	0
African American	NC	236	4188	NC	96	98	NC	480	486	NC	9	9	NC	45	40	NC	44	50	NC	2	0
Hispanic	16	2001	32855	100	98	99	482	470	481	6	11	10	38	51	43	56	37	47	NA	0	0
Asian/Pacific Islander	NC	157	2149	NC	99	100	NC	508	519	NC	3	4	NC	31	24	NC	66	70	NC	1	2
American Indian/Alaskan Native	NC	231	3992	NC	98	96	NC	477	478	NC	8	10	NC	52	46	NC	40	44	NC	NA	0
White	64	2984	36380	98	98	99	505	504	511	3	4	4	31	36	30	66	59	65	NA	1	1
Students with Disabilities	NC	639	10664	NC	89	94	NC	437	440	NC	21	23	NC	56	54	NC	20	22	NC	4	1
Students without Disabilities	79	4970	68947	100	99	100	507	496	504	3	5	4	29	41	34	68	54	61	NA	0	1
Limited English Proficient Students	NC	599	10362	NC	95	97	NC	415	438	NC	30	22	NC	56	57	NC	14	21	NC	0	NA
Migrant Students	--	32	636	--	97	96	--	439	467	--	25	14	--	56	47	--	19	38	--	NA	0
Economically Disadvantaged	37	2874	37626	100	97	98	485	472	479	8	10	10	38	51	45	54	38	45	NA	1	0
Non-Economically Disadvantaged	49	2735	41985	98	99	100	514	508	511	NA	3	4	29	34	30	71	63	65	NA	1	1

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

6th 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	89	5505	79327	99	98	98	540	531	518	9	12	19	15	16	20	56	50	46	20	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2626	38961	95	98	98	545	532	520	5	11	16	14	17	20	62	51	48	19	21	16
Male	52	2875	40295	100	98	97	536	531	516	12	13	21	15	16	19	52	48	44	21	23	16
African American	NC	215	4247	NC	97	98	NC	504	499	NC	24	27	NC	25	24	NC	41	41	NC	10	8
Hispanic	20	1926	32327	95	98	98	532	510	499	10	18	27	30	23	25	35	49	41	25	10	8
Asian/Pacific Islander	NC	138	1939	NC	98	99	NC	542	556	NC	9	6	NC	15	10	NC	51	47	NC	25	36
American Indian/Alaskan Native	NC	240	4391	NC	95	96	NC	502	489	NC	25	32	NC	23	27	NC	44	36	NC	8	4
White	63	2984	36373	100	99	98	541	549	538	10	7	10	11	11	14	60	51	52	19	31	25
Students with Disabilities	16	587	9321	89	89	87	476	473	467	31	44	54	31	23	22	38	27	21	NA	5	3
Students without Disabilities	73	4918	70006	100	99	100	554	537	524	4	8	14	11	15	19	60	53	49	25	24	18
Limited English Proficient Students	NC	525	9431	NC	95	95	NC	475	466	NC	40	53	NC	30	27	NC	29	18	NC	1	1
Migrant Students	--	37	635	--	90	94	--	490	488	--	30	31	--	24	29	--	43	36	--	3	4
Economically Disadvantaged	35	2687	37097	97	97	97	536	511	498	11	18	27	14	21	25	54	49	41	20	11	7
Non-Economically Disadvantaged	54	2818	42230	100	99	99	543	550	535	7	6	11	15	11	15	57	50	50	20	32	24

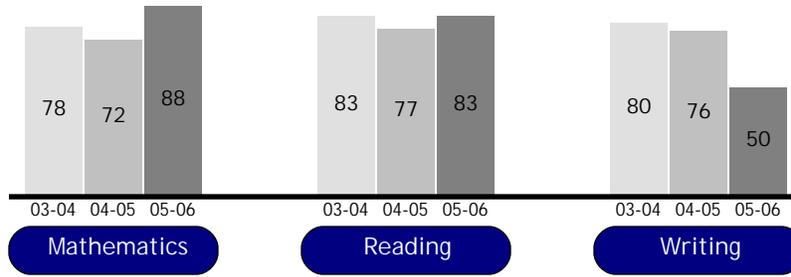
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	5447	79501	99	97	98	514	506	497	4	6	10	13	20	25	79	68	60	3	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2606	39062	95	98	99	521	510	502	3	5	8	11	19	23	81	70	64	5	6	5
Male	52	2837	40368	100	97	98	509	503	491	6	8	13	15	22	27	77	66	57	2	5	3
African American	NC	214	4279	NC	97	99	NC	492	485	NC	11	14	NC	30	30	NC	56	54	NC	3	2
Hispanic	20	1887	32389	95	96	98	497	488	478	5	10	16	25	31	34	70	58	48	NA	2	1
Asian/Pacific Islander	NC	137	1936	NC	97	99	NC	506	519	NC	4	3	NC	24	14	NC	69	73	NC	4	9
American Indian/Alaskan Native	NC	234	4401	NC	93	96	NC	482	473	NC	11	17	NC	36	40	NC	50	43	NC	2	1
White	63	2973	36446	100	98	99	518	521	516	5	4	4	11	12	15	81	76	73	3	8	7
Students with Disabilities	16	532	9411	89	80	88	479	461	453	13	28	36	31	34	36	56	34	26	NA	4	1
Students without Disabilities	73	4915	70090	100	99	100	522	510	502	3	4	7	10	19	24	84	72	65	4	6	5
Limited English Proficient Students	NC	496	9401	NC	90	94	NC	450	443	NC	28	40	NC	51	46	NC	20	14	NC	1	0
Migrant Students	--	35	642	--	85	95	--	475	465	--	11	24	--	43	41	--	43	35	--	3	0
Economically Disadvantaged	35	2646	37183	97	96	97	500	489	479	6	10	16	23	29	34	66	59	49	6	2	1
Non-Economically Disadvantaged	54	2801	42318	100	98	99	523	522	513	4	3	5	7	12	17	87	76	70	2	9	7

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	89	5492	80000	99	98	99	575	565	564	1	3	3	11	10	11	78	77	75	10	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2626	39288	95	98	99	596	580	579	NA	2	2	8	5	6	73	78	77	19	15	16
Male	52	2862	40644	100	97	98	559	552	549	2	4	4	13	14	15	81	76	74	4	6	7
African American	NC	218	4307	NC	99	99	NC	550	551	NC	6	4	NC	11	13	NC	75	75	NC	8	7
Hispanic	20	1917	32672	95	97	99	570	548	548	NA	4	4	10	13	14	85	77	76	5	6	6
Asian/Pacific Islander	NC	138	1945	NC	98	99	NC	577	592	NC	1	1	NC	10	4	NC	77	69	NC	12	25
American Indian/Alaskan Native	NC	240	4424	NC	95	97	NC	546	549	NC	4	3	NC	15	14	NC	77	77	NC	5	5
White	63	2977	36602	100	98	99	575	578	579	2	2	2	13	8	7	76	77	75	10	14	16
Students with Disabilities	16	585	9919	89	88	93	519	497	505	6	11	9	38	34	35	56	51	54	NA	5	2
Students without Disabilities	73	4907	70081	100	99	100	587	572	571	NA	2	2	5	7	7	82	80	79	12	11	12
Limited English Proficient Students	NC	517	9571	NC	93	96	NC	490	502	NC	14	10	NC	29	29	NC	56	60	NC	2	1
Migrant Students	--	37	654	--	90	97	--	529	534	--	8	7	--	14	16	--	78	74	--	NA	3
Economically Disadvantaged	35	2675	37534	97	97	98	564	547	547	3	4	4	11	14	15	77	77	76	9	5	5
Non-Economically Disadvantaged	54	2817	42466	100	99	100	581	582	578	NA	1	2	11	7	7	78	77	75	11	15	16

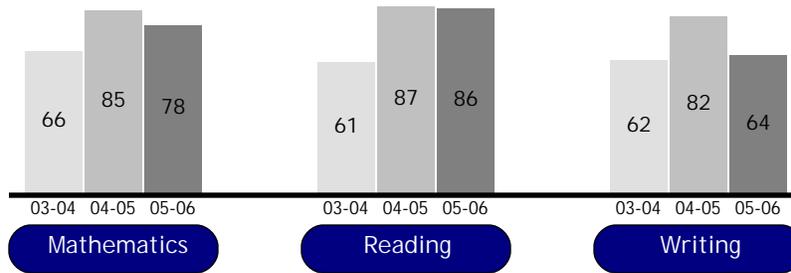
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th 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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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?	Y
	Met Graduation Rate?	Not Evaluated
	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
2	Reading	96	71	NA	58	99	53	50	47	97	54	50	46
	Language	100	62	53	50	99	53	49	47	97	52	50	48
	Mathematics	97	77	71	64	99	59	54	50	97	65	56	52
3	Reading	100	60	NA	55	98	52	50	44	100	61	52	46
	Language	100	55	63	61	98	49	49	44	100	54	48	46
	Mathematics	100	62	66	61	98	55	55	51	100	63	56	52
4	Reading	96	63	NA	56	100	54	52	48	97	61	58	52
	Language	96	56	55	52	100	56	52	49	97	63	58	52
	Mathematics	96	67	68	61	100	56	59	53	97	68	67	58
5	Reading	100	64	NA	55	99	65	55	50	99	65	61	56
	Language	100	59	55	49	99	63	55	50	99	56	59	54
	Mathematics	100	67	71	63	99	58	54	49	99	54	59	52
6	Reading	100	76	NA	56	99	63	58	51	99	72	63	56
	Language	100	63	55	48	99	55	54	47	99	63	58	50
	Mathematics	100	84	76	66	100	63	62	52	99	72	68	58

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)
- 4 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Review Optional Student Travel Requests
- Ü Parent/Educator Relations
- Ü Instructional Strategies/School Goals
- Ü Review School Report Card
- Ü School Procedures/Student Handbook
- Ü School Safety/Discipline/Dress Code

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	35.00
Other Professional Staff	3.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	3	0	0
4 to 6 years	1	1	0	0
7 to 9 years	1	5	0	0
10 or more years	3	22	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	33
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Highly Qualified Teachers	6%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center
- Ü Basic Skills Room
- Ü Fine Arts Classrooms

Extracurricular Activities

- Ü Mesa Parks Sports Programs
- Ü Video Club
- Ü Basketball with Mesa YMCA
- Ü Student Council
- Ü Boy and Girl Scouts
- Ü Library Club

Social Services

- Ü English Language Learners
- Ü After School Kids Corner Program
- Ü Community Classes and Programs
- Ü Health Services
- Ü After School Remediation & Enrichment
- Ü SEI Technician

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü District Writing Contest winners in personal narrative.

- ü Madison received the 'Highly Performing' label from Arizona Learns. Under NCLB, Madison has assisted students to make adequate yearly progress.

- ü Schoolwide Community Service Projects: Raised \$1,354 for the Katrina Relief Fund.

- ü Ninety-seven percent (97%) of Madison parents rated us an A or B through 05-06 Parent Quality Survey.

Student Activity Rates for School Year 2005-06

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

Madison Elementary is committed to ensure a safe and secure environment for instruction and learning. Clear and concise student behavior rules and expectations are set and aggressively, fairly and consistently enforced.

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) :

1

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	Susan K. Edman	(480) 472-8800
Transportation Policy	Ron Latko	(480) 472-0178
Community Resources	Kathy Bareiss	(480) 472-0223
School Nutrition Programs	Loretta Zullo	(480) 472-0909
Parent Organization	Susan K. Edman	(480) 472-8800
Student Health/Nurse	Michele Randolph	(480) 472-8860

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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** 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.