

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5525 N 16th Street, Phoenix, AZ 85016

Madison Elementary 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	Highly Performing

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

School Overview

Principal/Administrator : Ms. Ann Roberts
 Schedule : 07:00 AM to 04:00 PM
 Grades : 5-8
 Web Address : www.ms38.k12.az.us
 Phone Number : (602) 664-7100
 Fax Number : (602) 664-7199
 E-mail : aroberts@msd38.org

Mission

Our mission is to provide, in cooperation with parents and community, a safe, orderly learning environment. We aspire to develop and foster a passion for learning, explore capabilities and interests and to reach the full potential of all students.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü By the end of this school year, all students will make at least one year's growth in reading and mathematics as determined by chosen benchmarks and assessments.
- ü Madison Number One will improve its relationship with parents as evidenced by a three percent increase in the total average score on the yearly parent survey.

Enrollment

October 1, 2005 School Year Student Enrollment : 892
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 140

Instructional Programs

- Ü Standards Based
- Ü Ongoing Assessment
- Ü Ongoing Professional Development
- Ü Middle School Approach
- Ü Integrated Instruction

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/21/2005
Last Day of School :	6/1/2006

Shared Responsibilities

School

Madison Number One is a learning community, characterized by high expectations for student achievement, a responsibility shared by all of the stakeholders. We strive to create exciting and significant educational activities and experiences. We are committed to meeting the individual needs of students through our special Enriching Encore program. We also offer special remediation opportunities for students who have special challenges.

Parents

Parents are encouraged to work closely with their child and teacher to maximize the learning efforts. Parents are expected to conference with their children's teachers on a regular basis, via telephone, e-mail and notes in student planners.

Transportation Policy

Transportation of students is available. Walking distances to school and to bus stops will be governed by major thoroughfares, safety factors and the population density. Students with special needs are accommodated according to their IEP.

School Honors

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

Award/Honor	Year
Ü Great Moments in Social Studies Award	2006
Ü Best in Show award for the APS Light Parade	2005
Ü Project Citizen Award	2004

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	195	532	79306	91	96	99	512	520	504	7	10	13	16	13	20	53	47	49	24	30	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	100	260	38845	95	97	99	514	520	505	8	10	11	12	10	20	58	51	50	22	29	18
Male	95	271	40383	86	94	98	511	519	504	6	10	14	20	16	19	48	43	47	25	31	19
African American	21	37	4171	95	97	98	504	509	485	10	8	20	19	19	26	52	49	44	19	24	10
Hispanic	63	176	32673	91	95	99	495	497	487	13	16	18	22	19	25	52	49	46	13	15	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	10	29	4034	83	91	97	NA	490	479	NA	17	22	NA	21	29	NA	55	43	NA	7	7
White	100	285	36234	90	96	99	526	538	523	3	5	6	11	8	13	54	45	52	32	42	28
Students with Disabilities	14	44	10286	44	68	91	477	468	462	21	34	41	50	41	27	7	11	27	21	14	5
Students without Disabilities	181	488	69020	99	100	100	515	524	510	6	8	9	13	11	18	57	50	52	24	31	21
Limited English Proficient Students	23	52	10291	92	90	96	471	476	458	22	27	38	39	27	34	35	38	26	4	8	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	94	99	37437	86	87	97	496	496	486	13	12	19	22	21	26	50	53	46	15	14	9
Non-Economically Disadvantaged	101	433	41869	95	98	100	527	525	521	2	9	7	10	11	14	56	46	51	32	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	192	528	79000	89	95	98	498	500	489	4	7	10	21	19	24	67	63	58	8	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	98	257	38774	93	96	99	504	505	494	1	3	7	16	19	22	74	66	61	8	12	10
Male	94	270	40150	85	94	98	492	494	485	6	10	12	26	19	25	60	61	55	9	10	8
African American	21	37	4153	95	97	98	490	494	476	5	3	13	24	24	30	67	65	53	5	8	4
Hispanic	61	173	32508	88	94	98	483	477	472	7	14	15	31	28	33	59	54	49	3	3	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	28	4016	NC	88	96	NC	474	467	NC	11	14	NC	29	37	NC	57	46	NC	4	2
White	100	285	36135	90	96	98	509	516	508	1	2	4	14	12	14	73	69	67	12	17	15
Students with Disabilities	10	39	9991	31	60	88	NA	451	449	NA	31	33	NA	36	36	NA	28	29	NA	5	2
Students without Disabilities	182	489	69009	99	100	100	499	503	495	4	5	6	19	17	22	69	66	62	8	12	10
Limited English Proficient Students	22	51	10199	88	88	95	458	455	439	9	16	35	64	55	47	23	27	18	5	2	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	92	97	37234	84	85	97	484	484	472	8	7	15	30	30	33	57	58	50	5	5	3
Non-Economically Disadvantaged	100	431	41766	94	98	99	511	503	505	NA	6	5	12	16	16	77	65	65	11	13	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	212	554	79611	99	100	99	497	503	496	4	5	7	40	38	37	55	54	56	0	3	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	104	265	39016	99	99	99	515	519	511	2	3	4	31	30	29	67	64	66	NA	4	1
Male	108	288	40519	98	100	98	480	487	482	6	8	10	49	45	44	44	45	46	1	1	0
African American	22	38	4188	100	100	98	509	504	486	5	5	9	32	32	40	64	63	50	NA	NA	0
Hispanic	68	185	32855	99	100	99	486	477	481	4	10	10	53	49	43	41	40	47	1	1	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	12	32	3992	100	100	96	471	480	478	17	9	10	25	44	46	58	47	44	NA	NA	0
White	109	294	36380	98	99	99	503	520	511	3	2	4	36	31	30	61	63	65	NA	4	1
Students with Disabilities	29	64	10664	91	98	94	436	434	440	24	25	23	55	61	54	17	11	22	3	3	1
Students without Disabilities	183	490	68947	100	100	100	506	511	504	1	3	4	38	35	34	61	60	61	NA	2	1
Limited English Proficient Students	24	54	10362	96	93	97	462	459	438	8	11	22	63	59	57	29	30	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	104	108	37626	95	95	98	480	482	479	7	6	10	50	49	45	42	44	45	1	1	0
Non-Economically Disadvantaged	108	446	41985	100	100	100	513	508	511	2	5	4	31	35	30	68	57	65	NA	3	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	223	555	79327	94	95	98	529	535	518	9	10	19	13	16	20	63	50	46	14	23	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	110	273	38961	94	94	98	526	538	520	7	8	16	17	18	20	63	49	48	13	25	16
Male	113	282	40295	93	96	97	532	532	516	12	12	21	10	15	19	64	51	44	15	22	16
African American	20	32	4247	87	97	98	517	516	499	15	13	27	5	13	24	75	69	41	5	6	8
Hispanic	63	162	32327	95	95	98	522	514	499	19	21	27	11	20	25	54	43	41	16	16	8
Asian/Pacific Islander	NC	10	1939	NC	91	99	NC	NA	556	NC	NA	6	NC	NA	10	NC	NA	47	NC	NA	36
American Indian/Alaskan Native	17	39	4391	100	95	96	517	503	489	12	18	32	24	33	27	53	44	36	12	5	4
White	118	312	36373	94	95	98	536	551	538	3	4	10	14	13	14	68	53	52	14	31	25
Students with Disabilities	NC	38	9321	NC	54	87	NC	507	467	NC	21	54	NC	29	22	NC	39	21	NC	11	3
Students without Disabilities	214	517	70006	100	100	100	529	537	524	9	9	14	14	15	19	63	51	49	14	24	18
Limited English Proficient Students	23	59	9431	92	81	95	489	491	466	30	29	53	22	29	27	43	34	18	4	8	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	120	122	37097	94	95	97	514	514	498	16	16	27	18	17	25	57	56	41	10	11	7
Non-Economically Disadvantaged	103	433	42230	93	95	99	547	541	535	2	9	11	9	16	15	71	49	50	18	27	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	223	555	79501	94	95	98	506	509	497	6	6	10	17	18	25	73	69	60	4	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	110	275	39062	94	95	99	508	515	502	6	4	8	13	17	23	75	70	64	5	9	5
Male	113	280	40368	93	96	98	503	504	491	5	8	13	22	20	27	71	68	57	2	4	3
African American	20	32	4279	87	97	99	500	499	485	10	13	14	15	13	30	75	75	54	NA	NA	2
Hispanic	63	164	32389	95	96	98	489	485	478	11	14	16	30	31	34	57	54	48	2	1	1
Asian/Pacific Islander	NC	10	1936	NC	91	99	NC	NA	519	NC	NA	3	NC	NA	14	NC	NA	73	NC	NA	9
American Indian/Alaskan Native	17	41	4401	100	100	96	498	483	473	12	10	17	24	41	40	59	46	43	6	2	1
White	118	308	36446	94	94	99	516	527	516	2	1	4	10	9	15	84	80	73	4	10	7
Students with Disabilities	NC	38	9411	NC	54	88	NC	485	453	NC	21	36	NC	18	36	NC	55	26	NC	5	1
Students without Disabilities	214	517	70090	100	100	100	506	511	502	6	5	7	18	18	24	73	70	65	4	6	5
Limited English Proficient Students	23	61	9401	92	84	94	466	465	443	30	25	40	26	36	46	43	39	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	120	122	37183	94	95	97	492	492	479	10	11	16	23	23	34	65	65	49	2	2	1
Non-Economically Disadvantaged	103	433	42318	93	95	99	522	514	513	1	5	5	11	17	17	83	70	70	6	8	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	238	585	80000	100	100	99	566	572	564	1	2	3	9	10	11	81	71	75	8	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	118	292	39288	100	100	99	578	587	579	2	2	2	3	4	6	82	70	77	13	24	16
Male	120	293	40644	99	100	98	553	558	549	1	2	4	15	15	15	80	72	74	4	11	7
African American	24	36	4307	100	100	99	559	559	551	NA	3	4	21	17	13	71	69	75	8	11	7
Hispanic	67	172	32672	100	100	99	557	551	548	4	4	4	10	16	14	76	70	76	9	9	6
Asian/Pacific Islander	NC	11	1945	NC	100	99	NC	581	592	NC	NA	1	NC	NA	4	NC	91	69	NC	9	25
American Indian/Alaskan Native	17	41	4424	100	100	97	567	550	549	NA	NA	3	NA	12	14	94	85	77	6	2	5
White	124	325	36602	98	99	99	571	588	579	NA	2	2	8	6	7	84	69	75	8	24	16
Students with Disabilities	24	68	9919	96	97	93	545	519	505	4	7	9	17	31	35	75	59	54	4	3	2
Students without Disabilities	214	517	70081	100	100	100	568	579	571	1	2	2	8	7	7	82	73	79	9	19	12
Limited English Proficient Students	25	66	9571	100	90	96	525	528	502	12	6	10	16	24	29	64	67	60	8	3	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	126	128	37534	99	99	98	559	559	547	2	2	4	10	11	15	78	77	76	10	10	5
Non-Economically Disadvantaged	112	457	42466	100	100	100	573	576	578	NA	2	2	8	9	7	85	69	75	7	19	16

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

7th 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	198	493	78546	89	89	97	554	554	543	8	12	15	12	13	18	63	56	52	18	20	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	93	238	38645	92	93	98	555	553	545	5	9	13	11	14	18	69	60	54	15	17	15
Male	105	253	39792	86	86	97	554	556	542	10	13	17	13	11	17	57	53	50	20	22	15
African American	21	38	4205	95	100	97	534	529	524	10	13	22	24	24	22	52	53	49	14	11	7
Hispanic	62	150	31177	95	93	97	540	527	524	16	26	22	19	17	23	52	47	48	13	11	7
Asian/Pacific Islander	NC	15	1940	NC	94	99	NC	588	580	NC	NA	5	NC	7	9	NC	47	53	NC	47	33
American Indian/Alaskan Native	12	33	4689	75	75	95	543	533	515	NA	18	28	8	15	25	92	58	43	NA	9	4
White	98	256	36450	85	88	97	567	575	563	3	3	7	6	9	12	68	63	57	22	26	23
Students with Disabilities	11	21	8093	30	26	82	506	495	489	36	43	50	9	10	24	55	48	23	NA	NA	2
Students without Disabilities	187	472	70453	100	100	100	557	556	549	6	10	11	12	13	17	63	56	56	19	21	16
Limited English Proficient Students	15	41	9323	83	82	94	501	492	491	40	56	47	27	15	28	33	29	24	NA	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	83	86	34694	77	77	96	542	541	524	13	15	23	18	17	23	53	52	48	16	15	7
Non-Economically Disadvantaged	115	407	43852	100	93	99	563	557	559	3	11	10	8	12	13	70	57	56	19	21	22

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	215	532	79045	96	97	98	525	521	512	7	8	10	20	21	25	64	62	58	10	9	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	99	249	38860	98	97	98	533	528	519	3	5	7	14	18	22	70	66	62	13	11	8
Male	116	281	40075	95	95	97	517	515	505	9	10	12	25	25	28	59	58	54	7	7	6
African American	23	40	4250	100	100	98	513	512	500	4	5	12	30	25	31	57	65	54	9	5	3
Hispanic	65	157	31314	100	97	98	507	495	493	12	17	16	26	31	34	57	50	48	5	3	2
Asian/Pacific Islander	NC	15	1949	NC	94	99	NC	546	536	NC	NA	4	NC	NA	15	NC	87	66	NC	13	15
American Indian/Alaskan Native	13	36	4719	81	82	96	523	505	489	NA	8	15	15	31	39	85	61	45	NA	NA	2
White	109	283	36730	95	97	98	537	537	532	5	4	4	16	16	16	66	66	68	14	14	12
Students with Disabilities	28	60	8552	76	75	87	473	469	463	25	28	35	43	40	40	32	32	23	NA	NA	1
Students without Disabilities	187	472	70493	100	100	100	532	527	517	4	6	7	17	19	24	68	65	62	11	10	8
Limited English Proficient Students	17	44	9355	94	88	95	472	463	456	35	41	37	35	39	48	29	20	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	98	101	34922	91	91	96	511	510	493	10	12	15	29	28	34	54	53	48	7	7	3
Non-Economically Disadvantaged	117	431	44123	100	98	99	536	523	527	3	7	6	13	20	18	72	64	66	12	9	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	226	554	79657	100	100	99	564	568	566	4	3	3	11	9	8	83	85	87	2	3	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	102	257	39120	100	100	99	582	585	580	2	2	2	5	4	4	90	91	92	3	4	2
Male	123	294	40423	100	100	98	551	555	553	6	5	5	15	13	12	77	80	83	2	2	1
African American	25	42	4290	100	100	99	568	571	560	NA	NA	4	16	12	9	80	83	86	4	5	1
Hispanic	65	161	31642	100	99	99	553	549	552	8	6	5	9	12	11	83	81	84	NA	NA	0
Asian/Pacific Islander	NC	16	1948	NC	100	99	NC	593	589	NC	NA	1	NC	6	3	NC	88	91	NC	6	4
American Indian/Alaskan Native	16	44	4760	100	100	97	535	534	547	13	9	5	13	14	14	75	77	81	NA	NA	0
White	114	289	36929	99	99	99	575	583	579	2	1	2	11	6	5	84	88	91	4	4	2
Students with Disabilities	38	81	9069	100	100	92	486	490	508	16	12	11	32	33	30	53	54	58	NA	NA	1
Students without Disabilities	188	473	70588	100	100	100	580	581	573	2	2	2	6	5	5	89	90	91	3	3	1
Limited English Proficient Students	17	49	9521	94	98	96	474	508	507	35	12	13	12	29	24	53	59	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	105	108	35341	97	97	97	546	546	551	7	6	5	16	17	12	76	75	83	1	2	0
Non-Economically Disadvantaged	121	446	44316	100	100	100	580	574	578	2	3	2	6	7	5	88	87	90	3	3	2

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

8th 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	208	550	78400	94	95	97	564	569	554	17	15	21	13	15	19	56	53	47	14	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	106	279	38686	95	97	98	562	562	554	18	16	20	20	20	20	51	50	49	11	13	12
Male	101	270	39636	92	92	96	568	577	554	15	14	23	7	9	18	61	56	46	17	22	13
African American	15	30	4193	88	91	97	531	544	533	27	20	32	27	23	23	40	50	40	7	7	5
Hispanic	54	161	30732	100	94	97	530	543	534	41	26	31	19	23	24	33	42	40	7	9	5
Asian/Pacific Islander	NC	13	1827	NC	100	99	NC	601	594	NC	NA	8	NC	15	12	NC	62	49	NC	23	31
American Indian/Alaskan Native	15	37	4536	100	95	95	551	538	528	7	24	35	27	27	25	60	43	37	7	5	4
White	119	309	37038	92	95	97	584	588	575	7	8	11	8	8	14	66	60	56	18	24	19
Students with Disabilities	NC	37	7840	NC	51	81	NC	520	498	NC	46	60	NC	16	18	NC	35	20	NC	3	2
Students without Disabilities	199	513	70560	100	100	99	566	572	560	16	13	17	13	14	19	57	54	50	15	19	14
Limited English Proficient Students	28	55	8956	100	95	95	498	511	502	57	40	56	21	31	25	21	29	18	NA	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	85	88	33014	92	93	95	546	544	534	24	25	31	20	19	24	49	49	40	7	7	5
Non-Economically Disadvantaged	123	462	45386	95	95	99	577	574	569	12	13	15	9	14	15	60	53	52	19	20	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	207	568	79179	94	98	98	533	530	519	9	8	11	18	21	27	67	65	58	6	7	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	106	285	38974	95	99	99	538	531	524	7	6	8	19	22	25	66	65	61	8	7	5
Male	100	282	40124	91	96	97	529	530	513	10	9	13	18	20	28	69	65	54	3	6	4
African American	15	31	4243	88	94	98	512	516	506	13	13	14	33	19	32	53	68	51	NA	NA	3
Hispanic	54	169	30987	100	98	98	487	498	498	26	17	17	31	36	36	43	45	45	NA	2	1
Asian/Pacific Islander	NC	13	1832	NC	100	99	NC	549	543	NC	NA	4	NC	23	17	NC	69	69	NC	8	10
American Indian/Alaskan Native	15	39	4573	100	100	96	509	497	494	7	13	16	47	46	41	47	41	42	NA	NA	1
White	118	316	37467	91	97	98	558	553	539	1	2	5	8	9	17	81	78	70	10	11	8
Students with Disabilities	NC	55	8567	NC	76	88	NC	482	467	NC	35	39	NC	25	38	NC	38	22	NC	2	1
Students without Disabilities	199	513	70612	100	100	99	534	535	524	8	5	7	19	20	25	67	68	62	6	7	5
Limited English Proficient Students	28	58	9013	100	100	95	459	470	461	46	33	40	39	48	48	14	19	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	84	87	33345	91	92	96	505	504	499	15	17	17	29	28	36	56	55	46	NA	NA	1
Non-Economically Disadvantaged	123	481	45834	95	99	99	552	535	533	4	6	7	11	20	19	75	67	67	10	8	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	223	585	79734	100	100	99	564	564	554	5	2	3	10	14	19	84	84	78	0	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	112	291	39243	100	100	99	579	574	568	4	1	2	6	9	12	89	89	85	1	0	1
Male	110	293	40413	100	100	98	548	553	541	7	3	4	14	18	26	79	78	70	NA	NA	0
African American	17	33	4285	100	100	99	546	550	548	6	3	3	18	21	22	71	73	74	6	3	0
Hispanic	56	172	31254	100	100	99	513	535	539	20	6	5	18	25	25	63	69	70	NA	NA	0
Asian/Pacific Islander	NC	13	1837	NC	100	99	NC	595	579	NC	NA	1	NC	NA	9	NC	100	87	NC	NA	2
American Indian/Alaskan Native	15	39	4613	100	100	97	569	552	535	NA	NA	4	7	18	29	93	82	67	NA	NA	0
White	130	328	37668	100	100	99	585	580	569	NA	0	1	7	8	13	93	92	85	NA	NA	1
Students with Disabilities	24	72	8943	100	100	92	518	513	495	8	4	11	38	46	51	54	50	38	NA	NA	1
Students without Disabilities	199	513	70791	100	100	100	569	570	561	5	2	2	7	10	15	87	88	83	1	0	0
Limited English Proficient Students	28	58	9138	100	100	97	466	495	492	36	17	13	25	41	46	39	41	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	92	95	33718	100	100	97	534	534	538	11	11	5	13	14	26	76	76	69	NA	NA	0
Non-Economically Disadvantaged	131	490	46016	100	100	100	584	569	567	2	1	2	8	14	14	89	85	84	1	0	1

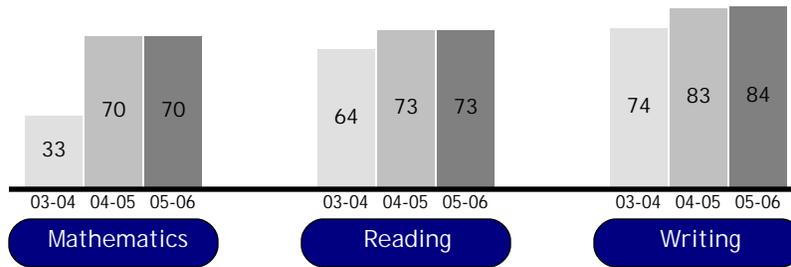
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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
5	Reading	99	60	NA	55	99	54	55	50	89	63	65	56
	Language	100	49	52	49	99	55	57	50	98	58	63	54
	Mathematics	100	64	69	63	99	54	57	49	91	59	65	52
6	Reading	99	62	NA	56	98	55	54	51	93	61	65	56
	Language	100	54	57	48	98	48	49	47	100	54	58	50
	Mathematics	100	72	75	66	98	52	54	52	93	65	67	58
7	Reading	100	63	NA	54	100	58	57	50	96	65	61	54
	Language	100	68	73	58	100	60	57	52	100	63	61	58
	Mathematics	100	69	74	62	100	56	58	50	89	63	63	54
8	Reading	100	63	NA	55	100	56	57	51	93	65	63	58
	Language	100	62	68	52	100	56	57	50	100	59	59	56
	Mathematics	98	62	74	61	100	59	61	53	94	63	65	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."

Madison #1 Elementary School

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 5 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Communication/Community Involvement
- Ü School Improvement Goals
- Ü Schedule and Curricular Offerings
- Ü Parent Participation
- Ü School Budget
- Ü Developing a School Wide Vision

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	45.00
Other Professional Staff	3.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	5	0	0
4 to 6 years	2	7	0	0
7 to 9 years	3	5	0	0
10 or more years	2	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	64
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Technology labs
- Ü Science Labs
- Ü Auditorium
- Ü Gymnasium

Extracurricular Activities

- Ü Wind Symphony and Jazz Bands
- Ü After School Sports
- Ü National Junior Honor Society
- Ü Student Council
- Ü After school Clubs
- Ü Peer Tutoring
- Ü Enriching Encore Program
- Ü Reading and Math Remediation

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Afterschool Academic Support Program
- Ü School Psychologist
- Ü School Counselor

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Madison Number One instituted the Enriching Encore program, which provided extra opportunities to students outside the regular curriculum. This year they included sign language, journalism, aerospace, and leadership opportunities.

- ü Madison #1 formed one of the few middle school theatre groups, Madison International Thespian Society, which has national affiliation.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	94	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 Number One has a School Resource Officer who works closely with the staff to ensure a safe and orderly environment, which is a school wide goal. Our Site Council has made recommendations that have resulted in a safer school environment.

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) :

3

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	Ann Roberts	(602) 664-7100
Transportation Policy	Joe Martin	(602) 664-7702
Community Resources	Diane Selby	(888) 664-7956
School Nutrition Programs	Kristin Soulsby	(602) 664-7910
Parent Organization	Joe Hanss	(602) 664-7100
Student Health/Nurse	Carol Ayraud	(602) 664-7120

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 823 Copies = \$320.00

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

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