



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

225 W Ocotillo Rd, Phoenix, AZ 85013

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	Excelling
2004-05	Excelling
2003-04	Highly Performing

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

School Overview

Principal/Administrator : Mr. Boris Morew
 Schedule : 07:30 AM to 04:00 PM
 Grades : 5-8
 Web Address : meadows.ms38.org
 Phone Number : (602) 664-7600
 Fax Number : (602) 664-7699
 E-mail : bmorew@msd38.org

Mission

Madison Meadows' staff, parents, and community expect our students to achieve the highest levels of academic performance consistent with their abilities, and we accept responsibility for creating an environment that will allow this to happen.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not 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 / Academic Goals

- ü The Meadows community will strive to ensure a safe, orderly, and purposeful climate directed towards teaching and learning.
- ü The Meadows Community will promote high academic achievement for all students.
- ü The Meadows community will work to increase communication and cooperation.

Enrollment

October 1, 2005 School Year Student Enrollment : 798
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 223

Instructional Programs

- ü Gifted (Language Arts & Mathematics)
- ü On-Site Special Education/Study Skills
- ü Yearbook/Journalism/Technology
- ü ELL/Speech/Research Skills
- ü Chorus/Guitar/General Music/Strings
- ü Band (Concert, Jazz, Begin/Intermediate)
- ü Math Programs (CMP & TERC)
- ü Spanish/Advanced Spanish

Calendar Information

Number of Instruction Days : 180
 Average Daily Instruction Time : 6 hours 48 minutes
 First Day of School : 8/15/2005
 Last Day of School : 5/26/2006

Shared Responsibilities

School

Communicate expectations for high academic standards, provide a safe/orderly environment, encourage/support parent involvement. Educate and communicate best practices in education. Provide staff development for continued growth of staff.

Parents

Parents are expected to send their children to school in a ready-to-learn mode: well-rested, well-fed and well-supported. Parents are expected to support the school's mission and goals and are given numerous opportunities to participate.

Transportation Policy

Transportation is a privilege extended to students and is not a statutory requirement except for necessary transportation of students with disabilities as indicated in their respective IEPs. Students living within a mile radius of Meadows will walk.

School Honors

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

Award/Honor	Year
ü Arizona Teacher of the year in Mathematics	2006
ü Deer Valley Jazz Festival 7/8 Jazz Excellent Award	2006
ü AZ Assn. Teachers of Math 6th Grade challenge 1st PI	2005
ü Maricopa County AIMS Test - 8th Grade 1st Place Reading	2005

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	190	532	79306	100	96	99	550	520	504	5	10	13	3	13	20	41	47	49	51	30	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	90	260	38845	100	97	99	551	520	505	2	10	11	2	10	20	43	51	50	52	29	18
Male	100	271	40383	100	94	98	548	519	504	7	10	14	4	16	19	39	43	47	50	31	19
African American	NC	37	4171	NC	97	98	NC	509	485	NC	8	20	NC	19	26	NC	49	44	NC	24	10
Hispanic	36	176	32673	97	95	99	526	497	487	8	16	18	6	19	25	53	49	46	33	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	NC	29	4034	NC	91	97	NC	490	479	NC	17	22	NC	21	29	NC	55	43	NC	7	7
White	143	285	36234	100	96	99	556	538	523	4	5	6	2	8	13	38	45	52	55	42	28
Students with Disabilities	15	44	10286	100	68	91	486	468	462	40	34	41	13	41	27	27	11	27	20	14	5
Students without Disabilities	175	488	69020	100	100	100	554	524	510	2	8	9	2	11	18	42	50	52	54	31	21
Limited English Proficient Students	NC	52	10291	NC	90	96	NC	476	458	NC	27	38	NC	27	34	NC	38	26	NC	8	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	99	37437	NC	87	97	NC	496	486	NC	12	19	NC	21	26	NC	53	46	NC	14	9
Non-Economically Disadvantaged	189	433	41869	100	98	100	550	525	521	5	9	7	3	11	14	41	46	51	51	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	189	528	79000	99	95	98	524	500	489	1	7	10	8	19	24	70	63	58	21	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	89	257	38774	99	96	99	530	505	494	NA	3	7	6	19	22	70	66	61	25	12	10
Male	100	270	40150	100	94	98	520	494	485	2	10	12	10	19	25	70	61	55	18	10	8
African American	NC	37	4153	NC	97	98	NC	494	476	NC	3	13	NC	24	30	NC	65	53	NC	8	4
Hispanic	35	173	32508	95	94	98	509	477	472	NA	14	15	14	28	33	77	54	49	9	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	143	285	36135	100	96	98	528	516	508	1	2	4	6	12	14	69	69	67	24	17	15
Students with Disabilities	14	39	9991	93	60	88	476	451	449	7	31	33	36	36	36	57	28	29	NA	5	2
Students without Disabilities	175	489	69009	100	100	100	528	503	495	1	5	6	6	17	22	71	66	62	23	12	10
Limited English Proficient Students	NC	51	10199	NC	88	95	NC	455	439	NC	16	35	NC	55	47	NC	27	18	NC	2	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	97	37234	NC	85	97	NC	484	472	NC	7	15	NC	30	33	NC	58	50	NC	5	3
Non-Economically Disadvantaged	188	431	41766	99	98	99	524	503	505	1	6	5	8	16	16	70	65	65	21	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	192	554	79611	100	100	99	535	503	496	3	5	7	23	38	37	68	54	56	7	3	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	91	265	39016	100	99	99	553	519	511	NA	3	4	13	30	29	76	64	66	11	4	1
Male	101	288	40519	100	100	98	518	487	482	5	8	10	32	45	44	60	45	46	3	1	0
African American	NC	38	4188	NC	100	98	NC	504	486	NC	5	9	NC	32	40	NC	63	50	NC	NA	0
Hispanic	38	185	32855	100	100	99	513	477	481	3	10	10	32	49	43	63	40	47	3	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	NC	32	3992	NC	100	96	NC	480	478	NC	9	10	NC	44	46	NC	47	44	NC	NA	0
White	143	294	36380	100	99	99	540	520	511	3	2	4	21	31	30	69	63	65	8	4	1
Students with Disabilities	16	64	10664	100	98	94	460	434	440	19	25	23	63	61	54	13	11	22	6	3	1
Students without Disabilities	176	490	68947	100	100	100	541	511	504	1	3	4	19	35	34	73	60	61	7	2	1
Limited English Proficient Students	NC	54	10362	NC	93	97	NC	459	438	NC	11	22	NC	59	57	NC	30	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	108	37626	NC	95	98	NC	482	479	NC	6	10	NC	49	45	NC	44	45	NC	1	0
Non-Economically Disadvantaged	191	446	41985	100	100	100	535	508	511	3	5	4	23	35	30	68	57	65	7	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	197	555	79327	98	95	98	556	535	518	7	10	19	10	16	20	46	50	46	37	23	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	100	273	38961	96	94	98	567	538	520	6	8	16	8	18	20	40	49	48	46	25	16
Male	97	282	40295	99	96	97	545	532	516	7	12	21	12	15	19	53	51	44	28	22	16
African American	NC	32	4247	NC	97	98	NC	516	499	NC	13	27	NC	13	24	NC	69	41	NC	6	8
Hispanic	24	162	32327	96	95	98	531	514	499	21	21	27	13	20	25	42	43	41	25	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	NC	39	4391	NC	95	96	NC	503	489	NC	18	32	NC	33	27	NC	44	36	NC	5	4
White	160	312	36373	98	95	98	564	551	538	4	4	10	9	13	14	45	53	52	42	31	25
Students with Disabilities	20	38	9321	80	54	87	499	507	467	20	21	54	35	29	22	35	39	21	10	11	3
Students without Disabilities	177	517	70006	100	100	100	562	537	524	5	9	14	7	15	19	47	51	49	40	24	18
Limited English Proficient Students	NC	59	9431	NC	81	95	NC	491	466	NC	29	53	NC	29	27	NC	34	18	NC	8	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	--	122	37097	--	95	97	--	514	498	--	16	27	--	17	25	--	56	41	--	11	7
Non-Economically Disadvantaged	197	433	42230	98	95	99	556	541	535	7	9	11	10	16	15	46	49	50	37	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	192	555	79501	95	95	98	530	509	497	2	6	10	9	18	25	77	69	60	12	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	99	275	39062	95	95	99	538	515	502	1	4	8	10	17	23	71	70	64	18	9	5
Male	93	280	40368	95	96	98	522	504	491	3	8	13	8	20	27	84	68	57	5	4	3
African American	NC	32	4279	NC	97	99	NC	499	485	NC	13	14	NC	13	30	NC	75	54	NC	NA	2
Hispanic	24	164	32389	96	96	98	506	485	478	17	14	16	8	31	34	71	54	48	4	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	NC	41	4401	NC	100	96	NC	483	473	NC	10	17	NC	41	40	NC	46	43	NC	2	1
White	155	308	36446	95	94	99	537	527	516	NA	1	4	7	9	15	79	80	73	14	10	7
Students with Disabilities	15	38	9411	60	54	88	512	485	453	NA	21	36	20	18	36	67	55	26	13	5	1
Students without Disabilities	177	517	70090	100	100	100	532	511	502	2	5	7	8	18	24	78	70	65	12	6	5
Limited English Proficient Students	NC	61	9401	NC	84	94	NC	465	443	NC	25	40	NC	36	46	NC	39	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	--	122	37183	--	95	97	--	492	479	--	11	16	--	23	34	--	65	49	--	2	1
Non-Economically Disadvantaged	192	433	42318	95	95	99	530	514	513	2	5	5	9	17	17	77	70	70	12	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	201	585	80000	100	100	99	595	572	564	3	2	3	5	10	11	58	71	75	33	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	104	292	39288	100	100	99	613	587	579	2	2	2	2	4	6	51	70	77	45	24	16
Male	97	293	40644	99	100	98	576	558	549	4	2	4	9	15	15	66	72	74	21	11	7
African American	NC	36	4307	NC	100	99	NC	559	551	NC	3	4	NC	17	13	NC	69	75	NC	11	7
Hispanic	25	172	32672	100	100	99	551	551	548	12	4	4	20	16	14	44	70	76	24	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	NC	41	4424	NC	100	97	NC	550	549	NC	NA	3	NC	12	14	NC	85	77	NC	2	5
White	163	325	36602	99	99	99	604	588	579	2	2	2	3	6	7	58	69	75	37	24	16
Students with Disabilities	24	68	9919	96	97	93	516	519	505	8	7	9	33	31	35	54	59	54	4	3	2
Students without Disabilities	177	517	70081	100	100	100	605	579	571	2	2	2	2	7	7	59	73	79	37	19	12
Limited English Proficient Students	NC	66	9571	NC	90	96	NC	528	502	NC	6	10	NC	24	29	NC	67	60	NC	3	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	--	128	37534	--	99	98	--	559	547	--	2	4	--	11	15	--	77	76	--	10	5
Non-Economically Disadvantaged	201	457	42466	100	100	100	595	576	578	3	2	2	5	9	7	58	69	75	33	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	177	493	78546	89	89	97	577	554	543	5	12	15	11	13	18	55	56	52	29	20	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	86	238	38645	95	93	98	577	553	545	2	9	13	13	14	18	56	60	54	29	17	15
Male	91	253	39792	84	86	97	577	556	542	7	13	17	10	11	17	54	53	50	30	22	15
African American	NC	38	4205	NC	100	97	NC	529	524	NC	13	22	NC	24	22	NC	53	49	NC	11	7
Hispanic	21	150	31177	84	93	97	550	527	524	19	26	22	14	17	23	43	47	48	24	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	NC	33	4689	NC	75	95	NC	533	515	NC	18	28	NC	15	25	NC	58	43	NC	9	4
White	139	256	36450	90	88	97	583	575	563	2	3	7	10	9	12	58	63	57	30	26	23
Students with Disabilities	NC	21	8093	NC	26	82	NC	495	489	NC	43	50	NC	10	24	NC	48	23	NC	NA	2
Students without Disabilities	169	472	70453	100	100	100	580	556	549	2	10	11	11	13	17	56	56	56	31	21	16
Limited English Proficient Students	NC	41	9323	NC	82	94	NC	492	491	NC	56	47	NC	15	28	NC	29	24	NC	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	--	86	34694	--	77	96	--	541	524	--	15	23	--	17	23	--	52	48	--	15	7
Non-Economically Disadvantaged	177	407	43852	89	93	99	577	557	559	5	11	10	11	12	13	55	57	56	29	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	198	532	79045	99	97	98	535	521	512	6	8	10	15	21	25	67	62	58	13	9	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	91	249	38860	100	97	98	547	528	519	2	5	7	13	18	22	69	66	62	15	11	8
Male	107	281	40075	99	95	97	524	515	505	8	10	12	17	25	28	64	58	54	10	7	6
African American	NC	40	4250	NC	100	98	NC	512	500	NC	5	12	NC	25	31	NC	65	54	NC	5	3
Hispanic	25	157	31314	100	97	98	506	495	493	12	17	16	28	31	34	56	50	48	4	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	NC	36	4719	NC	82	96	NC	505	489	NC	8	15	NC	31	39	NC	61	45	NC	NA	2
White	154	283	36730	99	97	98	539	537	532	5	4	4	14	16	16	66	66	68	15	14	12
Students with Disabilities	29	60	8552	97	75	87	462	469	463	31	28	35	41	40	40	28	32	23	NA	NA	1
Students without Disabilities	169	472	70493	100	100	100	546	527	517	1	6	7	11	19	24	73	65	62	15	10	8
Limited English Proficient Students	NC	44	9355	NC	88	95	NC	463	456	NC	41	37	NC	39	48	NC	20	15	NC	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	--	101	34922	--	91	96	--	510	493	--	12	15	--	28	34	--	53	48	--	7	3
Non-Economically Disadvantaged	198	431	44123	99	98	99	535	523	527	6	7	6	15	20	18	67	64	66	13	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	198	554	79657	99	100	99	588	568	566	1	3	3	4	9	8	91	85	87	4	3	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	91	257	39120	100	100	99	605	585	580	NA	2	2	1	4	4	93	91	92	5	4	2
Male	107	294	40423	99	100	98	574	555	553	2	5	5	7	13	12	89	80	83	3	2	1
African American	NC	42	4290	NC	100	99	NC	571	560	NC	NA	4	NC	12	9	NC	83	86	NC	5	1
Hispanic	25	161	31642	100	99	99	572	549	552	NA	6	5	8	12	11	92	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	NC	44	4760	NC	100	97	NC	534	547	NC	9	5	NC	14	14	NC	77	81	NC	NA	0
White	154	289	36929	99	99	99	591	583	579	1	1	2	3	6	5	91	88	91	5	4	2
Students with Disabilities	29	81	9069	97	100	92	506	490	508	7	12	11	28	33	30	66	54	58	NA	NA	1
Students without Disabilities	169	473	70588	100	100	100	601	581	573	NA	2	2	NA	5	5	95	90	91	5	3	1
Limited English Proficient Students	NC	49	9521	NC	98	96	NC	508	507	NC	12	13	NC	29	24	NC	59	63	NC	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	--	108	35341	--	97	97	--	546	551	--	6	5	--	17	12	--	75	83	--	2	0
Non-Economically Disadvantaged	198	446	44316	99	100	100	588	574	578	1	3	2	4	7	5	91	87	90	4	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	190	550	78400	94	95	97	597	569	554	5	15	21	7	15	19	57	53	47	31	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	92	279	38686	100	97	98	587	562	554	4	16	20	12	20	20	61	50	49	23	13	12
Male	98	270	39636	89	92	96	607	577	554	6	14	23	3	9	18	53	56	46	38	22	13
African American	NC	30	4193	NC	91	97	NC	544	533	NC	20	32	NC	23	23	NC	50	40	NC	7	5
Hispanic	28	161	30732	82	94	97	596	543	534	NA	26	31	11	23	24	57	42	40	32	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	NC	37	4536	NC	95	95	NC	538	528	NC	24	35	NC	27	25	NC	43	37	NC	5	4
White	150	309	37038	97	95	97	599	588	575	5	8	11	7	8	14	57	60	56	31	24	19
Students with Disabilities	13	37	7840	52	51	81	550	520	498	23	46	60	8	16	18	62	35	20	8	3	2
Students without Disabilities	177	513	70560	100	100	99	600	572	560	4	13	17	7	14	19	56	54	50	32	19	14
Limited English Proficient Students	--	55	8956	--	95	95	--	511	502	--	40	56	--	31	25	--	29	18	--	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	NC	88	33014	NC	93	95	NC	544	534	NC	25	31	NC	19	24	NC	49	40	NC	7	5
Non-Economically Disadvantaged	189	462	45386	94	95	99	597	574	569	5	13	15	7	14	15	57	53	52	31	20	18

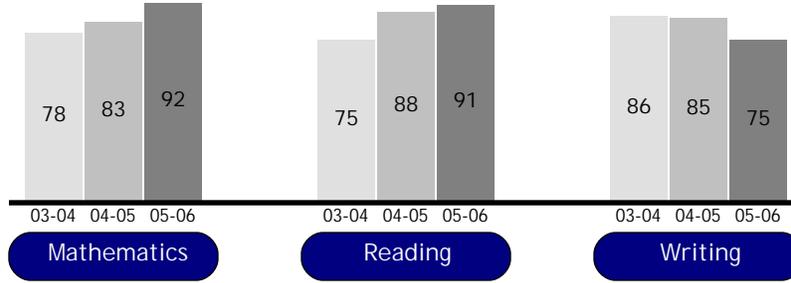
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	200	568	79179	99	98	98	554	530	519	2	8	11	7	21	27	78	65	58	13	7	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	93	285	38974	100	99	99	553	531	524	1	6	8	4	22	25	83	65	61	12	7	5
Male	107	282	40124	97	96	97	555	530	513	3	9	13	9	20	28	74	65	54	14	6	4
African American	NC	31	4243	NC	94	98	NC	516	506	NC	13	14	NC	19	32	NC	68	51	NC	NA	3
Hispanic	31	169	30987	91	98	98	539	498	498	3	17	17	16	36	36	71	45	45	10	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	NC	39	4573	NC	100	96	NC	497	494	NC	13	16	NC	46	41	NC	41	42	NC	NA	1
White	156	316	37467	100	97	98	559	553	539	2	2	5	5	9	17	79	78	70	14	11	8
Students with Disabilities	23	55	8567	92	76	88	508	482	467	17	35	39	17	25	38	61	38	22	4	2	1
Students without Disabilities	177	513	70612	100	100	99	559	535	524	NA	5	7	6	20	25	80	68	62	14	7	5
Limited English Proficient Students	--	58	9013	--	100	95	--	470	461	--	33	40	--	48	48	--	19	12	--	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	NC	87	33345	NC	92	96	NC	504	499	NC	17	17	NC	28	36	NC	55	46	NC	NA	1
Non-Economically Disadvantaged	199	481	45834	99	99	99	554	535	533	2	6	7	7	20	19	78	67	67	13	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	201	585	79734	100	100	99	578	564	554	0	2	3	10	14	19	90	84	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	93	291	39243	100	100	99	586	574	568	NA	1	2	5	9	12	95	89	85	NA	0	1
Male	108	293	40413	98	100	98	571	553	541	1	3	4	14	18	26	85	78	70	NA	NA	0
African American	NC	33	4285	NC	100	99	NC	550	548	NC	3	3	NC	21	22	NC	73	74	NC	3	0
Hispanic	32	172	31254	94	100	99	566	535	539	NA	6	5	19	25	25	81	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	NC	39	4613	NC	100	97	NC	552	535	NC	NA	4	NC	18	29	NC	82	67	NC	NA	0
White	156	328	37668	100	100	99	582	580	569	1	0	1	7	8	13	92	92	85	NA	NA	1
Students with Disabilities	24	72	8943	96	100	92	512	513	495	4	4	11	46	46	51	50	50	38	NA	NA	1
Students without Disabilities	177	513	70791	100	100	100	586	570	561	NA	2	2	5	10	15	95	88	83	NA	0	0
Limited English Proficient Students	--	58	9138	--	100	97	--	495	492	--	17	13	--	41	46	--	41	40	--	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	NC	95	33718	NC	100	97	NC	534	538	NC	11	5	NC	14	26	NC	76	69	NC	NA	0
Non-Economically Disadvantaged	200	490	46016	100	100	100	578	569	567	1	1	2	10	14	14	90	85	84	NA	0	1

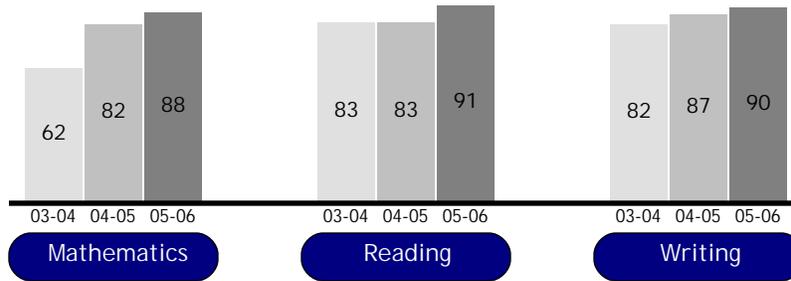
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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?	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	97	74	NA	55	99	66	55	50	99	80	65	56
	Language	97	67	52	49	99	69	57	50	100	80	63	54
	Mathematics	97	80	69	63	99	68	57	49	99	83	65	52
6	Reading	100	79	NA	56	99	62	54	51	95	79	65	56
	Language	100	71	57	48	99	61	49	47	99	75	58	50
	Mathematics	100	85	75	66	99	63	54	52	97	78	67	58
7	Reading	100	80	NA	54	98	68	57	50	98	70	61	54
	Language	100	83	73	58	98	70	57	52	98	72	61	58
	Mathematics	100	83	74	62	98	68	58	50	87	75	63	54
8	Reading	99	82	NA	55	99	65	57	51	98	75	63	58
	Language	99	84	68	52	99	64	57	50	98	68	59	56
	Mathematics	99	90	74	61	98	67	61	53	93	78	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."

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 6 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety/Discipline
- Ü Home/School Communication
- Ü Instructional Strategies/Curriculum
- Ü Student Achievement
- Ü Extracurricular Activities
- Ü Technology/Multimedia

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	40.33
Other Professional Staff	5.70	Teacher Aide	21.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	2	0	0
4 to 6 years	4	8	0	0
7 to 9 years	5	7	0	1
10 or more years	3	10	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	28
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Technology Labs (Multiple)
- Ü Gymnasium / Art & Ceramics Room
- Ü Library / Media Center
- Ü Smart Board Classrooms

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Student Council
- Ü Interscholastic Sports
- Ü Chess Club
- Ü Valet Program
- Ü Golf
- Ü Cheer Squad
- Ü Builders' Club

Social Services

- Ü Before/After School Programs
- Ü Health Services
- Ü Breakfast/Lunch Programs
- Ü Homework Club
- Ü Counseling

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Identified areas of weakness and concentrated instructional efforts across all curriculum areas through the use of data provided by District benchmark and quarterly assessments.
- ü Small group additional language arts instruction for at-risk students, staff development and support in literacy and math, and homework club provided.
- ü Communication between home and school has been enhanced through continued utilization of electronic/printed medium and the collaboration amongst staff, parents, and the Meadows community.
- ü Integration of technology into instructional programs through availability of computer lab, five student computer stations per classroom, and computer on wheels (COWS) laptops (one cart/class set per grade level).

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	96	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

The safety of students/staff is #1 priority. We have a crisis manual for staff containing procedures & policies and a student code of conduct; lock-down & evacuation plans are in place. Students are expected to be responsible for their own behavior.

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) :

23

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	Mr. Boris Morew	(602) 664-7601
Transportation Policy	Mrs. Betty Newman	(602) 664-7701
Community Resources	Mr. Mike Pazak	(602) 664-7630
School Nutrition Programs	Mrs. Betty Lake	(602) 664-7697
Parent Organization	Mrs. Nancy Schriber	(602) 664-7600
Student Health/Nurse	Mrs. Sharon Childers, RN	(602) 664-7641

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.

Footnotes

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.