

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

8409 N. 111th Ave., Peoria, AZ 85345

Peoria Unified School 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)

2003-04	Performing
2002-03	Performing
2001-02	N/A

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

School Overview

Principal/Administrator : Mr. Ric Rodriguez
 Schedule : 8:10 AM to 4:10 PM
 Grades : Pre-K-8
 2004 Enrollment : 1386
 Web Address : countrymeadows.peoriaud.k12.az.us/
 Phone Number : (623) 412-5200
 Fax Number : (623) 412-5207
 E-mail : rrodrigu@peroiud.k12.az.us

Mission

All children will learn the skills that empower them to be lifelong learners with the support of teachers and parents in a safe and caring environment.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

School / Academic Goals

- ü Increase student achievement at all grade levels in literacy through the study and implementation of effective research based strategies. Emphasis will be on the Kindergarten through Fifth grades.
- ü Students at all grade levels will continue to demonstrate improvement in the real-world application of written communication skills.
- ü To increase integration of technology into all facets of the life and work of Country Meadows students.
- ü Students will demonstrate responsible behavior in both school and community environments.

Enrollment

October 1, 2003 School Year Student Enrollment : 1344
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 44

Instructional Programs

- Ü Integrated Curriculum/Instruction
- Ü Gifted Education
- Ü ELL Instruction
- Ü Kindergarten Enrichment
- Ü Title I
- Ü Communityn Preschool

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/9/2004
Last Day of School :	5/20/2005

Shared Responsibilities

School

The responsibility of all Peoria School District is to provide all students with the best opportunities to learn in a conducive environment. In addition to providing safe school campuses, each school invites and maintains high parent involvement.

Parents

Parents responsibilities: To act in partnership with the school. This includes supporting student attendance; monitoring completion of assignments; modeling positive attitudes toward learning; attending school activities, Parent-Teacher conferences.

Transportation Policy

Transportation is provided for all eligible students who reside within the attendance boundary but beyond one mile of Country Meadows Elementary School. For more information regarding transportation policy, contact Steve Highlen at (623)486-6007.

School Honors

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

Award/Honor	Year
Ü Two Disney Teacher of the Year nominees.	
Ü Pride of Peoria Recipient	
Ü State Finalist in PreTeen AZ. Scholarship & Recognition	

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	142	2724	75509	100	100	100	503	529	521	15	8	13	31	21	23	40	35	33	14	35	31
All Students (Prior Year)	164	2731	75372	100	100	100	494	529	523	19	5	9	39	23	25	31	41	36	11	31	30
Female	70	1318	37013	100	100	100	505	529	522	13	8	12	31	22	24	41	36	33	15	34	31
Male	72	1406	38430	100	100	99	499	530	521	17	9	14	30	21	22	40	35	33	13	36	31
African American	11	151	3660	100	100	99	485	510	496	30	15	24	20	34	31	40	30	28	10	21	18
Hispanic	51	582	30486	98	100	99	489	514	505	12	12	18	48	30	29	30	33	32	9	25	21
Asian/Pacific Islander	NC	69	1780	NC	100	98	NC	542	549	NC	7	5	NC	11	13	NC	36	33	NC	46	50
American Indian/Alaskan Native	NC	32	4075	NC	100	100	NC	512	486	NC	14	28	NC	32	34	NC	21	26	NC	32	12
White	75	1886	35192	100	100	99	513	534	534	13	7	8	24	19	19	45	37	35	18	38	39
Students with Disabilities	17	438	9708	100	100	100	515	506	489	0	20	32	20	27	27	80	32	24	0	22	17
Students without Disabilities	125	2286	65801	100	98	98	502	533	525	16	7	11	31	21	23	39	36	34	15	37	33
Limited English Proficient Students	18	194	16928	100	100	100	NA	465	485	NA	50	29	NA	50	33	NA	0	26	NA	0	12
Migrant Students	NC	NC	750				NC	NC	499	NC	NC	21	NC	NC	29	NC	NC	30	NC	NC	20
Economically Disadvantaged	59	693	36411				488	509	503	24	14	19	34	31	29	34	34	32	8	21	20
Non-Economically Disadvantaged	83	2031	39040				510	535	534	11	6	8	29	19	19	43	36	34	17	39	39

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	142	2724	75492	100	100	100	512	525	519	8	7	12	26	15	16	56	51	47	10	27	24
All Students (Prior Year)	164	2716	75221	100	99	100	507	526	523	16	5	8	22	15	16	54	60	56	8	20	21
Female	70	1319	37014	100	100	100	518	528	523	5	6	10	21	13	15	56	50	48	18	30	27
Male	72	1405	38400	100	100	99	504	522	516	11	8	14	32	17	17	57	52	47	0	23	21
African American	11	150	3665	100	100	99	504	514	505	10	9	20	40	21	22	40	57	43	10	13	14
Hispanic	51	582	30438	98	100	99	504	516	508	15	10	17	27	21	21	52	52	47	6	17	15
Asian/Pacific Islander	NC	70	1773	NC	100	98	NC	529	534	NC	5	4	NC	11	10	NC	52	50	NC	32	36
American Indian/Alaskan Native	NC	32	4081	NC	100	100	NC	511	498	NC	14	25	NC	18	26	NC	61	40	NC	7	8
White	75	1887	35177	100	100	99	517	528	528	4	6	8	22	13	13	61	50	49	12	30	31
Students with Disabilities	17	439	9707	100	100	100	512	508	495	0	17	33	40	23	21	60	43	33	0	17	13
Students without Disabilities	125	2285	65785	100	98	98	512	527	522	8	6	10	26	14	16	56	52	49	10	28	26
Limited English Proficient Students	18	195	16905	100	100	100	NA	474	489	NA	67	34	NA	0	28	NA	33	32	NA	0	6
Migrant Students	NC	NC	763				NC	NC	499	NC	NC	21	NC	NC	30	NC	NC	40	NC	NC	8
Economically Disadvantaged	59	692	36302				503	514	507	11	12	18	37	22	21	45	51	46	8	15	14
Non-Economically Disadvantaged	83	2032	39164				516	528	528	7	6	8	21	13	13	62	51	48	11	30	31

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	141	2706	75053	99	100	99	567	603	597	7	5	7	12	10	12	77	78	72	4	7	9
All Students (Prior Year)	164	2701	73654	100	99	99	515	533	530	14	5	9	21	11	13	63	78	70	3	6	7
Female	70	1310	36872	100	99	99	585	624	621	7	3	5	8	7	9	80	81	74	5	10	12
Male	71	1396	38109	99	100	99	546	583	573	8	6	10	17	13	14	73	76	69	2	5	6
African American	11	149	3636	100	100	99	522	574	568	10	7	12	20	13	16	70	77	67	0	3	6
Hispanic	51	578	30235	98	99	98	553	594	575	15	5	9	15	13	14	67	74	70	3	8	6
Asian/Pacific Islander	NC	69	1768	NC	100	98	NC	605	651	NC	5	3	NC	9	5	NC	75	72	NC	11	19
American Indian/Alaskan Native	NC	31	4044	NC	97	99	NC	570	550	NC	7	13	NC	11	17	NC	78	66	NC	4	4
White	74	1876	35028	100	100	99	577	609	613	3	4	6	11	9	10	82	80	73	5	8	11
Students with Disabilities	17	433	9625	100	100	100	565	554	530	0	10	21	0	16	21	100	71	55	0	3	4
Students without Disabilities	124	2273	65428	99	97	98	567	610	604	7	4	6	13	9	11	76	79	73	4	8	10
Limited English Proficient Students	18	194	16765	100	100	100	NA	529	525	NA	33	17	NA	0	20	NA	67	60	NA	0	2
Migrant Students	NC	NC	752				NC	NC	562	NC	NC	9	NC	NC	18	NC	NC	68	NC	NC	5
Economically Disadvantaged	58	687	36077				535	572	566	11	8	10	14	12	16	76	77	69	0	3	5
Non-Economically Disadvantaged	83	2019	38950				582	612	618	5	4	5	12	9	9	78	79	73	5	9	12

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	161	2855	76019	100	100	100	467	503	499	25	9	14	50	39	39	13	16	14	12	35	33
All Students (Prior Year)	131	2885	76230	97	100	100	485	508	498	17	6	12	39	37	38	16	13	12	27	45	37
Female	91	1384	37207	100	100	100	467	504	499	21	8	12	56	40	41	16	18	14	8	34	33
Male	70	1469	38677	100	100	100	467	502	498	31	11	15	42	39	38	10	15	13	17	36	34
African American	NC	129	3817	NC	100	100	NC	484	475	NC	18	23	NC	47	47	NC	13	11	NC	23	18
Hispanic	51	590	29458	100	100	100	464	487	480	28	15	20	47	47	48	11	14	12	14	24	20
Asian/Pacific Islander	NC	80	1673	NC	100	99	NC	524	531	NC	4	4	NC	27	29	NC	20	14	NC	49	53
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	484	466	NC	8	28	NC	54	49	NC	17	10	NC	21	13
White	102	2018	35880	100	100	100	470	507	515	22	8	7	54	37	32	14	17	16	11	38	45
Students with Disabilities	19	385	9786	100	100	100	461	465	457	50	30	39	25	47	40	0	7	7	25	16	13
Students without Disabilities	142	2470	66233	99	99	99	467	507	503	24	7	11	51	39	39	14	17	14	11	37	35
Limited English Proficient Students	14	173	15206	93	100	100	422	454	459	67	33	31	33	53	53	0	2	7	0	12	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	67	700	35714				452	482	480	37	18	20	49	47	47	4	14	12	10	21	20
Non-Economically Disadvantaged	94	2155	40266				476	509	513	18	7	9	51	37	33	19	17	15	13	39	43

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	160	2851	76020	100	100	100	498	506	503	34	18	25	19	22	23	41	45	40	7	14	12
All Students (Prior Year)	131	2864	76202	97	99	100	500	508	505	23	13	19	25	23	24	41	52	46	10	13	11
Female	91	1384	37213	100	100	100	500	509	504	32	16	22	24	21	23	37	48	42	8	15	13
Male	69	1465	38666	100	100	100	495	503	501	37	21	29	12	23	22	46	42	38	5	14	12
African American	NC	129	3819	NC	100	100	NC	497	494	NC	30	37	NC	24	26	NC	36	31	NC	10	6
Hispanic	51	589	29442	100	100	99	491	501	494	41	27	37	22	25	26	38	40	31	0	8	6
Asian/Pacific Islander	NC	80	1672	NC	100	99	NC	514	513	NC	11	12	NC	20	19	NC	49	49	NC	20	20
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	497	489	NC	22	48	NC	39	25	NC	35	24	NC	4	3
White	101	2014	35890	100	100	100	501	508	511	32	16	15	17	22	20	43	46	48	9	16	18
Students with Disabilities	19	383	9784	100	100	100	481	489	485	71	47	58	0	24	19	14	21	19	14	7	4
Students without Disabilities	141	2468	66236	99	98	99	499	508	504	32	15	23	20	22	23	42	47	42	6	15	13
Limited English Proficient Students	14	173	15198	93	100	100	470	481	483	75	59	59	25	27	25	0	14	14	0	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	67	700	35703				488	498	494	51	31	37	21	27	26	28	35	31	0	7	6
Non-Economically Disadvantaged	93	2151	40274				505	508	509	24	15	17	18	21	20	48	47	47	11	16	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	161	2854	75673	100	100	100	521	544	530	12	8	12	30	22	25	55	66	58	3	4	4
All Students (Prior Year)	131	2862	74692	97	99	99	503	513	502	17	10	18	27	26	27	46	56	47	10	9	8
Female	91	1384	37099	100	100	100	537	563	548	9	4	8	25	19	22	61	71	64	5	5	6
Male	70	1468	38441	100	100	99	499	527	513	17	12	16	37	24	29	47	60	52	0	3	3
African American	NC	129	3791	NC	100	99	NC	531	506	NC	15	18	NC	18	29	NC	64	50	NC	3	3
Hispanic	51	590	29305	100	100	99	507	528	507	19	10	16	32	27	31	49	59	51	0	3	2
Asian/Pacific Islander	NC	80	1665	NC	100	99	NC	565	573	NC	7	6	NC	17	16	NC	68	67	NC	8	10
American Indian/Alaskan Native	NC	27	4707	NC	100	100	NC	536	492	NC	0	19	NC	38	33	NC	58	46	NC	4	1
White	102	2016	35760	100	100	99	527	549	550	11	8	9	27	20	21	58	67	64	4	5	6
Students with Disabilities	19	383	9706	100	100	100	471	485	462	29	26	36	43	32	32	29	40	31	0	2	1
Students without Disabilities	142	2471	65967	99	99	99	524	551	536	11	7	10	30	21	25	56	68	60	3	5	5
Limited English Proficient Students	14	173	15115	93	100	100	501	483	471	25	19	26	25	37	38	50	44	35	0	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	67	701	35541				496	523	504	17	14	17	32	23	31	51	61	50	0	2	2
Non-Economically Disadvantaged	94	2153	40091				536	551	550	9	7	9	29	21	21	57	67	64	5	5	6

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	138	3176	75001	99	100	99	461	476	468	41	27	37	37	43	36	13	21	16	9	10	10
All Students (Prior Year)	152	2987	71167	99	99	99	455	468	463	46	32	38	42	47	41	10	15	14	2	6	7
Female	75	1568	36846	100	100	99	467	476	468	35	25	36	41	46	38	15	20	16	9	9	10
Male	63	1600	37974	97	100	99	454	476	467	47	29	39	32	39	34	10	21	16	10	11	11
African American	NC	155	3720	NC	100	98	NC	460	446	NC	43	53	NC	39	33	NC	14	9	NC	4	4
Hispanic	35	634	26675	97	100	98	440	462	448	61	37	52	21	42	34	14	15	10	4	6	4
Asian/Pacific Islander	NC	98	1575	NC	100	99	NC	499	504	NC	14	18	NC	41	33	NC	26	20	NC	19	29
American Indian/Alaskan Native	NC	37	4731	NC	90	98	NC	463	438	NC	38	61	NC	41	30	NC	18	7	NC	3	2
White	92	2237	37785	98	100	99	468	480	482	34	24	25	42	43	39	13	22	21	11	11	15
Students with Disabilities	17	359	8802	89	100	100	409	425	418	85	74	79	15	22	16	0	4	3	0	1	1
Students without Disabilities	121	2817	66199	100	99	99	467	480	472	36	23	34	39	44	38	14	22	17	11	10	11
Limited English Proficient Students	11	122	11710	100	100	100	416	420	429	67	72	70	33	28	25	0	0	4	0	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	46	628	29814				451	458	448	49	41	53	38	39	33	8	14	10	5	5	4
Non-Economically Disadvantaged	92	2548	45170				466	480	479	38	24	28	36	43	38	15	22	20	11	11	14

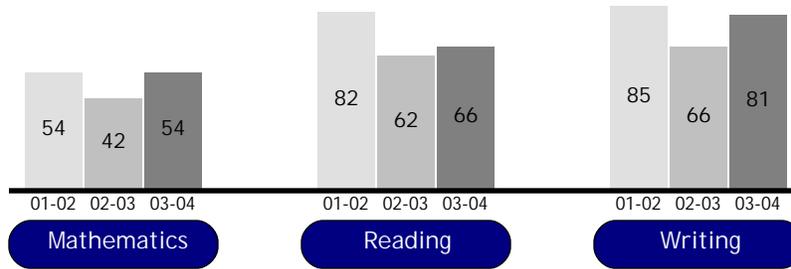
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	3170	74918	99	100	99	488	507	497	36	22	32	25	18	19	29	42	35	10	18	15
All Students (Prior Year)	150	2981	71100	98	99	99	498	510	502	29	17	25	17	19	21	40	46	40	14	18	15
Female	75	1566	36805	100	100	99	494	510	501	28	19	28	29	19	19	31	45	37	12	18	16
Male	63	1599	37936	97	100	99	480	504	493	46	26	35	19	18	18	27	38	33	8	18	14
African American	NC	155	3719	NC	100	98	NC	492	481	NC	35	43	NC	19	21	NC	37	29	NC	8	7
Hispanic	35	634	26645	97	100	98	470	495	478	56	32	46	26	20	20	19	34	27	0	14	6
Asian/Pacific Islander	NC	98	1571	NC	100	99	NC	523	521	NC	16	18	NC	16	15	NC	40	38	NC	28	30
American Indian/Alaskan Native	NC	37	4729	NC	90	98	NC	494	468	NC	34	57	NC	20	19	NC	34	19	NC	11	4
White	92	2236	37773	98	100	99	493	511	511	29	18	20	23	18	18	34	44	41	13	19	21
Students with Disabilities	17	358	8801	89	100	100	445	455	448	67	72	75	33	14	13	0	11	10	0	3	2
Students without Disabilities	121	2812	66117	100	99	99	489	512	501	35	18	28	25	19	19	30	44	37	11	19	16
Limited English Proficient Students	11	122	11706	100	100	100	429	441	454	100	80	71	0	18	16	0	2	12	0	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	46	628	29785				481	490	477	44	36	47	28	23	20	19	32	26	8	9	6
Non-Economically Disadvantaged	92	2542	45115				491	511	508	32	19	23	23	17	18	33	44	39	11	20	20

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	138	3170	74503	99	100	99	489	522	491	10	4	9	31	22	32	55	61	51	3	12	8
All Students (Prior Year)	149	2940	69001	97	97	96	492	499	490	13	11	17	41	35	37	45	53	45	2	1	1
Female	75	1566	36686	100	100	99	505	535	506	8	3	5	29	17	29	58	66	57	5	14	9
Male	63	1598	37644	97	100	98	468	509	476	13	6	13	34	28	36	51	56	45	2	10	6
African American	NC	156	3677	NC	100	97	NC	515	475	NC	4	12	NC	24	36	NC	63	46	NC	9	5
Hispanic	35	634	26500	97	100	97	480	510	467	11	6	13	37	27	39	48	56	44	4	11	4
Asian/Pacific Islander	NC	98	1566	NC	100	99	NC	537	537	NC	5	5	NC	18	23	NC	63	55	NC	15	18
American Indian/Alaskan Native	NC	37	4695	NC	90	97	NC	507	464	NC	3	14	NC	29	39	NC	62	44	NC	6	3
White	92	2235	37606	98	100	99	489	526	508	10	4	6	30	21	28	56	63	56	4	12	10
Students with Disabilities	17	359	8662	89	100	100	409	437	409	25	24	37	50	42	42	25	32	20	0	2	1
Students without Disabilities	121	2811	65841	100	99	98	492	530	499	10	3	7	31	21	32	56	64	53	4	13	8
Limited English Proficient Students	11	122	11608	100	100	100	461	453	430	33	18	23	33	40	47	33	40	28	0	2	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	46	629	29587				497	504	465	11	6	14	25	27	40	61	59	43	3	7	4
Non-Economically Disadvantaged	92	2541	44898				485	526	507	10	4	7	34	21	28	52	62	55	4	13	10

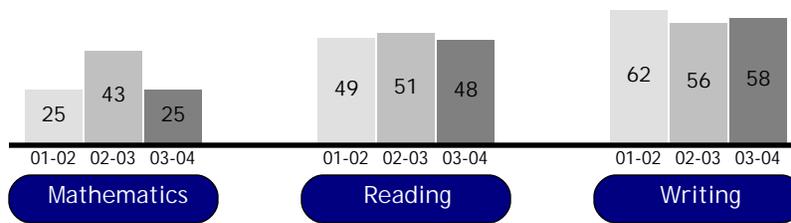
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

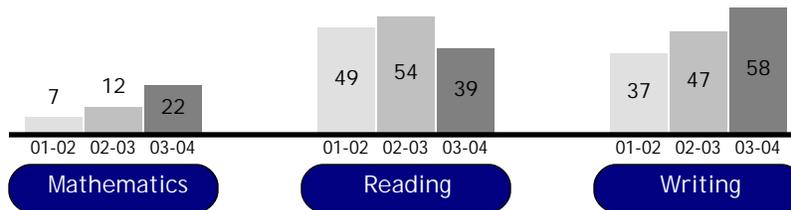
3rd Grade Proficiency



5th Grade Proficiency



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 2003-04

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	85	45	58	44	92	49	62	50	94	57	NA	58
	Language	85	39	56	39	99	47	57	43	99	44	60	50
	Mathematics	85	46	68	52	99	57	71	57	99	54	72	64
3	Reading	95	48	55	43	99	40	58	47	97	46	NA	55
	Language	95	54	64	50	99	46	66	54	98	57	70	61
	Mathematics	95	46	65	50	100	40	67	54	98	50	71	61
4	Reading	95	46	59	47	95	48	63	52	91	49	NA	56
	Language	94	49	57	45	99	43	59	48	99	42	60	52
	Mathematics	95	49	66	52	100	47	67	57	99	44	69	61
5	Reading	94	47	55	46	98	52	61	50	96	46	NA	55
	Language	93	43	51	43	100	44	56	46	98	34	56	49
	Mathematics	94	48	63	54	100	46	67	57	98	45	67	63
6	Reading	95	42	60	49	97	49	63	53	98	53	NA	56
	Language	94	36	54	42	99	41	58	45	97	44	60	48
	Mathematics	93	47	70	58	100	57	73	62	97	56	75	66
7	Reading	94	49	60	48	98	53	63	51	99	48	NA	54
	Language	94	50	64	51	100	57	69	54	98	50	67	58
	Mathematics	94	55	68	54	99	51	70	58	99	45	68	62
8	Reading	96	46	61	49	100	57	62	53	96	50	NA	55
	Language	96	42	60	46	100	50	62	49	96	44	64	52
	Mathematics	96	48	67	54	99	58	66	58	98	58	69	61

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."

Country Meadows Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü School Climate
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Extracurricular Activities
- Ü Student Discipline
- Ü Develop Site Council Goals

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	3.00	Teacher	66.00
Other Professional Staff	21.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	3	0	0
4 to 6 years	16	2	0	0
7 to 9 years	6	6	0	0
10 or more years	12	16	1	1

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	53
Core academic classes taught by Highly Qualified (NCLB) teachers.	54.5
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Lab (Grades K-6)
- Ü Technology Lab (Grade 7 & 8)

Extracurricular Activities

- Ü Student Council
- Ü National Junior Honor Society
- Ü Athletics
- Ü Chorus/Art

Social Services

- Ü Community Preschool
- Ü After School Program
- Ü Crisis Intervention
- Ü Health Services

School Achievements/Accomplishments 2003-04

- Working with the Kiwanis Club of Sun City Kachina to provide books and Volunteers to our students to increase reading achievement.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	93	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	51	50
Grades 3-4	66	74
Grades 4-5	63	57
Grades 5-6	67	84
Grades 6-7	72	47
Grades 7-8	65	78

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Country Meadows strives to provide a safe and orderly environment for all students through the use of consistent and fair discipline. Students are supervised at all times while on campus. We strongly believe in the school-community partnership.

Total number of incidents that occurred on the school grounds 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.

Contacts

	Name	Phone Number
School Site Council	Ric Rodriguez	(623) 412-5200
Transportation Policy	Steve Highlen	(623) 486-6007
Community Resources	Phil Stanfield	(623) 412-5200
School Nutrition Programs	Willie Gentry	(623) 487-5183
Parent Organization	Tammy Denslow	(623) 412-5200
Student Health/Nurse	Carla Moore	(623) 412-5204

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 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 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/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.