

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	Performing

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

### School Overview

Principal/Administrator : Mr. Ric Rodriguez  
 Schedule : 08:00 AM to 04:00 PM  
 Grades : Pre-K-8  
 2005 Enrollment : 1451  
 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)

2004-05	Met
2003-04	Met
2002-03	Met

#### School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	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, 2004 School Year Student Enrollment : 1375  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 49

Instructional Programs

- ü Integrated Curriculum/Instruction
- ü Gifted Education
- ü ELL Instruction
- ü Kindergarten Enrichment
- ü Title I
- ü Community Preschool

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

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.	2003
ü Pride of Peoria Recipient	2004
ü State Finalist in PreTeen AZ. Scholarship & Recognition	2004
ü Two Wells Fargo Grant Receiptents	2005

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	153	2834	79306	99	100	99	426	448	445	12	7	10	33	15	18	51	57	51	4	20	20
All Students (Prior Year)	142	2724	75509	100	100	100	503	529	521	15	8	13	31	21	23	40	35	33	14	35	31
Female	73	1346	38691	99	100	99	429	453	446	12	6	10	28	14	18	54	60	52	6	20	20
Male	79	1488	40583	99	100	99	424	443	445	11	8	11	38	17	18	48	55	50	3	20	21
African American	13	150	4041	100	97	99	422	431	426	17	10	17	25	23	23	50	58	50	8	10	10
Hispanic	54	655	32869	98	99	99	423	428	429	15	12	15	38	22	25	46	57	51	2	9	10
Asian/Pacific Islander	NC	85	1935	NC	98	99	NC	460	474	NC	4	3	NC	15	9	NC	51	48	NC	29	40
American Indian/Alaskan Native	NC	46	4264	NC	100	100	NC	419	419	NC	8	19	NC	35	30	NC	48	45	NC	10	6
White	81	1898	36197	99	100	99	430	455	463	8	6	5	31	12	11	55	58	53	6	24	31
Students with Disabilities	17	435	10321	100	100	100	402	391	389	6	23	30	81	27	27	13	40	34	0	10	9
Students without Disabilities	137	2404	69060	99	98	98	429	458	454	13	4	7	27	13	17	56	61	54	5	22	22
Limited English Proficient Students	19	226	15509	100	100	100	413	356	406	17	23	20	50	29	30	33	41	45	0	6	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	43	569	39415	86	85	96	428	439	431	19	13	15	28	17	25	47	58	50	7	12	10
Non-Economically Disadvantaged	111	2270	39966	100	100	100	425	450	459	9	6	6	35	15	12	53	57	52	3	22	30

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	153	2834	79395	99	0	99	441	458	446	5	4	9	30	18	25	63	64	55	2	13	11
All Students (Prior Year)	142	2724	75492	100	100	100	512	525	519	8	7	12	26	15	16	56	51	47	10	27	24
Female	73	1346	38743	99	0	100	453	469	451	0	3	7	31	14	24	65	68	57	5	16	12
Male	79	1488	40618	99	0	99	431	448	440	10	6	11	30	22	27	61	61	53	0	12	9
African American	13	150	4052	100	0	100	448	449	434	8	5	11	25	21	29	67	66	54	0	8	6
Hispanic	54	655	32915	98	0	99	435	439	426	8	8	15	33	25	35	58	61	47	0	6	4
Asian/Pacific Islander	NC	85	1936	NC	0	99	NC	465	468	NC	3	3	NC	13	14	NC	64	63	NC	21	19
American Indian/Alaskan Native	NC	46	4271	NC	0	100	NC	435	420	NC	3	15	NC	35	42	NC	38	41	NC	25	2
White	81	1898	36221	99	0	99	446	465	465	3	3	4	28	15	15	65	66	63	4	16	17
Students with Disabilities	17	435	10331	100	0	100	412	400	388	6	15	25	63	34	37	31	43	34	0	8	4
Students without Disabilities	137	2404	69139	99	0	99	445	469	454	5	2	7	26	15	24	67	68	58	3	14	11
Limited English Proficient Students	19	226	15545	100	0	100	425	358	399	0	15	21	56	42	42	44	41	35	0	2	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	43	569	39484	86	0	96	441	449	429	7	8	14	30	24	35	63	61	47	0	7	4
Non-Economically Disadvantaged	111	2270	39986	100	0	100	442	460	461	4	3	4	30	16	16	62	65	63	3	15	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	153	2826	78869	99	100	99	445	453	442	7	3	6	13	17	21	73	70	63	7	10	10
All Students (Prior Year)	141	2706	75053	99	100	99	567	603	597	7	5	7	12	10	12	77	78	72	4	7	9
Female	73	1343	38536	99	100	99	470	474	458	5	1	4	3	9	15	78	75	67	14	14	14
Male	79	1483	40302	99	100	99	422	435	428	10	5	8	23	23	26	68	66	60	0	6	7
African American	13	149	4015	100	96	99	469	443	430	8	3	8	0	17	24	67	71	61	25	9	7
Hispanic	54	651	32606	98	99	98	436	439	426	8	4	8	13	22	27	77	68	60	2	6	5
Asian/Pacific Islander	NC	85	1925	NC	98	99	NC	464	471	NC	1	3	NC	10	11	NC	73	64	NC	15	22
American Indian/Alaskan Native	NC	46	4245	NC	100	100	NC	435	423	NC	0	9	NC	23	26	NC	65	61	NC	13	4
White	81	1895	36078	99	100	99	445	458	459	7	3	4	15	15	16	72	71	66	6	11	14
Students with Disabilities	17	435	10246	100	100	100	426	386	367	6	8	18	25	37	39	69	48	40	0	7	4
Students without Disabilities	137	2396	68697	99	98	98	447	466	454	8	2	4	12	13	18	73	74	67	8	11	11
Limited English Proficient Students	19	224	15339	100	100	100	442	359	399	6	9	11	17	33	31	78	54	54	0	4	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	43	567	39106	86	85	95	443	444	427	12	4	8	0	22	28	86	68	59	2	5	5
Non-Economically Disadvantaged	111	2264	39837	100	100	100	446	456	457	5	3	4	19	15	14	67	71	67	9	11	15

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	172	2918	78906	98	100	99	469	507	498	32	10	13	27	16	19	36	48	48	5	26	20
All Students (Prior Year)	161	2855	76019	100	100	100	467	503	499	25	9	14	50	39	39	13	16	14	12	35	33
Female	81	1425	38644	98	99	99	474	508	500	29	9	12	24	16	19	40	49	49	7	25	19
Male	92	1492	40236	100	100	99	465	507	497	35	11	15	30	16	19	32	46	46	4	27	20
African American	NC	135	4087	NC	98	99	NC	477	481	NC	19	20	NC	25	24	NC	42	45	NC	14	11
Hispanic	59	653	31938	98	100	99	459	488	481	42	17	19	25	21	25	27	45	46	6	17	10
Asian/Pacific Islander	NC	96	1805	NC	99	98	NC	526	536	NC	3	5	NC	12	8	NC	49	45	NC	36	42
American Indian/Alaskan Native	--	41	4593	--	100	100	--	476	467	--	14	26	--	22	29	--	46	39	--	19	6
White	100	1993	36483	98	100	99	478	515	517	22	8	7	28	14	13	44	49	51	6	29	30
Students with Disabilities	25	413	10664	100	100	100	438	435	430	65	32	42	26	29	27	9	29	26	0	10	5
Students without Disabilities	149	2507	68310	97	98	98	474	519	509	26	7	9	28	14	18	40	51	51	6	29	22
Limited English Proficient Students	17	182	12573	94	100	100	440	403	454	69	30	27	15	22	30	8	43	38	8	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	53	573	38679	90	87	96	458	493	483	42	17	20	32	23	25	25	45	45	2	15	10
Non-Economically Disadvantaged	121	2347	40295	100	100	100	475	511	513	26	9	7	25	14	13	41	49	50	7	29	30

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	172	2919	78908	98	0	99	473	492	484	11	6	10	30	18	23	54	65	58	5	11	9
All Students (Prior Year)	160	2851	76020	100	100	100	498	506	503	34	18	25	19	22	23	41	45	40	7	14	12
Female	81	1426	38648	98	0	99	476	497	489	9	4	8	30	14	22	57	69	61	4	12	10
Male	92	1492	40233	100	0	99	470	487	479	14	8	12	31	21	25	51	61	55	5	10	8
African American	NC	135	4092	NC	0	99	NC	475	473	NC	8	12	NC	25	28	NC	61	54	NC	6	5
Hispanic	59	653	31940	98	0	99	458	473	465	15	11	16	38	27	32	46	57	49	0	5	3
Asian/Pacific Islander	NC	96	1805	NC	0	98	NC	502	507	NC	4	4	NC	9	13	NC	76	65	NC	11	18
American Indian/Alaskan Native	--	41	4569	--	0	100	--	464	457	--	11	18	--	16	39	--	65	41	--	8	2
White	100	1994	36502	98	0	99	485	499	502	7	4	4	24	15	14	60	67	67	8	14	15
Students with Disabilities	25	415	10665	100	0	100	448	428	423	17	20	30	43	34	36	39	41	31	0	4	2
Students without Disabilities	149	2506	68312	97	0	98	477	503	493	10	4	7	28	15	21	57	69	62	5	12	10
Limited English Proficient Students	17	182	12556	94	0	100	440	389	436	23	20	24	62	37	40	15	41	35	0	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	53	574	38662	90	0	96	461	481	468	15	9	16	32	29	32	53	57	49	0	5	3
Non-Economically Disadvantaged	121	2347	40315	100	0	100	479	495	498	9	5	5	29	15	15	55	67	66	7	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	172	2920	78750	98	100	99	484	512	500	7	3	6	39	22	29	54	72	63	1	3	2
All Students (Prior Year)	161	2854	75673	100	100	100	521	544	530	12	8	12	30	22	25	55	66	58	3	4	4
Female	81	1427	38586	98	99	99	496	524	515	4	2	4	36	15	22	59	79	71	1	3	3
Male	92	1492	40135	100	100	99	473	499	486	9	4	8	42	29	35	49	65	56	0	2	1
African American	NC	135	4081	NC	98	99	NC	483	488	NC	10	8	NC	30	32	NC	58	59	NC	3	2
Hispanic	59	654	31841	98	100	99	483	500	483	6	4	8	44	29	36	50	65	55	0	2	1
Asian/Pacific Islander	NC	96	1802	NC	99	98	NC	527	533	NC	2	2	NC	17	16	NC	77	75	NC	4	7
American Indian/Alaskan Native	--	41	4586	--	100	100	--	485	481	--	8	8	--	16	37	--	76	54	--	0	1
White	100	1994	36440	98	100	99	486	517	516	7	3	3	34	20	22	58	75	71	1	3	4
Students with Disabilities	25	414	10622	100	100	100	438	436	415	17	10	21	57	47	50	26	42	28	0	1	1
Students without Disabilities	149	2508	68196	97	98	98	492	524	513	5	2	3	36	18	25	58	77	69	1	3	3
Limited English Proficient Students	17	183	12504	94	100	100	466	410	451	8	8	12	69	38	44	23	51	43	0	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	53	574	38558	90	88	96	478	498	485	8	6	8	38	29	37	55	65	54	0	1	1
Non-Economically Disadvantaged	121	2348	40260	100	100	100	487	515	514	6	3	3	40	20	21	53	74	72	1	3	4

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	165	3236	78250	99	100	99	536	558	548	25	13	21	25	17	18	46	57	48	5	13	13
All Students (Prior Year)	138	3176	75001	99	100	99	461	476	468	41	27	37	37	43	36	13	21	16	9	10	10
Female	88	1575	38071	100	100	99	539	558	549	22	11	20	23	17	19	50	59	49	5	13	12
Male	77	1658	40126	99	100	99	533	558	547	28	15	23	28	16	17	41	56	46	4	13	14
African American	19	174	4058	100	98	99	523	544	523	27	15	32	40	24	22	33	57	41	0	4	5
Hispanic	52	686	29129	100	100	99	526	543	527	29	19	32	23	23	23	46	50	40	2	9	6
Asian/Pacific Islander	NC	101	1747	NC	100	100	NC	586	589	NC	5	9	NC	7	9	NC	64	50	NC	23	32
American Indian/Alaskan Native	--	42	4996	--	100	100	--	534	518	--	13	36	--	19	25	--	69	36	--	0	4
White	92	2233	38320	98	100	99	544	563	568	22	11	12	23	15	14	48	59	55	7	15	19
Students with Disabilities	23	371	9329	100	100	100	479	459	454	81	58	64	14	20	18	5	20	16	0	2	2
Students without Disabilities	142	2867	68996	99	99	99	545	570	561	15	7	16	27	16	18	52	62	52	5	14	14
Limited English Proficient Students	11	147	10133	100	100	100	523	440	488	25	31	45	33	27	25	42	41	28	0	1	2
Migrant Students	--	NC	83	--	NC	NA	--	NC	520	--	NC	39	--	NC	28	--	NC	30	--	NC	4
Economically Disadvantaged	47	556	33388	87	90	94	523	546	530	32	20	32	28	22	22	38	50	40	2	8	5
Non-Economically Disadvantaged	118	2682	44937	100	100	100	542	561	561	21	11	13	24	16	15	49	59	54	6	14	18

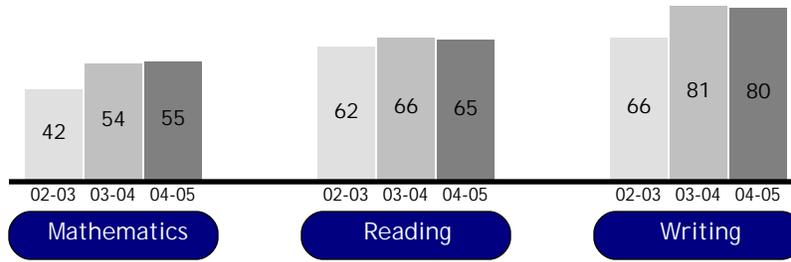
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	165	3238	78302	99	0	99	496	524	512	17	7	11	31	19	25	52	68	57	0	7	7
All Students (Prior Year)	138	3170	74918	99	100	99	488	507	497	36	22	32	25	18	19	29	42	35	10	18	15
Female	88	1575	38082	100	0	99	504	528	518	13	4	8	27	17	24	60	72	61	0	7	7
Male	77	1660	40166	99	0	99	487	520	507	20	9	14	36	21	26	43	64	54	0	7	6
African American	19	174	4064	100	0	100	493	522	498	13	6	14	27	19	29	60	71	54	0	5	3
Hispanic	52	686	29152	100	0	99	486	510	492	23	12	17	31	25	34	46	58	46	0	5	2
Asian/Pacific Islander	NC	101	1746	NC	0	100	NC	545	542	NC	1	5	NC	13	13	NC	77	66	NC	9	16
American Indian/Alaskan Native	--	43	4993	--	0	100	--	494	484	--	9	19	--	33	38	--	52	42	--	6	1
White	92	2234	38347	98	0	99	503	528	531	14	5	5	32	17	17	54	70	68	0	7	10
Students with Disabilities	23	371	9353	100	0	100	450	438	429	67	33	40	19	35	38	14	31	22	0	1	1
Students without Disabilities	142	2869	69024	99	0	99	504	535	524	8	3	7	33	17	23	58	72	62	0	7	7
Limited English Proficient Students	11	147	10140	100	0	100	485	407	451	17	20	28	33	39	43	50	39	29	0	1	1
Migrant Students	--	NC	83	--	NC	NA	--	NC	480	--	NC	29	--	NC	36	--	NC	35	--	NC	0
Economically Disadvantaged	47	556	33398	87	0	94	486	511	495	19	12	18	47	28	35	34	58	46	0	3	2
Non-Economically Disadvantaged	118	2684	44979	100	0	100	501	527	525	15	5	6	24	17	18	61	70	66	0	8	10

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	165	3229	78094	99	100	99	527	561	545	3	2	3	32	11	18	65	86	77	0	2	2
All Students (Prior Year)	138	3170	74503	99	100	99	489	522	491	10	4	9	31	22	32	55	61	51	3	12	8
Female	88	1573	38025	100	100	99	538	569	558	1	1	2	28	6	13	71	91	82	0	2	2
Male	77	1653	40013	99	99	99	515	552	534	4	3	5	38	15	23	58	81	71	0	1	1
African American	19	173	4037	100	97	99	525	555	532	7	2	4	20	15	22	73	82	73	0	1	1
Hispanic	52	685	29068	100	100	99	523	547	523	2	3	5	38	17	27	60	80	67	0	1	1
Asian/Pacific Islander	NC	101	1743	NC	100	100	NC	588	577	NC	0	2	NC	4	9	NC	91	82	NC	5	8
American Indian/Alaskan Native	--	42	4981	--	100	100	--	558	526	--	3	4	--	3	25	--	94	70	--	0	0
White	92	2228	38265	98	100	99	529	564	564	2	1	2	32	9	11	66	88	84	0	2	3
Students with Disabilities	23	369	9275	100	100	100	455	459	444	14	9	14	67	39	46	19	51	39	0	1	1
Students without Disabilities	142	2862	68892	99	99	98	539	573	559	1	1	2	27	7	14	72	90	82	0	2	2
Limited English Proficient Students	11	147	10084	100	100	100	504	431	474	0	8	10	58	28	39	42	63	50	0	1	1
Migrant Students	--	NC	81	--	NC	NA	--	NC	504	--	NC	12	--	NC	27	--	NC	60	--	NC	0
Economically Disadvantaged	47	556	33296	87	90	94	516	547	527	4	2	5	43	19	27	53	78	67	0	1	0
Non-Economically Disadvantaged	118	2675	44871	100	100	100	533	564	559	2	2	2	28	9	12	70	88	84	0	2	3

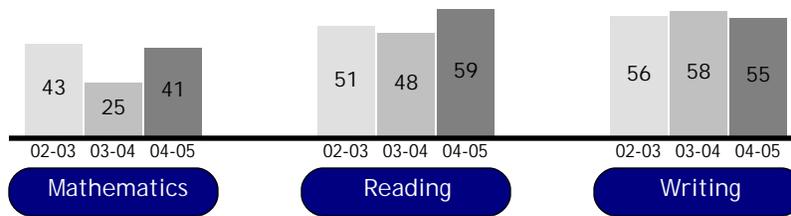
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

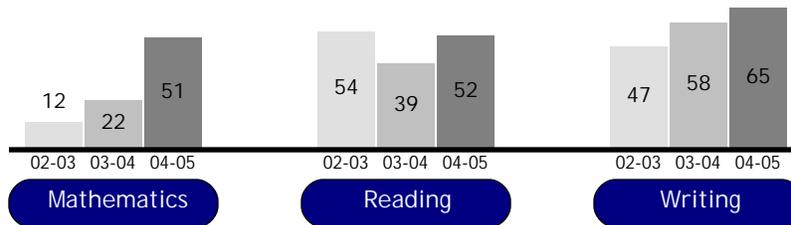
3rd Grade Proficiency



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 2004-05

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress**

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

**Met Percent Tested:**

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

**Met Test Objectives:**

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

**Met Attendance Rate:**

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**Met Graduation Rate:**

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	92	49	62	50	94	57	NA	58	100	47	53	47
	Language	99	47	57	43	99	44	60	50	100	40	53	47
	Mathematics	99	57	71	57	99	54	72	64	100	42	53	50
3	Reading	99	40	58	47	97	46	NA	55	100	42	52	44
	Language	99	46	66	54	98	57	70	61	100	42	50	44
	Mathematics	100	40	67	54	98	50	71	61	100	42	55	51
4	Reading	95	48	63	52	91	49	NA	56	99	41	54	48
	Language	99	43	59	48	99	42	60	52	99	43	55	49
	Mathematics	100	47	67	57	99	44	69	61	99	47	58	53
5	Reading	98	52	61	50	96	46	NA	55	99	43	56	50
	Language	100	44	56	46	98	34	56	49	99	41	56	50
	Mathematics	100	46	67	57	98	45	67	63	99	35	52	49
6	Reading	97	49	63	53	98	53	NA	56	99	45	58	51
	Language	99	41	58	45	97	44	60	48	99	46	55	47
	Mathematics	100	57	73	62	97	56	75	66	99	47	59	52
7	Reading	98	53	63	51	99	48	NA	54	99	49	59	50
	Language	100	57	69	54	98	50	67	58	99	52	62	52
	Mathematics	99	51	70	58	99	45	68	62	99	38	57	50
8	Reading	100	57	62	53	96	50	NA	55	99	44	58	51
	Language	100	50	62	49	96	44	64	52	99	45	56	50
	Mathematics	99	58	66	58	98	58	69	61	99	45	59	53

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/](http://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."

# 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 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	50.00
Other Professional Staff	28.00	Teacher Aide	8.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	3	0	0
4 to 6 years	17	7	0	0
7 to 9 years	5	3	0	0
10 or more years	16	12	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	188
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	N/A
Percent of core classes not taught by Highly Qualified Teachers	12%

## Resources Available at School Site

### Special Facilities

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

### Extracurricular Activities

- ü Student Council
- ü National Junior Honor Society
- ü Athletics
- ü Chorus/Art/Band

### Social Services

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

School Achievements/Accomplishments 2004-05

- ü Working with the Kiwanis Club of Sun City Kachina to provide books and Volunteers to our students to increase reading achievement.
  
- ü STUDY CONNECTION: A partnership with Arrowhead Honda Car Dealership that allows employees to provide tutoring for our students.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	10	12	12	17
Transfers In Rate <sup>6</sup>	19	28	28	37
Stability Rate <sup>7</sup>	89	87	87	82
Promotion Rate <sup>8</sup>	98	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

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

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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

8

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	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	Jill Hunt	(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](http://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](http://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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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](http://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.