

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Susan M Doyle

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Madison Meadows Middle School

(As it should appear in the official records)

School Mailing Address 225 West Ocotillo Road

(If address is P.O. Box, also include street address.)

City Phoenix State AZ Zip Code+4 (9 digits total) 85013-1299

County Maricopa County State School Code Number* 070438160

Telephone 602-664-7601 Fax 602-664-7699

Web site/URL http://madisonaz.org E-mail sdoyle@madisoned.org

Twitter Handle twitter.com/MadisonAZ Facebook Page facebook.com/MadisonAZ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link instagram.com/MadisonAZ

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(Principal's Signature)

Name of Superintendent*Dr. Quinn Kellis

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: qkellis@madisoned.org

Other)

District Name Madison Elementary School District Tel. 602-664-7900

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(Superintendent's Signature)

Name of School Board

President/Chairperson Ms. Sarah Speer

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 5 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 8 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 8 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	109	98	207
6	119	93	212
7	117	91	208
8	108	105	213
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	453	387	840

5. Racial/ethnic composition of the school:
- 2 % American Indian or Alaska Native
 - 3 % Asian
 - 6 % Black or African American
 - 22 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 67 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 4%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	29
(3) Total of all transferred students [sum of rows (1) and (2)]	32
(4) Total number of students in the school as of October 1	828
(5) Total transferred students in row (3) divided by total students in row (4)	0.039
(6) Amount in row (5) multiplied by 100	4

7. English Language Learners (ELL) in the school: 0 %
5 Total number ELL
 Number of non-English languages represented: 2
 Specify non-English languages: Spanish, Chinese
8. Students eligible for free/reduced-priced meals: 25 %
 Total number students who qualify: 210

Information for Public Schools Only - Data Provided by the State

The state has reported that 25 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 8 %
68 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|---------------------------------|--|
| <u>1</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>6</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>27</u> Specific Learning Disability |
| <u>16</u> Emotional Disturbance | <u>9</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>4</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>4</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalent (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	25
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	14
Paraprofessionals	9
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 34:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	95%	96%	97%	98%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Extraordinary Learning for ALL.

PART III – SUMMARY

Madison Meadows Middle School is a part of the Madison School District. Located in Phoenix, Arizona, the Madison School District was organized in 1890. The first school, Madison #1 was built in 1897. A Kindergarten through eighth grade school, it was the district's first permanent facility. A second school – Kindergarten through fifth grade – did not become necessary until 1950 when Madison #2 was added to the district. However, shortly thereafter the district grew quickly. New schools were added in 1953, 1954, 1956, 1957, and 1958. Of those first seven schools, five remain open and three more were added between 1969 and 2007.

Madison Meadows was opened in 1956 and is located in Phoenix's central corridor. Over the years a tradition of academic excellence, inclusion, competition, and fun has been established. Meadows has a reputation for rigorous instruction, and the bar for student achievement is set high. Specialized instruction for honors students is provided with advanced placement classes in math, English language arts, and science. Interested students must pass the Cognitive Aptitude Test with a minimum of 97% to qualify for honors classes. The opportunity for these students to work at an accelerated pace with increased depth of knowledge allows for greater academic achievement and student growth.

Specialized programs also exist for students with disabilities. Meadows offers a class for students with Emotional Disabilities which is based on the Boys' Town Model. The program takes a tiered approach from self-contained to simply support for a student who has earned the ability to be in all general education classes. It allows students opportunities to earn points for positive decisions and behaviors and also provides a Behavior Interventionist, highly qualified teachers, and para educators who are all trained in the Boys' Town Model to support students in this program.

Another program is available for those students with multiple disabilities. There are a variety of students whose needs are met in this very special program. Some are in wheelchairs and use communication devices, others may have Down Syndrome, Cerebral Palsy, or other health and/or learning difficulties. Their individual needs are met in a program which also provides highly qualified teachers, para-educators, a speech therapist, registered nurse, various itinerant staff for physical and occupational therapy, adaptive physical education, and more. A Peer Tutoring elective is also offered, wherein "typical" peers work with students in the multiple disabilities classroom toward academic, behavioral, and/or physical therapy goals. Both groups of students reap the benefits of this unique program.

Meadows also offers a variety of sports for interested students: volleyball, basketball, baseball, softball, flag football, wrestling, cross country, track, and cheer can all be enjoyed by students. An Odyssey of the Mind team and a Robotics Club are also available for those students who wish to further exercise their minds by "thinking out of the box." A long standing tradition at Meadows is the yearly fifth grade trip to Camp Friendly Pines in Prescott, Arizona. Students, parent chaperones, and teachers spend four days of learning in the pines while creating lasting relationships and memories with their peers. Every other year, 7th and 8th grade music students travel to Disneyland to create a CD and enjoy the park. Meadows 8th graders preparing to go on to various high schools participate in a water park field trip, Commencement Ceremony, and Commencement Dance every spring as a way to celebrate their achievements at Meadows before making the transition to high school.

Former Meadows students have created an Alumni Association. While rare for a middle school, there is a real affinity and loyalty among those who attended Meadows and a real desire to maintain the relationships formed there. Many current students have parents and grandparents who attended Meadows, and Cindy McCain, wife of Arizona Senator John McCain is an alumnus! Another tradition is honoring those students who are no longer with us. One example is the Shannon Smith Memorial next to the media center. Shannon was a former student who was killed by random gunfire. Her death resulted in Shannon's Law which turned the random firing of a gun into the air from a misdemeanor into a felony.

Madison Meadows is a special school for many reasons, and academic achievement is one of them. Meadows earned an "A" label for the last three years from the state of Arizona, and prior to the letter grade ranking system, received an "Excelling" rating, the highest level. However, well before the advent of high-stakes tests, school labels, and No Child Left Behind, this small school district in Phoenix's Central Corridor was known for its high academic standards, rigorous curriculum, and successful students. With open enrollment Meadows has become a "school of choice" for more than 50% of currently enrolled students. Parents who value excellence in education, even those who must travel a greater distance, frequently choose Madison Meadows.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Arizona follows the Arizona College and Career Ready Standards, and Meadows utilizes Madison School District adopted curriculum materials to meet those standards. Fifth grade students use McGraw Hill math, while sixth through eighth grade students rely on Glencoe. For social studies instruction, fifth grade utilizes Pearson Scott Foresman; whereas sixth through eighth grade use McDougal Littell. Fifth and sixth grade language arts students use McMillan McGraw Treasures, while seventh and eighth grade students use McDougal Littell. Foss Science kits are used in grades five through eight.

Grades 5 and 6 use the Macmillan/McGraw-Hill reading program titled Treasures. This comprehensive, research-based reading program offers a wealth of high quality literature and non-fiction to engage learners. Explicit instruction and ample practice ensure students' growth in reading proficiency. Each week's lessons integrate grammar, writing, and spelling for a total language arts approach. This program follows the current research for reading involving specific instruction in Phonemic Awareness, Phonics, Fluency, Comprehension and Vocabulary development. Grades 7 and 8 use the anthology found within Macmillan/McGraw-Hill Bridges to Literature. All grade levels implement the Arizona College and Career Ready Standards (AZCCRS) that emphasize greater rigor in text complexity, non-fiction reviews, and a greater emphasis in writing.

The 6+1 Traits Writing framework is a powerful way to learn and use a common language to refer to characteristics of writing as well as create a common vision of what 'good' writing looks like. Teachers and students can use the 6+1 Traits model to pinpoint areas of strength and weakness as they continue to focus on improved writing. The Traits are: Ideas, Organization, Conventions, Word Choice, Sentence Fluency, Voice, and Presentation.

To support students in a well-balanced approach to mathematics, Meadows uses the following: Grade 5 is provided TERC Investigation in Number, Data, and Space as well as Harcourt Mathematics. Activity-based investigations encourage students to think creatively, develop their own problem-solving strategies, and work cooperatively. Students write, draw, and talk about math as well as use manipulatives, calculators, and computers. Mathematics content includes: the number system; addition, subtraction, multiplication, and division; collecting, sorting, and representing data; probability and statistics; measurement; changes over time; 2-D and 3-D geometry; fractions; computation and estimation strategies; and tables and graphs. Assessment is embedded within the investigations. Grades 6 through 8 are provided Glencoe Mathematics: Applications and Concepts, a comprehensive, well-balanced three course program which prepares students for success in algebra and geometry through real world application.

In grades 5 through 8, Madison School District uses the Full Option Science System (FOSS). The FOSS program materials are a kit-based program where all unit materials are distributed to teachers. They are designed to meet the challenge of providing meaningful hands-on science education. The best way for students to appreciate the scientific enterprise, learn important scientific concepts, and develop the ability to think critically is to actively construct ideas through their own inquiries, investigations, and analyses. The FOSS program was created to engage students in these processes as they explore the natural world. 7th and 8th grade science is supplemented by Glencoe Science Voyages.

Meadows social studies program is structured to engage and promote American Citizenship, world knowledge, and history to be more productive citizens in global society. The 2008 curriculum maps were updated in the spring of 2012 to include the AZCCRS language. They are standards focused, adding reading and writing to this curriculum. Arizona's College and Career Ready Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects.

As an International Baccalaureate Candidate school, Meadows also promotes traditional subjects making real world connections. Eight subject groups are taught: Math, Sciences, Individuals and Societies (Social Studies), Language and Literature, Physical Education, Art, Music, Design (Technology), and Language

Acquisition (Spanish). The IB model encourages inquiry across all subject areas, service learning, and an emphasis on international-mindedness.

The adoption process in Madison involves all stakeholder groups. Teachers, parents, students, and community members all have the opportunity to serve on adoption committees and/or to view materials during a 60 day display period. All curriculum materials must align to Arizona College and Career Readiness standards and must continue the rigorous approach for which Madison is known.

2. Other Curriculum Areas:

The Madison School District as well as Meadows teachers, students, and parents have a long standing belief that a child's education should be well-rounded, and we have traditionally valued and promoted arts, technology, second language learning, and physical education instruction to strengthen both body and mind. The District and the community's strong belief in arts education was one factor prompting interest in exploring the International Baccalaureate program of study. Madison Meadows started the process and is now an International Baccalaureate candidate school (anticipating authorization in March 2015). IB students are all required to take physical education, fine arts, technology/design, and Spanish, these are classes that Meadows has already offered for many years. All students, grades 5 through 8 take two "exploratory" classes daily along with their core curriculum classes. This is done on an A/B schedule, so a student may have Spanish and art on an "A" day followed by PE and technology on a "B" day. These exploratory class periods are the same length as core curriculum classes.

The Music program utilizes a systematic and sequential curriculum based on the Arizona State and National Music Standards. This quality program offers a diverse and balanced array of learning experiences that include creating, performing, listening to, and analyzing music. Musical skills will be developed through vocal, instrumental and creative movement instruction. Current technologies are integrated to give students new and better perspectives in making music. Art is an area in which students' ideas, hopes, values and dreams can take physical forms. Art requires thinking and communicating, helps develop self-esteem and addresses multiple intelligences. It also personalizes content and experience through all the senses. Physical education offers students an opportunity to learn and improve skills in a variety of physical education areas while gaining knowledge about the relationship between fitness and wellness. With this information, students will be better prepared to make important choices leading to healthy lifestyles. Spanish classes allow students not only to acquire second language skills, but also to learn about other cultures and traditions.

Technology/design classes allow students to utilize written language as well as graphs, charts, and other data elements in the creation of web pages and a variety of other technology based projects. Technical reading and writing are applied as well as creative reading and writing. Editing is something that technology students become very adept at with mass practice opportunities over a variety of projects. Eighth grade students even have the opportunity to take a Yearbook class in place of technology/design. These students learn advanced technology techniques while actually compiling and creating a school yearbook for students to purchase as a keepsake of their middle school years at Madison Meadows.

The exploratory classes are a natural extension of lessons learned in core curriculum classes. Physical Education classes extend math instruction through fitness testing and other activities. PE also supports the reading and understanding of informational text through health, physical education, and sports articles and newsletters. Music classes study musical styles and composers. They also research and write reports about composers and share those with their peers. Art students are also strengthening math and language skills through such activities as creating perspective in drawing and writing art blogs regarding a variety of topics covered in class. They also research different genres of art and various artists for projects in art class.

Grammar instruction, along with reading and writing in Spanish support those same elements in English language arts. Students gain a better understanding of the tools of language and how rules applied in both English and Spanish improve proficiency in both languages. Music and history are also supported through learning Spanish songs which reveal and celebrate the cultures of Spanish speaking countries.

Meadows is proud of the many options we are able to provide in teaching to the whole child as we continue to value arts, technology, physical well-being, and second language instruction. Students reap the benefits of this approach to learning.

3. Instructional Methods and Interventions:

Madison Meadows is a Professional Learning Community, as such we ask four questions when planning instruction:

1. What do we want students to know and be able to do?
2. How will we know that they can do it?
3. How will we respond to those students who can already do it?
4. What will we do for those students who cannot do it?

Creating an effective lesson begins with a plan, and Meadows teachers plan daily using a district-created lesson plan template which address essential elements such as:

1. A lesson objective which is a measurable competency based on state standards
2. Sub-Objectives with aligned activities necessary to meet the objective
3. A teacher model (if necessary)
4. Differentiation
5. Assessment

Meadows also utilizes Response to Intervention (RTI) with a tiered approach to student learning.

Tier 1 - All Meadows students receive first, best instruction based on state standards.

Tier 2 - All Meadows students attend a 40 minute Guided Study period daily which addresses student need for remediation and/or enrichment based on teacher assessment and/or common formative assessment.

Guided Study is a fluid placement of 4-6 weeks with pre and post assessment to ensure student readiness to move on to another placement. Additionally, all Meadows teachers offer extra help outside of class either before or after school or during lunch recess.

Tier 3 - Those students whose needs are not being met in the regular classroom or Guided Study receive Tier 3 intervention which may include: tutoring, administrator/social worker support, referral to Student Study Team, etc...

Meadows utilizes MAP testing three times per year to set goals and track growth. This computer based test allows students set their own goals for achievement throughout the year in cooperation with teachers through test talks and individual conferences. MAP is also a valuable tool used to share information with parents regarding specific areas where students have deficits and meet/exceed standards. This allows teachers to provide remediation/enrichment in both the classroom and in Guided Study.

The Madison District provides ongoing and extensive training for teachers to utilize technology with students both in the classroom and in computer labs on campus. Additionally, teachers have Smart Boards, document cameras, and projectors in individual classrooms as well as access to two classroom sets of computers on wheels (COW's) which are available to use when laptops are more beneficial to a project or assignment.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Meadows assessment data is based on the longstanding end-of-year Arizona Instrument to Measure Standards (AIMS) test. The five years of data presented comes from this assessment. The first trend that emerges is that Meadows has consistently and completely out-performed the state of Arizona in grades five through eight and in both math and English language arts. This is also true for Meadows two main sub-groups: white and Hispanic students. An example is the most recent year:

Meadows/Arizona Meets/Exceeds
Math ELA

5th	82%/62%	92%/78%
6th	75%/60%	92%/79%
7th	78%/62%	94%/83%
8th	79%/57%	81%/72%

Another positive trend for Meadows is the number of students tested. Between 2010 and 2014, Meadows has consistently tested between 95-100% of all students. In the past two years, Meadows has tested 100% of all students.

When tracking student growth and success, Meadows has typically viewed "Meets/Exceeds" as separate from "Approaching" and "Falls far below." The only subgroup with an achievement gap is 8th grade Hispanic students in reading. 85% of Meadows 8th grade students met or exceeded the standard; only 74% of Hispanic students met or exceeded in 8th grade reading. It is worth noting that Arizona's average for that Hispanic subgroup was 64%.

AIMS is a summative, end-of-year assessment, and Meadows 8th grade students go on to several local high schools. However, our use of MAP testing three times per year, as well as our use of Guided Study time throughout the school day, allows us to track student achievement and growth while there is still an opportunity to intervene for both struggling students and those students needing extension of learning. Students are able to set their own goals in cooperation with teachers and parents and track their own growth. The students represented in this subgroup all experienced intervention throughout the year in the form of daily Guided Study placement in 4-6 week rotations based on data. Students also had the opportunity to work individually with teachers before/after school and/or during lunch recess.

In our ongoing effort to continuously improve instruction and student growth, Meadows also includes our 8th grade data at the end of the year as we build the School Continuous Improvement Plan for the following year. Teachers do not simply look at the numbers, they look at individuals to get a picture of the whole student, what deficits might have existed, and how we can do better moving forward.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

The state of Arizona has recently adopted a new summative assessment for students to take at the end of each school year. AzMERIT will replace AIMS this year in evaluating student proficiency in math, reading, and writing. AIMS will still be used to evaluate 8th grade proficiency in science. These tests are taken in the spring, and we have historically used them in the fall to set goals for our School Continuous Improvement Plan (SCIP). We also use spring MAP test scores which measures student growth. MAP is administered three times per year: fall, winter, and spring. This computer-based adaptive assessment is an excellent measure of student growth, provides national norm-referenced scores, and allows students to set goals. The MAP test also allows teachers, students, and parents to understand specific areas of strength and weakness for students, and promotes targeted intervention on the part of teachers.

Common Formative Assessments are also utilized to track student growth, achievement, and readiness to move on academically. The Madison District has a bank of test items created by teachers and district personnel that all instructional staff have access to. CFI's are also useful in creating and placing students into Guided Study rotations.

Student growth and proficiency are monitored carefully by grade level and content area teams throughout the year on an informal basis. On a more formal basis, Meadows administrators and staff meet to track student growth and proficiency at least three times per year. We also determine if any changes to the SCIP are merited based on student data. This information is then presented to the superintendent and his cabinet during a site visit so that everyone is aware of the progress being made at Madison Meadows.

Meadows Site Based Management team which is made up of parents, community members, both classified and certified staff, and school administrators also have the opportunity to view the data regarding student achievement when it is shared yearly by administration. Data is also shared with Parents & Teachers at Meadows (PTM) at an evening PTM meeting which is open to the public. Finally, the Meadows principal reports on the progress of Madison Meadows students to the Madison Governing Board at a spring Board meeting.

Part VI School Support

1. School Climate/Culture

True student engagement and motivation at Meadows really begins in the classroom. No matter a student's grade level, or whether he or she is in his first year at Meadows or his or her last, the positive relationships facilitated by teachers with students and their families is an important element in the success of our students and our school. Most Meadows teachers have been teaching at Meadows for several years and their longevity is a point of pride for the school and district. Teachers are visible around campus as they serve in duty roles, eat lunch in the cafeteria, attend sporting events, and volunteer in so many ways which support student growth both in and out of class.

Teachers are trained in engagement strategies which they utilize extensively in the classroom. These include asking questions of all learners, structuring student interactions for equal participation and accountability, and facilitating an environment wherein students can support one another and increase their own learning in the process. Meadows administrators provide much of this training during Professional Learning Community meetings (PLC's) and Teacher Collaboration Time (TCT's). Administrative teams also collect data throughout the year to identify proper usage and ensure the strategies are utilized. Along with classroom observations, this allows administration to be more effective in coaching teachers to enhance and improve their craft.

Meadows also utilizes Positive Behavior & Intervention Supports (PBIS) to promote, praise, and reward positive student decisions and behaviors. The assistant principal is instrumental in working with teachers and grade level teams to provide incentives and rewards such as: Ram stickers, student of the month assemblies, and Reward Days.

Teachers and staff are also recognized in a myriad of ways. At the school level, staff can nominate one another for a "Tip of the Hat." Nominee's names go into a drawing for prizes such as movie tickets provided by Meadows PTM. There is also a "Team Player" award that is given monthly. Administration gives the first of the year and each recipient awards the next person after that. Meadows PTM supports teacher efforts in many ways. They provide luncheons and snacks throughout the year and dinners during Parent/Teacher conferences. They provide staff shirts, monetary gifts for classroom expenditures, and so much more!

However, the primary way to ensure teachers feel valued and appreciated is to visit classrooms and provide relevant feedback and coaching in a collaborative vein. This is something that occurs at Meadows daily.

2. Engaging Families and Community

Madison Meadows receives the majority of incoming fifth grade students from Madison Richard Simis Elementary School, and those students and their families look forward to continuing the Madison tradition of excellence in middle school. Simis students and their families typically live in the surrounding neighborhoods and have long standing relationships with other families and businesses in the area. However, with more than 50% open enrollment currently, Meadows is assimilating new students and families into the Madison culture and traditions.

Meadows provides many opportunities for incoming students and families to learn about our school and what it offers. The principal and several fifth grade teachers are guest speakers at a yearly Simis event called "Experience Meadows at Simis." Information about curriculum, sports and other extra-curricular offerings, student guidelines, school expectations, and school traditions are shared. In the spring, Meadows hosts "Ram Round-up." Fifth grade students from Simis, other Madison elementary schools, and surrounding schools can hear from current fifth grade students and teachers about what it means to attend Meadows. Tours are given after students meet the principal, assistant principal, and - most importantly - the school mascot! That evening, parents attend a meeting with school administrators and PTM members; it is always an informative and fun event.

Once school begins there are many opportunities to get involved in a variety of ways. To kick off the new school year PTM hosts a fifth grade family welcome which includes endless pizza and the opportunity for attendees to bring a side dish or dessert as they meet the teachers, administrators, and other Meadows families. Meadows Back to School Night occurs thereafter to give parents in grades 5-8 the opportunity to meet teachers, get an overview of curriculum and behavior expectations, and ask questions. Formal parent/teacher conferences are offered twice a year, but Meadows teachers and administrators will meet with any parent who requests throughout the year. Those parents who wish to volunteer have many opportunities: Copy Cats, Art Masterpiece, and chaperones for field trips and Camp are just a few.

Meadows enjoys several partnerships with local businesses which support our students and teachers: Grand Canyon University offers reduced tuition to staff, Arizona State University's iTeach program allows aspiring teachers to intern and student teach in Madison, Blue Orthodontics sponsors many school events, and Regional Activities at Madison Meadows and Simis (RAMMS) provides extra-curricular sports activities for all students and is made up of many local business men and women. However, the greatest partnership is that which we share with families in the education of their children.

3. Professional Development

Madison Meadows provides professional development opportunities for all staff. Teachers new to the District receive essential training prior to the first day of school, but also throughout the year through attendance at monthly professional development meetings especially designed for new staff. Mentoring is also provided for these new teachers, particularly in alignment with the Madison Evaluation Instrument.

Mentoring is also provided for more veteran staff members through the coaching model that Meadows utilizes to provide teachers with feedback regarding their instruction. Teacher observations and conferences occur throughout the school year to ensure continuous improvement in teacher delivery of instruction. The coaching model allows for professional development to take place naturally between teacher and administrator on a regular basis. Meadows administrators endeavor to spend two full days per week in classrooms which affords them the opportunity to know what is happening with instruction and where teachers may need support or additional professional development to facilitate more effective instruction and achievement of school goals.

Madison Meadows is fortunate to have built in professional development time throughout the school year in the form of early release Wednesdays for Teacher Collaboration Time (TCT). There are approximately 23 TCT days per school year wherein student dismissal occurs 90 minutes early, giving teachers the opportunity for professional development. This time can be targeted for grade level teams, common subject areas, and/or whole school staff development.

Typically, the calendar for TCT is set during June Data Days. This allows Meadows to create the Continuous School Improvement Plan (SCIP) in coordination with the staff development which will provide support for the realization of the goals for the SCIP. A team of teachers and administrators from the school meet to review student achievement and behavior data. They review MAP data, as well as end of year summative assessments to create goals for the following year for student achievement in reading, writing, and math. At the same time, the TCT calendar is created to provide any training or support teachers may need to achieve goals specified in the SCIP.

TCT days are can be utilized with textbook adoptions, new initiatives, curricular programs and changes, and more. Recent TCT topics have included: International Baccalaureate training and preparation for March 2015 authorization, learning new student engagement strategies to incorporate into lessons, and differentiating instruction to better meet the diverse needs of all students within a single classroom.

4. School Leadership

Madison Meadows administration have created and facilitated an environment of shared leadership and collaborative planning. Every position held is a position which supports student growth and achievement from cafeteria and custodial staff to para-educators, therapists, and teachers. In addition to parents, community members, and the students themselves, all stakeholders are integral to student success and as such play a part in decision making.

Leadership begins with the principal and assistant principal who in turn coordinate with six Team Leaders. Four of these team leaders each represent one grade level team, 5-8. Another represents Special Education, and another represents Exploratory (electives) team. The International Baccalaureate Coordinator also participates in Team Leader meetings. This group acts to advise school administration in a variety of school related areas, to bring team concerns to administration, and to disseminate information from administration to teams. Topics for discussion include: student achievement/data review, scheduling, duties, calendar events, student issues, TCT and PLC planning. Other leadership roles for teachers outside of the classroom include: National Junior Honor Society sponsorship, Student Council sponsorship, and Athletic Directorship.

Meadows utilizes the leadership of classified staff, parents, and community members through its Site Based Management Team. This team meets monthly and is comprised of: administration, teachers, classified staff such as secretaries, para-educators, and/or library associates, parents, and community members. SBM reviews student achievement data and advises administration in areas such as: student dress code, student behavioral guidelines, expenditures for tax credit dollars, and more.

Parents and Teachers at Meadows is another organization which provides leadership and guidance. Comprised of parents and teachers (as the name suggests), this group raises funds for the school and students and volunteers at school to support teachers, programs, and activities. However, PTM also meets monthly with the principal to discuss student data regarding achievement and behavior, student activities & assemblies, commencement planning, and any issues the school may be dealing with which requires their support. PTM members take the information from the school and filter it through the parent community, garnering support and understanding for school concerns.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>AIMS</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standards and above	50	39	37	48	47
Exceeds Standards	29	47	43	32	38
Number of students tested	207	234	215	207	199
Percent of total students tested	100	100	98	100	95
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	2	3	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
2. Students receiving Special Education					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
3. English Language Learner Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards and above	58	51	41	44	50
Exceeds Standards	18	23	38	24	24
Number of students tested	50	39	37	45	34
5. African- American Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
6. Asian Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
9. White Students					
Meets Standards and above	50	35	38	46	44
Exceeds Standards	34	54	44	37	46
Number of students tested	128	168	156	137	142
10. Two or More Races identified Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
11. Other 1: Other 1					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

NOTES: We do not track student achievement based on students who receive free and reduced lunch.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>AIMS</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standards and above	31	34	34	37	42
Exceeds Standards	54	49	42	41	30
Number of students tested	213	210	203	203	206
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	3	3	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
2. Students receiving Special Education					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
3. English Language Learner Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards and above	34	33	35	48	54
Exceeds Standards	37	44	33	30	11
Number of students tested	35	36	40	40	28
5. African- American Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
6. Asian Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standards and above					
Exceeds Standards					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
9. White Students					
Meets Standards and above	30	33	36	35	40
Exceeds Standards	58	51	45	48	35
Number of students tested	157	156	137	144	155
10. Two or More Races identified Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
11. Other 1: Other 1					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

NOTES: We do not track student achievement based on those students receiving free and reduced lunch.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>AIMS</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standards and above	38	37	33	38	30
Exceeds Standards	44	41	51	32	46
Number of students tested	213	219	205	204	199
Percent of total students tested	100	100	99	99	96
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	3	3	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
2. Students receiving Special Education					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
3. English Language Learner Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards and above	41	43	43	46	20
Exceeds Standards	33	34	33	14	30
Number of students tested	39	44	42	35	44
5. African- American Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
6. Asian Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standards and above					
Exceeds Standards					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
9. White Students					
Meets Standards and above	37	37	29	34	34
Exceeds Standards	48	44	60	38	50
Number of students tested	155	147	145	148	137
10. Two or More Races identified Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
11. Other 1: Other 1					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

NOTES: We do not track student achievement based on students receiving free and reduced lunch.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>AIMS</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standards and above	40	33	34	32	36
Exceeds Standards	38	44	42	48	48
Number of students tested	209	208	198	193	206
Percent of total students tested	100	100	96	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	2	1	2	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
2. Students receiving Special Education					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
3. English Language Learner Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards and above	37	37	48	34	31
Exceeds Standards	33	28	19	34	31
Number of students tested	43	43	31	41	36
5. African- American Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
6. Asian Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standards and above					
Exceeds Standards					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
9. White Students					
Meets Standards and above	40	32	30	32	34
Exceeds Standards	40	51	48	51	56
Number of students tested	144	146	148	134	148
10. Two or More Races identified Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
11. Other 1: Other 1					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

NOTES: We do not track student achievement based on students who receive free and reduced lunch.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>AIMS</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standards and above	77	66	62	71	81
Exceeds Standards	17	26	28	18	14
Number of students tested	207	234	215	208	199
Percent of total students tested	100	99	95	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	2	3	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
2. Students receiving Special Education					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
3. English Language Learner Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards and above	86	74	59	67	91
Exceeds Standards	6	13	27	11	6
Number of students tested	50	39	37	45	34
5. African- American Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
6. Asian Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standards and above					
Exceeds Standards					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
9. White Students					
Meets Standards and above	73	63	65	71	79
Exceeds Standards	24	30	27	22	17
Number of students tested	128	168	156	138	142
10. Two or More Races identified Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
11. Other 1: Other 1					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

NOTES: We do not track student achievement by those students who receive free and reduced lunch.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>AIMS</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standards and above	76	72	76	80	72
Exceeds Standards	20	19	13	15	18
Number of students tested	213	210	203	203	206
Percent of total students tested	100	100	100	100	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	3	3	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
2. Students receiving Special Education					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
3. English Language Learner Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards and above	77	75	65	88	86
Exceeds Standards	14	14	10	5	7
Number of students tested	35	36	40	40	28
5. African- American Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
6. Asian Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standards and above					
Exceeds Standards					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
9. White Students					
Meets Standards and above	75	73	80	77	70
Exceeds Standards	22	19	15	19	21
Number of students tested	157	156	137	144	155
10. Two or More Races identified Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
11. Other 1: Other 1					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

NOTES: We do not track student achievement based on students receiving free and reduced lunch.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>AIMS</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standards and above	73	72	77	69	71
Exceeds Standards	22	22	17	22	23
Number of students tested	213	219	205	203	199
Percent of total students tested	100	100	99	99	96
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	3	3	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
2. Students receiving Special Education					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
3. English Language Learner Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards and above	85	84	74	80	84
Exceeds Standards	10	9	14	11	7
Number of students tested	39	44	42	35	44
5. African- American Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
6. Asian Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standards and above					
Exceeds Standards					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
9. White Students					
Meets Standards and above	70	69	77	67	67
Exceeds Standards	25	27	19	24	29
Number of students tested	155	147	145	148	137
10. Two or More Races identified Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
11. Other 1: Other 1					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

NOTES: We do not track student achievement with students who receive free and reduced lunch.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>AIMS</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standards and above	79	75	74	69	76
Exceeds Standards	6	12	8	19	16
Number of students tested	209	208	198	193	206
Percent of total students tested	100	100	96	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	2	1	2	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
2. Students receiving Special Education					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
3. English Language Learner Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards and above	67	77	71	73	72
Exceeds Standards	7	7	6	10	8
Number of students tested	43	43	31	41	36
5. African- American Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
6. Asian Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standards and above					
Exceeds Standards					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
9. White Students					
Meets Standards and above	83	76	75	69	76
Exceeds Standards	6	14	9	21	19
Number of students tested	144	146	148	134	148
10. Two or More Races identified Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
11. Other 1: Other 1					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

NOTES: We do not track student achievement based on students receiving free and reduced lunch.