

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

19801 North 13th Street, Phoenix, AZ 85024

Paradise Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04	Performing
2002-03	Performing
2001-02	Maintaining

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

School Overview

Principal/Administrator : Ms. Mary Parese
 Schedule : 7:30 AM to 4:00 PM
 Grades : Pre-K-6
 2004 Enrollment : 727
 Web Address : www.pvUSD.k12.az.us/static/schools/eagleridge.htm
 Phone Number : (623) 587-6700
 Fax Number : (623) 587-6702
 E-mail : mparese@pvUSD.k12.az.us

Mission

TOGETHER WITH PARENTS, WE PLACE CHILDREN AND THEIR EDUCATION FIRST IN INSTRUCTIONAL PLANNING AND IN THE DECISIONS WE MAKE. Our mission is to hold ourselves accountable for improving academic and behavioral success for each student.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü Through a safe, distraction free learning environment: We align instruction to AZ Academic Standards and provide data-driven student instruction. We provide a phonics-based balanced literacy program for K-3 and Writer's Workshop program for 4-6.
- ü We implement a mathematics program that includes hands-on math concept building, basic skill mastery without use of a calculator, and critical thinking applications which incorporates technology resources.

Enrollment

October 1, 2003 School Year Student Enrollment : 727
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 97

Instructional Programs

- ü Alignment to Arizona Academic Standards
- ü CORE Knowledge
- ü Honors (Gifted) Classes
- ü Character Education
- ü K-3 Balanced Literacy Program
- ü K-6 Writer's Workshop
- ü 4th-6th Differentiated Instruction

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/16/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

The Eagle Ridge staff provides a safe, orderly learning environment for students and staff; productive communication necessary for student success; data-driven instructional planning and teaching for each student; and an AZ Standards-Based student report card.

Parents

Eagle Ridge parents attend school functions/meetings in support of their child; send their child(ren) to school well-nourished and ready to learn each day; provide a time/place at home to support their child's need to practice; are supportive of a fair school discipline program; communicate with all staff in a positive manner; and read each day with their child.

Transportation Policy

Bus provided for K-6 students living more than 1 mile from school. Pre-K: bus door to door. Parent permission required for students on field trips. Students' bus privileges are dependent upon their ability to ride the bus adhering to all bus rules for safety.

School Honors

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

Award/Honor	Year
ü PTA Golden Oak Award Nominee	2004
ü Arizona PTA Teacher of the Year Outstanding Achievement	2002
ü Greater AZ Child Abuse Council Award	2002
ü AZ Dept. of Ed. Star of Educ. Principal Distinction	2002

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	116	2710	75509	100	100	100	514	538	521	16	7	13	25	17	23	30	34	33	29	42	31
All Students (Prior Year)	108	2687	75372	100	100	100	527	538	523	8	4	9	21	19	25	36	36	36	36	42	30
Female	52	1339	37013	100	100	100	518	538	522	18	7	12	22	17	24	28	36	33	32	39	31
Male	64	1369	38430	100	99	99	511	539	521	15	8	14	28	16	22	31	32	33	26	45	31
African American	NC	84	3660	NC	100	99	NC	510	496	NC	15	24	NC	33	31	NC	33	28	NC	19	18
Hispanic	26	599	30486	100	99	99	492	512	505	27	16	18	32	25	29	14	34	32	27	24	21
Asian/Pacific Islander	NC	73	1780	NC	96	98	NC	561	549	NC	2	5	NC	12	13	NC	30	33	NC	57	50
American Indian/Alaskan Native	NC	29	4075	NC	100	100	NC	519	486	NC	12	28	NC	23	34	NC	42	26	NC	23	12
White	78	1908	35192	99	99	99	520	543	534	12	6	8	25	14	19	32	34	35	31	46	39
Students with Disabilities	31	393	9708	100	100	100	487	511	489	19	20	32	48	22	27	23	30	24	10	28	17
Students without Disabilities	85	2317	65801	99	99	98	525	542	525	15	6	11	16	16	23	33	34	34	36	44	33
Limited English Proficient Students	NC	315	16928	NC	89	100	NC	NA	485	NC	NA	29	NC	NA	33	NC	NA	26	NC	NA	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	40	871	36411				489	513	503	28	16	19	28	24	29	28	37	32	17	23	20
Non-Economically Disadvantaged	76	1839	39040				527	546	534	11	5	8	24	14	19	31	33	34	35	48	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	2702	75492	100	100	100	512	528	519	20	7	12	14	12	16	41	49	47	24	32	24
All Students (Prior Year)	108	2699	75221	100	100	100	518	532	523	6	4	8	18	11	16	58	57	56	18	28	21
Female	52	1335	37014	100	100	100	516	531	523	18	6	10	14	10	15	40	49	48	28	35	27
Male	64	1365	38400	100	99	99	509	525	516	21	9	14	15	13	17	43	49	47	21	30	21
African American	NC	84	3665	NC	100	99	NC	515	505	NC	16	20	NC	11	22	NC	54	43	NC	18	14
Hispanic	26	595	30438	100	98	99	497	511	508	23	16	17	32	18	21	36	50	47	9	16	15
Asian/Pacific Islander	NC	73	1773	NC	96	98	NC	546	534	NC	3	4	NC	8	10	NC	35	50	NC	53	36
American Indian/Alaskan Native	NC	29	4081	NC	100	100	NC	519	498	NC	11	25	NC	26	26	NC	33	40	NC	30	8
White	78	1906	35177	99	99	99	515	531	528	18	6	8	10	10	13	47	49	49	25	35	31
Students with Disabilities	31	390	9707	100	100	100	485	505	495	42	24	33	13	17	21	39	41	33	6	18	13
Students without Disabilities	85	2312	65785	99	99	98	523	531	522	11	5	10	15	11	16	43	50	49	31	34	26
Limited English Proficient Students	NC	312	16905	NC	88	100	NC	461	489	NC	100	34	NC	0	28	NC	0	32	NC	0	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	40	867	36302				504	511	507	22	16	18	28	18	21	33	50	46	17	17	14
Non-Economically Disadvantaged	76	1835	39164				516	533	528	19	5	8	8	10	13	45	49	48	28	37	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	2688	75053	99	99	99	593	634	597	7	4	7	15	8	12	70	74	72	8	14	9
All Students (Prior Year)	107	2644	73654	100	99	99	530	541	530	7	4	9	9	8	13	80	78	70	4	10	7
Female	52	1334	36872	100	100	99	624	656	621	4	3	5	12	6	9	72	72	74	12	19	12
Male	63	1352	38109	98	98	99	567	611	573	10	4	10	17	10	14	68	76	69	5	10	6
African American	NC	84	3636	NC	100	99	NC	604	568	NC	4	12	NC	11	16	NC	72	67	NC	13	6
Hispanic	26	591	30235	100	98	98	589	586	575	5	6	9	9	12	14	82	78	70	5	4	6
Asian/Pacific Islander	NC	73	1768	NC	96	98	NC	663	651	NC	3	3	NC	10	5	NC	65	72	NC	22	19
American Indian/Alaskan Native	NC	29	4044	NC	100	99	NC	616	550	NC	4	13	NC	8	17	NC	77	66	NC	12	4
White	77	1896	35028	97	99	99	588	642	613	9	3	6	14	7	10	68	74	73	8	16	11
Students with Disabilities	31	385	9625	100	100	100	529	574	530	23	12	21	23	19	21	48	62	55	6	7	4
Students without Disabilities	84	2303	65428	98	98	98	618	642	604	1	3	6	11	6	11	78	76	73	9	15	10
Limited English Proficient Students	NC	309	16765	NC	87	100	NC	563	525	NC	0	17	NC	0	20	NC	100	60	NC	0	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	40	860	36077				562	581	566	6	8	10	19	14	16	75	72	69	0	6	5
Non-Economically Disadvantaged	75	1828	38950				607	651	618	8	2	5	12	6	9	68	75	73	12	17	12

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	2756	76019	98	100	100	520	513	499	8	9	14	22	32	39	27	16	14	43	43	33
All Students (Prior Year)	114	2748	76230	99	100	100	508	513	498	9	7	12	30	32	38	11	13	12	50	49	37
Female	50	1336	37207	100	99	100	523	511	499	4	9	12	26	34	41	28	16	14	41	41	33
Male	49	1408	38677	96	99	100	516	515	498	12	9	15	17	31	38	26	15	13	45	45	34
African American	NC	84	3817	NC	95	100	NC	492	475	NC	14	23	NC	43	47	NC	16	11	NC	27	18
Hispanic	14	539	29458	88	98	100	472	476	480	29	26	20	36	42	48	21	12	12	14	19	20
Asian/Pacific Islander	NC	75	1673	NC	99	99	NC	536	531	NC	3	4	NC	25	29	NC	15	14	NC	57	53
American Indian/Alaskan Native	NC	38	4735	NC	95	100	NC	493	466	NC	22	28	NC	28	49	NC	9	10	NC	41	13
White	78	1990	35880	100	99	100	529	521	515	3	5	7	19	30	32	29	16	16	49	49	45
Students with Disabilities	19	371	9786	95	100	100	465	469	457	50	29	39	13	45	40	25	11	7	13	14	13
Students without Disabilities	80	2385	66233	99	99	99	525	517	503	4	7	11	23	31	39	28	16	14	46	46	35
Limited English Proficient Students	NC	271	15206	NC	89	100	NC	448	459	NC	43	31	NC	42	53	NC	8	7	NC	7	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	28	805	35714				492	481	480	18	22	20	27	42	47	32	14	12	23	22	20
Non-Economically Disadvantaged	71	1951	40266				529	524	513	5	5	9	20	29	33	26	16	15	50	50	43

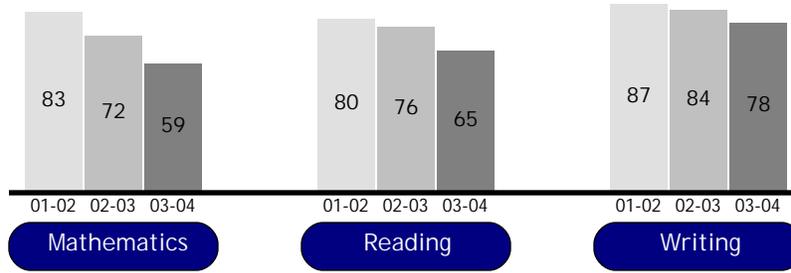
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	2754	76020	99	100	100	511	510	503	13	17	25	15	18	23	56	47	40	15	18	12
All Students (Prior Year)	114	2755	76202	99	100	100	503	513	505	18	11	19	17	20	24	54	51	46	11	18	11
Female	50	1335	37213	100	99	100	516	511	504	5	15	22	18	19	23	57	47	42	20	19	13
Male	50	1407	38666	98	99	100	505	509	501	23	19	29	13	16	22	55	48	38	10	17	12
African American	NC	84	3819	NC	95	100	NC	501	494	NC	24	37	NC	35	26	NC	31	31	NC	9	6
Hispanic	15	537	29442	94	98	99	497	494	494	31	40	37	23	23	26	38	31	31	8	6	6
Asian/Pacific Islander	NC	75	1672	NC	99	99	NC	512	513	NC	13	12	NC	15	19	NC	48	49	NC	24	20
American Indian/Alaskan Native	NC	38	4735	NC	95	100	NC	496	489	NC	30	48	NC	21	25	NC	45	24	NC	3	3
White	78	1990	35890	100	99	100	513	514	511	11	11	15	15	16	20	56	52	48	18	21	18
Students with Disabilities	20	372	9784	100	100	100	503	490	485	25	46	58	0	24	19	50	25	19	25	5	4
Students without Disabilities	80	2382	66236	99	98	99	511	512	504	13	14	23	16	17	23	56	49	42	15	19	13
Limited English Proficient Students	NC	271	15198	NC	89	100	NC	480	483	NC	67	59	NC	22	25	NC	9	14	NC	2	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	28	802	35703				502	494	494	25	37	37	15	25	26	50	33	31	10	6	6
Non-Economically Disadvantaged	72	1952	40274				514	515	509	9	10	17	16	15	20	58	52	47	17	22	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	100	2748	75673	99	99	100	543	558	530	8	7	12	20	18	25	67	68	58	4	7	4
All Students (Prior Year)	112	2708	74692	97	99	99	519	519	502	8	10	18	22	22	27	58	56	47	12	12	8
Female	50	1333	37099	100	99	100	559	572	548	2	5	8	17	14	22	77	73	64	4	8	6
Male	50	1403	38441	98	99	99	527	543	513	14	9	16	24	22	29	57	64	52	5	5	3
African American	NC	83	3791	NC	94	99	NC	546	506	NC	5	18	NC	27	29	NC	63	50	NC	4	3
Hispanic	15	535	29305	94	98	99	553	508	507	7	17	16	21	29	31	57	51	51	14	4	2
Asian/Pacific Islander	NC	75	1665	NC	99	99	NC	600	573	NC	0	6	NC	15	16	NC	75	67	NC	10	10
American Indian/Alaskan Native	NC	37	4707	NC	93	100	NC	533	492	NC	13	19	NC	22	33	NC	59	46	NC	6	1
White	78	1989	35760	100	99	99	542	568	550	9	5	9	19	15	21	70	73	64	3	7	6
Students with Disabilities	20	369	9706	100	100	100	418	486	462	33	22	36	67	31	32	0	46	31	0	1	1
Students without Disabilities	80	2379	65967	99	98	99	558	564	536	5	5	10	15	17	25	75	70	60	5	7	5
Limited English Proficient Students	NC	269	15115	NC	88	100	NC	457	471	NC	30	26	NC	42	38	NC	28	35	NC	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	28	800	35541				512	511	504	9	15	17	32	29	31	55	54	50	5	2	2
Non-Economically Disadvantaged	72	1948	40091				554	574	550	7	4	9	16	15	21	72	73	64	4	8	6

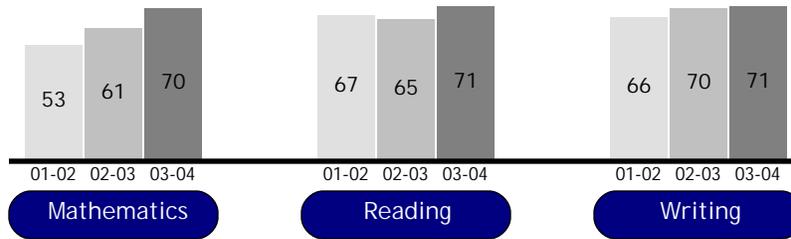
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

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

School Improvement - Year 1:

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

School Improvement - Year 2:

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

Corrective Action:

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

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

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	55	54	44	97	59	61	50	90	62	NA	58
	Language	94	45	48	39	100	53	54	43	95	53	59	50
	Mathematics	95	58	57	52	98	65	67	57	93	62	68	64
3	Reading	86	57	55	43	100	56	60	47	91	57	NA	55
	Language	86	65	63	50	100	61	64	54	95	59	69	61
	Mathematics	87	65	61	50	100	67	66	54	94	64	69	61
4	Reading	94	59	63	47	100	63	65	52	100	70	NA	56
	Language	95	55	59	45	100	60	60	48	100	60	63	52
	Mathematics	95	74	65	52	97	70	69	57	100	75	72	61
5	Reading	88	69	62	46	100	59	64	50	98	69	NA	55
	Language	90	54	57	43	100	50	58	46	98	64	60	49
	Mathematics	90	71	68	54	100	69	69	57	98	81	72	63
6	Reading	89	64	65	49	99	65	67	53	99	60	NA	56
	Language	88	61	59	42	100	59	60	45	99	54	61	48
	Mathematics	89	72	73	58	99	76	74	62	99	65	76	66

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Goals for Budget
- Ü Goals for Student Behavior
- Ü Goals for Instruction/Achievement
- Ü Goals for School Safety
- Ü Goals for Community Relations
- Ü Goals for Before/After School Programs

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	35.00
Other Professional Staff	15.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	5	0	0
4 to 6 years	3	2	0	0
7 to 9 years	1	4	0	0
10 or more years	1	16	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	38
Core academic classes taught by Highly Qualified (NCLB) teachers.	108
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Mac and PC Computer Labs
- Ü Math Lab
- Ü Media Center with internet access
- Ü Science Lab

Extracurricular Activities

- Ü Student Council
- Ü Strings/Band Concerts
- Ü Perfect Harmony K-3 Chorus
- Ü 4-6 Chorus
- Ü Cheer Class
- Ü Reading and Math classes
- Ü Crafts classes
- Ü Sports classes

Social Services

- Ü Breakfast/Lunch Program
- Ü Parenting Classes
- Ü On-site Before/After School Care
- Ü After School Phoenix Parks/Rec. Program
- Ü Part-time Social Worker
- Ü Registered Nurse
- Ü School Psychologist
- Ü City of Phoenix Firepal

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Alignment of curriculum to the Arizona Academic Standards as demonstrated by observations, data-driven instructional lesson plans, classroom displays, and AIMS scores.
- ü Use of K-3 monies to fund literacy coaches who service K-3 teachers in the area of reading in order for classroom teachers to be proficient at delivery a quality reading and writing program.
- ü The Eagle Ridge PTSA is committed to supporting the students in their reading by purchasing one book per child which is presented to each child on his/her birthday.
- ü The 4th-6th grade teachers are involved in a technology project that puts a hand-held computer in the hands of each child for instructional and assessment use.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	0	2	2	2
Transfers In ⁷ (Out of District)	2	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	58	67
Grades 3-4	84	81
Grades 4-5	69	56
Grades 5-6	68	65

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

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

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

School Safety

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

Eagle Ridge has a Safety & Crisis team. We meet to review safety concerns and implement plans. Monthly evacuations & bi-annual lockdown drills are conducted with attendance taken to account for each child and staff member. Make Your Day holds students accountable for unsafe behavior. Disruptive students leave class until parent comes to school conference. This allows the teacher to continue teaching to the students who are in class and ready to learn.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Mary E. Parese	(623) 587-6700
Transportation Policy	Jeffrey A. Cook	(602) 493-6320
Community Resources	Karen Hearn	(602) 867-5109
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Barb Freitas/Cheryl Connor	(623) 587-6700
Student Health/Nurse	Dona Drury	(623) 587-6709

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

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

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

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

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

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

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

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

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

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

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

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

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

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

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