

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Highly Performing
2004-05	Highly Performing
2003-04	Performing

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

School Overview

Principal/Administrator : Ms. Mary Parese
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-6
 Web Address : www.pvUSD.k12.az.us/static/schools/eagleridge.htm
 Phone Number : (623) 587-6700
 Fax Number : (623) 587-6702
 E-mail : mparese@pvschools.net

Mission

The mission of the Eagle Ridge Community is to place children first in instructional planning and in the decisions parents and staff make by holding ourselves accountable for improving academic and behavioral success for each student.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

School / Academic Goals

- ü To provide research based, data-driven, differentiated instruction in order for all students to meet or exceed standards in Reading, Writing, and Math.
- ü To provide a safe and positive learning environment for everyone.
- ü To effectively enhance all communication and apply collaborative processes as practiced by all members within the school community.

Enrollment

October 1, 2005 School Year Student Enrollment : 767
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 73

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

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, standards-based 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
• PTA Golden Oak Award Nominee	2005
• Arizona PTA Nominees for Teacher and Support Staff	2005
• Two National Board Certified Teachers	2005
• 100% PTSA Teacher and Staff Membership	2006

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	96	2516	80010	96	99	99	455	464	447	4	7	10	14	13	18	66	51	53	17	29	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	1236	38935	98	100	99	447	462	447	8	7	9	17	13	19	66	54	55	9	27	17
Male	43	1279	40974	93	98	98	464	465	448	NA	7	11	9	13	18	65	48	52	26	32	19
African American	NC	88	4201	NC	100	99	NC	447	430	NC	11	17	NC	17	23	NC	60	51	NC	11	9
Hispanic	20	556	34545	100	99	99	428	427	432	15	21	14	25	24	24	60	46	53	NA	9	9
Asian/Pacific Islander	NC	95	2068	NC	99	99	NC	483	474	NC	2	4	NC	9	10	NC	48	50	NC	40	36
American Indian/Alaskan Native	NC	14	3979	NC	100	96	NC	435	424	NC	NA	17	NC	50	30	NC	43	47	NC	7	6
White	69	1762	35142	95	99	99	461	475	465	1	3	5	12	9	11	65	52	56	22	36	28
Students with Disabilities	22	347	10161	88	93	93	439	440	419	9	16	28	23	28	28	64	39	36	5	17	8
Students without Disabilities	74	2169	69849	99	100	100	459	467	451	3	5	7	11	11	17	66	53	56	20	31	19
Limited English Proficient Students	NC	244	14013	NC	97	97	NC	395	413	NC	41	24	NC	36	34	NC	23	39	NC	0	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	26	599	39029	93	99	98	438	437	432	8	14	14	23	21	25	54	52	52	15	13	9
Non-Economically Disadvantaged	70	1917	40981	97	99	100	461	472	462	3	5	6	10	10	13	70	50	54	17	35	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	2495	79438	84	98	98	467	466	451	2	7	9	10	15	24	77	60	56	11	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1227	38775	89	99	99	465	471	457	4	6	7	8	14	22	75	60	58	13	20	13
Male	36	1267	40560	78	97	97	470	462	446	NA	9	12	11	16	25	81	61	54	8	15	9
African American	NC	88	4178	NC	100	98	NC	457	439	NC	10	13	NC	19	29	NC	58	52	NC	13	6
Hispanic	17	550	34297	85	98	98	444	426	434	6	23	14	24	29	31	65	44	50	6	4	5
Asian/Pacific Islander	NC	95	2063	NC	99	99	NC	477	475	NC	2	3	NC	8	15	NC	71	63	NC	19	20
American Indian/Alaskan Native	--	13	3940	--	100	95	--	442	429	--	8	14	--	31	36	--	62	47	--	NA	3
White	61	1748	34887	84	98	98	473	479	471	2	3	4	7	11	15	80	65	63	11	22	18
Students with Disabilities	10	329	9588	40	88	88	NA	438	416	NA	20	30	NA	29	32	NA	41	34	NA	10	5
Students without Disabilities	74	2166	69850	99	100	100	467	470	456	3	5	7	9	13	23	77	63	59	11	18	12
Limited English Proficient Students	NC	239	13856	NC	95	96	NC	385	407	NC	49	27	NC	38	43	NC	13	29	NC	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	19	588	38685	68	97	97	453	437	435	NA	17	14	21	26	32	74	52	50	5	6	5
Non-Economically Disadvantaged	65	1907	40753	90	99	99	471	475	467	3	5	5	6	12	16	78	63	62	12	21	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	99	2525	79971	99	99	99	434	446	423	3	4	8	37	27	41	60	63	49	NA	6	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	1240	38974	100	100	99	437	459	437	6	2	5	26	21	33	69	68	57	NA	9	4
Male	45	1284	40895	98	99	98	429	433	410	NA	6	10	51	33	47	49	58	41	NA	3	2
African American	NC	87	4203	NC	99	99	NC	426	411	NC	5	11	NC	40	45	NC	53	43	NC	2	2
Hispanic	20	556	34481	100	99	99	417	409	410	10	12	10	35	41	46	55	46	43	NA	1	1
Asian/Pacific Islander	NC	94	2067	NC	98	99	NC	466	449	NC	NA	4	NC	21	28	NC	66	60	NC	13	8
American Indian/Alaskan Native	NC	14	3995	NC	100	96	NC	436	409	NC	NA	10	NC	43	47	NC	57	42	NC	NA	1
White	72	1773	35150	99	99	99	437	457	437	1	2	5	39	23	35	60	69	56	NA	7	5
Students with Disabilities	25	361	10258	100	97	94	401	408	377	8	13	23	64	42	51	28	43	25	NA	2	1
Students without Disabilities	74	2164	69713	99	100	100	445	451	429	1	3	5	28	25	39	70	66	52	NA	6	3
Limited English Proficient Students	NC	241	13985	NC	96	97	NC	369	382	NC	22	18	NC	59	54	NC	19	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	28	602	38994	100	99	98	422	415	409	7	9	10	43	44	47	50	45	41	NA	2	1
Non-Economically Disadvantaged	71	1923	40977	99	99	100	438	455	437	1	3	5	35	22	34	63	68	56	NA	7	5

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

4th 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	88	2517	80147	96	99	99	481	502	482	6	7	11	17	10	17	63	46	49	15	38	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1217	39281	97	99	99	478	503	483	3	6	9	22	11	17	62	45	50	14	38	24
Male	51	1297	40780	94	99	98	484	502	482	8	7	12	14	9	17	63	47	48	16	37	24
African American	NC	87	4249	NC	98	99	NC	475	464	NC	13	17	NC	16	22	NC	56	48	NC	15	13
Hispanic	23	554	33494	96	98	99	479	470	466	9	16	15	26	20	23	43	45	49	22	19	14
Asian/Pacific Islander	NC	79	2103	NC	100	99	NC	525	515	NC	1	4	NC	3	8	NC	51	44	NC	46	45
American Indian/Alaskan Native	NC	34	4117	NC	97	96	NC	474	456	NC	24	19	NC	6	27	NC	56	46	NC	15	8
White	55	1761	36122	95	99	99	484	514	501	4	3	5	16	6	10	65	46	50	15	45	35
Students with Disabilities	19	375	10295	86	95	92	450	461	443	21	24	33	32	20	26	42	40	33	5	16	8
Students without Disabilities	69	2142	69852	99	100	100	490	509	488	1	4	7	13	8	16	68	47	51	17	41	26
Limited English Proficient Students	NC	198	12722	NC	98	97	NC	428	441	NC	37	27	NC	32	33	NC	29	37	NC	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	29	610	38371	91	97	97	466	470	465	10	15	15	24	19	23	55	50	49	10	16	13
Non-Economically Disadvantaged	59	1907	41776	98	100	100	489	513	498	3	4	6	14	7	11	66	45	49	17	44	33

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	75	2496	79686	82	98	98	485	488	470	4	7	11	16	14	24	73	63	57	7	16	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	1211	39163	87	99	99	489	494	475	3	6	9	12	12	22	76	63	60	9	19	10
Male	42	1282	40438	78	97	97	482	483	465	5	9	13	19	16	25	71	63	54	5	12	7
African American	NC	86	4228	NC	97	98	NC	470	458	NC	13	15	NC	17	28	NC	58	53	NC	12	4
Hispanic	21	549	33299	88	97	98	468	452	452	10	22	17	29	28	32	57	45	47	5	5	3
Asian/Pacific Islander	NC	79	2097	NC	100	99	NC	505	490	NC	NA	5	NC	5	13	NC	81	68	NC	14	14
American Indian/Alaskan Native	NC	34	4087	NC	97	96	NC	467	446	NC	12	16	NC	29	38	NC	53	44	NC	6	2
White	45	1746	35914	78	98	98	496	500	489	NA	3	5	11	9	15	82	68	67	7	19	14
Students with Disabilities	NC	353	9808	NC	89	87	NC	451	432	NC	25	35	NC	27	32	NC	42	30	NC	6	3
Students without Disabilities	69	2143	69878	99	100	100	484	494	475	3	4	8	17	12	23	75	67	61	4	17	9
Limited English Proficient Students	NC	195	12594	NC	97	96	NC	408	422	NC	51	34	NC	36	45	NC	12	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	23	601	38095	72	96	97	460	454	452	13	19	17	30	26	32	57	50	48	NA	5	3
Non-Economically Disadvantaged	52	1895	41591	87	99	99	496	499	486	NA	4	6	10	10	16	81	67	65	10	19	13

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	91	2507	80372	99	99	99	471	500	475	4	3	4	27	16	30	68	75	64	NA	6	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1217	39452	100	99	99	478	511	488	5	2	3	18	11	22	76	79	72	NA	9	3
Male	53	1287	40836	98	98	98	466	490	464	4	3	6	34	21	37	62	72	56	NA	4	1
African American	NC	87	4264	NC	98	99	NC	495	465	NC	2	5	NC	18	35	NC	77	59	NC	2	1
Hispanic	24	551	33608	100	98	99	460	467	462	13	7	6	17	30	36	71	62	57	NA	1	1
Asian/Pacific Islander	NC	79	2098	NC	100	99	NC	520	500	NC	NA	2	NC	8	16	NC	80	75	NC	13	7
American Indian/Alaskan Native	NC	34	4128	NC	97	97	NC	494	464	NC	3	4	NC	21	39	NC	74	56	NC	3	1
White	57	1754	36213	98	99	99	473	510	489	2	1	2	32	12	22	67	79	72	NA	8	3
Students with Disabilities	21	370	10526	95	94	94	435	455	427	10	9	15	62	43	53	29	46	31	NA	1	1
Students without Disabilities	70	2137	69846	100	100	100	482	508	482	3	1	3	17	12	26	80	80	69	NA	7	2
Limited English Proficient Students	NC	193	12747	NC	96	97	NC	416	432	NC	17	12	NC	53	52	NC	31	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	32	608	38521	100	97	98	448	468	461	13	7	6	38	31	38	50	61	55	NA	2	1
Non-Economically Disadvantaged	59	1899	41851	98	99	100	484	511	489	NA	1	3	22	12	22	78	80	72	NA	8	4

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	117	2706	79306	100	99	99	523	519	504	3	8	13	18	15	20	47	50	49	32	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	1326	38845	100	99	99	518	519	505	5	7	11	23	16	20	44	52	50	28	25	18
Male	53	1379	40383	98	99	98	529	520	504	2	9	14	11	15	19	51	49	47	36	28	19
African American	NC	80	4171	NC	99	98	NC	498	485	NC	9	20	NC	30	26	NC	45	44	NC	16	10
Hispanic	34	622	32673	100	100	99	500	485	487	9	18	18	29	30	25	47	42	46	15	10	10
Asian/Pacific Islander	NC	75	2147	NC	99	99	NC	538	539	NC	1	5	NC	11	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	NC	35	4034	NC	100	97	NC	500	479	NC	11	22	NC	29	29	NC	49	43	NC	11	7
White	73	1893	36234	97	99	99	533	531	523	1	5	6	14	10	13	47	53	52	38	33	28
Students with Disabilities	21	358	10286	91	95	91	484	477	462	14	32	41	33	23	27	43	37	27	10	9	5
Students without Disabilities	96	2348	69020	100	100	100	532	525	510	1	4	9	15	14	18	48	52	52	36	29	21
Limited English Proficient Students	NC	182	10291	NC	99	96	NC	450	458	NC	45	38	NC	38	34	NC	16	26	NC	1	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	33	709	37437	97	99	97	509	489	486	12	16	19	15	28	26	42	45	46	30	11	9
Non-Economically Disadvantaged	84	1997	41869	100	100	100	529	530	521	NA	5	7	19	11	14	49	52	51	32	32	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	2702	79000	100	99	98	504	503	489	3	7	10	19	17	24	65	63	58	13	14	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	1321	38774	100	99	99	500	510	494	3	5	7	22	15	22	64	64	61	11	16	10
Male	53	1380	40150	98	99	98	508	497	485	4	9	12	15	18	25	66	62	55	15	12	8
African American	NC	80	4153	NC	99	98	NC	493	476	NC	3	13	NC	29	30	NC	59	53	NC	10	4
Hispanic	34	623	32508	100	100	98	478	469	472	6	17	15	38	34	33	47	47	49	9	3	3
Asian/Pacific Islander	NC	75	2142	NC	99	99	NC	514	510	NC	4	4	NC	15	14	NC	63	67	NC	19	16
American Indian/Alaskan Native	NC	35	4016	NC	100	96	NC	480	467	NC	9	14	NC	29	37	NC	57	46	NC	6	2
White	73	1888	36135	97	99	98	516	515	508	3	4	4	10	10	14	71	68	67	16	18	15
Students with Disabilities	21	352	9991	91	94	88	476	464	449	5	25	33	43	29	36	43	41	29	10	5	2
Students without Disabilities	96	2350	69009	100	100	100	510	509	495	3	4	6	14	15	22	70	66	62	14	15	10
Limited English Proficient Students	NC	182	10199	NC	99	95	NC	426	439	NC	55	35	NC	34	47	NC	10	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	33	708	37234	97	99	97	485	476	472	3	14	15	33	32	33	58	49	50	6	4	3
Non-Economically Disadvantaged	84	1994	41766	100	99	99	511	513	505	4	4	5	13	11	16	68	67	65	15	17	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	2704	79611	100	99	99	519	516	496	NA	4	7	29	24	37	70	70	56	1	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	1330	39016	100	100	99	526	529	511	NA	3	4	20	17	29	80	77	66	NA	3	1
Male	54	1373	40519	100	99	98	512	505	482	NA	6	10	41	31	44	57	62	46	2	1	0
African American	NC	80	4188	NC	99	98	NC	514	486	NC	4	9	NC	24	40	NC	70	50	NC	3	0
Hispanic	34	620	32855	100	99	99	515	488	481	NA	8	10	32	39	43	68	52	47	NA	1	0
Asian/Pacific Islander	NC	76	2149	NC	100	100	NC	529	519	NC	4	4	NC	16	24	NC	75	70	NC	5	2
American Indian/Alaskan Native	NC	35	3992	NC	100	96	NC	502	478	NC	3	10	NC	31	46	NC	66	44	NC	NA	0
White	75	1892	36380	100	99	99	522	526	511	NA	3	4	27	20	30	73	75	65	NA	2	1
Students with Disabilities	23	359	10664	100	96	94	489	463	440	NA	18	23	78	45	54	22	35	22	NA	2	1
Students without Disabilities	96	2345	68947	100	100	100	527	524	504	NA	2	4	18	21	34	81	75	61	1	2	1
Limited English Proficient Students	NC	181	10362	NC	99	97	NC	425	438	NC	24	22	NC	62	57	NC	14	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	34	706	37626	100	98	98	512	489	479	NA	8	10	32	38	45	68	53	45	NA	1	0
Non-Economically Disadvantaged	85	1998	41985	100	100	100	522	526	511	NA	3	4	28	19	30	71	76	65	1	3	1

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

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	2629	79327	95	99	98	540	535	518	5	10	19	11	15	20	64	52	46	21	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	1291	38961	98	99	98	540	538	520	4	9	16	9	15	20	67	54	48	20	23	16
Male	48	1337	40295	92	99	97	539	533	516	6	12	21	13	15	19	60	51	44	21	22	16
African American	NC	90	4247	NC	100	98	NC	509	499	NC	20	27	NC	19	24	NC	51	41	NC	10	8
Hispanic	19	546	32327	90	99	98	520	503	499	16	23	27	16	25	25	63	44	41	5	8	8
Asian/Pacific Islander	NC	84	1939	NC	99	99	NC	558	556	NC	4	6	NC	10	10	NC	55	47	NC	32	36
American Indian/Alaskan Native	NC	29	4391	NC	100	96	NC	512	489	NC	17	32	NC	17	27	NC	55	36	NC	10	4
White	75	1879	36373	96	99	98	544	545	538	3	6	10	11	12	14	63	55	52	24	27	25
Students with Disabilities	12	343	9321	75	94	87	531	482	467	NA	38	54	17	27	22	75	30	21	8	5	3
Students without Disabilities	90	2286	70006	99	100	100	541	543	524	6	6	14	10	13	19	62	56	49	22	25	18
Limited English Proficient Students	--	132	9431	--	99	95	--	456	466	--	59	53	--	30	27	--	11	18	--	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	23	618	37097	96	98	97	522	504	498	9	21	27	17	24	25	70	48	41	4	7	7
Non-Economically Disadvantaged	79	2011	42230	95	99	99	545	545	535	4	7	11	9	12	15	62	53	50	25	27	24

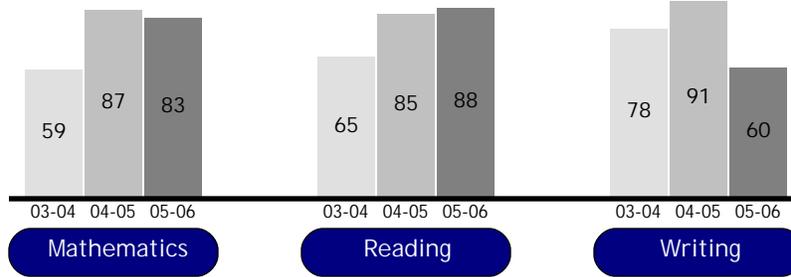
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	2634	79501	95	99	98	520	513	497	1	6	10	13	17	25	81	70	60	5	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	1296	39062	98	100	99	525	519	502	NA	4	8	7	15	23	85	72	64	7	10	5
Male	48	1337	40368	92	99	98	513	507	491	2	8	13	19	19	27	77	69	57	2	5	3
African American	NC	90	4279	NC	100	99	NC	496	485	NC	14	14	NC	18	30	NC	64	54	NC	3	2
Hispanic	19	545	32389	90	99	98	500	482	478	NA	15	16	32	34	34	68	48	48	NA	3	1
Asian/Pacific Islander	NC	84	1936	NC	99	99	NC	527	519	NC	1	3	NC	12	14	NC	77	73	NC	10	9
American Indian/Alaskan Native	NC	29	4401	NC	100	96	NC	493	473	NC	10	17	NC	21	40	NC	69	43	NC	NA	1
White	75	1885	36446	96	100	99	524	522	516	1	3	4	9	12	15	83	76	73	7	9	7
Students with Disabilities	12	349	9411	75	96	88	504	468	453	NA	24	36	25	34	36	75	41	26	NA	1	1
Students without Disabilities	90	2285	70090	99	100	100	522	519	502	1	3	7	11	14	24	82	75	65	6	8	5
Limited English Proficient Students	--	130	9401	--	97	94	--	433	443	--	52	40	--	41	46	--	8	14	--	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	23	620	37183	96	99	97	496	485	479	NA	14	16	35	29	34	65	55	49	NA	2	1
Non-Economically Disadvantaged	79	2014	42318	95	100	99	527	521	513	1	3	5	6	13	17	86	75	70	6	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	2642	80000	99	100	99	583	587	564	1	1	3	5	6	11	85	74	75	9	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	1295	39288	98	100	99	604	602	579	NA	1	2	NA	3	6	81	71	77	19	26	16
Male	52	1346	40644	100	100	98	562	572	549	2	2	4	10	9	15	88	78	74	NA	11	7
African American	NC	92	4307	NC	100	99	NC	571	551	NC	3	4	NC	10	13	NC	77	75	NC	10	7
Hispanic	20	549	32672	95	99	99	571	561	548	5	3	4	5	10	14	85	81	76	5	6	6
Asian/Pacific Islander	NC	85	1945	NC	100	99	NC	611	592	NC	NA	1	NC	1	4	NC	66	69	NC	33	25
American Indian/Alaskan Native	NC	29	4424	NC	100	97	NC	565	549	NC	3	3	NC	7	14	NC	86	77	NC	3	5
White	78	1886	36602	100	100	99	585	594	579	NA	1	2	5	5	7	85	73	75	10	22	16
Students with Disabilities	16	357	9919	100	98	93	538	535	505	6	4	9	19	26	35	75	67	54	NA	2	2
Students without Disabilities	90	2285	70081	99	100	100	591	594	571	NA	1	2	2	3	7	87	75	79	11	21	12
Limited English Proficient Students	--	129	9571	--	96	96	--	489	502	--	14	10	--	30	29	--	56	60	--	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	24	620	37534	100	99	98	580	561	547	NA	2	4	NA	11	15	92	80	76	8	6	5
Non-Economically Disadvantaged	82	2022	42466	99	100	100	584	594	578	1	1	2	6	4	7	83	73	75	10	22	16

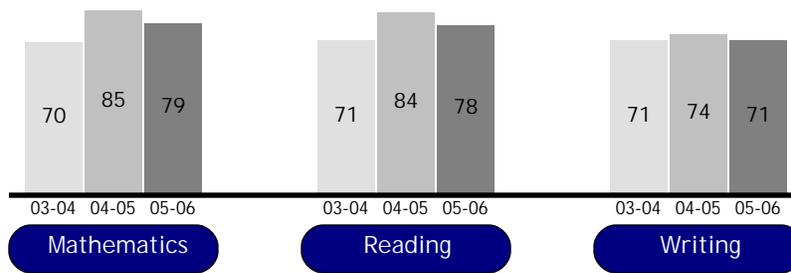
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	90	62	NA	58	99	47	55	47	87	52	56	46
	Language	95	53	59	50	99	51	55	47	87	52	58	48
	Mathematics	93	62	68	64	100	49	56	50	98	46	58	52
3	Reading	91	57	NA	55	100	54	56	44	84	56	61	46
	Language	95	59	69	61	100	53	55	44	99	48	58	46
	Mathematics	94	64	69	61	100	61	60	51	96	54	63	52
4	Reading	100	70	NA	56	100	56	58	48	82	65	65	52
	Language	100	60	63	52	100	56	57	49	99	54	65	52
	Mathematics	100	75	72	61	100	56	61	53	97	59	70	58
5	Reading	98	69	NA	55	100	62	58	50	100	63	65	56
	Language	98	64	60	49	100	62	59	50	100	59	65	54
	Mathematics	98	81	72	63	100	60	57	49	100	63	63	52
6	Reading	99	60	NA	56	99	61	61	51	95	72	67	56
	Language	99	54	61	48	99	52	57	47	99	61	61	50
	Mathematics	99	65	76	66	99	55	62	52	95	70	68	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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

School Site Council

Council Composition

- 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 5 Year School Action Plan
- Ü Goals &Obj. for Student Behavior
- Ü Goals &Obj. for Instruction/Achievement
- Ü Goals &Obj. for School Safety
- Ü Goals &Obj. for Communication
- Ü Goals for Before/After School Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	44.00
Other Professional Staff	6.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	3	2	0	0
7 to 9 years	2	6	0	0
10 or more years	2	18	0	2

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	7
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Mac and PC Computer Labs
- Ü Science Lab
- Ü Media Center with internet access
- Ü Before/After School Mascot Club

Extracurricular Activities

- Ü Student Council
- Ü Strings/Band Concerts
- Ü New Games Fest
- Ü 4-6 Chorus
- Ü Cheer Class
- Ü Reading and Math classes
- Ü Crafts classes
- Ü Early Bird Fitness 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 Full-time Social Worker
- Ü Registered Nurse
- Ü School Psychologist
- Ü Student Support Groups

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- 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 support a literacy coaching model to K-3 teachers in the area of reading and writing 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 K-5 teachers are involved in monthly Professional Learning Communities with the principal and reading specialist. We are focused on the reading success of all students using data and best practice strategies to reach each child.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	96	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

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 for school year 2005-06 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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Mary E. Parese	(623) 587-6700
Transportation Policy	Doug Curry	(602) 493-6320
Community Resources	Jane Tate	(602) 867-5109
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Edye Malena	(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.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

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

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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

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