Arizona Department of Education

Tom Horne, Superintendent of Public Instruction

Parkridge Elementary

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

9970 W. Beardsley Road, Peoria, AZ 85382

Peoria Unified School District

AZ LEARNS[1]

Elementary Achievement Profile (a)

2004-05	Highly Performing
2003-04	N/A
2002-03	Not Evaluated

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	N/A
2002-03	Not Evaluated

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

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.

School Overview

Principal/Administrator :	Mr. David Svorinic
Schedule :	07:00 AM to 05:00 PM
Grades :	K-8
2005 Enrollment :	989
Web Address :	parkridge.peoriaud.k12.az.us
Phone Number :	(623) 412-5400
Fax Number :	(623) 412-5407
E-mail :	dsvorinic@peoriaud.k12.az.us

Mission

In partnership with parents and community, our vision is to set the standard for social and academic excellence in a program where student success is at the heart of our commitment.

School / Academic Goals

- The Parkridge staff and administration will focus on increasing student performance in reading, writing and math as measured by the TerraNova, AIMS Dual-Purpose and district assessments.
- The Parkridge staff will develop a Technology Integration Plan at all grade levels to enhance our Technology Based Education program, as well as a school-wide safety plan to ensure student and staff safety.
- The Parkridge staff will continue to implement the Accelerated Reader Program campus wide.
- The Parkridge staff and administration will continue to assess 2004-2005 test results and the implications of such results for future teaching.

Enrollment

October 1, 2004 School Year Student Enrollment : 849

Accepting New Students in 2005-06 Under Open Enrollment Law :[2] Yes

Number of Students Attending Under Open Enrollment in 2004-05 : 58

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- Technology Based Education
- Project Ideal - Gifted Program
- Extended Day Kindergarten
- On-site Special Education Resource Class
- English Acquisition Program
- Accelerated Reading Program
- Tutoring
- Literacy Program (PAL)

Calendar Information

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

Shared Responsibilities

School

It is the responsibility of all Peoria Unified School District employees to provide students with a safe, positive learning environment which values a high degree of parental involvement and participation.Parkridge embraces the district's vision of " Every student, every day, prepared to meet tomorrow."

Parents

It is the responsibility of the parents to make sure that their child is in attendance at school and to become an integral part of the educational team fostering academic success which in turn will result in producing productive citizens.

Transportation Policy

Transportation is available for the following: those living more than 1 mile from school, those living within a mile but their path is deemed unsafe, and special needs students requiring transportation. All students and staff are trained in bus safety.

School Honors

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

Award/Honor	Year

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

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	97	2834	79306	100	100	99	461	448	445	6	7	10	5	15	18	65	57	51	24	20	20
All Students (Prior Year)	77	2724	75509	100	100	100	537	529	521	5	8	13	23	21	23	38	35	33	34	35	31
Female	41	1346	38691	100	100	99	466	453	446	5	6	10	5	14	18	59	60	52	32	20	20
Male	56	1488	40583	100	100	99	457	443	445	8	8	11	6	17	18	69	55	50	17	20	21
African American	NC	150	4041	NC	97	99	NC	431	426	NC	10	17	NC	23	23	NC	58	50	NC	10	10
Hispanic	12	655	32869	100	99	99	454	428	429	9	12	15	0	22	25	82	57	51	9	9	10
Asian/Pacific Islander	NC	85	1935	NC	98	99	NC	460	474	NC	4	3	NC	15	9	NC	51	48	NC	29	40
American Indian/Alaskan Native	NC	46	4264	NC	100	100	NC	419	419	NC	8	19	NC	35	30	NC	48	45	NC	10	6
White	76	1898	36197	100	100	99	462	455	463	5	6	5	7	12	11	62	58	53	26	24	31
Students with Disabilities	17	435	10321	100	100	100	419	391	389	31	23	30	13	27	27	44	40	34	13	10	9
Students without Disabilities	80	2404	69060	99	98	98	470	458	454	1	4	7	4	13	17	69	61	54	26	22	22
Limited English Proficient Students	NC	226	15509	NC	100	100	NC	356	406	NC	23	20	NC	29	30	NC	41	45	NC	6	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	--	569	39415	--	85	96	--	439	431	--	13	15	--	17	25	--	58	50	--	12	10
Non-Economically Disadvantaged	97	2270	39966	100	100	100	461	450	459	6	6	6	5	15	12	65	57	52	24	22	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	2834	79395	100	0	99	472	458	446	2	4	9	12	18	25	76	64	55	10	13	11
All Students (Prior Year)	77	2724	75492	100	100	100	520	525	519	8	7	12	11	15	16	54	51	47	27	27	24
Female	41	1346	38743	100	0	100	481	469	451	2	3	7	10	14	24	73	68	57	15	16	12
Male	56	1488	40618	100	0	99	465	448	440	2	6	11	13	22	27	79	61	53	6	12	9
African American	NC	150	4052	NC	0	100	NC	449	434	NC	5	11	NC	21	29	NC	66	54	NC	8	6
Hispanic	12	655	32915	100	0	99	466	439	426	0	8	15	9	25	35	91	61	47	0	6	4
Asian/Pacific Islander	NC	85	1936	NC	0	99	NC	465	468	NC	3	3	NC	13	14	NC	64	63	NC	21	19
American Indian/Alaskan Native	NC	46	4271	NC	0	100	NC	435	420	NC	3	15	NC	35	42	NC	38	41	NC	25	2
White	76	1898	36221	100	0	99	472	465	465	3	3	4	12	15	15	75	66	63	10	16	17
Students with Disabilities	17	435	10331	100	0	100	432	400	388	13	15	25	44	34	37	44	43	34	0	8	4
Students without Disabilities	80	2404	69139	99	0	99	480	469	454	0	2	7	5	15	24	83	68	58	12	14	11
Limited English Proficient Students	NC	226	15545	NC	0	100	NC	358	399	NC	15	21	NC	42	42	NC	41	35	NC	2	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	--	569	39484	--	0	96	--	449	429	--	8	14	--	24	35	--	61	47	--	7	4
Non-Economically Disadvantaged	97	2270	39986	100	0	100	472	460	461	2	3	4	12	16	16	76	65	63	10	15	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	2826	78869	100	100	99	468	453	442	2	3	6	14	17	21	71	70	63	13	10	10
All Students (Prior Year)	74	2706	75053	96	100	99	649	603	597	1	5	7	13	10	12	70	78	72	15	7	9
Female	41	1343	38536	100	100	99	491	474	458	0	1	4	5	9	15	78	75	67	17	14	14
Male	56	1483	40302	100	100	99	450	435	428	4	5	8	21	23	26	65	66	60	10	6	7
African American	NC	149	4015	NC	96	99	NC	443	430	NC	3	8	NC	17	24	NC	71	61	NC	9	7
Hispanic	12	651	32606	100	99	98	461	439	426	0	4	8	18	22	27	73	68	60	9	6	5
Asian/Pacific Islander	NC	85	1925	NC	98	99	NC	464	471	NC	1	3	NC	10	11	NC	73	64	NC	15	22
American Indian/Alaskan Native	NC	46	4245	NC	100	100	NC	435	423	NC	0	9	NC	23	26	NC	65	61	NC	13	4
White	76	1895	36078	100	100	99	472	458	459	1	3	4	14	15	16	74	71	66	11	11	14
Students with Disabilities	17	435	10246	100	100	100	411	386	367	13	8	18	38	37	39	44	48	40	6	7	4
Students without Disabilities	80	2396	68697	99	98	98	480	466	454	0	2	4	9	13	18	77	74	67	14	11	11
Limited English Proficient Students	NC	224	15339	NC	100	100	NC	359	399	NC	9	11	NC	33	31	NC	54	54	NC	4	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	--	567	39106	--	85	95	--	444	427	--	4	8	--	22	28	--	68	59	--	5	5
Non-Economically Disadvantaged	97	2264	39837	100	100	100	468	456	457	2	3	4	14	15	14	71	71	67	13	11	15

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

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

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	101	2918	78906	98	100	99	478	507	498	11	10	13	18	16	19	52	48	48	19	26	20
All Students (Prior Year)	66	2855	76019	100	100	100	501	503	499	8	9	14	43	39	39	15	16	14	34	35	33
Female	50	1425	38644	98	99	99	485	508	500	4	9	12	15	16	19	60	49	49	21	25	19
Male	51	1492	40236	98	100	99	471	507	497	17	11	15	21	16	19	45	46	46	17	27	20
African American	NC	135	4087	NC	98	99	NC	477	481	NC	19	20	NC	25	24	NC	42	45	NC	14	11
Hispanic	NC	653	31938	NC	100	99	NC	488	481	NC	17	19	NC	21	25	NC	45	46	NC	17	10
Asian/Pacific Islander	NC	96	1805	NC	99	98	NC	526	536	NC	3	5	NC	12	8	NC	49	45	NC	36	42
American Indian/Alaskan Native	NC	41	4593	NC	100	100	NC	476	467	NC	14	26	NC	22	29	NC	46	39	NC	19	6
White	84	1993	36483	100	100	99	501	515	517	12	8	7	15	14	13	51	49	51	22	29	30
Students with Disabilities	19	413	10664	95	100	100	290	435	430	41	32	42	29	29	27	24	29	26	6	10	5
Students without Disabilities	82	2507	68310	99	98	98	520	519	509	4	7	9	16	14	18	58	51	51	22	29	22
Limited English Proficient Students	NC	182	12573	NC	100	100	NC	403	454	NC	30	27	NC	22	30	NC	43	38	NC	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	573	38679	--	87	96	--	493	483	--	17	20	--	23	25	--	45	45	--	15	10
Non-Economically Disadvantaged	101	2347	40295	98	100	100	478	511	513	11	9	7	18	14	13	52	49	50	19	29	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	2919	78908	98	0	99	473	492	484	5	6	10	14	18	23	68	65	58	13	11	9
All Students (Prior Year)	64	2851	76020	100	100	100	513	506	503	8	18	25	26	22	23	47	45	40	19	14	12
Female	50	1426	38648	98	0	99	485	497	489	0	4	8	13	14	22	72	69	61	15	12	10
Male	51	1492	40233	98	0	99	460	487	479	11	8	12	15	21	25	64	61	55	11	10	8
African American	NC	135	4092	NC	0	99	NC	475	473	NC	8	12	NC	25	28	NC	61	54	NC	6	5
Hispanic	NC	653	31940	NC	0	99	NC	473	465	NC	11	16	NC	27	32	NC	57	49	NC	5	3
Asian/Pacific Islander	NC	96	1805	NC	0	98	NC	502	507	NC	4	4	NC	9	13	NC	76	65	NC	11	18
American Indian/Alaskan Native	NC	41	4569	NC	0	100	NC	464	457	NC	11	18	NC	16	39	NC	65	41	NC	8	2
White	84	1994	36502	100	0	99	495	499	502	5	4	4	14	15	14	65	67	67	15	14	15
Students with Disabilities	19	415	10665	95	0	100	281	428	423	29	20	30	29	34	36	41	41	31	0	4	2
Students without Disabilities	82	2506	68312	99	0	98	515	503	493	0	4	7	10	15	21	74	69	62	16	12	10
Limited English Proficient Students	NC	182	12556	NC	0	100	NC	389	436	NC	20	24	NC	37	40	NC	41	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	574	38662	--	0	96	--	481	468	--	9	16	--	29	32	--	57	49	--	5	3
Non-Economically Disadvantaged	101	2347	40315	98	0	100	473	495	498	5	5	5	14	15	15	68	67	66	13	13	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	2920	78750	98	100	99	490	512	500	2	3	6	21	22	29	76	72	63	1	3	2
All Students (Prior Year)	64	2854	75673	100	100	100	535	544	530	5	8	12	30	22	25	62	66	58	3	4	4
Female	50	1427	38586	98	99	99	514	524	515	0	2	4	6	15	22	91	79	71	2	3	3
Male	51	1492	40135	98	100	99	466	499	486	4	4	8	36	29	35	60	65	56	0	2	1
African American	NC	135	4081	NC	98	99	NC	483	488	NC	10	8	NC	30	32	NC	58	59	NC	3	2
Hispanic	NC	654	31841	NC	100	99	NC	500	483	NC	4	8	NC	29	36	NC	65	55	NC	2	1
Asian/Pacific Islander	NC	96	1802	NC	99	98	NC	527	533	NC	2	2	NC	17	16	NC	77	75	NC	4	7
American Indian/Alaskan Native	NC	41	4586	NC	100	100	NC	485	481	NC	8	8	NC	16	37	NC	76	54	NC	0	1
White	84	1994	36440	100	100	99	510	517	516	3	3	3	21	20	22	77	75	71	0	3	4
Students with Disabilities	19	414	10622	95	100	100	292	436	415	12	10	21	47	47	50	41	42	28	0	1	1
Students without Disabilities	82	2508	68196	99	98	98	534	524	513	0	2	3	16	18	25	83	77	69	1	3	3
Limited English Proficient Students	NC	183	12504	NC	100	100	NC	410	451	NC	8	12	NC	38	44	NC	51	43	NC	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	574	38558	--	88	96	--	498	485	--	6	8	--	29	37	--	65	54	--	1	1
Non-Economically Disadvantaged	101	2348	40260	98	100	100	490	515	514	2	3	3	21	20	21	76	74	72	1	3	4

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

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

8th Grade

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

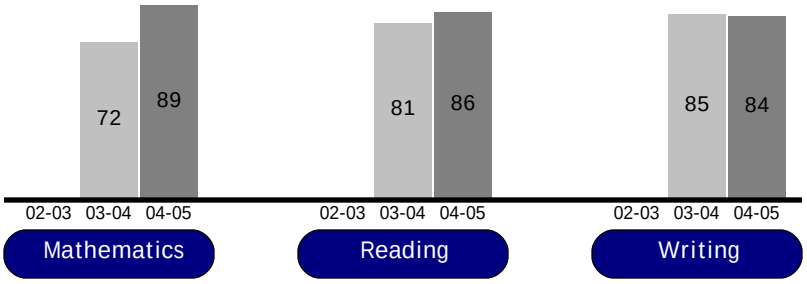
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	3238	78302	NC	0	99	NC	524	512	NC	7	11	NC	19	25	NC	68	57	NC	7	7
All Students (Prior Year)	--	3170	74918	--	100	99	--	507	497	--	22	32	--	18	19	--	42	35	--	18	15
Female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

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	3229	78094	NC	100	99	NC	561	545	NC	2	3	NC	11	18	NC	86	77	NC	2	2
All Students (Prior Year)	--	3170	74503	--	100	99	--	522	491	--	4	9	--	22	32	--	61	51	--	12	8
Female	NC	1573	38025	NC	100	99	NC	569	558	NC	1	2	NC	6	13	NC	91	82	NC	2	2
Male	--	1653	40013	--	99	99	--	552	534	--	3	5	--	15	23	--	81	71	--	1	1
African American	--	173	4037	--	97	99	--	555	532	--	2	4	--	15	22	--	82	73	--	1	1
Hispanic	--	685	29068	--	100	99	--	547	523	--	3	5	--	17	27	--	80	67	--	1	1
Asian/Pacific Islander	--	101	1743	--	100	100	--	588	577	--	0	2	--	4	9	--	91	82	--	5	8
American Indian/Alaskan Native	NC	42	4981	NC	100	100	NC	558	526	NC	3	4	NC	3	25	NC	94	70	NC	0	0
White	--	2228	38265	--	100	99	--	564	564	--	1	2	--	9	11	--	88	84	--	2	3
Students with Disabilities	NC	369	9275	NC	100	100	NC	459	444	NC	9	14	NC	39	46	NC	51	39	NC	1	1
Students without Disabilities	--	2862	68892	--	99	98	--	573	559	--	1	2	--	7	14	--	90	82	--	2	2
Limited English Proficient Students	NC	147	10084	NC	100	100	NC	431	474	NC	8	10	NC	28	39	NC	63	50	NC	1	1
Migrant Students	--	NC	81	--	NC	NA	--	NC	504	--	NC	12	--	NC	27	--	NC	60	--	NC	0
Economically Disadvantaged	--	556	33296	--	90	94	--	547	527	--	2	5	--	19	27	--	78	67	--	1	0
Non-Economically Disadvantaged	NC	2675	44871	NC	100	100	NC	564	559	NC	2	2	NC	9	12	NC	88	84	NC	2	3

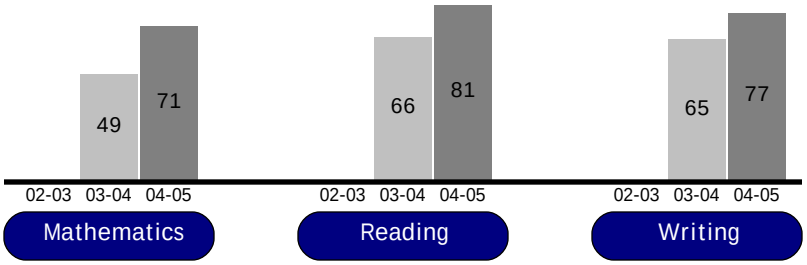
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

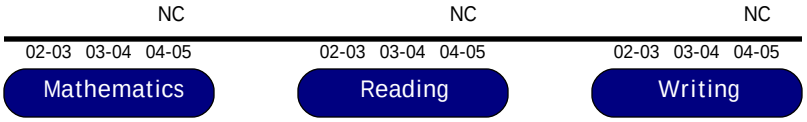
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

		2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	62	50	98	62	NA	58	99	64	53	47
	Language	--	--	57	43	100	59	60	50	99	68	53	47
	Mathematics	--	--	71	57	100	71	72	64	99	70	53	50
3	Reading	--	--	58	47	100	63	NA	55	100	60	52	44
	Language	--	--	66	54	100	68	70	61	100	56	50	44
	Mathematics	--	--	67	54	100	73	71	61	100	62	55	51
4	Reading	--	--	63	52	100	64	NA	56	96	59	54	48
	Language	--	--	59	48	100	59	60	52	96	58	55	49
	Mathematics	--	--	67	57	100	70	69	61	96	61	58	53
5	Reading	--	--	61	50	100	63	NA	55	92	57	56	50
	Language	--	--	56	46	100	54	56	49	92	59	56	50
	Mathematics	--	--	67	57	100	66	67	63	92	56	52	49
6	Reading	--	--	63	53	100	65	NA	56	95	63	58	51
	Language	--	--	58	45	100	61	60	48	95	61	55	47
	Mathematics	--	--	73	62	100	88	75	66	95	67	59	52
7	Reading	--	--	63	51	--	--	NA	54	95	57	59	50
	Language	--	--	69	54	--	--	67	58	95	60	62	52
	Mathematics	--	--	70	58	--	--	68	62	95	67	57	50
8	Reading	--	--	62	53	--	--	NA	55	--	--	58	51
	Language	--	--	62	49	--	--	64	52	--	--	56	50
	Mathematics	--	--	66	58	--	--	69	61	--	--	59	53

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

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	Council Duties
2 School Administrator(s)	ü School Safety Issues
1 Non-certified Employee(s)	ü Community/Business Relations
3 Teacher(s)	ü Budget and Finances
2 Parent(s)	ü Booster Club
0 Community Member(s)	ü Parent Communications/Relations
2 Student(s)	ü Student Improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	56.00
Other Professional Staff	3.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	2	0	0
4 to 6 years	14	5	0	0
7 to 9 years	3	1	0	0
10 or more years	6	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	106
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Junior High Technology Lab
- ü K-6 Technology Lab
- ü Media Center
- ü Multipurpose Building

Extracurricular Activities

- ü Student Council
- ü Audio-Visual Club
- ü National Junior Honor Society
- ü Outdoor Education Program
- ü Girl's After-School Sports Program
- ü Boy's After-School Sports Program
- ü Strings Program
- ü Character Counts

Social Services

- ü Breakfast and Lunch Program
- ü Clothing/Food Banks
- ü Site-based Crisis Intervention
- ü City AM/PM Childcare Program
- ü NJHS- Community Service Projects
- ü City Educational Classes
- ü Character Counts Education Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

Student Activity Rates for School Year 2004-05

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	98	95	94	95
Transfers Out Rate [5]	4	12	12	17
Transfers In Rate [6]	21	28	28	37
Stability Rate [7]	95	87	87	82
Promotion Rate [8]	98	96	95	81
Retention Rate [9]	0	1	1	3
Dropout Rate [10]	0	0	1	6
Status Unknown [11]	0	0	1	4
Graduation Rate [12]	NA	NA	NA	79

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

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

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

School Safety

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

The school safety committee has set clear rules for student conduct. Our campus conducts regular fire drills and maintenance checks as well as crisis management drills. All staff wear ID badges and all visitors report to the office to sign in. Gates are kept closed during school hours.Our goal at parkridge is to secure an order,y environment that is conducive to student learning.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) : 1

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	Mr. David Svorinic	(623) 412-5400
Transportation Policy	Mr. Doug King	(623) 486-6000
Community Resources	Mr. Jim Cummings	(623) 486-6000
School Nutrition Programs	Mrs. Willie Gentry	(623) 487-5183
Parent Organization	Mrs. Jannet McVeigh	(623) 412-5400
Student Health/Nurse	Mrs. Fran Hunn	(623) 412-5400

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."

ACHIEVEMENT PROFILES

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.

Footnotes

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

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

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

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

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at http://www.ade.az.gov/researchpolicy/DropoutInfo/

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

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

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 16 Pages X .0318 Per page X 100 Copies = $51.00

** 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.