

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Edu-Prize

Edu-Prize, Inc.
580 W. Melody Drive, Gilbert, AZ 85233-1418

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Superintendent: Dr. Lynn A. Robershotte
Schedule: 7:30 AM to 4:00 PM
Web Address: EDU-PRIZE.COM
E-mail: lrobershotte@360express.com

Grades: K-8
2002 Enrollment: 935
Phone: (480) 813-9537 x 118
Fax: (480) 813-6742

∨ School Overview ∨

Mission

The mission of the Edu-Prize community is to foster an environment of respect, responsibility, and love of learning. Edu-Prize is committed to teaching the whole child. Students will develop their innate giftedness through the use of a hands-on, developmentally appropriate, multiple intelligence based, science-driven curriculum. Students will acquire knowledge and ability in mathematics and language arts that will stimulate lifelong learners able to succeed in our technological.

Organization and Philosophy

- w Charter School
- w Multiage Classrooms
- w Science-based
- w Product-based/Hands-on

Instructional Programs

- w Applied Learning/Stress Basics
- w Gifted/Advanced Placement
- w Integrated Curriculum
- w Performance-based
- w On-line Sub-skill Assessment
- w Multiple Modality Instruction
- w Foreign Languages
- w Science Labs/Tech Labs/Music/PE, etc.

School/Academic Goals

- w Promote high level of achievement by providing individualized learning. Students are pre-tested and curriculum is designed to meet the needs of each child. The Brigrance is given annually with results reported to parents to ensure students' progress.
- w Provide opportunities for students to apply core curriculum to real objects. Each quarter students hold a Cottage Fair in which to share their portfolios and their products with the community.
- w Nurture cooperative social interaction between students of different ages. Students have a vast variety of opportunities to interact through apprenticeships with the community and with other students on campus.
- w Give opportunities for parents and community to be integral parts of the educational process. Parents serve on the Board of Directors, the Site Council, PTO, head committees and do regular volunteering on and off campus.

Enrollment

October 1, 2001 School Year Student Enrollment:	816
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	935

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

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

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w Extracurricular Activities
- w School Improvement
- w Grant Writing
- w Curriculum Review
- w Fund Raising
- w Parent/Educator Relations

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	55.00
Other Professional Staff	23.00	Teacher Aide	18.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	2	0	0
4 to 6 years	12	1	0	0
7 to 9 years	8	1	0	0
10 or more years	10	9	0	0

∨ **Shared Responsibilities** ∨

School

Edu-Prize ensures that all children who have a disability, and who are in need of special education and related services, are identified, evaluated and serviced. We ensure that all policies will comply with the applicable laws regarding health, safety, civil rights and employment. Our school will be nonsectarian and will have no religious bias. We further ensure compliance with financial requirements of the USFR procurement and audit requirements.

Parents

Parents must provide lunch and transportation for their child. They are encouraged to attend our School Site Council meetings and help in the classroom weekly. Parents are encouraged to assist in the classrooms two hours per week and must attend all four conferences per year. Parents are provided weekly newsletters and materials to reinforce skills at home and are an important part of each child's education.

∨ **Transportation Policy** ∨

Transportation is the responsibility of the parent. Health services are provided by our Registered Nurse on campus who also completes our annual hearing and vision screenings. Special Education is offered on campus for learning disabilities, speech and special accommodation plans.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/1/02
Average Daily Instruction Time:	5 hrs. 45 min.	Last Day of School:	6/5/03

Operates on Year-round Schedule

Report Card Release Dates

10/4/02	12/20/02	3/14/03	6/5/03
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Additional Calendar/Report Card Information

In addition to our quarterly report cards, parent/teacher conferences are held the sixth week of each nine-week session. Parents and teachers jointly create a student-tailored prescription which serves as an Individual Education Program directive for each child. The Brigance is administered annually to show gain for every student, and all results are published in the Annual Report which is provided to every family. State mandated testing results are also distributed according to guidelines.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - No Lunch - No Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Technology--4 PC Pentium Computer Labs	W Two State-of-the-Art Science Labs
W Athletic Facilities/Indoor Gym/8 acres	W Media Center/Success Lab

Extracurricular Activities

W Dual Language Music Program	W Afterschool Sports
W Band	W National Junior Honor Society
W French/Spanish	W Chess Club
W Student Council	W Math Team

School/Community Resources

W Intel Volunteer Program	W Motorola Matching Contribution Program
W Allied Signal Computer/Science Support	W Phillips 66 Volunteer Program
W Individual Cottage Sponsorships	W NCS Pearson Computer Partnership/Site
W Parent Teacher Network	W Cox Technology Site

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|--|---|
| <p>W The average student progressed over 1.5 years on the Brigrance Indicator during one calendar year in reading and well over one year in math.</p> | <p>W Ninety-two percent of all students mastered at least 80% of the grade level objectives at 80% mastery or better.</p> |
| <p>W All classroom teachers received their incentive bonuses for meeting all educational requirements and for all students achieving mastery on performance standards.</p> | <p>W Stanford 9 test scores were significantly higher than the state and national averages and continue to increase annually when compared to previous year's data.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	9.8 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	11.8 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.8 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.2 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ 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 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Silver Apple Award Winner	2002
Awarded \$56,000.00 in innovative program grants	2002
Six Teachers Nationally Published/2 Books Released	2001
Target Scholarship/Wal-Mart Teacher of the Year	2001

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	87	535	2%	13%	49%	36%
	School State	58840	524	9%	17%	45%	29%
Writing	School	88	539	5%	15%	70%	10%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	88	534	1%	19%	43%	36%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale 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.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	94	513	11%	14%	54%	21%
	State	61305	505	21%	20%	43%	15%
Writing	School	91	534	4%	22%	52%	22%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	94	507	6%	34%	9%	51%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	35	508	23%	26%	34%	17%
	State	57484	504	24%	20%	40%	16%
Writing	School	35	503	11%	37%	46%	6%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	36	457	31%	64%	6%	0%
	State	57734	459	39%	40%	14%	7%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (-) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	100	75	60	--	--	--
2	Reading	--	--	--	93	57	50	94	67	52	90	69	53	100	69	57
	Language	--	--	--	97	52	40	98	60	43	90	59	44	100	61	48
	Mathematics	--	--	--	97	55	51	98	65	55	91	69	57	100	71	61
3	Reading	--	70	47	93	62	47	99	55	48	92	63	50	100	62	50
	Language	--	74	49	95	59	51	98	62	54	92	67	56	100	63	57
	Mathematics	--	74	46	95	60	49	97	59	52	92	63	54	100	76	56
4	Reading	--	65	53	86	60	54	100	72	54	91	66	55	100	71	55
	Language	--	59	47	88	55	49	100	64	48	91	65	50	100	67	50
	Mathematics	--	61	51	88	64	54	100	68	55	91	71	57	100	75	58
5	Reading	--	62	51	88	67	51	100	66	51	85	77	51	100	71	53
	Language	--	49	42	89	55	44	100	59	45	87	70	45	100	66	47
	Mathematics	--	64	51	89	63	54	100	68	55	86	83	57	100	82	59
6	Reading	--	70	53	95	67	54	86	67	53	78	79	54	86	81	56
	Language	--	59	41	93	54	44	86	62	44	77	72	45	86	71	47
	Mathematics	--	75	57	95	69	59	84	69	60	77	85	63	90	84	65
7	Reading	--	44	52	84	61	53	98	62	52	80	63	53	93	73	55
	Language	--	50	52	81	58	54	98	67	54	80	61	55	91	78	58
	Mathematics	--	42	53	84	56	55	98	67	56	80	67	58	96	74	60
8	Reading	--	51	54	83	52	54	94	72	53	81	71	55	100	57	56
	Language	--	65	46	83	38	49	94	71	49	77	68	50	100	59	52
	Mathematics	--	56	52	79	50	54	94	63	56	72	77	58	100	68	59

∨ Measure of Academic Progress ∨

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 2001 and 2002. 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 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ 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).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	63	77
Grades 3-4	79	87
Grades 4-5	82	82
Grades 5-6	93	93
Grades 6-7	61	83
Grades 7-8	76	81

*Less than 10 students matched

**No information available

***Not applicable

∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

We have an on-campus committee that has been trained by state agencies to respond to any emergency including lock-downs and evacuations. Teachers and staff have been assigned specific duties and complete instructions for emergency situations. Our school has participated in practice drills and has exceeded our expectations in response times and precision. Our committee meets regularly to discuss issues that impact the safety of our students.

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).

2

School uniforms are not required at this school.

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.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	NDS	NDS
Classroom Supplies	NDS	NDS
Administration	NDS	NDS
Support Services-Students	NDS	NDS
Other Support Services and Operations	NDS	NDS
Total Expenditures- All Categories 2000-2001	NDS	NDS

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Lynn Robershotte	(480) 813-9537	118
Transportation Policy	Betsy Cash	(480) 813-9537	103
Community Resources	Sheri Drew	(480) 813-9537	105
School Nutrition Programs	Kim Miller	(480) 813-9537	100
Parent Organization	Laurie Janko	(480) 813-9537	204
Student Health/Nurse	Mary Gudewich	(480) 813-9537	108

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.

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