

Edu-Prize

ARIZONA SCHOOL REPORT CARD 2003-04

580 W. Melody Drive, Gilbert, AZ 85233

Edu-Prize, Inc.

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 *

Excelling*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Dr. Lynn A. Robershotte
Schedule : 7:30 AM to 4:00 PM
Grades : K-8
2003 Enrollment : 1135
Web Address : EDU-PRIZE.COM
Phone Number : (480) 813-9537
Fax Number : (480) 813-6742
E-mail : Lynn. Robershotte@Edu-Prize.com

Mission

Edu-Prize fosters students' innate giftedness through an array of educational opportunities. Emphasis is placed on nurturing a love for learning and self-direction through the use of a hands-on, developmentally appropriate, science-driven curriculum.

School / Academic Goals

- Û 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 Brigance is given annually with results reported to parents to ensure students' progress.
- Û 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.

Instructional Programs

- Û Applied Learning/Stress Basics
- Û Gifted/Advanced Placement
- Û Integrated Curriculum
- Û Performance-based

Enrollment

October 1, 2002 School Year Student Enrollment : 933
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 1135

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 5 hours 45 minutes
First Day of School : 7/31/2003
Last Day of School : 6/4/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- Ü Extracurricular Activities
- Ü School Improvement
- Ü Community Building
- Ü Curriculum/Policy Review
- Ü Fund Raising
- Ü Parent/Educator Communications

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	57.50
Other Professional Staff	18.00	Teacher Aide	3.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	2	0	0
4 to 6 years	10	1	0	0
7 to 9 years	13	1	0	0
10 or more years	8	7	0	0

Shared Responsibilities

School

We ensure that children with disabilities or in need of special education are identified, evaluated and serviced. We comply with all requirements regarding health, safety, civil rights, employment, finance, USFR, and audits. We are nonsectarian.

Parents

Parents must provide lunch and transportation for their child. They are encouraged to attend School meetings, conferences, Cottage Fairs, help in classrooms, and reinforce skills at home through homework completion and application exercises.

Resources Available at School Site

Special Facilities

- Ü Technology--Five Pentium 4 Computer Labs
- Ü Two State-of-the-Art Science Labs

Extracurricular Activities

- Ü Dual Language Music Program
- Ü Afterschool Chess, Cheerleading, Tech
- Ü Band & Musical Theatre
- Ü National Junior Honor Society

Social Services

- Ü Intel Volunteer Program
- Ü Motorola Matching Contribution Program
- Ü Allied Signal Computer/Science Support
- Ü Phillips 66 Volunteer Program

Transportation Policy

Transportation is the responsibility of the parent.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü The average student progressed over 1.3 years on the Brigance Indicator during one calendar year in reading and well over one year in math. 94% percent of all students mastered at least 80% of grade level objectives at 80% mastery or better.
- ü Stanford 9 test results increased in all grade levels. Edu-Prize consistently outscored state averages on all state mandated tests by approximately 20% points. All grade levels scored at or above the 80th percentile in math on the Stanford 9.

School Honors

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

Award/Honor	Year
ü North Central Accreditation Status Awarded	2003
ü Hydroponics Lab/Greenhouse Grant & Weatherstation Grant	2003
ü Silver Apple Award Winner for State of Arizona	2002
ü Awarded \$56,000.00 in Innovative Programs	2002

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	96	95	94	96
Transfers Out ³	9	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	3	10	10	9
Promotion Rate ⁶	99	99	98	95
Retention Rate ⁷	1	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	71	86
Grades 3-4	83	75
Grades 4-5	77	79
Grades 5-6	80	87
Grades 6-7	61	71
Grades 7-8	74	82

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 2002-03. 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 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

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

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

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 11

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	123	123	75372	100	100	101	548	548	523	2	2	9	17	17	25	33	33	36	47	47	30
All Students (Prior Year)	91	91	70809	NA	NA	NA	534	534	518	1	1	11	19	19	27	43	43	35	36	36	27
Female	58	58	36901	97	97	101	550	550	524	5	5	8	14	14	25	32	32	36	49	49	31
Male	64	64	38385	102	102	101	548	548	523	0	0	9	19	19	24	35	35	36	46	46	30
African American	NC	NC	3589	NC	NC	96	NC	NC	501	NC	NC	18	NC	NC	33	NC	NC	33	NC	NC	16
Hispanic	NC	NC	29103	NC	NC	99	NC	NC	510	NC	NC	12	NC	NC	31	NC	NC	36	NC	NC	20
Asian/Pacific Islander	NC	NC	1574	NC	NC	96	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	34	NC	NC	48
American Indian/Alaskan Native	--	--	5086	--	--	114	--	--	491	--	--	22	--	--	38	--	--	28	--	--	12
White	102	102	34597	94	94	98	549	549	535	2	2	4	18	18	20	32	32	38	48	48	38
Students with Disabilities	NC	NC	8057	NC	NC	99	NC	NC	496	NC	NC	23	NC	NC	31	NC	NC	28	NC	NC	17
Students without Disabilities	118	118	67315	107	107	101	548	548	525	3	3	8	17	17	24	34	34	37	47	47	31
Limited English Proficient Students	--	--	16925	--	--	112	--	--	482	--	--	27	--	--	40	--	--	26	--	--	7
Migrant Students	--	--	869	--	--		--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	--	26325	--	--		--	--	504	--	--	15	--	--	34	--	--	33	--	--	18
Non-Economically Disadvantaged	123	123	49047				548	548	530	2	2	6	17	17	21	33	33	37	47	47	35

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	122	122	75221	99	99	101	535	535	523	4	4	8	7	7	16	61	61	56	28	28	21
All Students (Prior Year)	92	92	70860	NA	NA	NA	535	535	524	2	2	9	13	13	17	49	49	45	36	36	30
Female	60	60	36833	100	100	100	538	538	526	5	5	6	5	5	15	56	56	56	34	34	23
Male	60	60	38319	95	95	101	533	533	520	3	3	9	8	8	17	66	66	56	22	22	18
African American	NC	NC	3597	NC	NC	97	NC	NC	510	NC	NC	14	NC	NC	22	NC	NC	53	NC	NC	11
Hispanic	NC	NC	29019	NC	NC	99	NC	NC	513	NC	NC	12	NC	NC	21	NC	NC	55	NC	NC	13
Asian/Pacific Islander	NC	NC	1572	NC	NC	95	NC	NC	536	NC	NC	2	NC	NC	9	NC	NC	57	NC	NC	31
American Indian/Alaskan Native	--	--	5071	--	--	114	--	--	502	--	--	20	--	--	27	--	--	46	--	--	8
White	101	101	34543	93	93	97	537	537	531	4	4	4	8	8	12	60	60	58	28	28	26
Students with Disabilities	NC	NC	8006	NC	NC	99	NC	NC	505	NC	NC	22	NC	NC	23	NC	NC	42	NC	NC	13
Students without Disabilities	117	117	67215	106	106	101	536	536	524	3	3	7	7	7	16	61	61	56	29	29	21
Limited English Proficient Students	--	--	16853	--	--	112	--	--	489	--	--	29	--	--	36	--	--	32	--	--	3
Migrant Students	--	--	866	--	--		--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	--	26256	--	--		--	--	509	--	--	14	--	--	24	--	--	51	--	--	11
Non-Economically Disadvantaged	122	122	48965				535	535	528	4	4	5	7	7	13	61	61	58	28	28	24

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	122	122	73654	99	99	99	547	547	530	3	3	9	8	8	13	73	73	70	15	15	7
All Students (Prior Year)	92	92	68592	NA	NA	NA	539	539	542	5	5	9	15	15	12	70	70	63	10	10	16
Female	60	60	36239	100	100	99	555	555	537	5	5	7	7	7	11	68	68	72	20	20	10
Male	62	62	37301	98	98	98	540	540	523	2	2	12	10	10	15	79	79	68	10	10	5
African American	NC	NC	3488	NC	NC	94	NC	NC	515	NC	NC	16	NC	NC	18	NC	NC	62	NC	NC	4
Hispanic	NC	NC	28348	NC	NC	96	NC	NC	520	NC	NC	13	NC	NC	17	NC	NC	65	NC	NC	5
Asian/Pacific Islander	NC	NC	1558	NC	NC	95	NC	NC	547	NC	NC	3	NC	NC	8	NC	NC	76	NC	NC	13
American Indian/Alaskan Native	--	--	4947	--	--	111	--	--	507	--	--	22	--	--	22	--	--	53	--	--	3
White	102	102	33924	94	94	96	547	547	537	3	3	5	9	9	10	73	73	75	15	15	9
Students with Disabilities	NC	NC	7306	NC	NC	90	NC	NC	506	NC	NC	24	NC	NC	20	NC	NC	52	NC	NC	4
Students without Disabilities	117	117	66348	106	106	100	548	548	531	3	3	8	9	9	13	73	73	71	15	15	8
Limited English Proficient Students	--	--	16422	--	--	109	--	--	495	--	--	30	--	--	27	--	--	43	--	--	0
Migrant Students	--	--	849	--	--		--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	--	25711	--	--		--	--	514	--	--	16	--	--	19	--	--	61	--	--	3
Non-Economically Disadvantaged	122	122	47943				547	547	535	3	3	7	8	8	11	73	73	74	15	15	9

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	120	120	76230	102	102	101	526	526	498	1	1	12	27	27	38	18	18	12	54	54	37
All Students (Prior Year)	97	97	72888	NA	NA	NA	507	507	494	6	6	14	34	34	40	9	9	12	51	51	34
Female	62	62	37247	102	102	100	540	540	500	0	0	11	18	18	40	13	13	13	69	69	37
Male	58	58	38725	102	102	101	510	510	497	2	2	14	37	37	37	24	24	12	37	37	37
African American	NC	NC	3594	NC	NC	96	NC	NC	476	NC	NC	22	NC	NC	46	NC	NC	11	NC	NC	21
Hispanic	NC	NC	28100	NC	NC	98	NC	NC	482	NC	NC	18	NC	NC	47	NC	NC	11	NC	NC	24
Asian/Pacific Islander	NC	NC	1447	NC	NC	95	NC	NC	527	NC	NC	5	NC	NC	26	NC	NC	11	NC	NC	58
American Indian/Alaskan Native	--	--	5292	--	--	113	--	--	463	--	--	31	--	--	47	--	--	8	--	--	14
White	93	93	35389	89	89	96	525	525	514	1	1	6	28	28	32	19	19	14	51	51	48
Students with Disabilities	11	11	9022	73	73	105	472	472	465	17	17	31	67	67	43	0	0	8	17	17	17
Students without Disabilities	109	109	67208	106	106	100	529	529	500	0	0	12	25	25	38	19	19	12	56	56	38
Limited English Proficient Students	--	--	14826	--	--	113	--	--	460	--	--	31	--	--	51	--	--	8	--	--	10
Migrant Students	--	--	837	--	--		--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	--	25037	--	--		--	--	477	--	--	21	--	--	47	--	--	11	--	--	21
Non-Economically Disadvantaged	120	120	51193				526	526	507	1	1	9	27	27	35	18	18	13	54	54	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	120	120	76202	102	102	101	519	519	505	4	4	19	21	21	24	47	47	46	27	27	11
All Students (Prior Year)	96	96	72779	NA	NA	NA	513	513	505	11	11	21	14	14	20	54	54	43	21	21	15
Female	62	62	37231	102	102	100	520	520	507	5	5	16	18	18	24	43	43	48	34	34	13
Male	58	58	38718	102	102	101	517	517	503	4	4	22	25	25	24	53	53	44	18	18	10
African American	NC	NC	3600	NC	NC	97	NC	NC	497	NC	NC	28	NC	NC	29	NC	NC	39	NC	NC	5
Hispanic	NC	NC	28090	NC	NC	98	NC	NC	497	NC	NC	28	NC	NC	30	NC	NC	37	NC	NC	5
Asian/Pacific Islander	NC	NC	1443	NC	NC	95	NC	NC	515	NC	NC	9	NC	NC	19	NC	NC	53	NC	NC	19
American Indian/Alaskan Native	--	--	5311	--	--	113	--	--	491	--	--	38	--	--	31	--	--	28	--	--	3
White	93	93	35371	89	89	96	517	517	512	5	5	10	22	22	20	45	45	54	28	28	16
Students with Disabilities	11	11	9097	73	73	106	515	515	493	0	0	39	33	33	27	33	33	29	33	33	5
Students without Disabilities	109	109	67105	106	106	100	519	519	506	5	5	18	21	21	24	48	48	47	27	27	12
Limited English Proficient Students	--	--	14780	--	--	113	--	--	486	--	--	50	--	--	32	--	--	18	--	--	1
Migrant Students	--	--	832	--	--		--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	--	24961	--	--		--	--	495	--	--	32	--	--	30	--	--	34	--	--	4
Non-Economically Disadvantaged	120	120	51241				519	519	509	4	4	14	21	21	22	47	47	51	27	27	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	120	120	74692	102	102	99	534	534	502	7	7	18	14	14	27	62	62	47	17	17	8
All Students (Prior Year)	95	95	70710	NA	NA	NA	534	534	512	4	4	17	22	22	26	52	52	42	22	22	16
Female	62	62	36710	102	102	99	548	548	509	3	3	14	11	11	26	62	62	50	23	23	10
Male	58	58	37742	102	102	98	517	517	495	12	12	22	16	16	28	61	61	44	10	10	6
African American	NC	NC	3516	NC	NC	94	NC	NC	487	NC	NC	26	NC	NC	31	NC	NC	39	NC	NC	4
Hispanic	NC	NC	27492	NC	NC	96	NC	NC	486	NC	NC	27	NC	NC	32	NC	NC	38	NC	NC	4
Asian/Pacific Islander	NC	NC	1428	NC	NC	94	NC	NC	528	NC	NC	8	NC	NC	20	NC	NC	54	NC	NC	18
American Indian/Alaskan Native	--	--	5166	--	--	110	--	--	470	--	--	39	--	--	32	--	--	27	--	--	2
White	93	93	34785	89	89	94	535	535	517	7	7	10	12	12	23	65	65	56	15	15	11
Students with Disabilities	11	11	8428	73	73	98	418	418	472	100	100	38	0	0	30	0	0	29	0	0	3
Students without Disabilities	109	109	66264	106	106	99	535	535	503	6	6	17	14	14	27	62	62	48	17	17	8
Limited English Proficient Students	--	--	14363	--	--	109	--	--	459	--	--	47	--	--	34	--	--	19	--	--	1
Migrant Students	--	--	814	--	--		--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	--	24507	--	--		--	--	480	--	--	31	--	--	33	--	--	33	--	--	3
Non-Economically Disadvantaged	120	120	50185				534	534	511	7	7	13	14	14	24	62	62	53	17	17	10

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 2002-03 11

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	60	60	71167	102	102	99	468	468	463	25	25	38	54	54	41	20	20	14	2	2	7
All Students (Prior Year)	39	39	66213	NA	NA	NA	457	457	459	31	31	39	64	64	40	6	6	14	0	0	7
Female	27	27	34825	96	96	99	472	472	462	19	19	38	58	58	42	23	23	14	0	0	6
Male	31	31	36047	100	100	99	464	464	464	32	32	38	46	46	39	18	18	15	4	4	8
African American	NC	NC	3225	NC	NC	95	NC	NC	441	NC	NC	57	NC	NC	34	NC	NC	6	NC	NC	2
Hispanic	NC	NC	23643	NC	NC	97	NC	NC	445	NC	NC	53	NC	NC	37	NC	NC	8	NC	NC	2
Asian/Pacific Islander	--	--	1503	--	--	100	--	--	493	--	--	18	--	--	40	--	--	23	--	--	19
American Indian/Alaskan Native	--	--	5161	--	--	103	--	--	435	--	--	63	--	--	30	--	--	5	--	--	2
White	50	50	35245	94	94	95	470	470	476	22	22	26	57	57	45	20	20	19	2	2	10
Students with Disabilities	NC	NC	8095	NC	NC	104	NC	NC	426	NC	NC	69	NC	NC	25	NC	NC	5	NC	NC	1
Students without Disabilities	54	54	63072	100	100	99	470	470	464	22	22	37	56	56	41	20	20	15	2	2	7
Limited English Proficient Students	NC	NC	10317	NC	NC	111	NC	NC	426	NC	NC	72	NC	NC	25	NC	NC	2	NC	NC	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	NC	NC	17057				NC	NC	440	NC	NC	58	NC	NC	34	NC	NC	6	NC	NC	2
Non-Economically Disadvantaged	59	59	54110				470	470	468	24	24	33	55	55	43	20	20	16	2	2	8

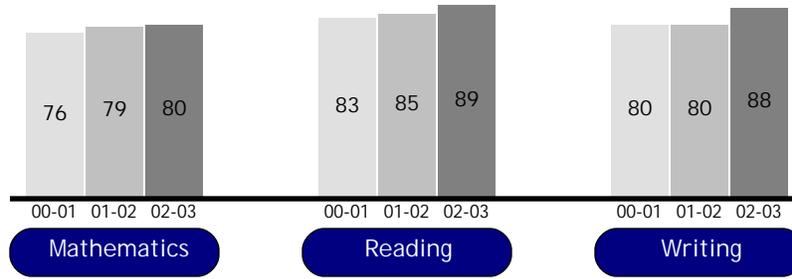
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	60	71100	102	102	99	521	521	502	11	11	25	13	13	21	50	50	40	27	27	15
All Students (Prior Year)	37	37	66144	NA	NA	NA	508	508	504	23	23	24	26	26	20	34	34	40	17	17	16
Female	27	27	34801	96	96	99	533	533	505	0	0	21	16	16	22	52	52	42	32	32	15
Male	31	31	36010	100	100	99	510	510	499	21	21	28	10	10	20	45	45	38	24	24	14
African American	NC	NC	3219	NC	NC	95	NC	NC	486	NC	NC	38	NC	NC	24	NC	NC	31	NC	NC	7
Hispanic	NC	NC	23630	NC	NC	96	NC	NC	485	NC	NC	37	NC	NC	25	NC	NC	32	NC	NC	6
Asian/Pacific Islander	--	--	1509	--	--	100	--	--	522	--	--	12	--	--	14	--	--	46	--	--	28
American Indian/Alaskan Native	--	--	5144	--	--	102	--	--	478	--	--	46	--	--	24	--	--	25	--	--	5
White	50	50	35198	94	94	95	522	522	515	11	11	15	13	13	18	49	49	47	28	28	21
Students with Disabilities	NC	NC	8121	NC	NC	105	NC	NC	470	NC	NC	55	NC	NC	20	NC	NC	21	NC	NC	4
Students without Disabilities	54	54	62979	100	100	99	522	522	503	11	11	23	9	9	21	52	52	41	28	28	15
Limited English Proficient Students	NC	NC	10304	NC	NC	110	NC	NC	462	NC	NC	63	NC	NC	23	NC	NC	13	NC	NC	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	NC	NC	17040				NC	NC	483	NC	NC	40	NC	NC	25	NC	NC	29	NC	NC	6
Non-Economically Disadvantaged	59	59	54060				522	522	507	9	9	20	13	13	20	51	51	43	27	27	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	58	58	69001	98	98	96	508	508	490	11	11	17	27	27	37	58	58	45	4	4	1
All Students (Prior Year)	37	37	63579	NA	NA	NA	503	503	493	11	11	15	37	37	42	46	46	41	6	6	2
Female	27	27	34086	96	96	97	513	513	496	0	0	13	32	32	36	68	68	51	0	0	1
Male	29	29	34644	94	94	95	502	502	484	21	21	22	21	21	39	50	50	38	7	7	0
African American	NC	NC	3115	NC	NC	92	NC	NC	478	NC	NC	25	NC	NC	44	NC	NC	31	NC	NC	0
Hispanic	NC	NC	22656	NC	NC	92	NC	NC	476	NC	NC	27	NC	NC	43	NC	NC	30	NC	NC	0
Asian/Pacific Islander	--	--	1472	--	--	98	--	--	507	--	--	8	--	--	30	--	--	60	--	--	2
American Indian/Alaskan Native	--	--	4940	--	--	98	--	--	469	--	--	34	--	--	43	--	--	23	--	--	0
White	48	48	34501	91	91	93	510	510	500	11	11	10	22	22	34	63	63	55	4	4	1
Students with Disabilities	NC	NC	7386	NC	NC	95	NC	NC	459	NC	NC	46	NC	NC	37	NC	NC	17	NC	NC	0
Students without Disabilities	54	54	61615	100	100	97	508	508	491	11	11	16	28	28	37	57	57	45	4	4	1
Limited English Proficient Students	NC	NC	9662	NC	NC	104	NC	NC	454	NC	NC	51	NC	NC	40	NC	NC	9	NC	NC	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	NC	NC	16383				NC	NC	472	NC	NC	30	NC	NC	43	NC	NC	26	NC	NC	0
Non-Economically Disadvantaged	57	57	52618				509	509	494	9	9	14	28	28	36	59	59	49	4	4	1

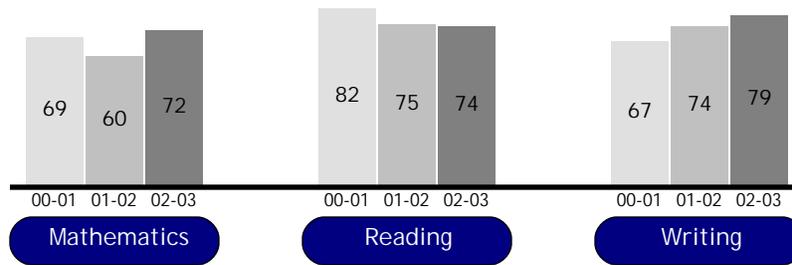
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

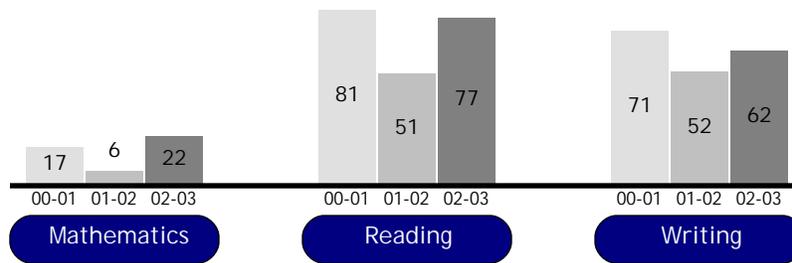
3rd Grade Proficiency



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.

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?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

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

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

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	69	69	53	97	67	67	44	96	74	74	50
	Language	95	59	59	45	97	61	61	39	98	67	67	43
	Mathematics	96	69	69	56	97	70	70	52	98	84	84	57
3	Reading	95	63	63	50	97	61	61	43	100	68	68	47
	Language	95	67	67	55	98	62	62	50	100	71	71	54
	Mathematics	95	62	62	53	98	74	74	50	100	80	80	54
4	Reading	90	66	66	55	93	71	71	47	100	75	75	52
	Language	90	65	65	50	92	66	66	45	100	64	64	48
	Mathematics	90	71	71	56	96	74	74	52	100	82	82	57
5	Reading	87	77	77	51	97	70	70	46	99	73	73	50
	Language	89	70	70	46	95	64	64	43	99	66	66	46
	Mathematics	88	83	83	56	97	81	81	54	99	81	81	57
6	Reading	77	78	78	54	85	80	80	49	99	76	76	53
	Language	76	72	72	46	85	69	69	42	99	72	72	45
	Mathematics	76	85	85	61	89	83	83	58	100	88	88	62
7	Reading	87	63	63	53	90	73	73	48	98	74	74	51
	Language	87	61	61	55	89	78	78	51	100	79	79	54
	Mathematics	87	67	67	57	93	73	73	54	100	82	82	58
8	Reading	80	71	71	55	94	56	56	49	100	72	72	53
	Language	76	68	68	50	94	54	54	46	100	74	74	49
	Mathematics	71	77	77	57	91	67	67	54	100	80	80	58

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 Safety

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

Staff has been trained to respond to emergencies. Regular lock-downs and evacuation drills are held. Locked gates, front-desk entrance only, and interior hallways secure our campus. Edu-Prize enforces a 'no tolerance' policy for threats and violence.

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

0

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

Contacts

	Name	Phone Number
School Site Council	Lynn Robershotte	(480) 813-9537
Transportation Policy	Denise Gould	(480) 813-9537
Community Resources	Sheri Drew	(480) 813-9537
School Nutrition Programs	Denise Gould	(480) 813-9537
Parent Organization	Laurie Janko	(480) 813-9537
Student Health/Nurse	Mary Gudewich	(480) 813-9537

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 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 2002-03 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 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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