



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

580 W. Melody Ave., 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 (a)

2003-04 Excelling
2002-03 Excelling
2001-02 Improving

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

School Overview

Principal/Administrator : Dr. Lynn Robershotte
Schedule : 7:30 AM to 4:00 PM
Grades : K-8
2004 Enrollment : 1250
Web Address : www.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.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü Promote a high level of achievement by providing individualized learning. Students are pre-tested and curriculum is designed to meet the needs of each child. Mastery test data reported on each child to ensure students' progress.
- ü Provide opportunities for students to apply core curriculum to real life applications. Each quarter students host a Cottage Fair in which they share their portfolios and their products with the community.
- ü To have each student score at or above prior years achievement data on state mandated testing.
- ü To have students master no less than one year of curriculum per calendar year per curricular area.

Enrollment

October 1, 2003 School Year Student Enrollment : 951
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 1150

Instructional Programs

- Ü Applied Learning/Stress Basics
- Ü Gifted/Advanced Placement
- Ü Integrated Curriculum/Thematic Focus
- Ü Performance-based & On-line reporting
- Ü Science Laboratories
- Ü French/Spanish
- Ü Music, Physical Educaton, Band
- Ü 5 Technology Labs

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	7/28/2004
Last Day of School :	6/3/2005

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 agree to 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.

Transportation Policy

Transportation is the responsibility of the parent.

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

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	75509	100	100	100	554	554	521	4	4	13	16	16	23	28	28	33	52	52	31
All Students (Prior Year)	123	123	75372	100	100	100	548	548	523	2	2	9	17	17	25	33	33	36	47	47	30
Female	66	66	37013	100	100	100	550	550	522	3	3	12	18	18	24	32	32	33	46	46	31
Male	57	57	38430	100	100	99	558	558	521	5	5	14	13	13	22	24	24	33	58	58	31
African American	NC	NC	3660	NC	NC	99	NC	NC	496	NC	NC	24	NC	NC	31	NC	NC	28	NC	NC	18
Hispanic	10	10	30486	100	100	99	540	540	505	0	0	18	20	20	29	40	40	32	40	40	21
Asian/Pacific Islander	NC	NC	1780	NC	NC	98	NC	NC	549	NC	NC	5	NC	NC	13	NC	NC	33	NC	NC	50
American Indian/Alaskan Native	NC	NC	4075	NC	NC	100	NC	NC	486	NC	NC	28	NC	NC	34	NC	NC	26	NC	NC	12
White	104	104	35192	100	100	99	556	556	534	5	5	8	15	15	19	26	26	35	54	54	39
Students with Disabilities	12	12	9708	100	100	100	515	515	489	11	11	32	33	33	27	22	22	24	33	33	17
Students without Disabilities	111	111	65801	98	98	98	557	557	525	4	4	11	14	14	23	29	29	34	53	53	33
Limited English Proficient Students	--	--	16928	--	--	100	--	--	485	--	--	29	--	--	33	--	--	26	--	--	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	NC	36411				NC	NC	503	NC	NC	19	NC	NC	29	NC	NC	32	NC	NC	20
Non-Economically Disadvantaged	120	120	39040				555	555	534	3	3	8	15	15	19	28	28	34	53	53	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	123	75492	100	100	100	534	534	519	6	6	12	13	13	16	40	40	47	42	42	24
All Students (Prior Year)	122	122	75221	99	99	100	535	535	523	4	4	8	7	7	16	61	61	56	28	28	21
Female	66	66	37014	100	100	100	535	535	523	6	6	10	11	11	15	40	40	48	43	43	27
Male	57	57	38400	100	100	99	534	534	516	5	5	14	15	15	17	40	40	47	40	40	21
African American	NC	NC	3665	NC	NC	99	NC	NC	505	NC	NC	20	NC	NC	22	NC	NC	43	NC	NC	14
Hispanic	10	10	30438	100	100	99	535	535	508	0	0	17	10	10	21	50	50	47	40	40	15
Asian/Pacific Islander	NC	NC	1773	NC	NC	98	NC	NC	534	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	4081	NC	NC	100	NC	NC	498	NC	NC	25	NC	NC	26	NC	NC	40	NC	NC	8
White	104	104	35177	100	100	99	535	535	528	6	6	8	13	13	13	40	40	49	42	42	31
Students with Disabilities	12	12	9707	100	100	100	489	489	495	33	33	33	11	11	21	56	56	33	0	0	13
Students without Disabilities	111	111	65785	98	98	98	538	538	522	4	4	10	13	13	16	39	39	49	45	45	26
Limited English Proficient Students	--	--	16905	--	--	100	--	--	489	--	--	34	--	--	28	--	--	32	--	--	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	NC	36302				NC	NC	507	NC	NC	18	NC	NC	21	NC	NC	46	NC	NC	14
Non-Economically Disadvantaged	120	120	39164				535	535	528	6	6	8	11	11	13	40	40	48	43	43	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	123	75053	100	100	99	661	661	597	4	4	7	8	8	12	63	63	72	26	26	9
All Students (Prior Year)	122	122	73654	99	99	99	547	547	530	3	3	9	8	8	13	73	73	70	15	15	7
Female	66	66	36872	100	100	99	684	684	621	3	3	5	5	5	9	62	62	74	31	31	12
Male	57	57	38109	100	100	99	634	634	573	5	5	10	11	11	14	64	64	69	20	20	6
African American	NC	NC	3636	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	16	NC	NC	67	NC	NC	6
Hispanic	10	10	30235	100	100	98	663	663	575	0	0	9	10	10	14	60	60	70	30	30	6
Asian/Pacific Islander	NC	NC	1768	NC	NC	98	NC	NC	651	NC	NC	3	NC	NC	5	NC	NC	72	NC	NC	19
American Indian/Alaskan Native	NC	NC	4044	NC	NC	99	NC	NC	550	NC	NC	13	NC	NC	17	NC	NC	66	NC	NC	4
White	104	104	35028	100	100	99	660	660	613	5	5	6	8	8	10	59	59	73	28	28	11
Students with Disabilities	12	12	9625	100	100	100	564	564	530	11	11	21	11	11	21	78	78	55	0	0	4
Students without Disabilities	111	111	65428	98	98	98	669	669	604	4	4	6	7	7	11	61	61	73	28	28	10
Limited English Proficient Students	--	--	16765	--	--	100	--	--	525	--	--	17	--	--	20	--	--	60	--	--	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	NC	36077				NC	NC	566	NC	NC	10	NC	NC	16	NC	NC	69	NC	NC	5
Non-Economically Disadvantaged	120	120	38950				664	664	618	4	4	5	7	7	9	62	62	73	26	26	12

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	110	76019	99	99	100	523	523	499	4	4	14	25	25	39	17	17	14	54	54	33
All Students (Prior Year)	120	120	76230	100	100	100	526	526	498	1	1	12	27	27	38	18	18	12	54	54	37
Female	52	52	37207	96	96	100	533	533	499	4	4	12	14	14	41	20	20	14	61	61	33
Male	58	58	38677	100	100	100	514	514	498	4	4	15	34	34	38	14	14	13	48	48	34
African American	NC	NC	3817	NC	NC	100	NC	NC	475	NC	NC	23	NC	NC	47	NC	NC	11	NC	NC	18
Hispanic	10	10	29458	100	100	100	497	497	480	11	11	20	56	56	48	0	0	12	33	33	20
Asian/Pacific Islander	NC	NC	1673	NC	NC	99	NC	NC	531	NC	NC	4	NC	NC	29	NC	NC	14	NC	NC	53
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	466	NC	NC	28	NC	NC	49	NC	NC	10	NC	NC	13
White	87	87	35880	98	98	100	526	526	515	4	4	7	24	24	32	15	15	16	57	57	45
Students with Disabilities	NC	NC	9786	NC	NC	100	NC	NC	457	NC	NC	39	NC	NC	40	NC	NC	7	NC	NC	13
Students without Disabilities	101	101	66233	96	96	99	524	524	503	4	4	11	24	24	39	18	18	14	54	54	35
Limited English Proficient Students	--	--	15206	--	--	100	--	--	459	--	--	31	--	--	53	--	--	7	--	--	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	NC	NC	35714				NC	NC	480	NC	NC	20	NC	NC	47	NC	NC	12	NC	NC	20
Non-Economically Disadvantaged	106	106	40266				522	522	513	4	4	9	25	25	33	18	18	15	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	110	110	76020	99	99	100	513	513	503	10	10	25	18	18	23	55	55	40	17	17	12
All Students (Prior Year)	120	120	76202	100	100	100	519	519	505	4	4	19	21	21	24	47	47	46	27	27	11
Female	52	52	37213	96	96	100	519	519	504	6	6	22	12	12	23	55	55	42	27	27	13
Male	58	58	38666	100	100	100	507	507	501	13	13	29	24	24	22	55	55	38	9	9	12
African American	NC	NC	3819	NC	NC	100	NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Hispanic	10	10	29442	100	100	99	507	507	494	11	11	37	33	33	26	44	44	31	11	11	6
Asian/Pacific Islander	NC	NC	1672	NC	NC	99	NC	NC	513	NC	NC	12	NC	NC	19	NC	NC	49	NC	NC	20
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	489	NC	NC	48	NC	NC	25	NC	NC	24	NC	NC	3
White	87	87	35890	98	98	100	514	514	511	11	11	15	16	16	20	55	55	48	18	18	18
Students with Disabilities	NC	NC	9784	NC	NC	100	NC	NC	485	NC	NC	58	NC	NC	19	NC	NC	19	NC	NC	4
Students without Disabilities	101	101	66236	96	96	99	514	514	504	9	9	23	18	18	23	55	55	42	18	18	13
Limited English Proficient Students	--	--	15198	--	--	100	--	--	483	--	--	59	--	--	25	--	--	14	--	--	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	NC	NC	35703				NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Non-Economically Disadvantaged	106	106	40274				513	513	509	10	10	17	18	18	20	54	54	47	18	18	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	110	110	75673	99	99	100	572	572	530	4	4	12	17	17	25	70	70	58	9	9	4
All Students (Prior Year)	120	120	74692	100	100	99	534	534	502	7	7	18	14	14	27	62	62	47	17	17	8
Female	52	52	37099	96	96	100	588	588	548	0	0	8	18	18	22	73	73	64	8	8	6
Male	58	58	38441	100	100	99	558	558	513	7	7	16	16	16	29	67	67	52	9	9	3
African American	NC	NC	3791	NC	NC	99	NC	NC	506	NC	NC	18	NC	NC	29	NC	NC	50	NC	NC	3
Hispanic	10	10	29305	100	100	99	559	559	507	11	11	16	11	11	31	56	56	51	22	22	2
Asian/Pacific Islander	NC	NC	1665	NC	NC	99	NC	NC	573	NC	NC	6	NC	NC	16	NC	NC	67	NC	NC	10
American Indian/Alaskan Native	NC	NC	4707	NC	NC	100	NC	NC	492	NC	NC	19	NC	NC	33	NC	NC	46	NC	NC	1
White	87	87	35760	98	98	99	574	574	550	4	4	9	18	18	21	70	70	64	8	8	6
Students with Disabilities	NC	NC	9706	NC	NC	100	NC	NC	462	NC	NC	36	NC	NC	32	NC	NC	31	NC	NC	1
Students without Disabilities	101	101	65967	96	96	99	574	574	536	3	3	10	17	17	25	71	71	60	9	9	5
Limited English Proficient Students	--	--	15115	--	--	100	--	--	471	--	--	26	--	--	38	--	--	35	--	--	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	NC	NC	35541				NC	NC	504	NC	NC	17	NC	NC	31	NC	NC	50	NC	NC	2
Non-Economically Disadvantaged	106	106	40091				572	572	550	4	4	9	17	17	21	71	71	64	8	8	6

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

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	56	56	75001	100	100	99	486	486	468	13	13	37	50	50	36	30	30	16	7	7	10
All Students (Prior Year)	60	60	71167	100	100	99	468	468	463	25	25	38	54	54	41	20	20	14	2	2	7
Female	32	32	36846	100	100	99	486	486	468	16	16	36	42	42	38	35	35	16	6	6	10
Male	24	24	37974	100	100	99	485	485	467	9	9	39	61	61	34	22	22	16	9	9	11
African American	NC	NC	3720	NC	NC	98	NC	NC	446	NC	NC	53	NC	NC	33	NC	NC	9	NC	NC	4
Hispanic	NC	NC	26675	NC	NC	98	NC	NC	448	NC	NC	52	NC	NC	34	NC	NC	10	NC	NC	4
Asian/Pacific Islander	NC	NC	1575	NC	NC	99	NC	NC	504	NC	NC	18	NC	NC	33	NC	NC	20	NC	NC	29
American Indian/Alaskan Native	--	--	4731	--	--	98	--	--	438	--	--	61	--	--	30	--	--	7	--	--	2
White	50	50	37785	100	100	99	487	487	482	10	10	25	50	50	39	31	31	21	8	8	15
Students with Disabilities	10	10	8802	100	100	100	453	453	418	38	38	79	63	63	16	0	0	3	0	0	1
Students without Disabilities	46	46	66199	100	100	99	491	491	472	9	9	34	48	48	38	35	35	17	9	9	11
Limited English Proficient Students	--	--	11710	--	--	100	--	--	429	--	--	70	--	--	25	--	--	4	--	--	1
Migrant Students	--	--	709	--	--		--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	NC	NC	29814				NC	NC	448	NC	NC	53	NC	NC	33	NC	NC	10	NC	NC	4
Non-Economically Disadvantaged	53	53	45170				484	484	479	14	14	28	51	51	38	27	27	20	8	8	14

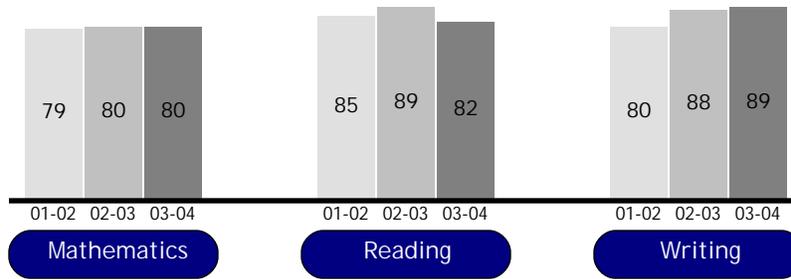
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	54	54	74918	96	96	99	518	518	497	13	13	32	13	13	19	46	46	35	29	29	15
All Students (Prior Year)	60	60	71100	100	100	99	521	521	502	11	11	25	13	13	21	50	50	40	27	27	15
Female	30	30	36805	94	94	99	523	523	501	11	11	28	14	14	19	39	39	37	36	36	16
Male	24	24	37936	100	100	99	513	513	493	15	15	35	10	10	18	55	55	33	20	20	14
African American	NC	NC	3719	NC	NC	98	NC	NC	481	NC	NC	43	NC	NC	21	NC	NC	29	NC	NC	7
Hispanic	NC	NC	26645	NC	NC	98	NC	NC	478	NC	NC	46	NC	NC	20	NC	NC	27	NC	NC	6
Asian/Pacific Islander	NC	NC	1571	NC	NC	99	NC	NC	521	NC	NC	18	NC	NC	15	NC	NC	38	NC	NC	30
American Indian/Alaskan Native	--	--	4729	--	--	98	--	--	468	--	--	57	--	--	19	--	--	19	--	--	4
White	48	48	37773	96	96	99	519	519	511	11	11	20	11	11	18	48	48	41	30	30	21
Students with Disabilities	NC	NC	8801	NC	NC	100	NC	NC	448	NC	NC	75	NC	NC	13	NC	NC	10	NC	NC	2
Students without Disabilities	45	45	66117	98	98	99	522	522	501	9	9	28	11	11	19	49	49	37	31	31	16
Limited English Proficient Students	--	--	11706	--	--	100	--	--	454	--	--	71	--	--	16	--	--	12	--	--	1
Migrant Students	--	--	706	--	--		--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	NC	NC	29785				NC	NC	477	NC	NC	47	NC	NC	20	NC	NC	26	NC	NC	6
Non-Economically Disadvantaged	51	51	45115				519	519	508	11	11	23	13	13	18	47	47	39	29	29	20

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	56	56	74503	100	100	99	488	488	491	12	12	9	26	26	32	56	56	51	6	6	8
All Students (Prior Year)	58	58	69001	98	98	96	508	508	490	11	11	17	27	27	37	58	58	45	4	4	1
Female	32	32	36686	100	100	99	525	525	506	3	3	5	20	20	29	70	70	57	7	7	9
Male	24	24	37644	100	100	98	432	432	476	25	25	13	35	35	36	35	35	45	5	5	6
African American	NC	NC	3677	NC	NC	97	NC	NC	475	NC	NC	12	NC	NC	36	NC	NC	46	NC	NC	5
Hispanic	NC	NC	26500	NC	NC	97	NC	NC	467	NC	NC	13	NC	NC	39	NC	NC	44	NC	NC	4
Asian/Pacific Islander	NC	NC	1566	NC	NC	99	NC	NC	537	NC	NC	5	NC	NC	23	NC	NC	55	NC	NC	18
American Indian/Alaskan Native	--	--	4695	--	--	97	--	--	464	--	--	14	--	--	39	--	--	44	--	--	3
White	50	50	37606	100	100	99	483	483	508	13	13	6	26	26	28	57	57	56	4	4	10
Students with Disabilities	10	10	8662	100	100	100	427	427	409	25	25	37	50	50	42	25	25	20	0	0	1
Students without Disabilities	46	46	65841	100	100	98	493	493	499	11	11	7	24	24	32	59	59	53	7	7	8
Limited English Proficient Students	--	--	11608	--	--	100	--	--	430	--	--	23	--	--	47	--	--	28	--	--	1
Migrant Students	--	--	701	--	--		--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	NC	NC	29587				NC	NC	465	NC	NC	14	NC	NC	40	NC	NC	43	NC	NC	4
Non-Economically Disadvantaged	53	53	44898				492	492	507	11	11	7	28	28	28	55	55	55	6	6	10

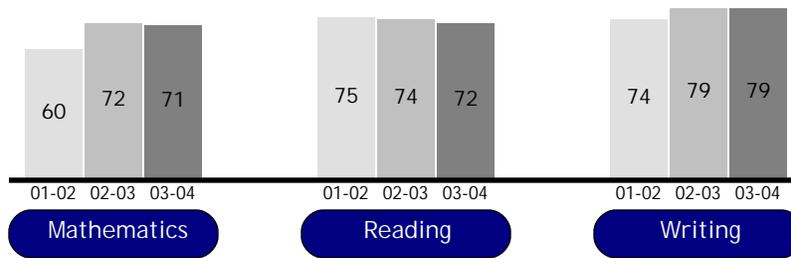
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

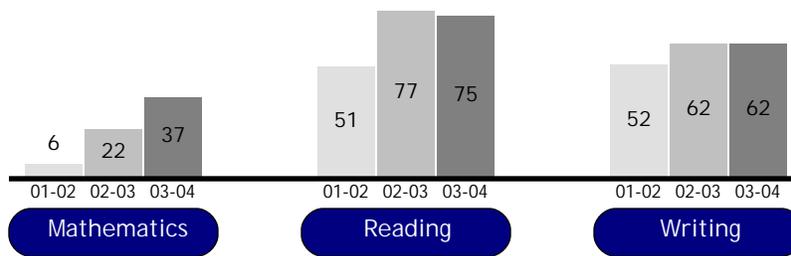
3rd Grade Proficiency



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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

School Improvement - Year 1:

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

School Improvement - Year 2:

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

Corrective Action:

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

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

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	67	67	44	96	74	74	50	96	73	NA	58
	Language	97	61	61	39	98	67	67	43	98	66	66	50
	Mathematics	97	70	70	52	98	84	84	57	95	81	81	64
3	Reading	97	61	61	43	100	68	68	47	100	74	NA	55
	Language	98	62	62	50	100	71	71	54	100	78	78	61
	Mathematics	98	74	74	50	100	80	80	54	99	80	80	61
4	Reading	93	71	71	47	100	75	75	52	99	77	NA	56
	Language	92	66	66	45	100	64	64	48	99	71	71	52
	Mathematics	96	74	74	52	100	82	82	57	99	82	82	61
5	Reading	97	70	70	46	99	73	73	50	98	72	NA	55
	Language	95	64	64	43	99	66	66	46	98	63	63	49
	Mathematics	97	81	81	54	99	81	81	57	98	82	82	63
6	Reading	85	80	80	49	99	76	76	53	100	78	NA	56
	Language	85	69	69	42	99	72	72	45	100	70	70	48
	Mathematics	89	83	83	58	100	88	88	62	100	89	89	66
7	Reading	90	73	73	48	98	74	74	51	94	73	NA	54
	Language	89	78	78	51	100	79	79	54	95	76	76	58
	Mathematics	93	73	73	54	100	82	82	58	95	85	85	62
8	Reading	94	56	56	49	100	72	72	53	100	70	NA	55
	Language	94	54	54	46	100	74	74	49	100	74	74	52
	Mathematics	91	67	67	54	100	80	80	58	100	79	79	61

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

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 5 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 2004-05

Position	Number	Position	Number
Administrator	2.50	Teacher	57.50
Other Professional Staff	18.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	2	0	0
4 to 6 years	12	2	0	0
7 to 9 years	13	1	0	0
10 or more years	7	7	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	54
Core academic classes taught by Highly Qualified (NCLB) teachers.	122
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Five P4 Computer Labs/ 2 Science Labs
- Ü Full Service Media Center & Stage
- Ü 73,000 ft new secure facility / 8 acres
- Ü Indoor Gymnasium & 2+ acre playground

Extracurricular Activities

- Ü Dual Language Music Program
- Ü Technology Club
- Ü Top Ranked Chess Team: State & National
- Ü Student Council
- Ü Band & Musical Theatre
- Ü Project Exploration
- Ü National Junior Honor Society

Social Services

- Ü Intel Volunteer Program
- Ü Jump rope for Heart
- Ü Motorola Matching Contribution Program
- Ü Pennies for Patients
- Ü Allied Signal Computer/Science Support
- Ü Star Holiday Program
- Ü Phillips 66 Volunteer Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü The average student progressed over 1 year on the mastery test data during one calendar year in reading and well over one year in math. 91% percent of all students mastered at least 80% of grade level objectives at 80% mastery or better.
- ü Stanford 9 test results increased across grade levels. Edu-Prize consistently outscored state averages on all state mandated tests by approximately 16% points.
- ü Edu-Prize was awarded the EXCELLING label for its state mandated test performance.
- ü EduPrize is a fully accredited school through the NORTH CENTRAL ASSOCIATION

Student Activity Rates for School Year 2003-04

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

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	71	69
Grades 3-4	83	75
Grades 4-5	69	79
Grades 5-6	80	87
Grades 6-7	61	71
Grades 7-8	69	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 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

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

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

School Safety

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

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 of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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