



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

15002 N. 32nd Street, Phoenix, AZ 85032

Paradise Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Ms. Pat Kordelski
Schedule : 08:00 AM to 04:30 PM
Grades : 6-8
Web Address : pvusd.k12.az.us
Phone Number : (602) 787-5015
Fax Number : (602) 867-5153
E-mail : pkordelski@pvschools.net

Mission

All Students can learn, all means all, no excuses.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- The school will provide a rigorous curriculum and instruction, providing all students with the opportunity to meet or exceed Arizona Academic Standards.
The school will function as an effective learning community, supporting a climate conducive to student achievement, while maintaining a two-way communication between parents and school.
The school leadership focuses on improved student achievement.
The school will use multiple standard-based assessments, strategies and data to measure and monitor student performance and to revise curriculum and instruction as needed.

Enrollment

October 1, 2005 School Year Student Enrollment : 56
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 No
Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- ü Math
- ü Science
- ü Social Studies
- ü English
- ü Enrichment Electives

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Prospect Middle School provides students a safe and positive environment in which each student can progress at his/her own pace to become academically and socially successful.

Parents

Parents are responsible for ensuring their children attend school each day, well rested, well fed, and prepared to learn.

Transportation Policy

All students living outside one and one-half miles of our school will receive district transportation by district buses. Bikes are allowed with parental permission. Students within the one and one-half miles will be transported by parents or walk to school.

School Honors

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

Award/Honor	Year
ü Perfect Attendance	
ü Honor Roll	

6th Grade

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

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

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

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

7th 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	2578	78546	NC	97	97	NC	558	543	NC	9	15	NC	12	18	NC	58	52	NC	20	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	1246	38645	NC	97	98	NC	560	545	NC	8	13	NC	12	18	NC	60	54	NC	20	15
Male	NC	1328	39792	NC	97	97	NC	557	542	NC	11	17	NC	12	17	NC	57	50	NC	20	15
African American	--	82	4205	--	92	97	--	541	524	--	7	22	--	18	22	--	67	49	--	7	7
Hispanic	--	515	31177	--	95	97	--	521	524	--	24	22	--	23	23	--	47	48	--	6	7
Asian/Pacific Islander	--	67	1940	--	99	99	--	583	580	--	NA	5	--	13	9	--	49	53	--	37	33
American Indian/Alaskan Native	--	34	4689	--	94	95	--	539	515	--	21	28	--	24	25	--	38	43	--	18	4
White	NC	1878	36450	NC	98	97	NC	569	563	NC	6	7	NC	9	12	NC	62	57	NC	24	23
Students with Disabilities	NC	226	8093	NC	75	82	NC	501	489	NC	41	50	NC	22	24	NC	35	23	NC	3	2
Students without Disabilities	NC	2352	70453	NC	100	100	NC	563	549	NC	6	11	NC	11	17	NC	61	56	NC	22	16
Limited English Proficient Students	--	162	9323	--	94	94	--	483	491	--	56	47	--	22	28	--	21	24	--	1	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	--	649	34694	--	93	96	--	526	524	--	19	23	--	22	23	--	54	48	--	5	7
Non-Economically Disadvantaged	NC	1929	43852	NC	99	99	NC	569	559	NC	6	10	NC	9	13	NC	60	56	NC	25	22

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	10	2617	79045	100	98	98	NA	526	512	NA	7	10	NA	19	25	NA	64	58	NA	11	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	1261	38860	NC	98	98	NC	534	519	NC	5	7	NC	15	22	NC	66	62	NC	14	8
Male	NC	1351	40075	NC	98	97	NC	518	505	NC	8	12	NC	22	28	NC	63	54	NC	7	6
African American	--	87	4250	--	98	98	--	515	500	--	6	12	--	29	31	--	56	54	--	9	3
Hispanic	--	527	31314	--	98	98	--	491	493	--	19	16	--	33	34	--	45	48	--	3	2
Asian/Pacific Islander	--	67	1949	--	99	99	--	541	536	--	4	4	--	10	15	--	66	66	--	19	15
American Indian/Alaskan Native	--	36	4719	--	100	96	--	508	489	--	14	15	--	25	39	--	50	45	--	11	2
White	NC	1897	36730	NC	99	98	NC	535	532	NC	3	4	NC	14	16	NC	70	68	NC	13	12
Students with Disabilities	NC	263	8552	NC	87	87	NC	469	463	NC	30	35	NC	38	40	NC	30	23	NC	2	1
Students without Disabilities	NC	2354	70493	NC	100	100	NC	531	517	NC	4	7	NC	16	24	NC	68	62	NC	12	8
Limited English Proficient Students	--	167	9355	--	97	95	--	448	456	--	47	37	--	42	48	--	11	15	--	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	--	667	34922	--	95	96	--	495	493	--	15	15	--	32	34	--	49	48	--	3	3
Non-Economically Disadvantaged	10	1950	44123	100	100	99	NA	536	527	NA	4	6	NA	14	18	NA	69	66	NA	13	11

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	2661	79657	NC	100	99	NC	579	566	NC	2	3	NC	4	8	NC	92	87	NC	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	1280	39120	NC	100	99	NC	591	580	NC	1	2	NC	2	4	NC	95	92	NC	2	2
Male	NC	1378	40423	NC	100	98	NC	568	553	NC	3	5	NC	7	12	NC	89	83	NC	1	1
African American	--	88	4290	--	99	99	--	577	560	--	5	4	--	1	9	--	92	86	--	2	1
Hispanic	--	543	31642	--	100	99	--	553	552	--	6	5	--	10	11	--	83	84	--	1	0
Asian/Pacific Islander	--	68	1948	--	100	99	--	591	589	--	1	1	--	3	3	--	96	91	--	NA	4
American Indian/Alaskan Native	--	36	4760	--	100	97	--	576	547	--	NA	5	--	6	14	--	94	81	--	NA	0
White	NC	1925	36929	NC	100	99	NC	586	579	NC	1	2	NC	3	5	NC	94	91	NC	2	2
Students with Disabilities	NC	302	9069	NC	100	92	NC	529	508	NC	5	11	NC	21	30	NC	71	58	NC	3	1
Students without Disabilities	NC	2359	70588	NC	100	100	NC	585	573	NC	2	2	NC	2	5	NC	94	91	NC	2	1
Limited English Proficient Students	--	175	9521	--	100	96	--	499	507	--	15	13	--	27	24	--	57	63	--	1	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	--	693	35341	--	99	97	--	558	551	--	5	5	--	8	12	--	86	83	--	1	0
Non-Economically Disadvantaged	NC	1968	44316	NC	100	100	NC	586	578	NC	1	2	NC	3	5	NC	93	90	NC	2	2

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	41	2561	78400	100	97	97	522	568	554	41	14	21	29	16	19	24	52	47	5	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	1281	38686	83	96	98	NA	568	554	NA	13	20	NA	17	20	NA	54	49	NA	16	12
Male	30	1277	39636	100	98	96	525	569	554	43	15	23	23	15	18	27	51	46	7	19	13
African American	NC	77	4193	NC	97	97	NC	536	533	NC	29	32	NC	25	23	NC	43	40	NC	4	5
Hispanic	NC	480	30732	NC	95	97	NC	530	534	NC	34	31	NC	23	24	NC	39	40	NC	5	5
Asian/Pacific Islander	--	60	1827	--	98	99	--	588	594	--	5	8	--	15	12	--	47	49	--	33	31
American Indian/Alaskan Native	--	26	4536	--	93	95	--	544	528	--	19	35	--	19	25	--	58	37	--	4	4
White	30	1916	37038	100	98	97	528	579	575	40	9	11	27	14	14	27	56	56	7	21	19
Students with Disabilities	--	222	7840	--	76	81	--	509	498	--	48	60	--	20	18	--	30	20	--	3	2
Students without Disabilities	41	2339	70560	100	100	99	522	573	560	41	11	17	29	16	19	24	54	50	5	19	14
Limited English Proficient Students	NC	162	8956	NC	93	95	NC	496	502	NC	65	56	NC	16	25	NC	18	18	NC	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	NC	597	33014	NC	92	95	NC	533	534	NC	30	31	NC	24	24	NC	42	40	NC	5	5
Non-Economically Disadvantaged	38	1964	45386	100	99	99	525	579	569	37	9	15	32	14	15	26	55	52	5	22	18

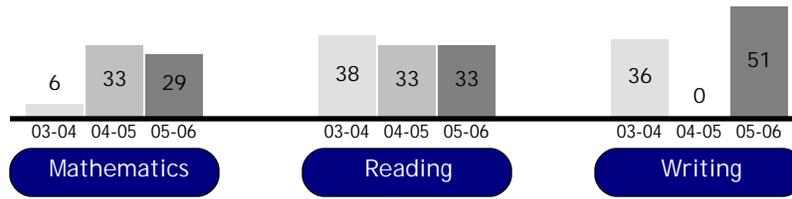
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	43	2627	79179	100	100	98	483	532	519	28	8	11	40	18	27	33	67	58	NA	7	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	1309	38974	92	99	99	467	537	524	36	6	8	45	16	25	18	71	61	NA	7	5
Male	31	1315	40124	100	100	97	485	528	513	26	10	13	39	21	28	35	62	54	NA	7	4
African American	NC	77	4243	NC	97	98	NC	513	506	NC	13	14	NC	27	32	NC	55	51	NC	5	3
Hispanic	NC	502	30987	NC	100	99	NC	494	498	NC	22	17	NC	33	36	NC	44	45	NC	1	1
Asian/Pacific Islander	--	61	1832	--	100	99	--	533	543	--	8	4	--	16	17	--	70	69	--	5	10
American Indian/Alaskan Native	NC	29	4573	NC	100	96	NC	515	494	NC	3	16	NC	41	41	NC	52	42	NC	3	1
White	31	1956	37467	100	100	98	482	543	539	29	4	5	42	14	17	29	73	70	NA	9	8
Students with Disabilities	NC	287	8567	NC	98	88	NC	476	467	NC	31	39	NC	37	38	NC	29	22	NC	3	1
Students without Disabilities	42	2340	70612	100	100	99	484	539	524	26	5	7	40	16	25	33	71	62	NA	8	5
Limited English Proficient Students	NC	173	9013	NC	99	95	NC	448	461	NC	56	40	NC	37	48	NC	7	12	NC	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	NC	622	33345	NC	96	96	NC	498	499	NC	18	17	NC	33	36	NC	48	46	NC	1	1
Non-Economically Disadvantaged	40	2005	45834	100	100	99	485	543	533	28	5	7	38	14	19	35	72	67	NA	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	43	2641	79734	100	100	99	518	566	554	2	2	3	47	13	19	51	85	78	NA	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	1320	39243	92	99	99	519	578	568	NA	1	2	45	7	12	55	91	85	NA	1	1
Male	31	1318	40413	100	100	98	517	554	541	3	3	4	48	18	26	48	79	70	NA	0	0
African American	NC	78	4285	NC	99	99	NC	552	548	NC	3	3	NC	18	22	NC	79	74	NC	NA	0
Hispanic	NC	507	31254	NC	100	99	NC	538	539	NC	6	5	NC	24	25	NC	70	70	NC	0	0
Asian/Pacific Islander	--	61	1837	--	100	99	--	569	579	--	2	1	--	11	9	--	85	87	--	2	2
American Indian/Alaskan Native	NC	29	4613	NC	100	97	NC	552	535	NC	3	4	NC	21	29	NC	76	67	NC	NA	0
White	31	1964	37668	100	100	99	526	574	569	NA	1	1	45	9	13	55	89	85	NA	1	1
Students with Disabilities	NC	293	8943	NC	100	92	NC	515	495	NC	7	11	NC	40	51	NC	50	38	NC	3	1
Students without Disabilities	42	2348	70791	100	100	100	523	572	561	NA	1	2	48	9	15	52	89	83	NA	1	0
Limited English Proficient Students	NC	177	9138	NC	100	97	NC	480	492	NC	18	13	NC	50	46	NC	32	40	NC	1	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	NC	633	33718	NC	98	97	NC	541	538	NC	4	5	NC	24	26	NC	72	69	NC	1	0
Non-Economically Disadvantaged	40	2008	46016	100	100	100	521	574	567	3	1	2	45	9	14	53	89	84	NA	1	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)

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 2005-06

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?	Not Evaluated
	Met Test Objectives?	Not Evaluated
	Met Attendance Rate?	N
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	NC	NC	NA	56	--	--	61	51	NC	NC	67	56
	Language	NC	NC	61	48	--	--	57	47	NC	NC	61	50
	Mathematics	NC	NC	76	66	--	--	62	52	NC	NC	68	58
7	Reading	100	14	NA	54	NC	NC	57	50	100	0	65	54
	Language	100	13	69	58	NC	NC	61	52	100	0	68	58
	Mathematics	100	21	73	62	NC	NC	59	50	100	0	65	54
8	Reading	100	50	NA	55	75	28	59	51	100	50	67	58
	Language	100	35	62	52	75	29	58	50	100	56	65	56
	Mathematics	100	47	71	61	75	34	63	53	100	37	67	58

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

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

School Site Council

Council Composition

Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	8.00
Other Professional Staff	1.00	Teacher Aide	1.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	24
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	12%

Resources Available at School Site

Special Facilities

Ü Core Academic Computer Labs

Extracurricular Activities

Ü Student Council

Social Services

- Ü Drug Prevention Coach
- Ü Social Worker
- Ü Counselor
- Ü Homeless Liaison
- Ü Intervention Specialist

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	87	95	94	95
Promotion Rate ⁵	84	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

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

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

School Safety

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

Prospect provides student training in bullying, harassing, and conflict resolution. A comprehensive drug and alcohol prevention program is also in place. All of these contribute to a safe and healthy learning environment.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

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		
Transportation Policy	Doug Curry	(602) 493-6320
Community Resources	Traci DeGraw	(602) 787-5015
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization		
Student Health/Nurse		(602) 787-5015

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 25 Copies = \$10.00

** 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.