

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

8300 E Dana Dr, Prescott Valley, AZ 86314

Park View School, 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)

| | |
|---------|-----------------|
| 2005-06 | Performing Plus |
| 2004-05 | Performing |
| 2003-04 | Excelling |

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

School Overview

Principal/Administrator : Mrs. Mary Bruhn
 Schedule : 07:15 AM to 04:45 PM
 Grades : 6-8
 Web Address : www.parkviewschool.org
 Phone Number : (928) 775-5115
 Fax Number : (928) 775-6253
 E-mail : marybruhn@cableone.net

Mission

Park View Middle School provides a relevant education, assisting students to become responsible, useful community members. Learning opportunities promote application skills beyond textbook information. Emphasis is placed on problem solving and communication skills in the four core academic areas; Language Arts, Social Studies, Math, and Science. A successful middle school experience establishes a foundation for life-long learning. The PVMS Curriculum is based on the Arizona State Standards.

No Child Left Behind

Adequate Yearly Progress (b)

| | |
|---------|-----|
| 2005-06 | 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

- ü Mathematics: Improve student skills in mathematics by aligning and assessing instruction to the Arizona State Standards. Teachers will instruct and assess each standard and re-teach as necessary to increase student achievement as measured by AIMS.
- ü Language: Student achievement will continue by utilizing Arizona State Standards-based curriculum. Instructors will promote critical reading and thinking skills. Emphasis is placed on increasing achievement in written and verbal communication.

Enrollment

October 1, 2005 School Year Student Enrollment : 136
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 140

Instructional Programs

- ü Math: Algebraic Logic & Problem Solving
- ü Language: Written/Oral Communications
- ü Science: Hands-on Exploratory Curriculum
- ü Social Studies: Historical Awareness
- ü Physical Education/HealthActivity Based
- ü Computers: Research, applications
- ü Art: Design Concepts & Appreciation
- ü Industrial Tech: Vocational Skills

Calendar Information

| | |
|----------------------------------|--------------------|
| Number of Instruction Days : | 145 |
| Average Daily Instruction Time : | 7 hours 20 minutes |
| First Day of School : | 8/8/2005 |
| Last Day of School : | 5/25/2006 |

Shared Responsibilities

School

Park View Middle School will offer a high quality curriculum that teaches the Arizona State Standards, encourages individual student success, and provides a safe, drug and violence-free environment. PVMS strives to provide continuous communication with the educational community and to encourage parental involvement.

Parents

Parents communicate with the school by participating in: parent-teacher conferences, field trips, an assemblies. Parents should ensure that students are on time and attend school. Parental supervision is important to successful homework completion. Parents contact classroom teachers for homework strategy ideas, refer to student planners for homework assignments. PVMS parents support academic and discipline policies. Parents also donate resources to support our after-school programs.

Transportation Policy

Transportation is provided to sponsored activities and events. Students are required to wear seat belts and adhere to van rules at all times. Van transportation is considered a privilege and can be revoked due to a safety concern.

School Honors

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

| Award/Honor | Year |
|--|------|
| ü AZ Dept of Education -Excelling School Label | 2005 |
| ü VICA State Competition: 14 individual Medals | 2005 |
| ü Yavapai County Teacher of the Year Nominee | 2004 |
| ü Embry-Riddle Science Competetion Awards | 2005 |

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 | 41 | 41 | 79327 | 98 | 98 | 98 | 517 | 517 | 518 | 17 | 17 | 19 | 24 | 24 | 20 | 51 | 51 | 46 | 7 | 7 | 16 |
| All Students (Prior Year) | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Female | 16 | 16 | 38961 | 100 | 100 | 98 | 542 | 542 | 520 | 13 | 13 | 16 | 6 | 6 | 20 | 69 | 69 | 48 | 13 | 13 | 16 |
| Male | 25 | 25 | 40295 | 96 | 96 | 97 | 500 | 500 | 516 | 20 | 20 | 21 | 36 | 36 | 19 | 40 | 40 | 44 | 4 | 4 | 16 |
| African American | -- | -- | 4247 | -- | -- | 98 | -- | -- | 499 | -- | -- | 27 | -- | -- | 24 | -- | -- | 41 | -- | -- | 8 |
| Hispanic | NC | NC | 32327 | NC | NC | 98 | NC | NC | 499 | NC | NC | 27 | NC | NC | 25 | NC | NC | 41 | NC | NC | 8 |
| Asian/Pacific Islander | NC | NC | 1939 | NC | NC | 99 | NC | NC | 556 | NC | NC | 6 | NC | NC | 10 | NC | NC | 47 | NC | NC | 36 |
| American Indian/Alaskan Native | NC | NC | 4391 | NC | NC | 96 | NC | NC | 489 | NC | NC | 32 | NC | NC | 27 | NC | NC | 36 | NC | NC | 4 |
| White | 34 | 34 | 36373 | 97 | 97 | 98 | 511 | 511 | 538 | 18 | 18 | 10 | 29 | 29 | 14 | 47 | 47 | 52 | 6 | 6 | 25 |
| Students with Disabilities | NC | NC | 9321 | NC | NC | 87 | NC | NC | 467 | NC | NC | 54 | NC | NC | 22 | NC | NC | 21 | NC | NC | 3 |
| Students without Disabilities | 36 | 36 | 70006 | 97 | 97 | 100 | 524 | 524 | 524 | 11 | 11 | 14 | 25 | 25 | 19 | 56 | 56 | 49 | 8 | 8 | 18 |
| Limited English Proficient Students | -- | -- | 9431 | -- | -- | 95 | -- | -- | 466 | -- | -- | 53 | -- | -- | 27 | -- | -- | 18 | -- | -- | 1 |
| Migrant Students | -- | -- | 635 | -- | -- | 94 | -- | -- | 488 | -- | -- | 31 | -- | -- | 29 | -- | -- | 36 | -- | -- | 4 |
| Economically Disadvantaged | 12 | 12 | 37097 | 100 | 100 | 97 | 524 | 524 | 498 | 17 | 17 | 27 | 17 | 17 | 25 | 67 | 67 | 41 | NA | NA | 7 |
| Non-Economically Disadvantaged | 29 | 29 | 42230 | 97 | 97 | 99 | 514 | 514 | 535 | 17 | 17 | 11 | 28 | 28 | 15 | 45 | 45 | 50 | 10 | 10 | 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 | 41 | 41 | 79501 | 98 | 98 | 98 | 502 | 502 | 497 | 2 | 2 | 10 | 27 | 27 | 25 | 68 | 68 | 60 | 2 | 2 | 4 |
| All Students (Prior Year) | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Female | 16 | 16 | 39062 | 100 | 100 | 99 | 527 | 527 | 502 | NA | NA | 8 | NA | NA | 23 | 100 | 100 | 64 | NA | NA | 5 |
| Male | 25 | 25 | 40368 | 96 | 96 | 98 | 485 | 485 | 491 | 4 | 4 | 13 | 44 | 44 | 27 | 48 | 48 | 57 | 4 | 4 | 3 |
| African American | -- | -- | 4279 | -- | -- | 99 | -- | -- | 485 | -- | -- | 14 | -- | -- | 30 | -- | -- | 54 | -- | -- | 2 |
| Hispanic | NC | NC | 32389 | NC | NC | 98 | NC | NC | 478 | NC | NC | 16 | NC | NC | 34 | NC | NC | 48 | NC | NC | 1 |
| Asian/Pacific Islander | NC | NC | 1936 | NC | NC | 99 | NC | NC | 519 | NC | NC | 3 | NC | NC | 14 | NC | NC | 73 | NC | NC | 9 |
| American Indian/Alaskan Native | NC | NC | 4401 | NC | NC | 96 | NC | NC | 473 | NC | NC | 17 | NC | NC | 40 | NC | NC | 43 | NC | NC | 1 |
| White | 34 | 34 | 36446 | 97 | 97 | 99 | 499 | 499 | 516 | 3 | 3 | 4 | 26 | 26 | 15 | 71 | 71 | 73 | NA | NA | 7 |
| Students with Disabilities | NC | NC | 9411 | NC | NC | 88 | NC | NC | 453 | NC | NC | 36 | NC | NC | 36 | NC | NC | 26 | NC | NC | 1 |
| Students without Disabilities | 36 | 36 | 70090 | 97 | 97 | 100 | 506 | 506 | 502 | 3 | 3 | 7 | 19 | 19 | 24 | 75 | 75 | 65 | 3 | 3 | 5 |
| Limited English Proficient Students | -- | -- | 9401 | -- | -- | 94 | -- | -- | 443 | -- | -- | 40 | -- | -- | 46 | -- | -- | 14 | -- | -- | 0 |
| Migrant Students | -- | -- | 642 | -- | -- | 95 | -- | -- | 465 | -- | -- | 24 | -- | -- | 41 | -- | -- | 35 | -- | -- | 0 |
| Economically Disadvantaged | 12 | 12 | 37183 | 100 | 100 | 97 | 515 | 515 | 479 | 8 | 8 | 16 | NA | NA | 34 | 92 | 92 | 49 | NA | NA | 1 |
| Non-Economically Disadvantaged | 29 | 29 | 42318 | 97 | 97 | 99 | 496 | 496 | 513 | NA | NA | 5 | 38 | 38 | 17 | 59 | 59 | 70 | 3 | 3 | 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 | 42 | 42 | 80000 | 100 | 100 | 99 | 547 | 547 | 564 | NA | NA | 3 | 17 | 17 | 11 | 79 | 79 | 75 | 5 | 5 | 11 |
| All Students (Prior Year) | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Female | 16 | 16 | 39288 | 100 | 100 | 99 | 572 | 572 | 579 | NA | NA | 2 | 6 | 6 | 6 | 81 | 81 | 77 | 13 | 13 | 16 |
| Male | 26 | 26 | 40644 | 100 | 100 | 98 | 532 | 532 | 549 | NA | NA | 4 | 23 | 23 | 15 | 77 | 77 | 74 | NA | NA | 7 |
| African American | -- | -- | 4307 | -- | -- | 99 | -- | -- | 551 | -- | -- | 4 | -- | -- | 13 | -- | -- | 75 | -- | -- | 7 |
| Hispanic | NC | NC | 32672 | NC | NC | 99 | NC | NC | 548 | NC | NC | 4 | NC | NC | 14 | NC | NC | 76 | NC | NC | 6 |
| Asian/Pacific Islander | NC | NC | 1945 | NC | NC | 99 | NC | NC | 592 | NC | NC | 1 | NC | NC | 4 | NC | NC | 69 | NC | NC | 25 |
| American Indian/Alaskan Native | NC | NC | 4424 | NC | NC | 97 | NC | NC | 549 | NC | NC | 3 | NC | NC | 14 | NC | NC | 77 | NC | NC | 5 |
| White | 35 | 35 | 36602 | 100 | 100 | 99 | 547 | 547 | 579 | NA | NA | 2 | 14 | 14 | 7 | 80 | 80 | 75 | 6 | 6 | 16 |
| Students with Disabilities | NC | NC | 9919 | NC | NC | 93 | NC | NC | 505 | NC | NC | 9 | NC | NC | 35 | NC | NC | 54 | NC | NC | 2 |
| Students without Disabilities | 37 | 37 | 70081 | 100 | 100 | 100 | 550 | 550 | 571 | NA | NA | 2 | 16 | 16 | 7 | 78 | 78 | 79 | 5 | 5 | 12 |
| Limited English Proficient Students | -- | -- | 9571 | -- | -- | 96 | -- | -- | 502 | -- | -- | 10 | -- | -- | 29 | -- | -- | 60 | -- | -- | 1 |
| Migrant Students | -- | -- | 654 | -- | -- | 97 | -- | -- | 534 | -- | -- | 7 | -- | -- | 16 | -- | -- | 74 | -- | -- | 3 |
| Economically Disadvantaged | 12 | 12 | 37534 | 100 | 100 | 98 | 542 | 542 | 547 | NA | NA | 4 | 8 | 8 | 15 | 92 | 92 | 76 | NA | NA | 5 |
| Non-Economically Disadvantaged | 30 | 30 | 42466 | 100 | 100 | 100 | 549 | 549 | 578 | NA | NA | 2 | 20 | 20 | 7 | 73 | 73 | 75 | 7 | 7 | 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 | 50 | 50 | 78546 | 98 | 98 | 97 | 520 | 520 | 543 | 24 | 24 | 15 | 26 | 26 | 18 | 42 | 42 | 52 | 8 | 8 | 15 |
| All Students (Prior Year) | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Female | 19 | 19 | 38645 | 100 | 100 | 98 | 514 | 514 | 545 | 21 | 21 | 13 | 37 | 37 | 18 | 42 | 42 | 54 | NA | NA | 15 |
| Male | 31 | 31 | 39792 | 97 | 97 | 97 | 525 | 525 | 542 | 26 | 26 | 17 | 19 | 19 | 17 | 42 | 42 | 50 | 13 | 13 | 15 |
| African American | -- | -- | 4205 | -- | -- | 97 | -- | -- | 524 | -- | -- | 22 | -- | -- | 22 | -- | -- | 49 | -- | -- | 7 |
| Hispanic | NC | NC | 31177 | NC | NC | 97 | NC | NC | 524 | NC | NC | 22 | NC | NC | 23 | NC | NC | 48 | NC | NC | 7 |
| Asian/Pacific Islander | NC | NC | 1940 | NC | NC | 99 | NC | NC | 580 | NC | NC | 5 | NC | NC | 9 | NC | NC | 53 | NC | NC | 33 |
| American Indian/Alaskan Native | -- | -- | 4689 | -- | -- | 95 | -- | -- | 515 | -- | -- | 28 | -- | -- | 25 | -- | -- | 43 | -- | -- | 4 |
| White | 47 | 47 | 36450 | 98 | 98 | 97 | 522 | 522 | 563 | 23 | 23 | 7 | 23 | 23 | 12 | 45 | 45 | 57 | 9 | 9 | 23 |
| Students with Disabilities | 11 | 11 | 8093 | 92 | 92 | 82 | 489 | 489 | 489 | 64 | 64 | 50 | 18 | 18 | 24 | 9 | 9 | 23 | 9 | 9 | 2 |
| Students without Disabilities | 39 | 39 | 70453 | 100 | 100 | 100 | 529 | 529 | 549 | 13 | 13 | 11 | 28 | 28 | 17 | 51 | 51 | 56 | 8 | 8 | 16 |
| Limited English Proficient Students | -- | -- | 9323 | -- | -- | 94 | -- | -- | 491 | -- | -- | 47 | -- | -- | 28 | -- | -- | 24 | -- | -- | 1 |
| Migrant Students | -- | -- | 674 | -- | -- | 95 | -- | -- | 515 | -- | -- | 28 | -- | -- | 27 | -- | -- | 40 | -- | -- | 5 |
| Economically Disadvantaged | 12 | 12 | 34694 | 100 | 100 | 96 | 521 | 521 | 524 | 17 | 17 | 23 | 42 | 42 | 23 | 42 | 42 | 48 | NA | NA | 7 |
| Non-Economically Disadvantaged | 38 | 38 | 43852 | 97 | 97 | 99 | 520 | 520 | 559 | 26 | 26 | 10 | 21 | 21 | 13 | 42 | 42 | 56 | 11 | 11 | 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 | 51 | 51 | 79045 | 100 | 100 | 98 | 509 | 509 | 512 | 4 | 4 | 10 | 31 | 31 | 25 | 63 | 63 | 58 | 2 | 2 | 7 |
| All Students (Prior Year) | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Female | 19 | 19 | 38860 | 100 | 100 | 98 | 513 | 513 | 519 | NA | NA | 7 | 26 | 26 | 22 | 74 | 74 | 62 | NA | NA | 8 |
| Male | 32 | 32 | 40075 | 100 | 100 | 97 | 507 | 507 | 505 | 6 | 6 | 12 | 34 | 34 | 28 | 56 | 56 | 54 | 3 | 3 | 6 |
| African American | -- | -- | 4250 | -- | -- | 98 | -- | -- | 500 | -- | -- | 12 | -- | -- | 31 | -- | -- | 54 | -- | -- | 3 |
| Hispanic | NC | NC | 31314 | NC | NC | 98 | NC | NC | 493 | NC | NC | 16 | NC | NC | 34 | NC | NC | 48 | NC | NC | 2 |
| Asian/Pacific Islander | NC | NC | 1949 | NC | NC | 99 | NC | NC | 536 | NC | NC | 4 | NC | NC | 15 | NC | NC | 66 | NC | NC | 15 |
| American Indian/Alaskan Native | -- | -- | 4719 | -- | -- | 96 | -- | -- | 489 | -- | -- | 15 | -- | -- | 39 | -- | -- | 45 | -- | -- | 2 |
| White | 48 | 48 | 36730 | 100 | 100 | 98 | 512 | 512 | 532 | 2 | 2 | 4 | 31 | 31 | 16 | 65 | 65 | 68 | 2 | 2 | 12 |
| Students with Disabilities | 12 | 12 | 8552 | 100 | 100 | 87 | 481 | 481 | 463 | 8 | 8 | 35 | 58 | 58 | 40 | 25 | 25 | 23 | 8 | 8 | 1 |
| Students without Disabilities | 39 | 39 | 70493 | 100 | 100 | 100 | 518 | 518 | 517 | 3 | 3 | 7 | 23 | 23 | 24 | 74 | 74 | 62 | NA | NA | 8 |
| Limited English Proficient Students | -- | -- | 9355 | -- | -- | 95 | -- | -- | 456 | -- | -- | 37 | -- | -- | 48 | -- | -- | 15 | -- | -- | 0 |
| Migrant Students | -- | -- | 682 | -- | -- | 96 | -- | -- | 480 | -- | -- | 23 | -- | -- | 37 | -- | -- | 39 | -- | -- | 1 |
| Economically Disadvantaged | 12 | 12 | 34922 | 100 | 100 | 96 | 502 | 502 | 493 | NA | NA | 15 | 33 | 33 | 34 | 67 | 67 | 48 | NA | NA | 3 |
| Non-Economically Disadvantaged | 39 | 39 | 44123 | 100 | 100 | 99 | 512 | 512 | 527 | 5 | 5 | 6 | 31 | 31 | 18 | 62 | 62 | 66 | 3 | 3 | 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 | 51 | 51 | 79657 | 100 | 100 | 99 | 540 | 540 | 566 | 2 | 2 | 3 | 24 | 24 | 8 | 75 | 75 | 87 | NA | NA | 1 |
| All Students (Prior Year) | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Female | 19 | 19 | 39120 | 100 | 100 | 99 | 560 | 560 | 580 | NA | NA | 2 | 11 | 11 | 4 | 89 | 89 | 92 | NA | NA | 2 |
| Male | 32 | 32 | 40423 | 100 | 100 | 98 | 528 | 528 | 553 | 3 | 3 | 5 | 31 | 31 | 12 | 66 | 66 | 83 | NA | NA | 1 |
| African American | -- | -- | 4290 | -- | -- | 99 | -- | -- | 560 | -- | -- | 4 | -- | -- | 9 | -- | -- | 86 | -- | -- | 1 |
| Hispanic | NC | NC | 31642 | NC | NC | 99 | NC | NC | 552 | NC | NC | 5 | NC | NC | 11 | NC | NC | 84 | NC | NC | 0 |
| Asian/Pacific Islander | NC | NC | 1948 | NC | NC | 99 | NC | NC | 589 | NC | NC | 1 | NC | NC | 3 | NC | NC | 91 | NC | NC | 4 |
| American Indian/Alaskan Native | -- | -- | 4760 | -- | -- | 97 | -- | -- | 547 | -- | -- | 5 | -- | -- | 14 | -- | -- | 81 | -- | -- | 0 |
| White | 48 | 48 | 36929 | 100 | 100 | 99 | 542 | 542 | 579 | 2 | 2 | 2 | 23 | 23 | 5 | 75 | 75 | 91 | NA | NA | 2 |
| Students with Disabilities | 12 | 12 | 9069 | 100 | 100 | 92 | 504 | 504 | 508 | 8 | 8 | 11 | 42 | 42 | 30 | 50 | 50 | 58 | NA | NA | 1 |
| Students without Disabilities | 39 | 39 | 70588 | 100 | 100 | 100 | 551 | 551 | 573 | NA | NA | 2 | 18 | 18 | 5 | 82 | 82 | 91 | NA | NA | 1 |
| Limited English Proficient Students | -- | -- | 9521 | -- | -- | 96 | -- | -- | 507 | -- | -- | 13 | -- | -- | 24 | -- | -- | 63 | -- | -- | 0 |
| Migrant Students | -- | -- | 694 | -- | -- | 98 | -- | -- | 546 | -- | -- | 5 | -- | -- | 12 | -- | -- | 82 | -- | -- | 1 |
| Economically Disadvantaged | 12 | 12 | 35341 | 100 | 100 | 97 | 542 | 542 | 551 | 8 | 8 | 5 | 8 | 8 | 12 | 83 | 83 | 83 | NA | NA | 0 |
| Non-Economically Disadvantaged | 39 | 39 | 44316 | 100 | 100 | 100 | 539 | 539 | 578 | NA | NA | 2 | 28 | 28 | 5 | 72 | 72 | 90 | NA | NA | 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 | 42 | 42 | 78400 | 95 | 95 | 97 | 533 | 533 | 554 | 24 | 24 | 21 | 33 | 33 | 19 | 36 | 36 | 47 | 7 | 7 | 12 |
| All Students (Prior Year) | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Female | 19 | 19 | 38686 | 95 | 95 | 98 | 538 | 538 | 554 | 16 | 16 | 20 | 42 | 42 | 20 | 32 | 32 | 49 | 11 | 11 | 12 |
| Male | 23 | 23 | 39636 | 96 | 96 | 96 | 529 | 529 | 554 | 30 | 30 | 23 | 26 | 26 | 18 | 39 | 39 | 46 | 4 | 4 | 13 |
| African American | NC | NC | 4193 | NC | NC | 97 | NC | NC | 533 | NC | NC | 32 | NC | NC | 23 | NC | NC | 40 | NC | NC | 5 |
| Hispanic | NC | NC | 30732 | NC | NC | 97 | NC | NC | 534 | NC | NC | 31 | NC | NC | 24 | NC | NC | 40 | NC | NC | 5 |
| Asian/Pacific Islander | -- | -- | 1827 | -- | -- | 99 | -- | -- | 594 | -- | -- | 8 | -- | -- | 12 | -- | -- | 49 | -- | -- | 31 |
| American Indian/Alaskan Native | NC | NC | 4536 | NC | NC | 95 | NC | NC | 528 | NC | NC | 35 | NC | NC | 25 | NC | NC | 37 | NC | NC | 4 |
| White | 33 | 33 | 37038 | 97 | 97 | 97 | 536 | 536 | 575 | 27 | 27 | 11 | 27 | 27 | 14 | 36 | 36 | 56 | 9 | 9 | 19 |
| Students with Disabilities | NC | NC | 7840 | NC | NC | 81 | NC | NC | 498 | NC | NC | 60 | NC | NC | 18 | NC | NC | 20 | NC | NC | 2 |
| Students without Disabilities | 35 | 35 | 70560 | 100 | 100 | 99 | 539 | 539 | 560 | 17 | 17 | 17 | 31 | 31 | 19 | 43 | 43 | 50 | 9 | 9 | 14 |
| Limited English Proficient Students | -- | -- | 8956 | -- | -- | 95 | -- | -- | 502 | -- | -- | 56 | -- | -- | 25 | -- | -- | 18 | -- | -- | 1 |
| Migrant Students | -- | -- | 676 | -- | -- | 95 | -- | -- | 523 | -- | -- | 38 | -- | -- | 25 | -- | -- | 36 | -- | -- | 1 |
| Economically Disadvantaged | 11 | 11 | 33014 | 100 | 100 | 95 | 523 | 523 | 534 | 18 | 18 | 31 | 55 | 55 | 24 | 18 | 18 | 40 | 9 | 9 | 5 |
| Non-Economically Disadvantaged | 31 | 31 | 45386 | 94 | 94 | 99 | 536 | 536 | 569 | 26 | 26 | 15 | 26 | 26 | 15 | 42 | 42 | 52 | 6 | 6 | 18 |

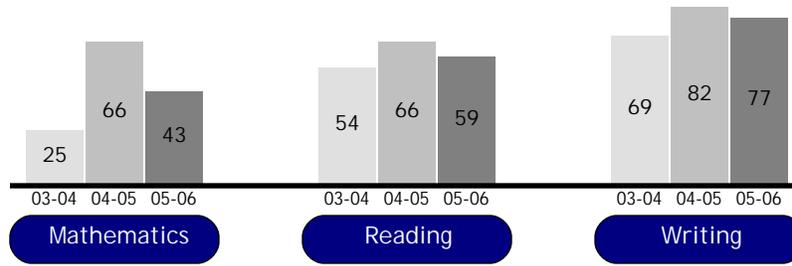
| Reading | # Tested | | | % Tested | | | MSS | | | % FFB | | | % A | | | % Met | | | % Exceeded | | |
|-------------------------------------|----------|----|-------|----------|-----|----|-----|-----|-----|-------|----|----|-----|----|----|-------|----|----|------------|----|----|
| | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ |
| All Students | 44 | 44 | 79179 | 100 | 100 | 98 | 508 | 508 | 519 | 11 | 11 | 11 | 30 | 30 | 27 | 59 | 59 | 58 | NA | NA | 5 |
| All Students (Prior Year) | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Female | 20 | 20 | 38974 | 100 | 100 | 99 | 507 | 507 | 524 | 10 | 10 | 8 | 30 | 30 | 25 | 60 | 60 | 61 | NA | NA | 5 |
| Male | 24 | 24 | 40124 | 100 | 100 | 97 | 508 | 508 | 513 | 13 | 13 | 13 | 29 | 29 | 28 | 58 | 58 | 54 | NA | NA | 4 |
| African American | NC | NC | 4243 | NC | NC | 98 | NC | NC | 506 | NC | NC | 14 | NC | NC | 32 | NC | NC | 51 | NC | NC | 3 |
| Hispanic | NC | NC | 30987 | NC | NC | 98 | NC | NC | 498 | NC | NC | 17 | NC | NC | 36 | NC | NC | 45 | NC | NC | 1 |
| Asian/Pacific Islander | -- | -- | 1832 | -- | -- | 99 | -- | -- | 543 | -- | -- | 4 | -- | -- | 17 | -- | -- | 69 | -- | -- | 10 |
| American Indian/Alaskan Native | NC | NC | 4573 | NC | NC | 96 | NC | NC | 494 | NC | NC | 16 | NC | NC | 41 | NC | NC | 42 | NC | NC | 1 |
| White | 34 | 34 | 37467 | 100 | 100 | 98 | 513 | 513 | 539 | 9 | 9 | 5 | 24 | 24 | 17 | 68 | 68 | 70 | NA | NA | 8 |
| Students with Disabilities | NC | NC | 8567 | NC | NC | 88 | NC | NC | 467 | NC | NC | 39 | NC | NC | 38 | NC | NC | 22 | NC | NC | 1 |
| Students without Disabilities | 35 | 35 | 70612 | 100 | 100 | 99 | 517 | 517 | 524 | 6 | 6 | 7 | 26 | 26 | 25 | 69 | 69 | 62 | NA | NA | 5 |
| Limited English Proficient Students | -- | -- | 9013 | -- | -- | 95 | -- | -- | 461 | -- | -- | 40 | -- | -- | 48 | -- | -- | 12 | -- | -- | 0 |
| Migrant Students | -- | -- | 680 | -- | -- | 96 | -- | -- | 487 | -- | -- | 20 | -- | -- | 43 | -- | -- | 36 | -- | -- | 1 |
| Economically Disadvantaged | 11 | 11 | 33345 | 100 | 100 | 96 | 500 | 500 | 499 | 9 | 9 | 17 | 55 | 55 | 36 | 36 | 36 | 46 | NA | NA | 1 |
| Non-Economically Disadvantaged | 33 | 33 | 45834 | 100 | 100 | 99 | 510 | 510 | 533 | 12 | 12 | 7 | 21 | 21 | 19 | 67 | 67 | 67 | NA | NA | 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 | 43 | 79734 | 98 | 98 | 99 | 541 | 541 | 554 | NA | NA | 3 | 23 | 23 | 19 | 77 | 77 | 78 | NA | NA | 0 |
| All Students (Prior Year) | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Female | 19 | 19 | 39243 | 95 | 95 | 99 | 564 | 564 | 568 | NA | NA | 2 | 5 | 5 | 12 | 95 | 95 | 85 | NA | NA | 1 |
| Male | 24 | 24 | 40413 | 100 | 100 | 98 | 522 | 522 | 541 | NA | NA | 4 | 38 | 38 | 26 | 63 | 63 | 70 | NA | NA | 0 |
| African American | NC | NC | 4285 | NC | NC | 99 | NC | NC | 548 | NC | NC | 3 | NC | NC | 22 | NC | NC | 74 | NC | NC | 0 |
| Hispanic | NC | NC | 31254 | NC | NC | 99 | NC | NC | 539 | NC | NC | 5 | NC | NC | 25 | NC | NC | 70 | NC | NC | 0 |
| Asian/Pacific Islander | -- | -- | 1837 | -- | -- | 99 | -- | -- | 579 | -- | -- | 1 | -- | -- | 9 | -- | -- | 87 | -- | -- | 2 |
| American Indian/Alaskan Native | NC | NC | 4613 | NC | NC | 97 | NC | NC | 535 | NC | NC | 4 | NC | NC | 29 | NC | NC | 67 | NC | NC | 0 |
| White | 33 | 33 | 37668 | 97 | 97 | 99 | 547 | 547 | 569 | NA | NA | 1 | 21 | 21 | 13 | 79 | 79 | 85 | NA | NA | 1 |
| Students with Disabilities | NC | NC | 8943 | NC | NC | 92 | NC | NC | 495 | NC | NC | 11 | NC | NC | 51 | NC | NC | 38 | NC | NC | 1 |
| Students without Disabilities | 35 | 35 | 70791 | 100 | 100 | 100 | 552 | 552 | 561 | NA | NA | 2 | 14 | 14 | 15 | 86 | 86 | 83 | NA | NA | 0 |
| Limited English Proficient Students | -- | -- | 9138 | -- | -- | 97 | -- | -- | 492 | -- | -- | 13 | -- | -- | 46 | -- | -- | 40 | -- | -- | NA |
| Migrant Students | -- | -- | 687 | -- | -- | 97 | -- | -- | 528 | -- | -- | 6 | -- | -- | 28 | -- | -- | 65 | -- | -- | NA |
| Economically Disadvantaged | 11 | 11 | 33718 | 100 | 100 | 97 | 542 | 542 | 538 | NA | NA | 5 | 27 | 27 | 26 | 73 | 73 | 69 | NA | NA | 0 |
| Non-Economically Disadvantaged | 32 | 32 | 46016 | 97 | 97 | 100 | 540 | 540 | 567 | NA | NA | 2 | 22 | 22 | 14 | 78 | 78 | 84 | NA | NA | 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.

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

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 | 100 | 74 | NA | 56 | 100 | 46 | 46 | 51 | 100 | 58 | 58 | 56 |
| | Language | 100 | 62 | 62 | 48 | 100 | 37 | 37 | 47 | 100 | 52 | 52 | 50 |
| | Mathematics | 100 | 82 | 82 | 66 | 100 | 43 | 43 | 52 | 100 | 50 | 50 | 58 |
| 7 | Reading | 100 | 64 | NA | 54 | 96 | 53 | 53 | 50 | 100 | 61 | 61 | 54 |
| | Language | 100 | 71 | 71 | 58 | 96 | 54 | 54 | 52 | 100 | 54 | 54 | 58 |
| | Mathematics | 100 | 65 | 65 | 62 | 98 | 53 | 53 | 50 | 98 | 48 | 48 | 54 |
| 8 | Reading | 100 | 63 | NA | 55 | 100 | 51 | 51 | 51 | 100 | 48 | 48 | 58 |
| | Language | 100 | 57 | 57 | 52 | 100 | 46 | 46 | 50 | 98 | 48 | 48 | 56 |
| | Mathematics | 100 | 63 | 63 | 61 | 100 | 56 | 56 | 53 | 95 | 48 | 48 | 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 | 1.00 | Teacher | 7.50 |
| Other Professional Staff | 1.00 | Teacher Aide | 2.00 |

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

| | |
|--|----|
| Core academic classes taught by Highly Qualified (NCLB) teachers. | 27 |
| 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 | 0% |

Resources Available at School Site

Special Facilities

- Ü Networked Computers in Each Classroom
- Ü Industrial Tech Classroom
- Ü Library, Computer Labs, Current Software
- Ü Multi-Purpose Meeting Facility

Extracurricular Activities

- Ü ERAU Science Fair: 6th Grade
- Ü Arizona Copper State Games
- Ü VICA/MathCounts - National Competition
- Ü Instrumental Music/ Vocal Music/Drama
- Ü Educational and Enrichment Field Trips
- Ü Student Government
- Ü Project Citizen National Competetion
- Ü Chess Club, Gardening Club

Social Services

- Ü Drug Awareness Instructional Program
- Ü Community Service Projects
- Ü Family Assistance
- Ü Referral to local programs
- Ü Child Find
- Ü Citizenship Classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Vocational Industrial Clubs of America (VICA) state competition - 14 medals earned for dome construction, bridge building, solar cars, safety posters, and rocketry.
Participation in this program will continue for the 2005-2006 school year.
- ü Project Citizen: a very successful school initiated dialogue- involving community issues and resolutions, which were identified by the students. Two, eighth grade teams earned top ratings at both regional and statewide Project Citizen competitions.
- ü Park View students competed in the AZ Copper State Games- Health poster contests. Two students were gold medal winners. Students will be given the opportunity to participate in this event during the 2005-2006 school year.
- ü A team of 11, sixth grade students competed at the regional 'Math Challenge.' Park View students placed in each of the categories. PVMS students will be given the opportunity to participate in this event during the 2005-2006 school year.

Student Activity Rates for School Year 2005-06

| | | Arizona | | |
|------------------------------|----|----------|-------|-----------|
| | | % K-6/UE | % 7-8 | % 9-12/US |
| Attendance Rate ⁴ | 92 | 95 | 94 | 95 |
| Promotion Rate ⁵ | 86 | 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

School Rule: no student has the right to interfere with the safety, learning or well-being of others. A zero-tolerance policy is enforced and parents are contacted when infractions occur. Students routinely practice emergency response scenarios. PVMS has a state-of-the-art emergency alarm system.

For the 2005-2006 academic year PVMS has implemented a '5 steps to referral' system to assist students with self-discipline. The program promotes accountability by students for their behavior.

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) :

1

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

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

| | Name | Phone Number |
|---------------------------|------------|----------------|
| School Site Council | | |
| Transportation Policy | Mary Bruhn | (928) 775-5115 |
| Community Resources | Mary Bruhn | (928) 775-5115 |
| School Nutrition Programs | | |
| Parent Organization | | |
| Student Health/Nurse | Kim Jones | (928) 775-5115 |

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

ACHIEVEMENT PROFILES

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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.

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