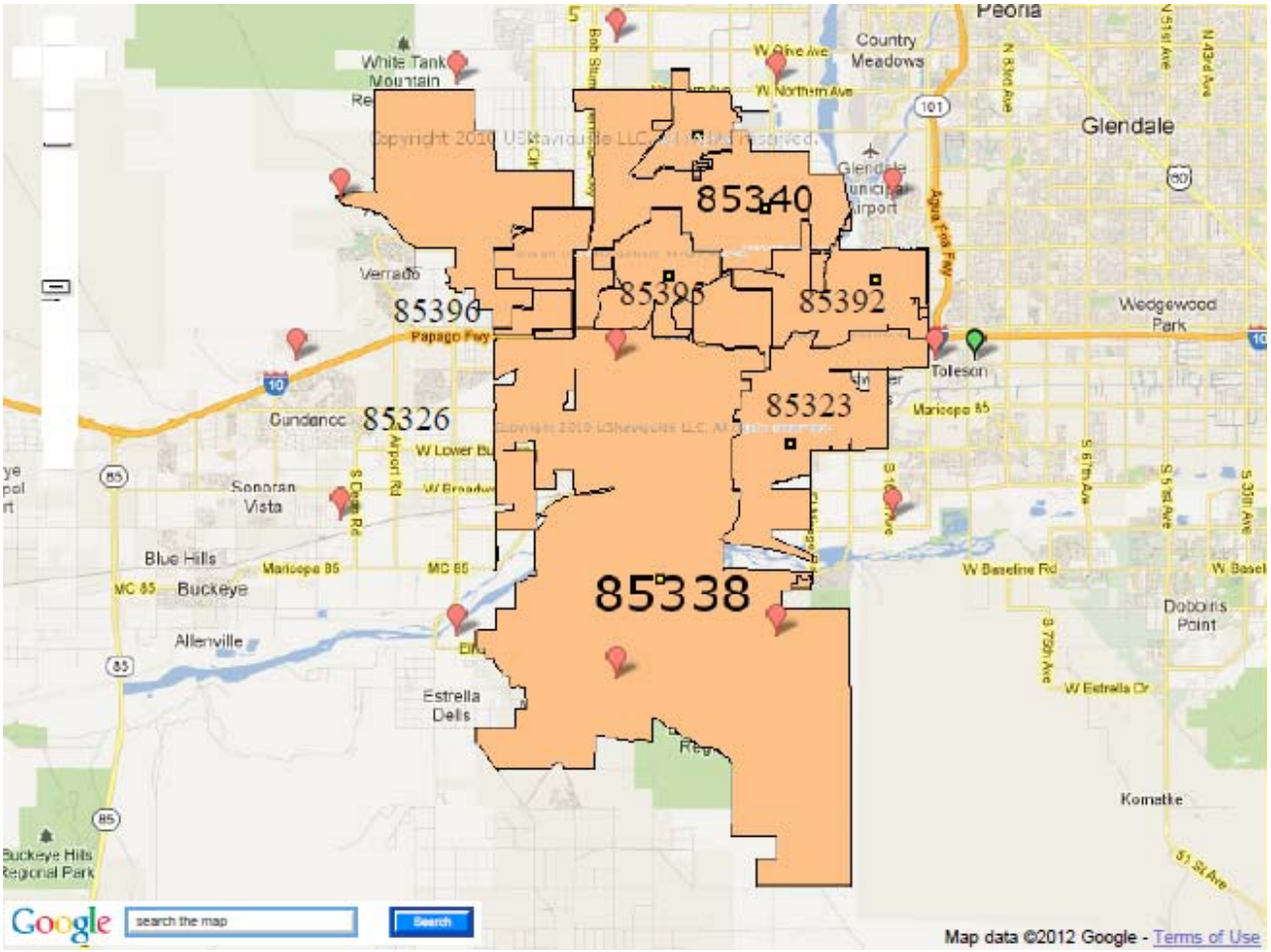
Education Plan

A.2 Target Population

The ZIP codes of students enrolled at the private pre-school indicate that P.V. Montessori School will draw students from Goodyear, Litchfield Park, Avondale, Tolleson, Buckeye and other West Valley cities. Those zip codes coincide with the geographic boundaries of the 8-mile radius from the location of the school at 629 N. Sarival Ave. in Goodyear, Arizona. These students and families are most representative of the population P.V. Montessori School will enroll.

8-mile radius with zip codes map



Zip Codes for Students enrolled at the pre-school	Area	Zip Codes from 10-mile radius	Area
85338	Goodyear, Canyon Trails and Estrella Mountain Ranch	85338	Goodyear
85340	Litchfield Park	85340	Litchfield Park
85326	Buckeye	85326	Buckeye
85323	Avondale	85323	Avondale
85392	Avondale	85392	Avondale
85395	Goodyear	85395	Goodyear

Major Social Indicators for the Target Area

- **Number of Households:** According to *U.S. Census Bureau, 2005-2009 American Community Survey*, the number of households in the target area has been 52,343. The average household size ranges from 2.8 people in Litchfield (at the County average of 2.85) to 3.84 people in Tolleson (above the county average).
  Single Families: The percentage of single families with children under 18 years of age in the area is above the County averages *(see Table)* and data reveals that the percentage of single mothers raising their children is higher than the percentage of single fathers with school age children. That percentage ranges from 6.7% in Goodyear (below the County average of 7.3%) to 11.6% in Avondale and 16% in Tolleson (percentage exceeding twice the County average).
- **Education:**
  The total school enrollment in the 5 cities in 2005-2009 was 54,178. Avondale is with the highest school enrollment in the area (23,573), followed by Goodyear City (16,200). The smallest school enrollment in the area is in Litchfield (1,413).
  The percentage of elementary school enrollment (grades 1-8) overall for all cities is higher than the County average of 43.7% ranging from 44.4% in Goodyear to 50.7% in Tolleson.
  The percentage of people with a high school diploma in the area ranges from 49.7% in Tolleson (almost twice below the county average of 84.3%) to 94.5% in Litchfield, followed by 88.7% in Goodyear (both above the County average).
  The percentage of people with a bachelor's degree or higher is strikingly low in Tolleson-4.5% (almost five times below the County average of 28%). Litchfield has the highest percentage of people with a bachelor's or higher degree - 42.4%, followed by Goodyear, where 28.9% of the adults have a bachelor's or higher degree.

Major Economic Indicators for the Target Area

- **Income:** The median family income in the area ranges from $35,234 in Tolleson (which is almost two times below the County average of $65,242) to $100,699 in Litchfield, followed by $82,927 in Goodyear, $65,057 in Buckeye and $61,991 in Avondale.

  These data do not take into account the recent economic recession, in which the West Valley has been hard hit by foreclosures and unemployment. According to The Arizona Republic, the new-home communities in the West Valley had the highest rates of foreclosure and declines in value, compared to other Valley neighborhoods. Despite this fact, the current rebounds in price in 2010 indicate that those markets had been caught in the momentum of a downward trend and were due for a positive readjustment.
  (http://www.azcentral.com/realestate/realtytrac_map.html accessed on May 10, 2011; and
  http://www.azcentral.com/business/realestate/articles/2011/04/03/20110403valley-home-values-phoenix-market-remains-vulnerable.html)
- **Percent of Families & People Living Below the Poverty Level:** The percentage of total families living below the poverty level in those West Valley cities ranges from 3.3% in Litchfield (which is below the County average of 9.4%) to 17.1% in Tolleson (almost twice the County average of 9.4%), followed by Avondale with 11.9% of total families living below the poverty level.
  The percentage of families with school age children (under 18 years of age) living below the poverty level is higher for that segment of total families, ranging from 4.4% in Litchfield (which is almost three times the County average of 14.4%) to 17.6% in Tolleson (which is highest in the area).
  The percentage of single female families with school age children (under 18 years of age) is yet higher, ranging from 24.1% in Goodyear (lowest in the area, and lower that the County average of 31.3%) to 47.4% in Tolleson (highest in the area).

Major Demographic Indicators for the Target Area

- **Population/Number**: According to the 2005-2009 American Community Survey 181,307 people live in the cities of Goodyear, Litchfield, Avondale, Tolleson and Buckeye. During the housing boom in the Valley, the West Valley area experienced one of the highest growth in the area: According to Census 2010 data released for Arizona, West Valley cities experienced a **69 percent increase in residents since 2000**. That doesn't include Phoenix, which is largely in the West Valley but stretches eastward as well. By comparison, the East Valley grew 230,000, or 26

percent. Cities in the northeast Valley grew about 18,000, or 7 percent.
http://www.azcentral.com/news/election/azelections/articles/2011/03/10/20110310census-arizona-new-2010-numbers-brk10-ON.html

- **Population/Demographics:** The population of these 5 West Valley cities is racially mixed:
  The population in Litchfield is predominantly White – 76.5%, followed by Goodyear – 60.9%.
  The population in Tolleson is predominantly Hispanic – 88.3%, followed by Avondale 50.6% and Buckeye – 39.7%.
  According to data released from Census 2010, soaring numbers of Hispanics and overall growth in the West Valley and Phoenix were prime drivers of Arizona's population growth over the past decade, according to 2010 census data released Thursday. Arizona had nearly 1.9 million Hispanic residents as of April 1, 2010, an increase of 46 percent. Their share of the state population rose from about a fourth to nearly 30 percent. The change was most striking among those 17 and younger. There are now more Hispanic children in Arizona than White, non-Hispanic children, suggesting the relative size of the Hispanic population could continue growing.
  http://www.azcentral.com/news/election/azelections/articles/2011/03/10/20110310census-arizona-new-2010-numbers-brk10-ON.html
  Avondale has the highest percentage of African-American population living there (8.2%), followed by Buckeye (6.1%) and Tolleson (5.8%), compared to Litchfield, where the African-American Population is close to 1%.
  The percentage of American-Indian people in the area averages 1%.
  The percentage of Asian people in the area is between 1.2% in Tolleson and 3.8% in Litchfield.

Tables 1-3: ***Source: U.S. Census Bureau, 2005-2009 American Community Survey***

- **Table 1: Selected Social Characteristics**
- **Table 2: Selected Economic Characteristics**
- **Table 3: Selected Demographic Characteristics**

Table 1: Selected Social Characteristics	Goodyear	%	Litchfield	%	Avondale	%	Tolleson	%	Buckeye	%	Maricopa County	%	Arizona State	%
HOUSEHOLDS BY TYPE														
Total households	**16,356**		**1,766**		**22,142**		**1,821**		**10,258**		**1,338,468**		**2,248,170**	
Family households (families)	13,130	80.3%	1,437	81.4%	17,276	78.0%	1,392	76.4%	8,073	78.7%	885,412	66.2%	1,492,544	66.4%
With own children under 18 years	6,593	40.3%	690	39.1%	9,908	44.7%	936	51.4%	4,778	46.6%	438,211	32.7%	690,517	30.7%
Married-couple family	10,963	67.0%	1,217	68.9%	11,627	52.5%	880	48.3%	6,140	59.9%	660,261	49.3%	1,115,833	49.6%
With own children under 18 years	5,035	30.8%	527	29.8%	6,259	28.3%	567	31.1%	3,530	34.4%	302,604	22.6%	468,839	20.9%
Male householder, no wife present, family	709	4.3%	43	2.4%	1,587	7.2%	131	7.2%	735	7.2%	70,995	5.3%	112,748	5.0%
With own children under 18 years	458	2.8%	43	2.4%	1,074	4.9%	77	4.2%	372	3.6%	37,928	2.8%	60,514	2.7%
Female householder, no husband present	1,458	8.9%	177	10.0%	4,062	18.3%	381	20.9%	1,198	11.7%	154,156	11.5%	263,963	11.7%
With own children under 18 years	1,100	6.7%	120	6.8%	2,575	11.6%	292	16.0%	876	8.5%	97,679	7.3%	161,164	7.2%
Nonfamily households	3,226	19.7%	329	18.6%	4,866	22.0%	429	23.6%	2,185	21.3%	453,056	33.8%	755,626	33.6%
Householder living alone	2,471	15.1%	310	17.6%	3,578	16.2%	331	18.2%	1,750	17.1%	355,804	26.6%	603,300	26.8%
65 years and over	704	4.3%	107	6.1%	481	2.2%	189	10.4%	246	2.4%	103,621	7.7%	196,454	8.7%
Households with one or more people under 18 years	7,136	43.6%	704	39.9%	11,285	51.0%	1,022	56.1%	5,195	50.6%	479,612	35.8%	768,540	34.2%
Households with one or more people 65 years and over	3,163	19.3%	534	30.2%	2,492	11.3%	405	22.2%	1,231	12.0%	286,513	21.4%	554,659	24.7%
Average household size	3.09	(X)	2.8	(X)	3.51	(X)	3.84	(X)	3.36	(X)	2.85	(X)	2.76	(X)
Average family size	3.41	(X)	3.18	(X)	3.89	(X)	4.39	(X)	3.81	(X)	3.48	(X)	3.38	(X)
SCHOOL ENROLLMENT														
3 years and over enrolled in school	**16,200**		**1,413**		**23,573**		**2,101**		**10,891**		**1,032,081**		**1,663,958**	
Nursery school, preschool	925	5.7%	0	0.0%	642	2.7%	115	5.5%	382	3.5%	55,888	5.4%	87,471	5.3%
Kindergarten	1,052	6.5%	79	5.6%	1,787	7.6%	197	9.4%	742	6.8%	59,169	5.7%	92,019	5.5%
Elementary school (grades 1-8)	7,196	44.4%	711	50.3%	11,384	48.3%	1,065	50.7%	5,248	48.2%	451,238	43.7%	715,649	43.0%
High school (grades 9-12)	3,421	21.1%	365	25.8%	4,992	21.2%	449	21.4%	2,023	18.6%	214,732	20.8%	357,018	21.5%
College or graduate school	3,606	22.3%	258	18.3%	4,768	20.2%	275	13.1%	2,496	22.9%	251,054	24.3%	411,801	24.7%
EDUCATIONAL ATTAINMENT														
Population 25 years and over	**34,080**		**3,199**		**44,392**		**3,671**		**22,019**		**2,444,612**		**4,062,351**	
Less than 9th grade	1,556	4.6%	91	2.8%	5,190	11.7%	1,070	29.1%	1,624	7.4%	180,831	7.4%	291,115	7.2%
9th to 12th grade, no diploma	2,307	6.8%	86	2.7%	5,765	13.0%	777	21.2%	2,326	10.6%	203,610	8.3%	361,163	8.9%
High school graduate (includes equivalency)	7,583	22.3%	584	18.3%	11,731	26.4%	954	26.0%	6,419	29.2%	594,675	24.3%	1,040,513	25.6%
Some college, no degree	9,160	26.9%	783	24.5%	9,245	20.8%	593	16.2%	5,652	25.7%	590,228	24.1%	1,007,552	24.8%
Associate's degree	3,616	10.6%	298	9.3%	3,776	8.5%	111	3.0%	1,990	9.0%	190,529	7.8%	317,176	7.8%
Bachelor's degree	6,569	19.3%	809	25.3%	6,156	13.9%	133	3.6%	2,870	13.0%	443,786	18.2%	665,693	16.4%
Graduate or professional degree	3,289	9.7%	548	17.1%	2,529	5.7%	33	0.9%	1,138	5.2%	240,953	9.9%	379,139	9.3%

Source: U.S. Census Bureau, 2005-2009 American Community Survey

Table 2: Selected Economic Characteristics	Goodyear	%	Litchfield	%	Avondale	%	Tolleson	%	Buckeye	%	Maricopa County	%	Arizona State	%
COMMUTING TO WORK														
Workers 16 years and over	**23,365**		**2,248**		**35,038**		**2,614**		**14,877**		**1,771,722**		**2,757,520**	
Car, truck, or van -- drove alone	18,571	79.5%	1,669	74.2%	27,234	77.7%	1,540	58.9%	11,093	74.6%	1,332,520	75.2%	2,070,160	75.1%
Car, truck, or van -- carpooled	2,644	11.3%	351	15.6%	4,936	14.1%	884	33.8%	2,728	18.3%	238,601	13.5%	369,313	13.4%
Public transportation (excluding taxicab)	83	0.4%	0	0.0%	365	1.0%	0	0.0%	52	0.3%	43,965	2.5%	58,814	2.1%
Walked	183	0.8%	58	2.6%	727	2.1%	104	4.0%	172	1.2%	30,467	1.7%	61,673	2.2%
Other means	384	1.6%	31	1.4%	837	2.4%	61	2.3%	205	1.4%	42,634	2.4%	67,582	2.5%
Worked at home	1,500	6.4%	139	6.2%	939	2.7%	25	1.0%	627	4.2%	83,535	4.7%	129,978	4.7%
Mean travel time to work (minutes)	31	(X)	25.9	(X)	26.8	(X)	24.3	(X)	32.3	(X)	26	(X)	24.9	(X)
OCCUPATION														
Employed population 16 years and over	**23,537**		**2,391**		**35,560**		**2,715**		**14,978**		**1,811,345**		**2,810,448**	
Management, professional, and related	8,537	36.3%	1,144	47.8%	10,362	29.1%	400	14.7%	4,903	32.7%	623,228	34.4%	936,769	33.3%
Service occupations	3,653	15.5%	238	10.0%	5,853	16.5%	384	14.1%	2,828	18.9%	307,046	17.0%	508,467	18.1%
Sales and office occupations	6,728	28.6%	577	24.1%	10,614	29.8%	907	33.4%	3,563	23.8%	500,840	27.7%	759,364	27.0%
Farming, fishing, and forestry occupations	61	0.3%	0	0.0%	407	1.1%	38	1.4%	114	0.8%	4,483	0.2%	14,287	0.5%
Construction, extraction, maintenance, repair	2,463	10.5%	205	8.6%	3,770	10.6%	237	8.7%	1,795	12.0%	204,695	11.3%	321,485	11.4%
Production, transportation, and material moving	2,095	8.9%	227	9.5%	4,554	12.8%	749	27.6%	1,775	11.9%	171,053	9.4%	270,076	9.6%
INCOME (2009 INFLATION-ADJUSTED)														
Total households	**16,356**		**1,766**		**22,142**		**1,821**		**10,258**		**1,338,468**		**2,248,170**	
Families	**13,130**		**1,437**		**17,276**		**1,392**		**8,073**		**885,412**		**1,492,544**	
Less than $10,000	278	2.1%	0	0.0%	879	5.1%	139	10.0%	275	3.4%	36,960	4.2%	70,198	4.7%
$10,000 to $14,999	207	1.6%	47	3.3%	573	3.3%	110	7.9%	229	2.8%	23,837	2.7%	47,056	3.2%
$15,000 to $24,999	571	4.3%	10	0.7%	1,341	7.8%	75	5.4%	491	6.1%	65,704	7.4%	129,215	8.7%
$25,000 to $34,999	708	5.4%	61	4.2%	1,345	7.8%	366	26.3%	609	7.5%	81,183	9.2%	153,755	10.3%
$35,000 to $49,999	1,193	9.1%	191	13.3%	2,509	14.5%	241	17.3%	1,095	13.6%	122,326	13.8%	223,035	14.9%
$50,000 to $74,999	2,882	21.9%	173	12.0%	3,799	22.0%	266	19.1%	2,236	27.7%	179,229	20.2%	306,791	20.6%
$75,000 to $99,999	2,607	19.9%	227	15.8%	3,238	18.7%	85	6.1%	1,454	18.0%	134,629	15.2%	215,615	14.4%
$100,000 to $149,999	3,084	23.5%	364	25.3%	2,678	15.5%	61	4.4%	1,230	15.2%	143,706	16.2%	212,937	14.3%
$150,000 to $199,999	1,011	7.7%	160	11.1%	533	3.1%	49	3.5%	294	3.6%	49,278	5.6%	68,510	4.6%
$200,000 or more	589	4.5%	204	14.2%	381	2.2%	0	0.0%	160	2.0%	48,560	5.5%	65,432	4.4%
Median family income (dollars)	82,927	(X)	100,699	(X)	61,991	(X)	35,234	(X)	65,057	(X)	65,242	(X)	59,231	(X)
Per capita income (dollars)	27,892	(X)	44,331	(X)	21,396	(X)	12,232	(X)	20,715	(X)	27,185	(X)	25,203	(X)
% BELOW THE POVERTY LEVEL														
All families	4.9%	(X)	3.3%	(X)	11.9%	(X)	17.1%	(X)	8.4%	(X)	9.4%	(X)	10.5%	(X)
With related children under 18 years	7.8%	(X)	4.4%	(X)	15.3%	(X)	17.6%	(X)	9.3%	(X)	14.4%	(X)	16.3%	(X)
Married couple families	2.4%	(X)	0.0%	(X)	6.5%	(X)	9.8%	(X)	5.7%	(X)	5.5%	(X)	6.0%	(X)
With related children under 18 years	3.1%	(X)	0.0%	(X)	8.2%	(X)	4.5%	(X)	4.8%	(X)	8.2%	(X)	9.0%	(X)
Families with female householder, no husband	20.1%	(X)	26.6%	(X)	21.9%	(X)	39.9%	(X)	24.3%	(X)	24.7%	(X)	27.6%	(X)
With related children under 18 years	24.1%	(X)	25.8%	(X)	25.2%	(X)	47.4%	(X)	27.4%	(X)	31.3%	(X)	34.8%	(X)

Source: U.S. Census Bureau, 2005-2009 American Community Survey

Table 3: Selected Demographic Characteristics	Goodyear	%	Litchfield	%	Avondale	%	Tolleson	%	Buckeye	%	Maricopa County	%	Arizona State	%
SEX AND AGE														
Total population	**53,654**		**4,943**		**78,043**		**6,989**		**37,678**		**3,855,521**		**6,324,865**	
Male	24,894	46.4%	2,427	49.1%	38,688	49.6%	3,545	50.7%	20,911	55.5%	1,943,284	50.4%	3,169,300	50.1%
Female	28,760	53.6%	2,516	50.9%	39,355	50.4%	3,444	49.3%	16,767	44.5%	1,912,237	49.6%	3,155,565	49.9%
Median age (years)	33.5	(X)	42.5	(X)	28.6	(X)	25.8	(X)	28.6	(X)	33.3	(X)	34.8	(X)
18 years and over	37,847	70.5%	3,624	73.3%	51,919	66.5%	4,477	64.1%	25,357	67.3%	2,798,962	72.6%	4,652,197	73.6%
21 years and over	36,391	67.8%	3,368	68.1%	48,755	62.5%	4,043	57.8%	24,133	64.1%	2,652,721	68.8%	4,400,861	69.6%
62 years and over	6,377	11.9%	940	19.0%	5,400	6.9%	698	10.0%	2,923	7.8%	516,473	13.4%	986,692	15.6%
65 years and over	4,724	8.8%	836	16.9%	3,956	5.1%	513	7.3%	2,210	5.9%	424,036	11.0%	813,836	12.9%
RACE														
HISPANIC OR LATINO AND RACE														
Total population	**53,654**		**4,943**		**78,043**		**6,989**		**37,678**		**3,855,521**		**6,324,865**	
Hispanic or Latino (of any race)	15,479	28.8%	930	18.8%	39,509	50.6%	5,860	83.8%	14,977	39.7%	1,178,943	30.6%	1,881,878	29.8%
Mexican	13,822	25.8%	930	18.8%	35,356	45.3%	5,607	80.2%	13,309	35.3%	1,052,433	27.3%	1,687,170	26.7%
Puerto Rican	348	0.6%	0	0.0%	724	0.9%	12	0.2%	431	1.1%	19,204	0.5%	29,920	0.5%
Cuban	27	0.1%	0	0.0%	212	0.3%	0	0.0%	0	0.0%	5,601	0.1%	8,528	0.1%
Other Hispanic or Latino	1,282	2.4%	0	0.0%	3,217	4.1%	241	3.4%	1,237	3.3%	101,705	2.6%	156,260	2.5%
Not Hispanic or Latino	38,175	71.2%	4,013	81.2%	38,534	49.4%	1,129	16.2%	22,701	60.3%	2,676,578	69.4%	4,442,987	70.2%
White alone	32,675	60.9%	3,781	76.5%	27,678	35.5%	613	8.8%	18,227	48.4%	2,276,082	59.0%	3,700,053	58.5%
Black or African American alone	2,543	4.7%	45	0.9%	6,391	8.2%	408	5.8%	2,310	6.1%	160,225	4.2%	216,305	3.4%
American Indian and Alaska Native	464	0.9%	0	0.0%	405	0.5%	26	0.4%	376	1.0%	61,699	1.6%	260,219	4.1%
Asian alone	1,517	2.8%	187	3.8%	2,576	3.3%	82	1.2%	856	2.3%	110,851	2.9%	148,877	2.4%
Native Hawaiian and Other Pacific Islander	43	0.1%	0	0.0%	40	0.1%	0	0.0%	314	0.8%	6,113	0.2%	10,018	0.2%
Some other race alone	119	0.2%	0	0.0%	130	0.2%	0	0.0%	40	0.1%	6,662	0.2%	12,331	0.2%
Two or more races	814	1.5%	0	0.0%	1,314	1.7%	0	0.0%	578	1.5%	54,946	1.4%	95,184	1.5%
Two races including Some other race	67	0.1%	0	0.0%	92	0.1%	0	0.0%	30	0.1%	2,922	0.1%	5,010	0.1%
Two races excluding Some other race, and Three or more races	747	1.4%	0	0.0%	1,222	1.6%	0	0.0%	548	1.5%	52,024	1.3%	90,174	1.4%

Source: U.S. Census Bureau, 2005-2009 American Community Survey

School Environment

The four school districts that will serve P.V. Montessori School's target area are Litchfield Elementary (10,058 students), Avondale Elementary (6,426 students), Tolleson Elementary (2,923 students), and Littleton Elementary (5,216 students). Additionally, there 12 private schools (1702 students) for grades PK- 8. The school anticipates that the demographic profiles of these districts will be very similar to the population enrolled by P.V. Montessori School.

Litchfield Elementary District has schools in Litchfield Park, Goodyear, Avondale and Buckeye. Most of the district's 12 K-8 schools (enrollment 10,058 students) are clustered in the area north of Interstate 10, four miles away from the proposed school site.

Avondale Elementary District has schools in Goodyear and Avondale. Avondale Elementary District's eight K-8 schools (enrollment 6,426 students) are south of Interstate 10, two to three miles away from P.V. Montessori School.

Tolleson Elementary District has schools in Tolleson and Phoenix. The district's 4 elementary (K-8) schools (enrollment 2,923 students) has schools in Tolleson and Phoenix. The district's schools are a little over 6 miles from P.V. Montessori School.

Littleton Elementary District has schools in Avondale and Tolleson. The district's 7 elementary schools (enrollment 5,216 schools) are two miles away from P.V. Montessori School.

Source: Arizona Department of Education, accessed on www.greatschools.org and http://nces.ed.gov/

School Environment	Litchfield Elementary	Avondale Elementary	Littleton Elementary	Tolleson Elementary	Averages	State	County
Enrollment of Racial/Ethnic Groups							
White (%)	52.1	28.6	17.8	9.0	26.9	45.4	48.7
Black (%)	9.4	7.4	11.7	8.8	9.3	5.4	5.9
Hispanic (%)	31.6	61.5	67.3	79.0	59.9	41.0	40.0
Asian/Pacific Islander (%)	5.8	1.6	2.1	1.9	2.9	2.6	3.2
American Indian/Alaska Native (%)	1.1	0.8	1.2	1.3	1.1	5.6	2.3
Enrollment of Students with Special Needs							
Economically Disadvantaged (%)	26.3	61.1	74.7	69.0	57.8	40.8	40.5
English Language Learners (%)	7.0	25.0	19.6	16.9	17.1	12.1	14.4
Students with Disabilities (%)	10.4	10.0	11.8	10.3	10.6	11.6	11.4
Enrollment Distribution by Gender							
Female (%)	49.1	n/a	48.6	50.4	49.4	48.7	48.7
Male (%)	50.9	n/a	51.5	49.6	50.7	51.3	51.3

Source: SchoolDataDirect.org, GreatSchools.org/Arizona Department of Education data for SY 2007-08

The school anticipates that the demographics of these three districts will be very similar to the student population at P.V. Montessori School. The percentage of students eligible for free or reduced-price lunch ranges from 26.3% in Litchfield Elementary to 69% in Tolleson Elementary, 61% in Avondale Elementary and 74.4% in Littleton Elementary. English learners make up 7% of students in Litchfield Elementary, 25% of Avondale Elementary, 19.6% of Littleton and 16.9% of Tolleson elementary students. The districts are racially mixed, with Litchfield Elementary being majority white (52.1%), Avondale Elementary majority Hispanic (61.5%), and Littleton and Tolleson – predominantly Hispanic. The districts enroll 7% to 12% African American students, 2% to 6% Asian students, and 1% Native Americans.

Student Achievement

School Name	Zip Codes		Number of Students [1]		Free/ Red. Lunch [2]	Per Pupil Funding	AZ Learns Legacy Label	AZ Learns A-F Rating [3]	Math Passing Proficiency [4]	Math Median Growth Percentile [5]	Reading Passing Proficiency	Reading Median Growth Percentile
1. Imagine Elementary at Avondale	85323	K-5	502	C	52.20%	$9,423	Performing	D	46.5	32.5	62.5	38
2. Michael Anderson	85323	P-8	758	D	87.16%	$7,488	Performing Plus	C	51.2	52	64.8	45
3. Lattie Coor	85323	K-10	1008	D	85.99%	$7,488	Performing Plus	C	45.6	50	62.6	44
4. Verrado Elementary School	85326	P-8	754	D	16.11%	$7,186	Excelling	A	78.7	56.5	90.7	57
5. Centerra Mirage	85338	K-8	763	D	47.30%	$7,488	Performing Plus	B	65	62	77.3	50
6. Copper Trails	85338	P-8	874	D	32.79%	$7,488	Performing Plus	A	73.7	58	86.2	53
7. Desert Star	85338	K-8	849	D	42.11%	$7,488	Performing Plus	C	56	54	77	46
8. Desert Thunder	85338	K-8	749	D	41.25%	$7,488	Performing Plus	B	61.7	53	81.5	51
9. Eliseo C. Felix School	85338	K-9	551	D	76.95%	$7,488	Performing Plus	C	46.5	54	67	48
10. Palm Valley Elementary	85338	P-8	810	D	19.49%	$7,186	Excelling	A	82.7	57	91.8	61
11. Wildflower School	85338	K-9	521	D	55.76%	$7,488	Performing Plus	C	44.9	48	68.3	47
12. Litchfield Elementary School	85340	P-8	788	D	17.93%	$7,186	Excelling	A	80.4	61	88	61
13. Mabel Padgett Elementary School	85340	P-8	N/A	D	23.18%	$7,186	Highly Performing	B	76.6	54	82.2	50
14. Scott L Libby Elementary School	85340	P-6	618	D	35.57%	$7,186	Excelling	B	75.8	59	80.5	51
15. White Tanks Learning Center	85340	K-8	14	D	N/A	$7,186	Performing	N/A	66.7	31	33.3	43.5
16. Legacy Traditional School-Avondale	85323	K-10	485	C	N/A	$6,256	N/A	N/A	N/A	N/A	N/A	N/A
17. Great Hearts Academies - Archway Trivium	85338	K-5	338	C	N/A	N/A	N/A	N/A	N/A		N/A	
Averages			**649**		**45.27%**				**63.5**	**52.1**	**74.2**	**49.7**
State of Arizona (Average for All Grades, except Growth for-K-8)					51%				79.0	48.0 Typical[6]	64.0	49.0 Typical

Source: Arizona Charter Schools Association: Education Evaluator Dataset: SY 2010-2011

---

[1] **Number of Students:** Enrollment information is based on the **October 1, 2010** student count reported to the Arizona Department of Education. https://azcharters.org/how-is-data-calculated

[2] **Free/Reduced Lunch Eligible:** Student eligibility percentages are provided by the school's participation information from NSLP FY2011 report from **October 1, 2010**. https://azcharters.org/how-is-data-calculated

[3] **School Accountability Labels:** Based on the Arizona Department of Education's Accountability System for the **most recent** school year. https://azcharters.org/how-is-data-calculated

[4] **Math and Reading Proficiency on AIMS:** Proficiency is determined by the percentage of students earning a score of "Meets" or "Exceeds" on the math or reading portion of Arizona's Instrument to Measure Standards (AIMS) tests in 2010-2011 as reported by the Arizona Department of Education. https://azcharters.org/how-is-data-calculated

[5] **Math and Reading Median Growth Percentile:** The median growth percentile is the median percentile of all students in the school with AIMS and Standford 10 test data, and shows if a school has high, typical or low student growth. Growth percentiles are calculated for all third- through tenth-grade students who took the AIMS test and second and ninth-grade students who took the Stanford 10 test. This model looks at the student's progress over a number of years compared to their academic peers. Growth Percentile scores are calculated by the Association and are based on **2010-11** AIMS and Stanford 10 test scores. https://azcharters.org/how-is-data-calculated

[6] **Growth Percentile Ranges**: Low: 1-32; Typical - 33 to 66; High - 67 to 100 is high.

The Proposed Program of Instruction and the Needs of the Target Community
The implementation of the described program of instruction meets the needs of the target population and benefits the selected community. P.V. Montessori School will offer exceptional and academically rigorous Montessori programs to all K-3 grade level children in West Phoenix area (Goodyear, Litchfield, Avondale), most of which represent the remote rural areas of the Greater Phoenix.

Providing details explaining how the school's proposed program of instruction improves pupil achievement in the target population.

P.V. Montessori School will be the first public Montessori school program offered in that rural community and will increase the choices of parents for high quality academic programs there. P.V. Montessori School examined and compared the academic performance of 17 schools, serving students in the K-3 grades, which P.V. Montessori School proposes to serve. Those schools are located in the immediate 4-mile radius of the target location. Of the 17 schools, 3 are charter and 13 are district schools.

- **School Size**: The average school size in the comparison sample is 649 students, with largest school size at Lattie Coor (D) of 1008 students and the smallest school size of only 14 students at the White Tanks Learning Center (a district alternative program) of 14 students. The Montessori program at P.V. Montessori School will address the needs of the target community for small, intimate and family-like school environment, as the Montessori school setting possess those attributes by the design of its instructional method and setting - the school will serve 125 students at full growth. Research on the effects of school size show the distinctive advantage of small schools on curricular diversity, academic achievement, daily attendance rates, teacher and student morale, student and parent engagement.[7]
- **Academic Achievement:**
  A-F Rating: Based on the A-F AZ Learns Accountability Model , 24% of the schools in the comparison sample are A-Rated, 24% are B-rated, 29% - C-Rated and 1% are - D-Rated. Three schools have not received their rating at the time of sampling, two of them - because they were in their first year of operation and one - because of its alternative status.
  Reading Achievement:
  - *Reading Proficiency* - The average reading proficiency of the students attending the comparison schools is 74.2%, which is 10 points above the state average (64%). The lowest reading proficiency (33.3) is at White Tanks Learning Center (D), and the highest reading proficiency level of 91.8% is at Palm Valley Elementary (D).
  - *Reading Growth Rate* - The average reading growth rate in the comparison schools is 49.7 Growth Percentiles - which is within the typical growth range[8], which is comparable to the state average Reading Growth percentile of 49. The lowest reading median growth percentile was at Imagine Elementary at Avondale (C) - 38, which is closer to the lower end of the Typical Growth Range. The highest median reading growth was at Palm Valley Elementary (D) and Litchfield Elementary (D) - 61, which is closer to the higher end of the Typical Growth Range continuum.

  Math Achievement:
  - *Math Proficiency* - The average math proficiency of the students attending the comparison schools is 63.5%, which is nearly 16points below the state average of 79%. The lowest level of math proficiency is at Lattie Coor (D) elementary school (45.6%) followed by Imagine

[7] Effects of School Size: A Review of the Literature with Recommendations by John R. Slate and Craig H. Jones (2005), accessed at http://smallschoolscoalition.com/
[8] Growth Percentile Ranges: Low: 1-32; Typical - 33 to 66; High - 67 to 100 is high.

Elementary at Avondale (C) and Eliseo C. Felix School (D) at 46.5%. The highest levels of math proficiency is at Litchfield Elementary School (D) - 80.4%.

- *Math Growth Rate* - The average math growth rate in the comparison sample is 52.1 Growth percentiles, which is approximately 4 points higher than the state average of 48.0 Growth percentiles. The lowest math median growth percentile was at White tanks Learning Center (D) - 31 Growth percentiles, followed by Imagine Elementary at Avondale (C) - 32.5 Growth Percentiles. Both Math Median Growth Percentiles are closer to the lower end of the Typical Growth Range. The highest math median growth percentile was at Litchfield Elementary School (D) - 61 followed by Scott L Libby Elementary School (D) - 59. These growth percentiles are approximately in the middle of the Typical growth Range.

The academic achievement levels of the students in the targeted area reveal and underserved student population with many gaps in their education, even within the A-rated schools. P.V. Montessori's educational program as designed will offer high quality choice for parents and their students in the area and will improve student achievement in the target population. The Montessori Method has proven effective in raising student achievement nationally, internationally and locally, in Arizona:

- The Montessori's unique model is used in 6 continents and over 4000 schools in the United States. When strictly implemented, as is the proposed P.V. Montessori's program, Montessori education fosters social and academic skills that are equal or superior to other types of schools.[9] Researchers also indicated that Montessori students performed well on standardized tests and demonstrated higher levels of learning than their peers when tested later in life (Schapiro, 1993). Recent empirical data suggests that some young Montessori children were able to master reading and writing before age 6 (Edwards, 2002). Furthermore, a comprehensive evaluation of middle school programs in the U.S. showed that, "Montessori students reported greater affect, potency, intrinsic motivation, flow experience and undivided interest while engaged in activities during school" (Rathunde & Csikszentmihalya, 2005, p. 363).[10],[11],
- In Arizona, several of the top performing charter schools, such as Mission Montessori Academy, Khalsa Montessori, Villa Montessori and Keystone Montessori to name a few, have math and reading proficiency rates averaging some of the highest levels statewide (in the 90%-100% AIMS

---

[9] 1 Lillard & Else-Quest, 2006

[10] Outcomes for Students in a Montessori Program a Longitudinal Study of the Experience in the Milwaukee Public Schools", NCERI, The National Center on Educational Restructuring and Inclusion, the Graduate School and University Center, the City University of New York.

[11] Cited Montessori research findings at: http://www.montessori.org/imc/. Complete Reference:

Boehnlein, Mary Maher. (1990). *Research and evaluation summary of Montessori programs. In Implementing Montessori education in the public sector.* Cleveland, Ohio: NAMTA.

Boehnlein, Mary Maher. (1988). Montessori research: Analysis in retrospect. *The NAMTA Journal, 13*(3), 1-119.

Chattin-McNichols, John. (1992). What does research say about Montessori? In Margaret Howard Loefller (Ed.), *Montessori in contemporary American culture* (pp. 69-100). Portsmouth, N.H.: Heinemann Educational Books.

Dawson, Marcella. (1988). *A comparative analysis of the standardized test of scores of students enrolled in the HISD Montessori magnet and traditional elementary classrooms.* Texas Southern University: Unpublished Master's Thesis.

Duax, Tim. (1989). Preliminary report on the educational effectiveness of a Montessori school in the public sector. *The NAMTA Journal, 14*(2), 56-62.

Karnes, M., Shwedel, A., & Williams, M. (1983). A comparison of five approaches for educating young children from low-income homes. In *As the twig is bent: Lasting effects of preschool programs*. Hillsdale, N.J.: Lawrence Erlbaum Associates.

Miller, L., & Medley, S. (1984). *Preschool intervention: Fifteen years of research.* Paper presented at the American Psychological Association Annual Meeting, Toronto, Ontario.

Public School Montessorian. (1990). Research. *Public School Montessorian, 2*(2).

Rathunde, K. (2003). *The NAMTA Journal, 28*(3), 12-52.

Takacs, C., & Clifford, A. (1988). Performance of Montessori graduates in public school classrooms. *The NAMTA Journal, 14*(1), 1-9.

range) and high growth rates in the upper typical and high ranges of the Student Growth Percentile (SGP).[12]

The Montessori Method selected fits very well with the diverse ethnic and economic mix of the K-3 target population of the West Phoenix rural area of Goodyear.

- The Montessori program at P.V. Montessori School is designed to address the diverse needs of the target population – as an educational model the Montessori Method addresses all intelligences and styles of learning—musical, bodily-kinesthetic, spatial, interpersonal, intrapersonal, intuitive, natural, and the traditional linguistic and logical-mathematical—are nurtured and respected. The practical application of the Montessori Method is based on human tendencies— to explore, move, share with a group, to be independent and make decisions, create order, develop self-control, abstract ideas from experience, use the creative imagination, work hard, repeat, concentrate, and perfect one's efforts.
- The population, which P.V. Montessori school targets to serve includes a large Hispanic population and low-income populations in the area that would benefit from the individualized attention and sense of control of the Montessori program. Published research supports the proposed Montessori program with a comparable population[13].
    - A comprehensive study by Drs. Angeline Lillard of the University of Virginia and Nicole Else-Quest of The University of Wisconsin-Madison, focusing on poor and lower-middle class students from Milwaukee advanced quantitative assertions about the effectiveness of Montessori education.
    - In several national studies Montessori classrooms produced results that were found to be academically and socially superior to traditional programs. Researchers also indicated that Montessori students performed well on standardized tests and demonstrated higher levels of learning than their peers when tested later in life (Schapiro, 1993).
    - Minority students enrolled in a Montessori program scored higher on self-concept, mathematical and geometric concepts, vocabulary recognition, attention strategies, and general intelligence. (Boehnlein, 1988)
    - Black and Hispanic Montessori students scored significantly higher than other minority students on both the Iowa Test of Basic Skills and the Metropolitan Achievement Test 6 in Houston, Texas. (Dawson, 1988)
    - 75% of low SES children who attended a Montessori preschool in Cleveland, Ohio, scored above school norms on the California Achievement Test. (Takacs & Clifford, 1988)

Providing details of how the class size and teacher-student ratios address the needs of the target population for improved pupil achievement.

The Montessori program at P.V. Montessori School will also address the needs of the target community for small, intimate and family-like school environment (125 students at full growth) and small class size - 24 children per class, with a full time teacher and one to two non-teaching assistants, which provides to very low teacher/student ratio (1:12 - with one teacher assistant and 1:6 with tow teacher assistants, which will be reached over time in 1-3 years.

The class size and teacher-student ratios thus developed provide the most variety of personalities, learning styles, and work being done at one time. This class size is ideal and most conducive for enhanced student learning and achievement.

Smaller class size and low student/teacher ratios of 1:12 provide ample opportunities for interaction with the teacher. Smaller classes enable teachers to provide more individualized instruction to

[12] Arizona Charter Schools Association: Education Evaluator https://azcharters.org
[13] In 2 and 3

accommodate our target students' different strengths, challenges and abilities in learning. The Montessori class size and setting allows the teachers to closely monitor their students' progress. Because they normally work with each child for two or three years, they get to know their students' strengths and weaknesses, interests, and personalities extremely well, which allows the Montessori teachers to use the children's interests to enrich the curriculum and provide alternate avenues for accomplishment and success.

Published research strongly supports small class sizes and low teacher/student ratio for increased student achievement. Students beginning school in small classes continue to benefit many years later and outscore other students in high school mathematics, according to University of Chicago research:

- Researchers found that the differences are particularly striking for minority students.
- Researchers think small class sizes are effective because they provide opportunities for more individualized instruction.
- The results point to an important lasting effect of early intervention. "For example, with small classes, teachers can identify and remedy incipient problems among students at risk for low achievement"[14]

Additionally, the Montessori instructional methodology and multiage class size configurations provide for children to learn from each other and stay with the same teacher for three years. By consciously bringing children together in multi-age class groups for three-year period of time, the school environment promotes continuity and the development of a fairly stable community.

[14] Nye, B. and Hedges, L. "The Long-Term Effects of Small Classes in the Early Grades: Lasting Benefits in Mathematics Achievement at Grade 9", *The Journal of Experimental Education, 2001, 69(3), 245-257.*

Below are excerpts from parents in support of P.V. Montessori School as a school of choice in the target area:

"We have been community members of Palm Valley Montessori School since November 2008. In that time our small child has grown into an intellectually responsible, and respectable 4 year old. Our son is reading and writing in both print and cursive. He is learning addition and subtraction, to the point where he can do simple problems in his head without using his fingers. He plays the piano, and is beginning to master sight reading musical notes; in fact so well that he was asked to play several songs at the Arrowhead Mall for Christmas Shoppers to enjoy. He has learned to tie his shoes, button buttons, and zip zippers. Most impressively, he has acquired an extreme hunger for the knowledge of the sciences, experiments, geography, art, history, sports, in addition to many other disciplines. We can truly continue on providing examples of the wonderful things he has been taught at Palm Valley Montessori School. To our family, friends, and co-horts, we can proudly say that our son is regarded as an extremely rare, gifted, and remarkable person. We are very fortunate for his achievements, but the truth of the matter is he is up to par with most of his friends and classmates his age at Palm Valley Montessori School.
Having friends and family with kids who are attending public schools in the Southwest Valley "district", we can honestly say this is unheard of in our public school settings - much less our local public preschools. One student in particular, who is in 8th grade, told us that she had never been taught to read or write in cursive as it is no longer a requirement. This should be both sad and concerning to most parents.
We have analyzed various curriculums in the area, and have come to the undoubtable conclusion that a Montessori program is far superior to the others. We feel Palm Valley Montessori School has exceeded the curriculum of other local educational establishments."

- Alfredo Perret and Patricia Cantu

"We believe that a Montessori education is the best possible choice for our family. My son has been enrolled at Palm Valley Montessori School since he was three years old. Currently, he is in the kindergarten program. The level and content of learning that he has engaged in throughout his time in the school is far above what most children his age are being exposed to. For example, my kindergarten son is reading at a fourth grade level. He is writing in complete sentences. In addition, he has started multiplication work. I do not know of any other school programs that allow a child of his age to progress through curriculum at that speed. He is able to learn and master concepts, as he is ready for the material. The small size of the school is also important to me. Due to the small school size, the staff really knows and cares for my children. They are not just another face in the crowd. Children deserve to have a real relationship with their teachers."

- Jaime Greer

"I have two children who attend Palm Valley Montessori School, a son in kindergarten and a daughter in preschool.
My son who is in kindergarten, went to Palm Valley Montessori School for preschool. Because he was able to continue his education at the same school, it was a seamless transition from preschool to kindergarten. He received an amazing education as a preschooler and I was thrilled that he could continue to learn and thrive in the same environment.
The academic achievements of the students at Palm Valley Montessori School are exceptional. My 6-year-old can read proficiently, write in cursive, and is learning multiplication and fractions. he and my daughter are learning Spanish, geography, and history. They read classic literature and of all the children are encouraged to explore and discover more about whatever they are interested in. Their questions are answered, not hushed, and the school's focus on independent, self-motivated learning will carry them in good stead for the rest of their life. The Montessori Method of schooling encourages a life-long love of learning, which is lacking in so many schools today. I absolutely believe that the education my children receive at Palm Valley Montessori School will help them grow up to be responsible adults who are caring, well-educated, and productive members of their community.
I strongly believe that Palm Valley Montessori School is the best choice in the Southwest Valley for the education of my children."

- Elizabeth Girard

"My son Jadon is currently completing his Kindergarten year at the school. During the year and half Jadon has been attending Palm Valley Montessori School we have observed a rapid growth in his academics. But most importantly we have watched as he has become a motivated student who has a love of learning and is excited about attending school each day.
As a kindergartener, Jadon is working on skills and learning concepts that I introduced to students when I was teaching public school children in the first and second grades. Jadon is able to display such concepts as advanced phonograms, reading, cursive writing, multiplication, culture and geography. I have a child who can diagram and tell me all the countries in the continent of South America! The Montessori Philosophy of teaching that Jadon is receiving is by far superior to anything offered in the local public schools.
I taught for 7 years in Arizona Public Schools, but left my position as a Reading Specialist in 2006 when Jadon was born. Last year I subbed in our local school district. I witnessed the chaos of the classrooms, the limited uninterrupted time that students are actually allowed to work and learn and it became very apparent to me that Jadon would not have been successful in this kind of environment. A huge difference in the Montessori Philosophy compared to a Public School is time. In the public school I saw students spending the majority of their day with small chunks of learning time. The day was constantly being interrupted by special areas, recesses and especially with students being pulled out of the classroom constantly for special assistance. In Jadon's day at Palm Valley Montessori School he has two large time blocks of uninterrupted learning time. This time is protected, sacred and the staff & children take this very seriously.
The community at Palm Valley Montessori School is a group of involved families, motivated students, exceptional teachers and devoted directors. Daniel & Eva Foster are committed to making Palm Valley Montessori School the Montessori School of choice for families in the West Valley. I am amazed at their dedication to do whatever it takes to make Palm Valley Montessori School the best school for all students."

- Amy Khan

"A year and half ago my husband and I began the search for a Montessori program for our 3 year old daughter, Keira. When we found Palm Valley Montessori School, we were happy to see it was close and small enough that our child wouldn't be lost in the crowd and be able to receive the personalized education we were seeking. Unlike any preschool or daycare we had been in, the school was peaceful and quiet. Children mindfully concentrated on their projects and tasks. It was amazing.
I appreciate the philosophy that no question or topic is skirted no matter what the subject especially the life process - everything living has a cycle of life - plants, animals, insects and even humans. The children are given a simple understandable explanation for their questions not only through abstract but tangible means as well - tending and observing gardens, animals and even humans. My family and friends all are amazed by Keira's temperament and abilities. I attribute much of this to be from Montessori. She is polite, kind, and well-spoken with an advanced vocabulary. She even chooses apples over french fries "because they are healthy." She makes decisions constantly during her Montessori day, what to work on (gently guided by her teachers), what her path is and to stick with a task even if it "hard" and it's beginning to help her make better choices outside school and hopefully for the rest of her life.
We have discussions - true discussions - about Vincent Van Gogh, the solar system, nutrition, the seasons, King George and Martin Luther King, Jr. She can write in cursive and can write and count to 100. She can read and is beginning addition and subtraction. She speaks in Spanish and practices yoga. All these she has learned at Palm Valley Montessori School and she isn't even in Kindergarten yet."

- Cari Smith

Additional Support Letters for the School Attached:

1. Goodyear City Manager support letter
2. Goodyear Mayor support letter
3. Senator Lynne Pancrazi (Arizona State representative District 24) support letter

LYNNE PANCRAZI
1700 WEST WASHINGTON, SUITE H
PHOENIX, ARIZONA 85007-2844
CAPITOL PHONE: (602) 926-3004
CAPITOL FAX: (602) 417-3179
TOLL FREE: 1-800-352-8404
lpancrazi@azleg.gov

DISTRICT 24

Arizona House of Representatives
Phoenix, Arizona 85007

COMMITTEES:
AGRICULTURE AND WATER, RANKING MEMBER
EMPLOYMENT AND REGULATORY AFFAIRS, RANKING MEMBER
EDUCATION

LIBRARY, ARCHIVES AND PUBLIC RECORDS BOARD

December 11, 2012

DeAnna Rowe
Executive Director
Arizona State Board for Charter Schools
P.O. Box 18328
Phoenix, AZ 85009

RE: Letter of Support for Palm Valley Montessori School Charter Application

Dear Ms. Rowe-

Please accept this letter of support for charter school status on behalf of Palm Valley Montessori School which is located at 629 N. Sarival Avenue, Goodyear. I have had the pleasure of meeting Mr. Foster and reviewing their school's curriculum. Palm Valley Montessori has a wonderful campus and I cannot express enough on how impressed I was at their educational program. Their involvement and support within the community fills a need in the Goodyear area where there is a call for an alternative to early childhood education. After much work their preschool grew to a full primary school and opened a second classroom for the Lower Elementary program. Eva and Daniel Foster have strived to provide quality early childhood education in the Goodyear community since 2008.

Please contact me if you have any questions 928-246-0846.

Sincerely,

Lynne Pancrazi

LYNNE PANCRAZI
Arizona State Representative, District 24

/cv

December 14, 2012

Arizona State Board for Charter Schools
PO Box 18328
Phoenix, AZ 85009

RE: Letter of Recommendation – Palm Valley Montessori School

Dear Board Members:

It is with great enthusiasm that I recommend the Palm Valley Montessori School for charter school status.

We value education in Goodyear and recognize that it is necessary for a strong community. Our city has demonstrated our commitment to education through several actions and initiatives. For example, I joined other Mayors throughout the state of Arizona to show our commitment to improving education by forming the Arizona Mayor's Education Roundtable.

Daniel and Eva Foster recently invited me to tour their Palm Valley Montessori School and discuss their ideas for the future. After seeing the school, meeting with the Fosters, and hearing the positive reviews from our Goodyear residents, I am convinced that this school will continue to be a very important part of our community for many, many years.

I am proud to recommend the Palm Valley Montessori School for charter school status and I am excited about the positive impact the school will have on the future of our community.

Please do not hesitate to contact me at 623-882-7776 or Georgia.lord@goodyearaz.gov if you would like any further information.

Sincerely,

Georgia Lord

Georgia Lord
Mayor

Office of the Mayor
190 North Litchfield Road, Goodyear, Arizona 85338
623-932-3910 • Fax 623-882-4249 • 1-800-872-1749 • TDD 623-932-6500 • www.goodyearaz.gov

Brian Dalke, CEcD
City Manager

December 6, 2012

RE: Letter of Recommendation – Palm Valley Montessori School

To Whom It May Concern:

It is my pleasure to write this letter of recommendation for the Palm Valley Montessori School. Daniel and Eva Foster are valued members of the Goodyear community and the Palm Valley Montessori School that they operate provides a quality education institution for the citizens in our community. The value and need for this type of educational option in our community is supported by the strong enrollment in their preschool program, as well as the expansion to elementary school level programs. In Goodyear, we take great pride in the quality of the education institutions in our community, and Palm Valley Montessori is a point of pride in our community's educational system. In addition, the resilience of the Fosters to not only sustain, but grow the Palm Valley Montessori School throughout the economic recession is a testimony to their diligence and passion for education.

I highly recommend the approval of the Palm Valley Montessori School new charter application, which has all the indications to become a high-quality and viable choice for our community. Please feel free to contact me at 623-882-7051 or brian.dalke@goodyearaz.gov if I can provide any additional information.

Sincerely,

Brian J. Dalke, CEcD

City Manager's Office
190 N. Litchfield Rd., Goodyear, AZ 85338
623-932-3910 Fax 623-882-7077 1-800-872-1749 TDD 623-932-6500 www.goodyearaz.gov

Goodyear All-America City 2008
City Livability Award 2008