



Tom Horne, Superintendent
of Public Instruction

ARIZONA DISTRICT REPORT CARD 2004-05

Murphy Elementary District

2615 W Buckeye Rd., Phoenix, AZ 85009-

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.

No Child Left Behind

Adequate Yearly Progress¹

2003-04	Not Met
2002-03	Not Met
2001-02	N/A

Current Administrator²

Title: Superintendent
Name: Paul Mohr, Jr.

Fax: (602) 353-5081
Phone: (602) 353-5002
Email: pmohr@msdaz.org

District At A Glance

Enrollment³

	State	District
2003-2004 Student Enrollment	1,012,068	2,587

Expenditures⁴

2004 Administration Expense	\$2,955,562.00
2004 Classroom Supplies Expense	\$774,536.00
2004 Classroom Instruction Expense	\$9,734,072.00
2004 Other Support Services Expense	\$5,408,383.00
2004 Student Support Services Expense	\$1,124,821.00
2004 Total Current Expenditures	\$19,997,374.00

Highly Qualified

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	58	8	0	0
4 to 6 years	17	0	0	0
7 to 9 years	9	1	0	0
10 or more years	36	22	1	1

Teachers with Emergency Certificaton. 8
Classes not Taught by Highly Qualified Teachers. *
District Poverty Level. *

* Due to the unavailability of these data, we are presently unable to supply information on percentage of classes not taught by highly qualified teachers and district poverty level.

3rd Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	279	75509	99	100	498	521	21	13	37	23	29	33	12	31
All Students (02-03)	287	75372	100	100	498	523	15	9	39	25	28	36	18	30
Female (03-04)	138	37013	100	100	499	522	22	12	34	24	34	33	10	31
Female (02-03)	147	36901	100	100	499	524	13	8	45	25	25	36	18	31
Male (03-04)	141	38430	96	99	497	521	21	14	41	22	24	33	15	31
Male (02-03)	140	38385	100	100	497	523	18	9	32	24	32	36	18	30
African American (03-04)	NC	3660	NC	99	NC	496	NC	24	NC	31	NC	28	NC	18
African American (02-03)	NC	3589	NC	96	NC	501	NC	18	NC	33	NC	33	NC	16
Hispanic (03-04)	263	30486	99	99	498	505	20	18	41	29	26	32	13	21
Hispanic (02-03)	272	29103	100	99	494	510	16	12	38	31	31	36	15	20
Asian/Pacific Islander (03-04)	NC	1780	NC	98	NC	549	NC	5	NC	13	NC	33	NC	50
Asian/Pacific Islander (02-03)	--	1574	--	96	--	549	--	3	--	14	--	34	--	48
American Indian/Alaskan Native (03-04)	NC	4075	NC	100	NC	486	NC	28	NC	34	NC	26	NC	12
American Indian/Alaskan Native (02-03)	NC	5086	NC	100	NC	491	NC	22	NC	38	NC	28	NC	12
White (03-04)	NC	35192	NC	99	NC	534	NC	8	NC	19	NC	35	NC	39
White (02-03)	NC	34597	NC	98	NC	535	NC	4	NC	20	NC	38	NC	38
Students with Disabilities (03-04)	39	9708	95	100	477	489	25	32	50	27	25	24	0	17
Students with Disabilities (02-03)	21	8057	58	99	450	496	50	23	50	31	0	28	0	17
Students without Disabilities (03-04)	240	65801	100	98	500	525	21	11	36	23	30	34	13	33
Students without Disabilities (02-03)	266	67315	100	100	499	525	14	8	39	24	29	37	18	31
Limited English Proficient Students (03-04)	200	16928	100	100	462	485	0	29	100	33	0	26	0	12
Limited English Proficient Students (02-03)	216	16925	100	100	433	482	67	27	33	40	0	26	0	7
Migrant Students (03-04)	NC	750	NC	NA	NC	499	NC	21	NC	29	NC	30	NC	20
Migrant Students (02-03)	NC	869	NC	NA	NC	501	NC	17	NC	30	NC	39	NC	14
Economically Disadvantaged (03-04)	259	36411	NA	NA	499	503	20	19	39	29	30	32	11	20
Economically Disadvantaged (02-03)	287	26325	NA	NA	498	504	15	15	39	34	28	33	18	18
Non-Economically Disadvantaged (03-04)	20	39040	NA	NA	493	534	33	8	22	19	22	34	22	39
Non-Economically Disadvantaged (02-03)	--	49047	--	NA	--	530	--	6	--	21	--	37	--	35

3rd Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	279	75492	99	100	504	519	11	12	39	16	41	47	9	24
All Students (02-03)	287	75221	100	100	505	523	16	8	19	16	53	56	12	21
Female (03-04)	137	37013	100	100	505	523	13	10	33	15	48	48	8	27
Female (02-03)	147	36833	100	100	503	526	15	6	20	15	58	56	8	23
Male (03-04)	142	38400	97	99	503	516	9	14	47	17	32	47	12	21
Male (02-03)	140	38319	100	100	508	520	18	9	18	17	47	56	18	18
African American (03-04)	NC	3665	NC	99	NC	505	NC	20	NC	22	NC	43	NC	14
African American (02-03)	NC	3597	NC	97	NC	510	NC	14	NC	22	NC	53	NC	11
Hispanic (03-04)	263	30438	99	99	504	508	12	17	38	21	40	47	10	15
Hispanic (02-03)	272	29019	100	99	502	513	16	12	21	21	52	55	10	13
Asian/Pacific Islander (03-04)	NC	1773	NC	98	NC	534	NC	4	NC	10	NC	50	NC	36
Asian/Pacific Islander (02-03)	--	1572	--	95	--	536	--	2	--	9	--	57	--	31
American Indian/Alaskan Native (03-04)	NC	4081	NC	100	NC	498	NC	25	NC	26	NC	40	NC	8
American Indian/Alaskan Native (02-03)	NC	5071	NC	100	NC	502	NC	20	NC	27	NC	46	NC	8
White (03-04)	NC	35177	NC	99	NC	528	NC	8	NC	13	NC	49	NC	31
White (02-03)	NC	34543	NC	97	NC	531	NC	4	NC	12	NC	58	NC	26
Students with Disabilities (03-04)	39	9707	95	100	492	495	14	33	43	21	43	33	0	13
Students with Disabilities (02-03)	21	8006	58	99	461	505	50	22	0	23	50	42	0	13
Students without Disabilities (03-04)	240	65785	100	98	505	522	10	10	39	16	40	49	10	26
Students without Disabilities (02-03)	266	67215	100	100	506	524	15	7	19	16	53	56	13	21
Limited English Proficient Students (03-04)	201	16905	100	100	477	489	0	34	100	28	0	32	0	6
Limited English Proficient Students (02-03)	216	16853	100	100	463	489	67	29	0	36	33	32	0	3
Migrant Students (03-04)	NC	763	NC	NA	NC	499	NC	21	NC	30	NC	40	NC	8
Migrant Students (02-03)	NC	866	NC	NA	NC	503	NC	19	NC	23	NC	49	NC	8
Economically Disadvantaged (03-04)	257	36302	NA	NA	505	507	11	18	38	21	41	46	11	14
Economically Disadvantaged (02-03)	287	26256	NA	NA	505	509	16	14	19	24	53	51	12	11
Non-Economically Disadvantaged (03-04)	22	39164	NA	NA	490	528	13	8	50	13	38	48	0	31
Non-Economically Disadvantaged (02-03)	--	48965	--	NA	--	528	--	5	--	13	--	58	--	24

3rd Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	277	75053	99	99	564	597	3	7	23	12	73	72	1	9
All Students (02-03)	283	73654	100	99	515	530	14	9	22	13	60	70	4	7
Female (03-04)	136	36872	100	99	576	621	3	5	23	9	75	74	0	12
Female (02-03)	145	36239	99	99	512	537	15	7	20	11	65	72	0	10
Male (03-04)	141	38109	96	99	550	573	3	10	24	14	71	69	3	6
Male (02-03)	138	37301	100	98	517	523	12	12	24	15	55	68	9	5
African American (03-04)	NC	3636	NC	99	NC	568	NC	12	NC	16	NC	67	NC	6
African American (02-03)	NC	3488	NC	94	NC	515	NC	16	NC	18	NC	62	NC	4
Hispanic (03-04)	261	30235	98	98	562	575	3	9	22	14	73	70	2	6
Hispanic (02-03)	268	28348	99	96	510	520	15	13	27	17	53	65	5	5
Asian/Pacific Islander (03-04)	NC	1768	NC	98	NC	651	NC	3	NC	5	NC	72	NC	19
Asian/Pacific Islander (02-03)	--	1558	--	95	--	547	--	3	--	8	--	76	--	13
American Indian/Alaskan Native (03-04)	NC	4044	NC	99	NC	550	NC	13	NC	17	NC	66	NC	4
American Indian/Alaskan Native (02-03)	NC	4947	NC	100	NC	507	NC	22	NC	22	NC	53	NC	3
White (03-04)	NC	35028	NC	99	NC	613	NC	6	NC	10	NC	73	NC	11
White (02-03)	NC	33924	NC	96	NC	537	NC	5	NC	10	NC	75	NC	9
Students with Disabilities (03-04)	39	9625	95	100	546	530	0	21	29	21	71	55	0	4
Students with Disabilities (02-03)	21	7306	58	90	473	506	50	24	0	20	50	52	0	4
Students without Disabilities (03-04)	238	65428	99	98	566	604	3	6	22	11	73	73	1	10
Students without Disabilities (02-03)	262	66348	100	100	516	531	13	8	23	13	61	71	4	8
Limited English Proficient Students (03-04)	199	16765	100	100	519	525	0	17	0	20	100	60	0	2
Limited English Proficient Students (02-03)	212	16422	100	100	449	495	67	30	17	27	17	43	0	0
Migrant Students (03-04)	NC	752	NC	NA	NC	562	NC	9	NC	18	NC	68	NC	5
Migrant Students (02-03)	NC	849	NC	NA	NC	511	NC	19	NC	22	NC	56	NC	4
Economically Disadvantaged (03-04)	255	36077	NA	NA	564	566	2	10	24	16	73	69	2	5
Economically Disadvantaged (02-03)	283	25711	NA	NA	515	514	14	16	22	19	60	61	4	3
Non-Economically Disadvantaged (03-04)	22	38950	NA	NA	568	618	13	5	13	9	75	73	0	12
Non-Economically Disadvantaged (02-03)	--	47943	--	NA	--	535	--	7	--	11	--	74	--	9

5th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	298	76019	100	100	466	499	18	14	63	39	11	14	7	33
All Students (02-03)	271	76230	100	100	472	498	17	12	61	38	10	12	12	37
Female (03-04)	154	37207	99	100	465	499	18	12	63	41	14	14	5	33
Female (02-03)	134	37247	100	100	476	500	13	11	58	40	14	13	14	37
Male (03-04)	144	38677	100	100	466	498	19	15	64	38	8	13	9	34
Male (02-03)	137	38725	100	100	467	497	20	14	64	37	6	12	10	37
African American (03-04)	NC	3817	NC	100	NC	475	NC	23	NC	47	NC	11	NC	18
African American (02-03)	NC	3594	NC	96	NC	476	NC	22	NC	46	NC	11	NC	21
Hispanic (03-04)	286	29458	100	100	466	480	17	20	64	48	11	12	7	20
Hispanic (02-03)	255	28100	100	98	474	482	16	18	61	47	10	11	13	24
Asian/Pacific Islander (03-04)	NC	1673	NC	99	NC	531	NC	4	NC	29	NC	14	NC	53
Asian/Pacific Islander (02-03)	--	1447	--	95	--	527	--	5	--	26	--	11	--	58
American Indian/Alaskan Native (03-04)	NC	4735	NC	100	NC	466	NC	28	NC	49	NC	10	NC	13
American Indian/Alaskan Native (02-03)	--	5292	--	100	--	463	--	31	--	47	--	8	--	14
White (03-04)	NC	35880	NC	100	NC	515	NC	7	NC	32	NC	16	NC	45
White (02-03)	10	35389	100	96	413	514	60	6	40	32	0	14	0	48
Students with Disabilities (03-04)	40	9786	100	100	439	457	37	39	63	40	0	7	0	13
Students with Disabilities (02-03)	34	9022	100	100	447	465	33	31	67	43	0	8	0	17
Students without Disabilities (03-04)	258	66233	100	99	470	503	15	11	64	39	13	14	8	35
Students without Disabilities (02-03)	237	67208	100	100	473	500	16	12	61	38	11	12	13	38
Limited English Proficient Students (03-04)	210	15206	100	100	462	459	20	31	68	53	9	7	3	9
Limited English Proficient Students (02-03)	181	14826	100	100	467	460	16	31	66	51	11	8	7	10
Migrant Students (03-04)	--	745	--	NA	--	473	--	22	--	53	--	11	--	15
Migrant Students (02-03)	--	837	--	NA	--	478	--	19	--	51	--	8	--	21
Economically Disadvantaged (03-04)	272	35714	NA	NA	466	480	18	20	64	47	11	12	8	20
Economically Disadvantaged (02-03)	269	25037	NA	NA	472	477	17	21	61	47	10	11	12	21
Non-Economically Disadvantaged (03-04)	26	40266	NA	NA	461	513	24	9	59	33	18	15	0	43
Non-Economically Disadvantaged (02-03)	NC	51193	NC	NA	NC	507	NC	9	NC	35	NC	13	NC	43

5th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	298	76020	100	100	487	503	49	25	30	23	19	40	2	12
All Students (02-03)	269	76202	100	100	490	505	39	19	34	24	25	46	2	11
Female (03-04)	154	37207	99	100	489	504	46	22	30	23	22	42	1	13
Female (02-03)	134	37231	100	100	492	507	35	16	32	24	31	48	2	13
Male (03-04)	144	38666	100	100	486	501	52	29	30	22	16	38	2	12
Male (02-03)	135	38718	100	100	487	503	45	22	36	24	18	44	1	10
African American (03-04)	NC	3819	NC	100	NC	494	NC	37	NC	26	NC	31	NC	6
African American (02-03)	NC	3600	NC	97	NC	497	NC	28	NC	29	NC	39	NC	5
Hispanic (03-04)	286	29442	100	99	488	494	49	37	30	26	20	31	2	6
Hispanic (02-03)	253	28090	100	98	490	497	39	28	34	30	25	37	2	5
Asian/Pacific Islander (03-04)	NC	1672	NC	99	NC	513	NC	12	NC	19	NC	49	NC	20
Asian/Pacific Islander (02-03)	--	1443	--	95	--	515	--	9	--	19	--	53	--	19
American Indian/Alaskan Native (03-04)	NC	4735	NC	100	NC	489	NC	48	NC	25	NC	24	NC	3
American Indian/Alaskan Native (02-03)	--	5311	--	100	--	491	--	38	--	31	--	28	--	3
White (03-04)	NC	35890	NC	100	NC	511	NC	15	NC	20	NC	48	NC	18
White (02-03)	10	35371	100	96	475	512	67	10	33	20	0	54	0	16
Students with Disabilities (03-04)	40	9784	100	100	477	485	78	58	17	19	4	19	0	4
Students with Disabilities (02-03)	34	9097	100	100	513	493	0	39	0	27	100	29	0	5
Students without Disabilities (03-04)	258	66236	100	99	489	504	45	23	32	23	21	42	2	13
Students without Disabilities (02-03)	235	67105	100	100	490	506	40	18	34	24	24	47	2	12
Limited English Proficient Students (03-04)	210	15198	100	100	485	483	54	59	33	25	12	14	1	1
Limited English Proficient Students (02-03)	179	14780	100	100	486	486	45	50	35	32	19	18	1	1
Migrant Students (03-04)	--	743	--	NA	--	488	--	50	--	28	--	19	--	3
Migrant Students (02-03)	--	832	--	NA	--	492	--	36	--	31	--	31	--	3
Economically Disadvantaged (03-04)	272	35703	NA	NA	488	494	49	37	31	26	18	31	2	6
Economically Disadvantaged (02-03)	267	24961	NA	NA	490	495	39	32	34	30	25	34	2	4
Non-Economically Disadvantaged (03-04)	26	40274	NA	NA	484	509	47	17	24	20	29	47	0	17
Non-Economically Disadvantaged (02-03)	NC	51241	NC	NA	NC	509	NC	14	NC	22	NC	51	NC	14

5th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	298	75673	100	100	494	530	15	12	37	25	48	58	1	4
All Students (02-03)	265	74692	100	99	463	502	42	18	35	27	23	47	0	8
Female (03-04)	154	37099	99	100	512	548	8	8	28	22	63	64	1	6
Female (02-03)	132	36710	100	99	471	509	34	14	36	26	30	50	0	10
Male (03-04)	144	38441	100	99	475	513	21	16	46	29	33	52	0	3
Male (02-03)	133	37742	100	98	454	495	51	22	35	28	15	44	0	6
African American (03-04)	NC	3791	NC	99	NC	506	NC	18	NC	29	NC	50	NC	3
African American (02-03)	NC	3516	NC	94	NC	487	NC	26	NC	31	NC	39	NC	4
Hispanic (03-04)	286	29305	100	99	495	507	14	16	37	31	49	51	1	2
Hispanic (02-03)	249	27492	100	96	462	486	42	27	35	32	23	38	0	4
Asian/Pacific Islander (03-04)	NC	1665	NC	99	NC	573	NC	6	NC	16	NC	67	NC	10
Asian/Pacific Islander (02-03)	--	1428	--	94	--	528	--	8	--	20	--	54	--	18
American Indian/Alaskan Native (03-04)	NC	4707	NC	100	NC	492	NC	19	NC	33	NC	46	NC	1
American Indian/Alaskan Native (02-03)	--	5166	--	100	--	470	--	39	--	32	--	27	--	2
White (03-04)	NC	35760	NC	99	NC	550	NC	9	NC	21	NC	64	NC	6
White (02-03)	10	34785	100	94	443	517	67	10	33	23	0	56	0	11
Students with Disabilities (03-04)	40	9706	100	100	449	462	30	36	52	32	17	31	0	1
Students with Disabilities (02-03)	32	8428	100	98	512	472	0	38	0	30	100	29	0	3
Students without Disabilities (03-04)	258	65967	100	99	500	536	12	10	35	25	52	60	1	5
Students without Disabilities (02-03)	233	66264	100	99	463	503	42	17	36	27	22	48	0	8
Limited English Proficient Students (03-04)	210	15115	100	100	480	471	18	26	41	38	41	35	0	1
Limited English Proficient Students (02-03)	177	14363	100	100	456	459	49	47	30	34	21	19	0	1
Migrant Students (03-04)	--	738	--	NA	--	488	--	23	--	33	--	43	--	1
Migrant Students (02-03)	--	814	--	NA	--	475	--	33	--	37	--	27	--	2
Economically Disadvantaged (03-04)	272	35541	NA	NA	493	504	14	17	39	31	47	50	1	2
Economically Disadvantaged (02-03)	263	24507	NA	NA	463	480	42	31	35	33	23	33	0	3
Non-Economically Disadvantaged (03-04)	26	40091	NA	NA	506	550	18	9	18	21	65	64	0	6
Non-Economically Disadvantaged (02-03)	NC	50185	NC	NA	NC	511	NC	13	NC	24	NC	53	NC	10

8th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	250	75001	100	99	457	468	47	37	36	36	11	16	6	10
All Students (02-03)	241	71167	100	99	437	463	56	38	39	41	4	14	1	7
Female (03-04)	127	36846	100	99	454	468	47	36	40	38	10	16	3	10
Female (02-03)	116	34825	100	99	434	462	58	38	41	42	1	14	0	6
Male (03-04)	123	37974	99	99	460	467	47	39	32	34	12	16	9	11
Male (02-03)	125	36047	100	99	440	464	54	38	38	39	7	15	1	8
African American (03-04)	NC	3720	NC	98	NC	446	NC	53	NC	33	NC	9	NC	4
African American (02-03)	NC	3225	NC	95	NC	441	NC	57	NC	34	NC	6	NC	2
Hispanic (03-04)	231	26675	99	98	457	448	46	52	35	34	12	10	7	4
Hispanic (02-03)	224	23643	100	97	438	445	54	53	42	37	3	8	1	2
Asian/Pacific Islander (03-04)	NC	1575	NC	99	NC	504	NC	18	NC	33	NC	20	NC	29
Asian/Pacific Islander (02-03)	NC	1503	NC	100	NC	493	NC	18	NC	40	NC	23	NC	19
American Indian/Alaskan Native (03-04)	NC	4731	NC	98	NC	438	NC	61	NC	30	NC	7	NC	2
American Indian/Alaskan Native (02-03)	NC	5161	NC	100	NC	435	NC	63	NC	30	NC	5	NC	2
White (03-04)	11	37785	100	99	460	482	50	25	50	39	0	21	0	15
White (02-03)	NC	35245	NC	95	NC	476	NC	26	NC	45	NC	19	NC	10
Students with Disabilities (03-04)	49	8802	100	100	424	418	75	79	6	16	19	3	0	1
Students with Disabilities (02-03)	40	8095	100	100	377	426	100	69	0	25	0	5	0	1
Students without Disabilities (03-04)	201	66199	98	99	460	472	44	34	39	38	10	17	7	11
Students without Disabilities (02-03)	201	63072	99	99	439	464	55	37	40	41	4	15	1	7
Limited English Proficient Students (03-04)	138	11710	99	100	451	429	50	70	38	25	8	4	5	1
Limited English Proficient Students (02-03)	137	10317	100	100	418	426	75	72	25	25	0	2	0	1
Migrant Students (03-04)	--	709	--	NA	--	442	--	57	--	34	--	7	--	2
Migrant Students (02-03)	NC	614	NC	NA	NC	440	NC	57	NC	34	NC	6	NC	3
Economically Disadvantaged (03-04)	222	29814	NA	NA	458	448	46	53	36	33	11	10	7	4
Economically Disadvantaged (02-03)	237	17057	NA	NA	437	440	57	58	38	34	4	6	1	2
Non-Economically Disadvantaged (03-04)	28	45170	NA	NA	450	479	53	28	35	38	12	20	0	14
Non-Economically Disadvantaged (02-03)	NC	54110	NC	NA	NC	468	NC	33	NC	43	NC	16	NC	8

8th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	251	74918	100	99	482	497	45	32	21	19	30	35	4	15
All Students (02-03)	239	71100	100	99	483	502	41	25	19	21	34	40	6	15
Female (03-04)	128	36846	100	99	482	501	41	28	26	19	31	37	1	16
Female (02-03)	115	34801	100	99	485	505	34	21	26	22	35	42	5	15
Male (03-04)	123	37936	99	99	481	493	49	35	15	18	29	33	7	14
Male (02-03)	123	36010	100	99	482	499	48	28	13	20	34	38	6	14
African American (03-04)	NC	3719	NC	98	NC	481	NC	43	NC	21	NC	29	NC	7
African American (02-03)	NC	3219	NC	95	NC	486	NC	38	NC	24	NC	31	NC	7
Hispanic (03-04)	232	26645	100	98	480	478	48	46	20	20	28	27	4	6
Hispanic (02-03)	223	23630	100	96	483	485	42	37	18	25	34	32	5	6
Asian/Pacific Islander (03-04)	NC	1571	NC	99	NC	521	NC	18	NC	15	NC	38	NC	30
Asian/Pacific Islander (02-03)	NC	1509	NC	100	NC	522	NC	12	NC	14	NC	46	NC	28
American Indian/Alaskan Native (03-04)	NC	4729	NC	98	NC	468	NC	57	NC	19	NC	19	NC	4
American Indian/Alaskan Native (02-03)	NC	5144	NC	100	NC	478	NC	46	NC	24	NC	25	NC	5
White (03-04)	11	37773	100	99	500	511	13	20	38	18	50	41	0	21
White (02-03)	NC	35198	NC	95	NC	515	NC	15	NC	18	NC	47	NC	21
Students with Disabilities (03-04)	49	8801	100	100	445	448	85	75	0	13	15	10	0	2
Students with Disabilities (02-03)	40	8121	100	100	427	470	100	55	0	20	0	21	0	4
Students without Disabilities (03-04)	202	66117	98	99	485	501	41	28	23	19	31	37	4	16
Students without Disabilities (02-03)	199	62979	98	99	484	503	40	23	19	21	35	41	6	15
Limited English Proficient Students (03-04)	138	11706	99	100	471	454	59	71	14	16	27	12	0	1
Limited English Proficient Students (02-03)	138	10304	100	100	464	462	63	63	18	23	18	13	2	1
Migrant Students (03-04)	--	706	--	NA	--	467	--	55	--	22	--	20	--	4
Migrant Students (02-03)	NC	623	NC	NA	NC	475	NC	45	NC	27	NC	25	NC	3
Economically Disadvantaged (03-04)	223	29785	NA	NA	482	477	45	47	21	20	30	26	4	6
Economically Disadvantaged (02-03)	235	17040	NA	NA	483	483	41	40	19	25	34	29	6	6
Non-Economically Disadvantaged (03-04)	28	45115	NA	NA	476	508	47	23	24	18	29	39	0	20
Non-Economically Disadvantaged (02-03)	NC	54060	NC	NA	NC	507	NC	20	NC	20	NC	43	NC	17

8th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	251	74503	100	99	465	491	8	9	46	32	45	51	2	8
All Students (02-03)	236	69001	100	96	469	490	32	17	45	37	23	45	0	1
Female (03-04)	128	36686	100	99	474	506	5	5	41	29	53	57	1	9
Female (02-03)	115	34086	100	97	472	496	28	13	46	36	26	51	0	1
Male (03-04)	123	37644	99	98	454	476	11	13	51	36	36	45	3	6
Male (02-03)	120	34644	99	95	465	484	37	22	44	39	20	38	0	0
African American (03-04)	NC	3677	NC	97	NC	475	NC	12	NC	36	NC	46	NC	5
African American (02-03)	NC	3115	NC	92	NC	478	NC	25	NC	44	NC	31	NC	0
Hispanic (03-04)	232	26500	100	97	465	467	8	13	46	39	44	44	2	4
Hispanic (02-03)	219	22656	100	92	468	476	34	27	44	43	22	30	0	0
Asian/Pacific Islander (03-04)	NC	1566	NC	99	NC	537	NC	5	NC	23	NC	55	NC	18
Asian/Pacific Islander (02-03)	NC	1472	NC	98	NC	507	NC	8	NC	30	NC	60	NC	2
American Indian/Alaskan Native (03-04)	NC	4695	NC	97	NC	464	NC	14	NC	39	NC	44	NC	3
American Indian/Alaskan Native (02-03)	NC	4940	NC	98	NC	469	NC	34	NC	43	NC	23	NC	0
White (03-04)	11	37606	100	99	460	508	0	6	50	28	50	56	0	10
White (02-03)	NC	34501	NC	93	NC	500	NC	10	NC	34	NC	55	NC	1
Students with Disabilities (03-04)	49	8662	100	100	389	409	38	37	54	42	8	20	0	1
Students with Disabilities (02-03)	39	7386	100	95	413	459	100	46	0	37	0	17	0	0
Students without Disabilities (03-04)	202	65841	98	98	472	499	5	7	45	32	48	53	2	8
Students without Disabilities (02-03)	197	61615	97	97	469	491	32	16	45	37	23	45	0	1
Limited English Proficient Students (03-04)	138	11608	99	100	449	430	10	23	56	47	32	28	3	1
Limited English Proficient Students (02-03)	136	9662	100	100	451	454	57	51	39	40	4	9	0	0
Migrant Students (03-04)	--	701	--	NA	--	449	--	17	--	43	--	38	--	1
Migrant Students (02-03)	NC	590	NC	NA	NC	466	NC	35	NC	43	NC	22	NC	0
Economically Disadvantaged (03-04)	223	29587	NA	NA	464	465	7	14	48	40	43	43	2	4
Economically Disadvantaged (02-03)	232	16383	NA	NA	468	472	33	30	45	43	22	26	0	0
Non-Economically Disadvantaged (03-04)	28	44898	NA	NA	469	507	12	7	29	28	59	55	0	10
Non-Economically Disadvantaged (02-03)	NC	52618	NC	NA	NC	494	NC	14	NC	36	NC	49	NC	1

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

District AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	No

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

School Improvement - Year 1:

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

School Improvement - Year 2:

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

Corrective Action:

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

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

Murphy Elementary District

SCHOOL IMPROVEMENT STATUS

Below is a list of the Title 1 funded schools in the district that are in School Improvement Status as defined by the Federal No Child Left Behind Act of 2001

	District		State	
	SCHOOLS	PERCENTAGE	SCHOOLS	PERCENTAGE
Identified for School Improvement	3	75.00	121	6.14
Identified for Corrective Action	0	.000	45	2.28

School Name	Years in School Improvement
Alfred F Garcia School	Year 1
Arthur M Hamilton School	Year 2
Jack L Kuban Elementary School	Out of Improvement
William R Sullivan Elementary School	Year 2

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

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

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

For More Information on school improvement status, visit our website at www.ade.az.gov/asd/nclb

Murphy Elementary District

	AZ LEARNS		NCLB
School Name	LABEL ES	LABEL HS	AYP
Alfred F Garcia School	Performing	N/A	Not Met
Arthur M Hamilton School	Performing	N/A	Met
Jack L Kuban Elementary School	Performing	N/A	Met
William R Sullivan Elementary School	Performing	N/A	Met

1 Adequate Yearly Progress, please visit our website at <http://www.ade.az.gov/profile/publicview/aypdistrictlist.asp>.

2 Current Administrator: This includes the most current information ADE has available, please contact the district directly if you feel this information is in error.

3 Enrollment: These enrollment counts represent a head count of all active enrollments on October 1st of each school year. Please note these counts are not unduplicated counts; concurrently enrolled students are counted as having an active membership in each school they are enrolled. Joint technology schools where students are concurrently enrolled are not included, which may additionally overstate aggregated enrollment figures.

4 Expenditures: These data may not be exact due to rounding. Please note these data are self-reported by the district and not audited by the ADE. If all values are set to \$0.00, no expenditure data exist under this entity.

5 AIMS data if applicable: These data reflects grades 3,5,8,10 and does not include re-testers. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standards, and Exceeds (E). MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation of data by subgroups and by ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (-). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards. These data also provides a two year trend analysis of student performance as required by NCLB.

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