

# ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile<sup>1</sup>:

## Garfield School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Phoenix Elementary District  
811 N. 13th Street, Phoenix, AZ 85006

**Principal:** Mr. Manuel C. Ramirez, Jr.

**Schedule:** 8:00 AM to 4:00 PM

**Web Address:** Unpublished or Unavailable

**E-mail:** [manuel\\_ramirez@phxelem.k12.az.us](mailto:manuel_ramirez@phxelem.k12.az.us)

**Grades:** Pre-K-6

**2002 Enrollment:** 575

**Phone:** (602) 257-3863

**Fax:** (602) 257-4866

### ∨ School Overview ∨

#### Mission

Through the conscientious efforts of our school, home and community, we will dedicate ourselves to high expectations for all children in their academic, social and leadership endeavors. Our students will acquire learning skills through an enrichment multicultural curriculum and a wide variety of experiences. Garfield School will provide a safe and positive environment in which students will be given the opportunity and encouragement to become successful lifelong learners.

#### Organization and Philosophy

- w Partnership With the Community
- w Educational Focal Point for Community
- w Commitment to Neighborhood

#### School/Academic Goals

- w 90% of all students who have been enrolled for eight months will show significant growth in reading, language arts and math in English. As tested in the Stanford by at least 2 stanine in the lowest areas (below average stanine 1, 2, 3).
- w 90% of all students at each grade level, who have been enrolled at the school for 8 months, will master 90% of the skills as measured on the assessment and will show 0.8-1.0 years growth on the Stanford 9.
- w To significantly transition more students to English language.
- w The goal for Garfield School is to establish and maintain a program that will increase student achievement in reading, language and math in English for students in two-way immersion program.

#### Instructional Programs

- w At-risk Preschool
- w Full-day Kindergarten
- w Basic Skills Computer Lab
- w On-site Special Education
- w During School & Sat. School Tutoring
- w Literacy Programs Adult/Early Childhood
- w Parenting Skills Program - Peer Program
- w Two-way Language English-Spanish

#### Enrollment

October 1, 2001 School Year Student Enrollment:	595
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	45

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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.

∨ **School Site Council** ∨

**Council Composition**

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

**Council Duties**

- w Instructional Strategies
- w School Safety Issues
- w Student Discipline
- w Budget
- w Extracurricular Activities
- w Parent/Educator Relations

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	27.00
Other Professional Staff	8.00	Teacher Aide	8.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

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

∨ **Shared Responsibilities** ∨

**School**

Garfield School is a public school that provides all the necessities for a quality education at no cost to the parents.

**Parents**

Parents are expected to have their child in school daily at the scheduled time, have their child properly dressed and maintain health records.

∨ **Transportation Policy** ∨

Special education students whose handicapping conditions require transportation, as indicated in their Individual Education Programs. Students living within a one-mile radius of the school where hazardous or difficult routes exist and where other arrangements cannot be provided. Students who live more than one driven mile from school.

∨ **Calendar Information** ∨

**Number of Instruction Days:** 179                      **First Day of School:** 8/12/02  
**Average Daily Instruction Time:** 6 hrs. 0 min.      **Last Day of School:** 5/22/03  
**Operates on Traditional Schedule**

**Report Card Release Dates**

10/18/02                      1/17/03                      4/14/03                      5/22/03

**Additional Calendar/Report Card Information**

Quarterly student Progress Report.

∨ **Resources Available at School Site** ∨

**Nutrition Programs**

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes                      Lunch - Yes                      Summer Food - Yes

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

**Special Facilities**

- W Computer Lab
- W Media Technology Center
- W Garfield Parent Center
- W At-risk Preschool

**Extracurricular Activities**

- W Boys/Girls Club
- W Health/Fitness
- W Parks & Recreation
- W Saturday Tutorial School
- W 4-H Garden Club
- W Tutorial K-6 Daily
- W All-star Kids Reading Program
- W Tobacco Prevention Program

**School/Community Resources**

- W Community Ed. Classes Days & Evenings
- W Counseling Services
- W DES Services
- W Intervention Programs
- W Community Resource Program
- W Crisis Intervention
- W Health Services
- W Parental Involvement Prog. Com. Agencies

## ∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

w Perfect attendance.

w Preschool accreditation.  
NAEYC.

w Higher attendance overall.

w Overall higher test scores Stanford 9. AIMS 3/5.

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	96.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	33.4 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	3.8 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	11.5 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.8 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.2 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ∨ School Honors ∨

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Spelling Champion	2001
Classroom Poetry Book	2001
Maricopa Literacy Grant	2001
Creative Writing Champion	2001

## ∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	School 63	495	32%	21%	43%	5%
	State	58840	524	9%	17%	45%	29%
<b>Writing</b>	School	62	505	19%	18%	63%	0%
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	School	62	477	24%	42%	27%	6%
	State	59030	517	11%	27%	35%	27%

#### Legend

- MS - The Mean Scale 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.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

#### Grade 5

<b>Reading</b>	School	17	447	88%	6%	6%	0%
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	School	17	411	88%	12%	0%	0%
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	School	17	438	47%	53%	0%	0%
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	24	64	60	--	--	--
2	Reading	--	--	--	100	53	50	28	61	52	18	64	53	44	35	57
	Language	--	--	--	100	40	40	26	54	43	19	54	44	44	29	48
	Mathematics	--	--	--	100	77	51	27	83	55	19	75	57	44	60	61
3	Reading	100	18	47	100	23	47	35	9	48	11	50	50	47	24	50
	Language	93	28	49	100	40	51	35	15	54	12	57	56	47	33	57
	Mathematics	89	30	46	100	43	49	36	17	52	11	57	54	47	39	56
4	Reading	85	24	53	100	25	54	65	22	54	33	20	55	88	13	55
	Language	85	19	47	100	30	49	64	27	48	33	22	50	94	16	50
	Mathematics	90	23	51	100	44	54	67	29	55	33	30	57	94	17	58
5	Reading	81	13	51	100	17	51	79	14	51	78	29	51	45	16	53
	Language	80	13	42	100	17	44	79	15	45	78	24	45	45	16	47
	Mathematics	80	17	51	100	24	54	82	21	55	78	40	57	45	21	59
6	Reading	80	22	53	100	20	54	71	23	53	77	22	54	76	24	56
	Language	81	17	41	100	12	44	75	21	44	77	19	45	76	18	47
	Mathematics	82	42	57	100	34	59	77	32	60	78	36	63	76	31	65

∨ **Measure of Academic Progress** ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

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

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>42</b>	<b>38</b>
<b>Grades 3-4</b>	<b>45</b>	<b>30</b>
<b>Grades 4-5</b>	<b>79</b>	<b>52</b>
<b>Grades 5-6</b>	<b>63</b>	<b>70</b>
<b>Grades 6-7</b>	<b>***</b>	<b>***</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

∨ **School Safety** ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

Parental involvement in discipline procedures on all serious violations of school policy. It is mandatory that parents attend principal, teacher and social worker conference in regards to student behavior. Various options are then discussed to provide solutions to correct student behavior.

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

0

**School uniforms are not required at this school.**

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.

## ∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,950	\$1,776,487
Classroom Supplies	\$44	\$26,724
Administration	\$566	\$340,735
Support Services-Students	\$191	\$114,810
Other Support Services and Operations	\$967	\$582,126
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,717</b>	<b>\$2,840,882</b>

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ∨ Contacts ∨

	Name	Phone	Extension
<b>School Site Council</b>	Manuel Ramirez	(602) 257-3863	3920
<b>Transportation Policy</b>	Emily Rivera	(602) 257-3941	3800
<b>Community Resources</b>	Daved Delgado	(602) 257-3863	
<b>School Nutrition Programs</b>	Stella Santa Cruz	(602) 257-3863	3862
<b>Parent Organization</b>	Office	(602) 257-3863	
<b>Student Health/Nurse</b>	Gloria Johnstone	(602) 257-3863	3865

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/](http://www.ade.az.gov/srcs/) on the Internet.

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