

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Alfred F. Garcia Elementary School

Murphy Elementary District
1441 S. 27th Avenue, Phoenix, AZ 85009-6451

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

Principal: Mr. Jose Diaz

Schedule: 7:30 AM to 4:00 PM

Web Address: www.msdez.org

E-mail: jdiaz@msdez.org

Grades: K-8

2002 Enrollment: 723

Phone: (602) 353-5110 x 5115

Fax: (602) 353-5189

∨ School Overview ∨

Mission

The Alfred F. Garcia School staff will provide a safe environment that takes into account a learner's experience, culture and values. We will focus on providing each learner with the highest literacy level possible and promote individual growth and lifelong learning. We will provide experiences that will empower each learner to make well-informed choices regarding decisions which will positively impact his or her future.

Organization and Philosophy

- w Team Teaching
- w Self-contained Classrooms
- w Departmentalized Classrooms
- w Language Arts Block

Instructional Programs

- w Half-day Pre-K/Full-day Kindergarten
- w Structured English Immersion
- w Gifted Education/Phx Country Day School
- w Fine Arts/PE/Shop/Home Economics
- w At-risk Preschool
- w Alternative Education
- w On-site Special Education
- w Special Education Preschool

School/Academic Goals

- w Increase all students' academics by one year's growth (for each year of school) as measured by standardized tests and/or Running Records.
- w Increase the percentage of students meeting mastery on AIMS grades 3, 5, and 8 in math, writing, and reading.
- w Every child will read at a third grade level by the end of third grade.
- w Increase the staff development to implement effective and proven instructional strategies to improve student achievement.

Enrollment

October 1, 2001 School Year Student Enrollment:	699
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	37

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

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w Staffing Decisions
- w School Safety Issues
- w Curriculum Development
- w Mission Statement Development
- w Parent/Educator Relations
- w Budget/Facility Planning/Use

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	41.00
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	18	0	0	0
4 to 6 years	3	2	0	0
7 to 9 years	1	1	0	0
10 or more years	8	8	0	0

∨ **Shared Responsibilities** ∨

School

Ensure a high standards-based curriculum; strive to increase parent participation in classroom/meetings; disseminate weekly bulletins/monthly newsletters; hold parent inservices; mandate home visits by teachers; hold town hall meetings/conferences; maintain zero-tolerance toward gangs, drugs and violence; offer district-sponsored GED and ESL classes. Provide support for families through our Family Resource Center.

Parents

We expect parents to send student promptly; ensure regular attendance; review homework; encourage student efforts; remain aware of student's learning; read to and with their child; attend conferences and other scheduled meetings; visit school often. Communicate with teachers regarding children's progress towards meeting goals. Monitor students' independent reading at home.

∨ **Transportation Policy** ∨

A.F. Garcia's boundaries are roughly as follows: Grant to the south, Durango to the north, I-17 on the west and 35th Avenue to the east. Transportation is provided for students with disabilities who require transportation as indicated in their IEPs and students living within a one-mile radius of the school where hazardous or deficient routes exist and other arrangements cannot be provided.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/19/02
Average Daily Instruction Time:	6 hrs. 30 min.	Last Day of School:	6/3/03

Operates on Traditional Schedule

Report Card Release Dates

10/25/02	1/17/03	3/25/03	6/3/03
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Additional Calendar/Report Card Information

Parent/Teacher conferences. Home visits. Progress reports in the middle of each nine-week term.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

³ 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 Science Lab	W Media Center/Broadcast Studio
W Computer Lab	W Field House/Gym

Extracurricular Activities

W Jr. MESA	W Student Council
W Hispanic Mother-Daughter Program	W Afterschool Sports
W Peer Conflict Mediation	W Qwest for Kids - Mentoring Program
W National Junior Honor Society	W Quality Time Reading Tutorials

School/Community Resources

W Counseling Services	W Health Services
W Family/Youth Program	W Breakfast/Lunch Programs
W Afterschool Program	W Clothing/Food Banks
W GED/ESL Classes	W DES Services/Garcia Com. Outreach Center

∨ 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

- | | |
|---|--|
| <p>W Fifteen seventh and eighth grade students earned three credits from Glendale Community College during summer break.</p> <p>W Won a grant from MTV/VH1 for musical instruments; implemented band program. Have full-time music, art, and PE teachers.</p> | <p>W Students in the sixth grade improved in all three areas of the Stanford Achievement Test. Other improvements were seen in math and language in the second grade. Significant growth was also shown by fifth grade students in mathematics on AIMS.</p> <p>W Received a grant for Bridges intervention program. Bridges lab activities help struggling students develop cognitive drills and processes to be successful in school.</p> |
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Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	96.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	22.8 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.5 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	0.0 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	97.6 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	2.4 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	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.

⁴ 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.

⁵ 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.

⁶ 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.

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

⁸ 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.

⁹ 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
Who's Who Among America's Teachers	1998
Motorola KTVK Silver Apple	1999
KNIX Teacher of the Week	2000
National Teacher of the Year	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 ¹, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	50	495	26%	34%	34%	6%
	State	58840	524	9%	17%	45%	29%
Writing	School	48	507	17%	33%	44%	6%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	50	486	18%	56%	22%	4%
	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

Reading	School	37	486	43%	35%	22%	0%
	State	61305	505	21%	20%	43%	15%
Writing	School	36	467	42%	33%	25%	0%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	38	456	29%	55%	16%	0%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	39	477	44%	28%	28%	0%
	State	57484	504	24%	20%	40%	16%
Writing	School	38	469	26%	58%	16%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	39	414	82%	18%	0%	0%
	State	57734	459	39%	40%	14%	7%

¹Results reflect student performance on the English form of AIMS.

²Class 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	--	--	--	--	--	--	--	--	--	26	18	60	--	--	--
2	Reading	--	--	--	100	16	50	74	24	52	41	30	53	23	28	57
	Language	--	--	--	100	11	40	74	19	43	41	17	44	23	18	48
	Mathematics	--	--	--	100	21	51	73	31	55	40	30	57	23	35	61
3	Reading	56	25	47	100	27	47	60	20	48	41	30	50	64	18	50
	Language	56	34	49	100	33	51	60	32	54	41	49	56	63	30	57
	Mathematics	60	24	46	100	27	49	58	28	52	45	38	54	64	26	56
4	Reading	44	20	53	100	32	54	75	26	54	42	23	55	66	23	55
	Language	47	27	47	100	36	49	75	30	48	42	26	50	66	27	50
	Mathematics	47	29	51	100	55	54	75	32	55	51	25	57	66	30	58
5	Reading	83	20	51	100	15	51	84	20	51	72	26	51	70	23	53
	Language	83	19	42	100	14	44	88	24	45	72	27	45	70	26	47
	Mathematics	83	23	51	100	26	54	88	32	55	78	22	57	70	23	59
6	Reading	71	31	53	100	26	54	72	19	53	87	29	54	65	36	56
	Language	71	23	41	100	23	44	74	15	44	88	24	45	65	30	47
	Mathematics	73	42	57	100	33	59	74	28	60	88	42	63	65	43	65
7	Reading	80	29	52	100	30	53	95	22	52	75	26	53	63	24	55
	Language	80	42	52	100	42	54	93	33	54	75	25	55	63	28	58
	Mathematics	80	30	53	100	31	55	93	28	56	75	30	58	63	27	60
8	Reading	93	26	54	100	33	54	80	32	53	75	32	55	72	29	56
	Language	93	22	46	100	34	49	80	34	49	75	29	50	74	24	52
	Mathematics	93	26	52	100	26	54	80	37	56	75	39	58	74	25	59

∨ **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 Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ 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.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	**	**
Grades 3-4	**	**
Grades 4-5	**	**
Grades 5-6	**	**
Grades 6-7	**	**
Grades 7-8	**	**

*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

Alfred F. Garcia has a School Resource Officer, a counselor, a nurse, a well-implemented Discipline Policy with zero-tolerance for weapons, drugs and gang activity. We have a School/Dress Code Uniform Policy. We have afterschool programs. We have also inserviced staff on safety related issues, developed a Crisis Intervention Plan. Student Safety Committee has been established as well.

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)

2

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	\$1,769	\$1,236,435
Classroom Supplies	\$32	\$22,679
Administration	\$427	\$298,369
Support Services-Students	\$285	\$198,832
Other Support Services and Operations	\$785	\$548,839
Total Expenditures- All Categories 2000-2001	\$3,299	\$2,305,154

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
School Site Council	Jose Diaz	(602) 353-5115	
Transportation Policy	Ernesto Meza	(602) 353-5055	
Community Resources	Pamela Morrison	(602) 353-5167	
School Nutrition Programs	Liz Alexander	(602) 353-5009	
Parent Organization	Leticia Santana	(602) 353-5110	
Student Health/Nurse	Andrea Spira	(602) 353-5112	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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