

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1441 S. 27th Ave, Phoenix, AZ 85009

Murphy Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Not Met
2002-03	Not Met

School Improvement Status (b)

2004-05	SI Year 1
2003-04	Year 1
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Ms. Donna Carrillo
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-8
 2005 Enrollment : 752
 Web Address : www.msdez.org
 Phone Number : (602) 353-5110
 Fax Number : (602) 353-5189
 E-mail : dcarrill@msdez.org

Mission

We, the Garcia School Community will insure that all students will be empowered to face life's challenges.

This will be accomplished in a culture that emphasises social responsibility and high levels of academic achievement.

School / Academic Goals

- ü Summative:
We, the educators of Garcia School, will insure that 70% of all students will achieve the label of Meets or Exceeds on the annual Arizona Instrument of Measuring Academic Standards. (AIMS)
- ü Formative:
We the educators of Garcia School will insure that 70% of our students will pass every formative assessment associated with the Arizona Academic Standards. A minimum passing score will be 70% correct.

Enrollment

October 1, 2004 School Year Student Enrollment : 774
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 130

Instructional Programs

- Ü Full-day Kindergarten
- Ü Structured English Immersion
- Ü Gifted Education
- Ü Fine Arts/PE/Life Skills
- Ü Bridges
- Ü Qwest for Kids
- Ü Reader's Edge
- Ü 21st Century

Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	6/1/2006

Shared Responsibilities

School

Ensure a high standards-based curriculum; strive to increase parent participation in the classrooms, meetings, conferences; hold parent inservices; maintain zero-tolerance toward gangs, drugs and violence; offer district-sponsored GED, ESL, and computer classes.

Parents

We expect parents to send students promptly; ensure regular attendance; review homework; encourage student efforts; remain aware of student's learning; read to and with their child; and attend conferences and meetings regularly.

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.

School Honors

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

Award/Honor	Year
Ü Who's Who Among America's Teachers	1998
Ü Motorola KTVK Silver Apple	1999
Ü KNIX Teacher of the Week	2000
Ü National Teacher of the Year	2001

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	279	79306	100	100	99	413	415	445	7	18	10	35	32	18	53	48	51	4	2	20
All Students (Prior Year)	79	279	75509	100	99	100	503	498	521	10	21	13	45	37	23	31	29	33	14	12	31
Female	38	131	38691	100	100	99	410	416	446	6	15	10	35	29	18	55	54	52	3	2	20
Male	40	149	40583	100	100	99	415	413	445	8	21	11	35	34	18	51	43	50	5	2	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	76	262	32869	100	100	99	413	415	429	8	17	15	33	32	25	55	49	51	5	2	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	NC	NC	36197	NC	NC	99	NC	NC	463	NC	NC	5	NC	NC	11	NC	NC	53	NC	NC	31
Students with Disabilities	13	60	10321	100	100	100	330	373	389	25	48	30	50	32	27	25	20	34	0	0	9
Students without Disabilities	65	220	69060	100	99	98	431	427	454	4	9	7	32	32	17	59	56	54	5	3	22
Limited English Proficient Students	47	179	15509	100	100	100	407	411	406	8	20	20	38	34	30	50	44	45	4	2	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	72	264	39415	96	97	96	426	418	431	8	19	15	32	31	25	56	48	50	5	2	10
Non-Economically Disadvantaged	NC	16	39966	NC	100	100	NC	360	459	NC	14	6	NC	50	12	NC	36	52	NC	0	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	280	79395	100	0	99	410	413	446	12	20	9	41	38	25	48	41	55	0	0	11
All Students (Prior Year)	79	279	75492	100	99	100	508	504	519	7	11	12	37	39	16	43	41	47	13	9	24
Female	38	131	38743	100	0	100	412	419	451	6	13	7	42	41	24	52	46	57	0	0	12
Male	41	150	40618	100	0	99	408	408	440	16	26	11	39	36	27	45	38	53	0	0	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	76	262	32915	100	0	99	411	414	426	9	19	15	42	39	35	48	42	47	0	0	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	--	NC	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	NC	NC	36221	NC	NC	99	NC	NC	465	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	17
Students with Disabilities	13	60	10331	100	0	100	320	365	388	33	55	25	58	36	37	8	9	34	0	0	4
Students without Disabilities	66	221	69139	100	0	99	429	427	454	7	10	7	37	39	24	56	51	58	0	0	11
Limited English Proficient Students	47	179	15545	100	0	100	400	407	399	10	21	21	50	43	42	40	36	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	73	265	39484	97	0	96	421	415	429	13	21	14	42	39	35	45	40	47	0	0	4
Non-Economically Disadvantaged	NC	16	39986	NC	0	100	NC	374	461	NC	0	4	NC	36	16	NC	64	63	NC	0	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	279	78869	100	100	99	429	414	442	1	8	6	28	33	21	70	58	63	1	1	10
All Students (Prior Year)	79	277	75053	100	99	99	560	564	597	3	3	7	23	23	12	73	73	72	0	1	9
Female	38	132	38536	100	100	99	437	433	458	0	4	4	23	21	15	77	73	67	0	2	14
Male	41	148	40302	100	99	99	423	398	428	3	11	8	32	43	26	63	45	60	3	1	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	76	261	32606	100	100	98	432	416	426	2	8	8	24	31	27	73	60	60	2	1	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	NC	NC	36078	NC	NC	99	NC	NC	459	NC	NC	4	NC	NC	16	NC	NC	66	NC	NC	14
Students with Disabilities	13	59	10246	100	100	100	332	341	367	0	22	18	58	51	39	42	27	40	0	0	4
Students without Disabilities	66	221	68697	100	99	98	450	435	454	2	4	4	21	28	18	75	66	67	2	2	11
Limited English Proficient Students	47	178	15339	100	100	100	431	412	399	2	9	11	21	32	31	75	58	54	2	1	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	73	263	39106	97	97	95	442	417	427	2	8	8	28	32	28	69	58	59	2	1	5
Non-Economically Disadvantaged	NC	17	39837	NC	100	100	NC	366	457	NC	0	4	NC	50	14	NC	50	67	NC	0	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	279	78906	100	99	99	472	462	498	19	32	13	30	31	19	45	34	48	6	3	20
All Students (Prior Year)	87	298	76019	98	100	100	464	466	499	16	18	14	65	63	39	13	11	14	6	7	33
Female	36	136	38644	100	98	99	487	468	500	9	26	12	33	35	19	52	37	49	6	2	19
Male	40	143	40236	100	100	99	457	456	497	29	38	15	26	26	19	38	32	46	6	4	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	74	262	31938	100	99	99	473	461	481	18	32	19	29	31	25	46	34	46	6	3	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	--	NC	36483	--	NC	99	--	NC	517	--	NC	7	--	NC	13	--	NC	51	--	NC	30
Students with Disabilities	17	56	10664	100	97	100	435	429	430	38	63	42	25	22	27	31	14	26	6	2	5
Students without Disabilities	59	223	68310	100	100	98	483	470	509	14	24	9	31	33	18	49	40	51	6	3	22
Limited English Proficient Students	46	171	12573	100	100	100	465	456	454	18	35	27	37	34	30	41	30	38	4	1	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	70	264	38679	97	97	96	478	463	483	19	32	20	29	31	25	47	34	45	5	2	10
Non-Economically Disadvantaged	NC	15	40295	NC	100	100	NC	445	513	NC	25	7	NC	25	13	NC	33	50	NC	17	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	279	78908	100	0	99	454	450	484	19	27	10	36	37	23	45	35	58	0	1	9
All Students (Prior Year)	87	298	76020	98	100	100	483	487	503	63	49	25	24	30	23	13	19	40	0	2	12
Female	36	136	38648	100	0	99	472	459	489	9	19	8	33	39	22	58	41	61	0	1	10
Male	40	143	40233	100	0	99	437	441	479	29	34	12	38	35	25	32	29	55	0	2	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	74	262	31940	100	0	99	455	448	465	18	27	16	37	38	32	45	34	49	0	0	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	--	NC	36502	--	NC	99	--	NC	502	--	NC	4	--	NC	14	--	NC	67	--	NC	15
Students with Disabilities	17	56	10665	100	0	100	416	414	423	38	55	30	38	33	36	25	12	31	0	0	2
Students without Disabilities	59	223	68312	100	0	98	466	459	493	14	20	7	35	38	21	51	41	62	0	2	10
Limited English Proficient Students	46	171	12556	100	0	100	447	443	436	24	31	24	37	39	40	39	30	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	70	264	38662	97	0	96	461	451	468	21	27	16	35	37	32	44	35	49	0	1	3
Non-Economically Disadvantaged	NC	15	40315	NC	0	100	NC	435	498	NC	17	5	NC	33	15	NC	42	66	NC	8	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	278	78750	100	99	99	473	468	500	3	10	6	54	48	29	43	42	63	0	0	2
All Students (Prior Year)	87	298	75673	98	100	100	479	494	530	22	15	12	35	37	25	43	48	58	0	1	4
Female	36	136	38586	100	98	99	498	481	515	0	6	4	52	48	22	48	46	71	0	0	3
Male	40	142	40135	100	99	99	449	455	486	6	13	8	56	48	35	38	38	56	0	1	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	74	261	31841	100	98	99	472	465	483	3	10	8	54	49	36	43	41	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	--	NC	36440	--	NC	99	--	NC	516	--	NC	3	--	NC	22	--	NC	71	--	NC	4
Students with Disabilities	17	56	10622	100	97	100	421	406	415	6	25	21	69	63	50	25	12	28	0	0	1
Students without Disabilities	59	222	68196	100	99	98	490	484	513	2	6	3	49	44	25	49	50	69	0	1	3
Limited English Proficient Students	46	170	12504	100	99	100	465	457	451	4	12	12	57	51	44	39	37	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	70	263	38558	97	97	96	480	469	485	3	10	8	53	48	37	44	42	54	0	0	1
Non-Economically Disadvantaged	NC	15	40260	NC	100	100	NC	445	514	NC	8	3	NC	42	21	NC	42	72	NC	8	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	221	78250	100	100	99	539	537	548	22	30	21	16	21	18	47	40	48	15	10	13
All Students (Prior Year)	83	250	75001	98	100	99	446	457	468	48	47	37	43	36	36	8	11	16	2	6	10
Female	28	113	38071	100	100	99	560	548	549	15	25	20	19	20	19	44	42	49	22	13	12
Male	31	107	40126	100	100	99	518	524	547	29	35	23	14	21	17	50	37	46	7	7	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	57	211	29129	100	100	99	549	539	527	22	30	32	17	21	23	46	38	40	15	10	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	--	NC	38320	--	NC	99	--	NC	568	--	NC	12	--	NC	14	--	NC	55	--	NC	19
Students with Disabilities	12	36	9329	100	100	100	435	461	454	67	82	64	17	12	18	17	6	16	0	0	2
Students without Disabilities	47	185	68996	100	100	99	568	553	561	9	18	16	16	23	18	56	47	52	19	12	14
Limited English Proficient Students	34	120	10133	100	100	100	539	529	488	21	33	45	12	19	25	52	41	28	14	7	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	54	199	33388	96	98	94	548	537	530	24	31	32	16	22	22	45	38	40	16	9	5
Non-Economically Disadvantaged	NC	22	44937	NC	100	100	NC	534	561	NC	13	13	NC	7	15	NC	60	54	NC	20	18

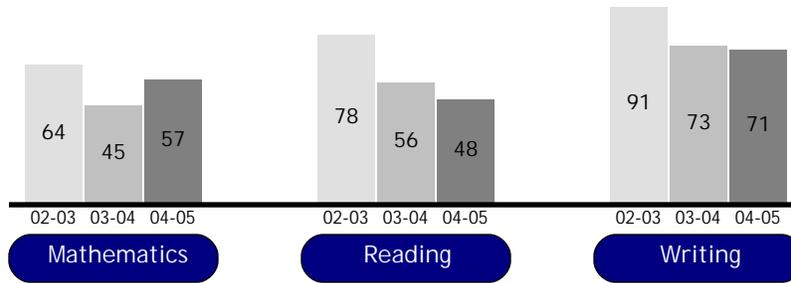
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	221	78302	100	0	99	493	494	512	22	17	11	16	33	25	56	46	57	5	3	7
All Students (Prior Year)	83	251	74918	98	100	99	479	482	497	46	45	32	24	21	19	27	30	35	3	4	15
Female	28	113	38082	100	0	99	509	505	518	15	14	8	19	31	24	63	51	61	4	4	7
Male	31	107	40166	100	0	99	478	483	507	29	21	14	14	36	26	50	40	54	7	2	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	57	211	29152	100	0	99	502	496	492	22	18	17	17	34	34	57	45	46	4	3	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	--	NC	38347	--	NC	99	--	NC	531	--	NC	5	--	NC	17	--	NC	68	--	NC	10
Students with Disabilities	12	36	9353	100	0	100	410	435	429	67	56	40	17	32	38	8	9	22	8	3	1
Students without Disabilities	47	185	69024	100	0	99	516	507	524	9	9	7	16	34	23	70	54	62	5	3	7
Limited English Proficient Students	34	120	10140	100	0	100	489	485	451	21	23	28	14	35	43	60	38	29	5	3	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	54	199	33398	96	0	94	503	495	495	24	19	18	14	33	35	59	45	46	4	3	2
Non-Economically Disadvantaged	NC	22	44979	NC	0	100	NC	488	525	NC	0	6	NC	33	18	NC	60	66	NC	7	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	220	78094	100	100	99	499	515	545	13	7	3	18	29	18	67	63	77	2	1	2
All Students (Prior Year)	83	251	74503	98	100	99	457	465	491	11	8	9	44	46	32	44	45	51	0	2	8
Female	28	113	38025	100	100	99	533	533	558	4	4	2	19	24	13	78	72	82	0	0	2
Male	31	106	40013	100	99	99	466	494	534	21	11	5	18	35	23	57	53	71	4	1	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	57	210	29068	100	100	99	508	516	523	13	8	5	19	30	27	69	63	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	--	NC	38265	--	NC	99	--	NC	564	--	NC	2	--	NC	11	--	NC	84	--	NC	3
Students with Disabilities	12	36	9275	100	100	100	369	424	444	42	26	14	33	56	46	17	15	39	8	3	1
Students without Disabilities	47	184	68892	100	100	98	535	535	559	5	3	2	14	23	14	81	74	82	0	0	2
Limited English Proficient Students	34	119	10084	100	100	100	498	503	474	10	8	10	21	34	39	67	57	50	2	1	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	54	198	33296	96	97	94	507	514	527	14	8	5	18	31	27	69	61	67	0	0	0
Non-Economically Disadvantaged	NC	22	44871	NC	100	100	NC	522	559	NC	0	2	NC	7	12	NC	87	84	NC	7	3

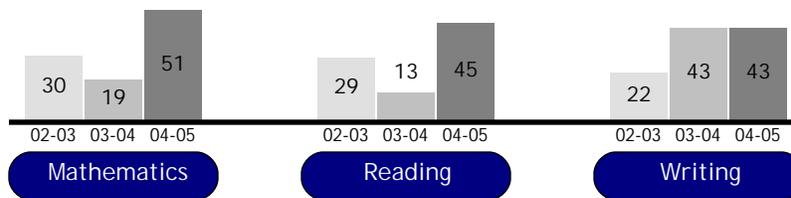
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

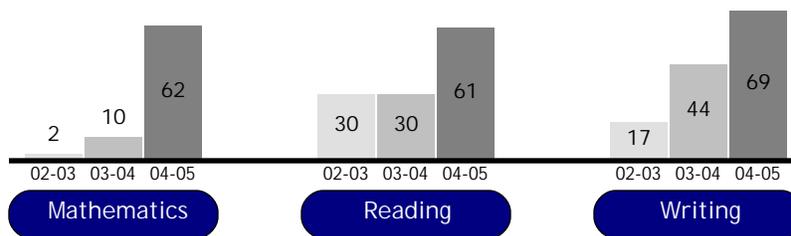
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	38	24	50	97	43	NA	58	96	46	35	47
	Language	97	41	22	43	99	38	30	50	96	55	44	47
	Mathematics	97	58	32	57	99	56	47	64	96	52	38	50
3	Reading	100	26	19	47	100	38	NA	55	100	28	26	44
	Language	99	34	28	54	100	50	42	61	100	26	27	44
	Mathematics	99	41	30	54	100	44	41	61	100	35	35	51
4	Reading	94	28	22	52	100	28	NA	56	99	37	31	48
	Language	94	33	26	48	100	39	29	52	99	44	36	49
	Mathematics	94	38	28	57	100	50	31	61	99	47	36	53
5	Reading	95	23	21	50	100	28	NA	55	99	34	29	50
	Language	96	24	23	46	100	29	29	49	99	35	28	50
	Mathematics	97	28	29	57	100	34	35	63	99	34	29	49
6	Reading	100	26	26	53	99	36	NA	56	98	37	34	51
	Language	98	26	24	45	99	25	23	48	98	31	31	47
	Mathematics	100	35	37	62	99	51	43	66	98	37	38	52
7	Reading	99	23	24	51	100	36	NA	54	98	35	36	50
	Language	99	30	26	54	100	45	33	58	98	38	38	52
	Mathematics	99	28	28	58	100	50	44	62	98	40	37	50
8	Reading	98	34	30	53	96	42	NA	55	100	44	41	51
	Language	98	26	24	49	96	37	33	52	100	47	45	50
	Mathematics	100	41	36	58	96	45	45	61	100	51	46	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Staffing Decisions
- Ü School Safety Issues
- Ü Curriculum Development
- Ü School Improvement Plan
- Ü Parent/Educator Relations
- Ü Budget/Facility Planning/Use

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	40.00
Other Professional Staff	4.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	1	0	0
4 to 6 years	8	0	0	0
7 to 9 years	2	0	0	0
10 or more years	7	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	32
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Hightly Qualified Teachers	6%

Resources Available at School Site

Special Facilities

- Ü Science Lab
- Ü Media Center/Broadcast Studio
- Ü Computer Labs

Extracurricular Activities

- Ü Jr. MESA
- Ü Student Council
- Ü Hispanic Mother-Daughter Program
- Ü After School Sports
- Ü Wheel Council
- Ü Bridges
- Ü Quest for Klds

Social Services

- Ü Counseling Services
- Ü Health Services
- Ü Family/Youth Program
- Ü Breakfast/Lunch Programs
- Ü Adult Education

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

ü Garcia was recognized for no industrial injuries occurring for the 2004-05 school year.

ü Qualified the most number of students for High School Honors Algebra classes.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	12	12	12	17
Transfers In Rate ⁶	29	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

Alfred F. Garcia has a School Resource Officer, counselor, nurse, and a well-implemented Discipline Policy with zero-tolerance for weapons, drugs and gang activity. We have a School Dress Code Policy and have developed a Crisis Intervention Plan.

We also implemented a schoolwide anti-bullying program that educates the students on what a bully is and how to react to a bullying situation. Our counselor, likfeskills teacher, and SRO teach lessons and discuss strategies about handling bullying.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

10

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

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

Contacts

	Name	Phone Number
School Site Council	Donna Carrillo	(602) 353-5110
Transportation Policy	Ernesto Meza	(623) 353-5055
Community Resources	Pamela Morrison	(602) 353-5167
School Nutrition Programs	Charlotte Archuleta	(602) 353-5009
Parent Organization	Queta DiSanto	(602) 353-5110
Student Health/Nurse	Valerie Durazo	(602) 353-5110

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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 and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.