

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Magnet Traditional School

Phoenix Elementary District
2602 N. 23rd Avenue, Phoenix, AZ 85009-1920

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

Principal: Mrs. Sandra B. McClelland

Schedule: 7:30 AM to 4:00 PM

Web Address: Unpublished or Unavailable

E-mail: sandee_mcclelland@phxelem.k12.az.us

Grades: K-8

2002 Enrollment: 464

Phone: (602) 257-6281

Fax: (602) 257-6287

∨ School Overview ∨

Mission

It is the mission of the Magnet Traditional School to teach all students to apply the mental process, self-discipline, task commitment and self-motivation to become productive and self-reliant adults.

Organization and Philosophy

- w All classrooms are self-contained w/ IA
- w Library skills include research & comptr
- w An accelerated grading scale is in place
- w Traditional Teaching Approaches

Instructional Programs

- w Full Day Kindergarten
- w Character Education
- w On-Site Special Education
- w Integrated Instructional Technology
- w Student Council
- w Accelerated Mathematics
- w Art/Music/Band/Orchestra/Choral Programs
- w Physical Education / Fitness Center

School/Academic Goals

- w 80% of students enrolled for 8 months will score at the 50th percentile as measured by the SAT9 in reading, math and language.
- w 80% of students in grades 3,5 and 8 will meet or exceed standards as measured by AIMS.
- w Given the pre-post IPT oral test, 80% of English Language Learners will achieve a designated English level gain.
- w Given the pre-post IPT Reading Test, 80% of English Language Learners will achieve a designated English level gain.

Enrollment

October 1, 2001 School Year Student Enrollment:	462
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	232

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

Council Duties

1 School Administrator(s)
 5 Non-certified Employee(s)
 8 Teacher(s)
 24 Parent(s)
 0 Community Member(s)
 0 Student(s)

w Goal Setting
 w Funding
 w Discipline
 w Dress Code
 w Strategic Planning
 w Marketing/Public relations

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	24.50
Other Professional Staff	5.00	Teacher Aide	19.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

Achievement through progress and report cards, portfolios, test/assessments, P/T conferences, calls, notes, bi-weekly grade reports. High academic standards evidenced through district curriculum framework, grade level outcomes. Arizona Academic Standards monitored through AIMS/DAP, school goals to achieve mission. Student safety emphasized, close teacher supervision, enforcement of district/school discipline policies. All are shared through parent nights, newsletters and Advisory Council.

Parents

Parents and community members/organizations involved in supporting and governing the school by

- Parents sign an agreement to be actively involved
- Parents must attend 7 PTO meetings
- Parents volunteer a min of 10 hours at the school
- Parents attend all 4 parent/teacher conferences.

∨ **Transportation Policy** ∨

Our school follows a standardized districtwide policy on transportation safety and behavior. Violations of transportation policies are referred to the school for corrective or disciplinary action. Busing boundaries are established for each school and approved by the governing board. Primary considerations for busing are distance and major street location. No standard distance is used in determining busing requirements.

∨ 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 NDS

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	97.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	17.8 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.8 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	5.5 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	95.9 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	4.1 %	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
Regional Spelling Bee Champion	2000
First Place Academic Bowl	2001
National Math Competition	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

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	34	544	3%	0%	53%	44%
	School State	58840	524	9%	17%	45%	29%
Writing	School	34	583	3%	0%	56%	41%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	34	537	3%	18%	44%	35%
	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	34	507	3%	26%	56%	15%
	State	61305	505	21%	20%	43%	15%
Writing	School	34	517	3%	38%	47%	12%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	34	512	0%	32%	26%	41%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	43	525	9%	9%	53%	28%
	State	57484	504	24%	20%	40%	16%
Writing	School	42	508	2%	38%	60%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	42	485	21%	45%	24%	10%
	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	--	--	--	--	--	--	--	--	--	100	78	60	--	--	--
2	Reading	--	--	--	100	78	50	82	76	52	53	78	53	75	78	57
	Language	--	--	--	100	69	40	82	74	43	53	82	44	75	75	48
	Mathematics	--	--	--	100	89	51	82	81	55	53	91	57	76	88	61
3	Reading	91	69	47	100	76	47	97	63	48	73	71	50	73	71	50
	Language	93	76	49	100	87	51	97	76	54	73	87	56	73	85	57
	Mathematics	93	80	46	100	84	49	97	69	52	73	79	54	73	76	56
4	Reading	85	70	53	100	72	54	97	69	54	77	77	55	96	70	55
	Language	85	68	47	100	68	49	97	70	48	77	77	50	96	73	50
	Mathematics	85	76	51	100	82	54	99	78	55	77	83	57	94	77	58
5	Reading	91	65	51	100	66	51	100	70	51	91	61	51	73	62	53
	Language	91	65	42	100	72	44	100	64	45	91	66	45	76	72	47
	Mathematics	95	77	51	100	77	54	100	77	55	93	76	57	76	79	59
6	Reading	89	77	53	100	76	54	100	70	53	92	74	54	80	68	56
	Language	89	77	41	100	76	44	100	72	44	92	73	45	80	73	47
	Mathematics	89	81	57	100	82	59	100	82	60	92	85	63	80	82	65
7	Reading	96	86	52	100	78	53	85	82	52	94	75	53	93	75	55
	Language	96	92	52	100	74	54	85	83	54	94	76	55	93	84	58
	Mathematics	96	91	53	100	76	55	85	80	56	94	80	58	93	80	60
8	Reading	79	77	54	100	75	54	92	75	53	88	76	55	100	66	56
	Language	75	82	46	100	83	49	92	81	49	86	84	50	98	76	52
	Mathematics	76	80	52	100	82	54	92	79	56	86	76	58	98	76	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	69	47
Grades 3-4	85	91
Grades 4-5	59	67
Grades 5-6	81	75
Grades 6-7	92	80
Grades 7-8	47	61

*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

The Magnet has created an environment that is research based in establishing components of an effective traditional model learning environment. Children follow strict rules, guidelines, routines and procedures in a structured manner. The Magnet is adopting a Character Education Program this school year. Curriculum includes: Second Step Program for Tobacco, Alcohol and Drugs, Great Body Shop, Gang Resistance (GREAT). Counselor, nurse and psychologist available.

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 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	\$4,747	\$2,029,887
Classroom Supplies	\$287	\$122,833
Administration	\$278	\$119,060
Support Services-Students	\$37	\$15,694
Other Support Services and Operations	\$466	\$199,178
Total Expenditures- All Categories 2000-2001	\$5,815	\$2,486,652

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	Randy McWatters	(602) 254-6002	
Transportation Policy	Trux Truxon	(602) 257-3934	
Community Resources	Traci Johnson	(602) 257-6283	
School Nutrition Programs	Laura Trujillo	(602) 257-3703	
Parent Organization	Tamara Vargas	(602) 712-9402	
Student Health/Nurse	Connie Biel	(602) 257-6284	

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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