

# Magnet Traditional School

## ARIZONA SCHOOL REPORT CARD 2003-04

2602 N. 23rd Avenue, Phoenix, AZ 85009

Phoenix 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 LEARNS<sup>1</sup>

Elementary  
Achievement Profile \*

Highly Performing\*

\* The profiles are Excelling, Highly Performing, Performing or Underperforming.

### No Child Left Behind

Adequate Yearly  
Progress\*\*\*

Met

School Improvement  
Status\*\*\*

N/A

\*\*\* For additional information, please refer to the AYP page in this report card.

### School Overview

Principal/Administrator : Mr. Anthony J. Perkins  
Schedule : 7:00 AM to 3:30 PM  
Grades : K-8  
2003 Enrollment : 510  
Web Address :  
Phone Number : (602) 257-6281  
Fax Number : (602) 257-6287  
E-mail : anthony\_perkins@phxelem.k12.az.us

### 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.

### School / Academic Goals

- ü 80% of students enrolled for 8 months will score at the 50th percentile as measured by the SAT 9 in Reading, Math and Language.
- ü 80% of students in grades 3,5 and 8 will meet or exceed standards as measured by AIMS.

### Instructional Programs

- ü Full Day Kindergarten
- ü Character Education
- ü On-Site Special Education
- ü Integrated Instructional Technology

### Enrollment

October 1, 2002 School Year Student Enrollment : 461  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 70

### Calendar Information

Number of Instruction Days : 190  
Average Daily Instruction Time : 6 hours 50 minutes  
First Day of School : 8/4/2003  
Last Day of School : 6/11/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA  
DEPARTMENT OF  
EDUCATION

School Site Council

Council Composition

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

Council Duties

- Ü Goal Setting
- Ü Funding
- Ü Discipline
- Ü Dress Code
- Ü Strategic Planning
- Ü Marketing/Public Relations

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	24.00
Other Professional Staff	4.50	Teacher Aide	19.50

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	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

High academic standards evidenced through district curriculum framework and grade level outcomes. Arizona Academic Standards monitored through AIMS/DAP, and school goals to achieve mission.

Parents

Parents sign an agreement to be actively involved. Parents must attend 7 PTO meetings. Parents volunteer a minimum of 10 hours at the school. Parents attend all 3 parent/teacher conferences.

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Multi-Purpose Room

Extracurricular Activities

- Ü Student Council
- Ü Chorus
- Ü After School Teams
- Ü National Junior Honor Society

Social Services

- Ü Free Breakfast/Lunch Program
- Ü Tuition Free All Day Kindergarten
- Ü Before/After School PEER
- Ü Counseling & Crisis Intervention

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.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

ü 2003-04 School Goal - to be named the first A+ school in the Phoenix Elementary School District.

ü 2003-04 School Goal - Strengthen our Junior High program by implementing the National Junior Honor Society.

School Honors

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

Award/Honor	Year
ü Regional Spelling Bee Champion	2000
ü First Place Academic Bowl	2001
ü National Math Competition	2001
ü National Junior Honor Society	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>2</sup>	97	95	94	96
Transfers Out <sup>3</sup>	18	20	20	20
Transfers In <sup>4</sup> (Within District)	4	2	2	2
Transfers In <sup>5</sup> (Out of District)	3	10	10	9
Promotion Rate <sup>6</sup>	95	99	98	95
Retention Rate <sup>7</sup>	5	1	2	5
Dropout Rate <sup>8</sup>	--			8
Status Unknown <sup>9</sup>	--			6
Graduation Rate <sup>10</sup>	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	57	48
Grades 3-4	83	77
Grades 4-5	56	82
Grades 5-6	100	93
Grades 6-7	83	74
Grades 7-8	58	67

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 2002-03. 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 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

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	54	912	75372	98	100	101	536	515	523	0	13	9	15	32	25	44	30	36	41	25	30
All Students (Prior Year)	50	976	70809	NA	NA	NA	542	485	518	3	27	11	13	34	27	43	30	35	40	9	27
Female	25	448	36901	96	98	101	532	520	524	0	13	8	23	32	25	31	25	36	46	30	31
Male	29	463	38385	100	102	101	539	510	523	0	13	9	10	31	24	52	35	36	38	21	30
African American	NC	55	3589	NC	98	96	NC	496	501	NC	17	18	NC	33	33	NC	38	33	NC	13	16
Hispanic	31	770	29103	94	97	99	534	512	510	0	16	12	23	33	31	31	28	36	46	22	20
Asian/Pacific Islander	--	NC	1574	--	NC	96	--	NC	549	--	NC	3	--	NC	14	--	NC	34	--	NC	48
American Indian/Alaskan Native	NC	13	5086	NC	76	114	NC	501	491	NC	9	22	NC	55	38	NC	27	28	NC	9	12
White	14	55	34597	108	131	98	551	549	535	0	0	4	0	15	20	46	30	38	54	54	38
Students with Disabilities	NC	100	8057	NC	97	99	NC	475	496	NC	33	23	NC	33	31	NC	33	28	NC	0	17
Students without Disabilities	48	812	67315	100	100	101	537	515	525	0	13	8	15	32	24	42	30	37	42	26	31
Limited English Proficient Students	17	566	16925	155	116	112	NA	473	482	NA	34	27	NA	44	40	NA	16	26	NA	6	7
Migrant Students	--	NC	869				--	NC	501	--	NC	17	--	NC	30	--	NC	39	--	NC	14
Economically Disadvantaged	--	644	26325				--	517	504	--	14	15	--	30	34	--	28	33	--	27	18
Non-Economically Disadvantaged	54	268	49047				536	510	530	0	11	6	15	35	21	44	33	37	41	22	35

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	54	906	75221	98	99	101	529	517	523	0	10	8	11	21	16	74	52	56	14	16	21
All Students (Prior Year)	50	976	70860	NA	NA	NA	548	501	524	3	22	9	0	31	17	47	35	45	50	12	30
Female	25	444	36833	96	97	100	534	521	526	0	7	6	0	20	15	85	55	56	15	18	23
Male	29	461	38319	100	102	101	527	513	520	0	13	9	18	23	17	68	50	56	14	14	18
African American	NC	55	3597	NC	98	97	NC	508	510	NC	14	14	NC	18	22	NC	59	53	NC	8	11
Hispanic	30	766	29019	91	96	99	518	513	513	0	12	12	31	25	21	62	47	55	8	16	13
Asian/Pacific Islander	--	NC	1572	--	NC	95	--	NC	536	--	NC	2	--	NC	9	--	NC	57	--	NC	31
American Indian/Alaskan Native	NC	12	5071	NC	71	114	NC	514	502	NC	10	20	NC	20	27	NC	60	46	NC	10	8
White	14	54	34543	108	129	97	537	538	531	0	0	4	0	9	12	85	68	58	15	23	26
Students with Disabilities	NC	100	8006	NC	97	99	NC	471	505	NC	43	22	NC	29	23	NC	29	42	NC	0	13
Students without Disabilities	48	806	67215	100	100	101	529	518	524	0	10	7	12	21	16	74	53	56	15	16	21
Limited English Proficient Students	16	561	16853	145	115	112	NA	485	489	NA	29	29	NA	38	36	NA	32	32	NA	0	3
Migrant Students	--	NC	866				--	NC	503	--	NC	19	--	NC	23	--	NC	49	--	NC	8
Economically Disadvantaged	--	641	26256				--	516	509	--	12	14	--	22	24	--	49	51	--	18	11
Non-Economically Disadvantaged	54	265	48965				529	517	528	0	8	5	11	20	13	74	59	58	14	12	24

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	53	885	73654	96	97	99	555	522	530	0	13	9	3	16	13	91	67	70	6	5	7
All Students (Prior Year)	49	952	68592	NA	NA	NA	583	512	542	3	22	9	0	17	12	53	55	63	43	6	16
Female	25	437	36239	96	95	99	548	526	537	0	9	7	0	16	11	100	70	72	0	5	10
Male	28	448	37301	97	99	98	559	518	523	0	17	12	5	16	15	86	63	68	10	4	5
African American	NC	55	3488	NC	98	94	NC	512	515	NC	19	16	NC	15	18	NC	65	62	NC	2	4
Hispanic	30	744	28348	91	94	96	543	518	520	0	15	13	8	17	17	85	64	65	8	4	5
Asian/Pacific Islander	--	NC	1558	--	NC	95	--	NC	547	--	NC	3	--	NC	8	--	NC	76	--	NC	13
American Indian/Alaskan Native	NC	13	4947	NC	76	111	NC	504	507	NC	18	22	NC	27	22	NC	55	53	NC	0	3
White	14	55	33924	108	131	96	574	547	537	0	0	5	0	13	10	92	77	75	8	11	9
Students with Disabilities	NC	91	7306	NC	88	90	NC	488	506	NC	40	24	NC	20	20	NC	40	52	NC	0	4
Students without Disabilities	47	794	66348	98	98	100	555	522	531	0	13	8	3	16	13	91	67	71	6	5	8
Limited English Proficient Students	16	547	16422	145	112	109	NA	478	495	NA	41	30	NA	38	27	NA	21	43	NA	0	0
Migrant Students	--	NC	849				--	NC	511	--	NC	19	--	NC	22	--	NC	56	--	NC	4
Economically Disadvantaged	--	627	25711				--	522	514	--	12	16	--	15	19	--	68	61	--	5	3
Non-Economically Disadvantaged	53	258	47943				555	521	535	0	15	7	3	18	11	91	64	74	6	4	9

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	51	901	76230	98	104	101	499	471	498	2	24	12	52	47	38	20	11	12	26	17	37
All Students (Prior Year)	38	903	72888	NA	NA	NA	512	465	494	0	30	14	32	46	40	26	9	12	41	15	34
Female	26	458	37247	96	104	100	500	474	500	4	22	11	50	49	40	19	12	13	27	17	37
Male	25	443	38725	100	104	101	498	468	497	0	27	14	54	44	37	21	11	12	25	18	37
African American	NC	47	3594	NC	84	96	NC	464	476	NC	32	22	NC	39	46	NC	12	11	NC	17	21
Hispanic	29	742	28100	104	104	98	488	470	482	4	24	18	68	50	47	11	11	11	18	16	24
Asian/Pacific Islander	--	NC	1447	--	NC	95	--	NC	527	--	NC	5	--	NC	26	--	NC	11	--	NC	58
American Indian/Alaskan Native	NC	23	5292	NC	82	113	NC	463	463	NC	28	31	NC	56	47	NC	0	8	NC	17	14
White	11	56	35389	73	97	96	521	494	514	0	18	6	18	24	32	27	18	14	55	39	48
Students with Disabilities	NC	118	9022	NC	106	105	NC	434	465	NC	58	31	NC	31	43	NC	8	8	NC	4	17
Students without Disabilities	50	783	67208	98	104	100	499	473	500	2	23	12	52	48	38	20	12	12	26	18	38
Limited English Proficient Students	--	498	14826	--	117	113	--	464	460	--	25	31	--	53	51	--	9	8	--	13	10
Migrant Students	--	NC	837				--	NC	478	--	NC	19	--	NC	51	--	NC	8	--	NC	21
Economically Disadvantaged	--	577	25037				--	468	477	--	26	21	--	48	47	--	11	11	--	15	21
Non-Economically Disadvantaged	51	324	51193				499	477	507	2	22	9	52	45	35	20	12	13	26	21	43

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	51	913	76202	98	105	101	516	494	505	10	35	19	16	32	24	57	30	46	18	4	11
All Students (Prior Year)	38	896	72779	NA	NA	NA	507	489	505	3	42	21	26	24	20	56	30	43	15	4	15
Female	26	463	37231	96	105	100	527	495	507	8	31	16	12	35	24	58	30	48	23	4	13
Male	25	450	38718	100	106	101	506	492	503	12	40	22	20	27	24	56	29	44	12	3	10
African American	NC	49	3600	NC	88	97	NC	495	497	NC	29	28	NC	36	29	NC	33	39	NC	2	5
Hispanic	29	750	28090	104	105	98	505	491	497	10	38	28	24	33	30	59	27	37	7	2	5
Asian/Pacific Islander	--	NC	1443	--	NC	95	--	NC	515	--	NC	9	--	NC	19	--	NC	53	--	NC	19
American Indian/Alaskan Native	NC	24	5311	NC	86	113	NC	503	491	NC	39	38	NC	33	31	NC	22	28	NC	6	3
White	11	56	35371	73	97	96	538	511	512	0	15	10	9	21	20	45	42	54	45	23	16
Students with Disabilities	--	123	9097	--	111	106	--	477	493	--	70	39	--	15	27	--	15	29	--	0	5
Students without Disabilities	51	790	67105	100	105	100	516	494	506	10	34	18	16	32	24	57	30	47	18	4	12
Limited English Proficient Students	--	502	14780	--	118	113	--	487	486	--	48	50	--	33	32	--	18	18	--	1	1
Migrant Students	--	NC	832				--	NC	492	--	NC	36	--	NC	31	--	NC	31	--	NC	3
Economically Disadvantaged	--	587	24961				--	491	495	--	36	32	--	35	30	--	27	34	--	1	4
Non-Economically Disadvantaged	51	326	51241				516	498	509	10	34	14	16	25	22	57	34	51	18	7	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	51	889	74692	98	103	99	513	476	502	8	34	18	30	33	27	54	31	47	8	2	8
All Students (Prior Year)	38	869	70710	NA	NA	NA	517	476	512	3	35	17	38	34	26	47	26	42	12	4	16
Female	26	450	36710	96	102	99	520	482	509	4	29	14	23	35	26	69	35	50	4	2	10
Male	25	439	37742	100	103	98	505	469	495	13	40	22	38	30	28	38	27	44	13	2	6
African American	NC	47	3516	NC	84	94	NC	478	487	NC	25	26	NC	35	31	NC	40	39	NC	0	4
Hispanic	29	729	27492	104	102	96	501	473	486	7	36	27	43	35	32	46	28	38	4	2	4
Asian/Pacific Islander	--	NC	1428	--	NC	94	--	NC	528	--	NC	8	--	NC	20	--	NC	54	--	NC	18
American Indian/Alaskan Native	NC	24	5166	NC	86	110	NC	470	470	NC	35	39	NC	35	32	NC	29	27	NC	0	2
White	11	55	34785	73	95	94	547	503	517	9	23	10	0	19	23	64	50	56	27	8	11
Students with Disabilities	NC	119	8428	NC	107	98	NC	442	472	NC	53	38	NC	29	30	NC	18	29	NC	0	3
Students without Disabilities	50	770	66264	98	102	99	513	477	503	8	34	17	30	33	27	54	32	48	8	2	8
Limited English Proficient Students	--	491	14363	--	115	109	--	464	459	--	43	47	--	34	34	--	22	19	--	0	1
Migrant Students	--	NC	814				--	NC	475	--	NC	33	--	NC	37	--	NC	27	--	NC	2
Economically Disadvantaged	--	567	24507				--	473	480	--	36	31	--	33	33	--	29	33	--	1	3
Non-Economically Disadvantaged	51	322	50185				513	480	511	8	31	13	30	31	24	54	35	53	8	3	10

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	43	658	71167	100	111	99	487	449	463	17	51	38	52	32	41	19	13	14	12	4	7
All Students (Prior Year)	43	669	66213	NA	NA	NA	485	440	459	21	54	39	45	38	40	24	6	14	10	3	7
Female	23	351	34825	100	110	99	479	449	462	17	50	38	65	34	42	13	12	14	4	4	6
Male	20	306	36047	100	112	99	496	449	464	16	52	38	37	29	39	26	14	15	21	5	8
African American	NC	43	3225	NC	93	95	NC	433	441	NC	63	57	NC	31	34	NC	6	6	NC	0	2
Hispanic	25	545	23643	100	113	97	472	448	445	20	50	53	60	32	37	16	14	8	4	4	2
Asian/Pacific Islander	NC	NC	1503	NC	NC	100	NC	NC	493	NC	NC	18	NC	NC	40	NC	NC	23	NC	NC	19
American Indian/Alaskan Native	NC	21	5161	NC	81	103	NC	433	435	NC	74	63	NC	21	30	NC	5	5	NC	0	2
White	12	23	35245	100	85	95	523	503	476	0	15	26	42	40	45	25	20	19	33	25	10
Students with Disabilities	NC	67	8095	NC	156	104	NC	394	426	NC	100	69	NC	0	25	NC	0	5	NC	0	1
Students without Disabilities	42	591	63072	98	108	99	487	449	464	17	51	37	52	32	41	19	13	15	12	4	7
Limited English Proficient Students	--	270	10317	--	108	111	--	429	426	--	65	72	--	26	25	--	7	2	--	1	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	--	520	17057				--	447	440	--	53	58	--	31	34	--	13	6	--	3	2
Non-Economically Disadvantaged	43	138	54110				487	454	468	17	46	33	52	34	43	19	14	16	12	6	8

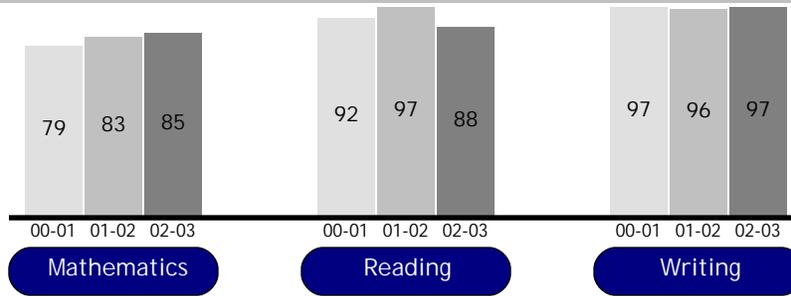
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	43	662	71100	100	112	99	511	483	502	19	42	25	19	22	21	40	29	40	21	8	15
All Students (Prior Year)	43	663	66144	NA	NA	NA	525	488	504	9	34	24	9	25	20	53	34	40	28	7	16
Female	23	353	34801	100	111	99	514	487	505	22	38	21	13	22	22	43	32	42	22	8	15
Male	20	308	36010	100	113	99	508	476	499	16	47	28	26	21	20	37	24	38	21	7	14
African American	NC	44	3219	NC	96	95	NC	480	486	NC	39	38	NC	27	24	NC	27	31	NC	6	7
Hispanic	25	545	23630	100	113	96	499	480	485	28	44	37	20	21	25	40	29	32	12	6	6
Asian/Pacific Islander	NC	NC	1509	NC	NC	100	NC	NC	522	NC	NC	12	NC	NC	14	NC	NC	46	NC	NC	28
American Indian/Alaskan Native	NC	22	5144	NC	85	102	NC	475	478	NC	45	46	NC	25	24	NC	30	25	NC	0	5
White	12	23	35198	100	85	95	536	528	515	8	20	15	8	10	18	42	35	47	42	35	21
Students with Disabilities	NC	68	8121	NC	158	105	NC	456	470	NC	100	55	NC	0	20	NC	0	21	NC	0	4
Students without Disabilities	42	594	62979	98	108	99	511	483	503	19	42	23	19	22	21	40	29	41	21	8	15
Limited English Proficient Students	--	272	10304	--	108	110	--	461	462	--	65	63	--	21	23	--	13	13	--	1	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	--	522	17040				--	479	483	--	45	40	--	23	25	--	27	29	--	6	6
Non-Economically Disadvantaged	43	140	54060				511	492	507	19	35	20	19	19	20	40	33	43	21	13	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	43	606	69001	100	103	96	495	476	490	14	33	17	36	33	37	50	33	45	0	0	1
All Students (Prior Year)	43	602	63579	NA	NA	NA	508	474	493	2	27	15	38	50	42	60	23	41	0	0	2
Female	23	338	34086	100	106	97	499	481	496	13	30	13	39	32	36	48	37	51	0	0	1
Male	20	268	34644	100	98	95	489	468	484	16	37	22	32	35	39	53	28	38	0	0	0
African American	NC	43	3115	NC	93	92	NC	471	478	NC	34	25	NC	41	44	NC	25	31	NC	0	0
Hispanic	25	492	22656	100	102	92	490	475	476	12	34	27	52	34	43	36	32	30	0	0	0
Asian/Pacific Islander	NC	NC	1472	NC	NC	98	NC	NC	507	NC	NC	8	NC	NC	30	NC	NC	60	NC	NC	2
American Indian/Alaskan Native	NC	21	4940	NC	81	98	NC	461	469	NC	47	34	NC	26	43	NC	26	23	NC	0	0
White	12	23	34501	100	85	93	513	503	500	8	10	10	8	20	34	83	70	55	0	0	1
Students with Disabilities	NC	60	7386	NC	140	95	NC	NA	459	NC	NA	46	NC	NA	37	NC	NA	17	NC	NA	0
Students without Disabilities	42	546	61615	98	100	97	495	476	491	14	33	16	36	33	37	50	33	45	0	0	1
Limited English Proficient Students	--	236	9662	--	94	104	--	457	454	--	56	51	--	31	40	--	13	9	--	0	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	--	474	16383				--	473	472	--	35	30	--	33	43	--	32	26	--	0	0
Non-Economically Disadvantaged	43	132	52618				495	481	494	14	29	14	36	34	36	50	37	49	0	0	1

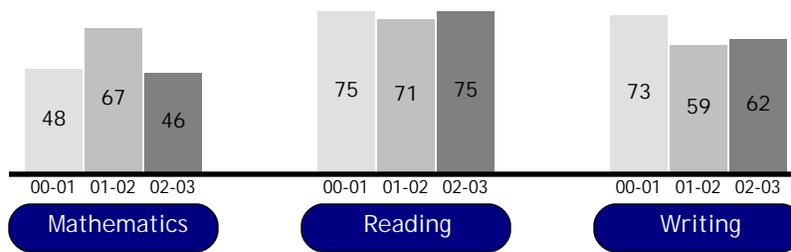
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

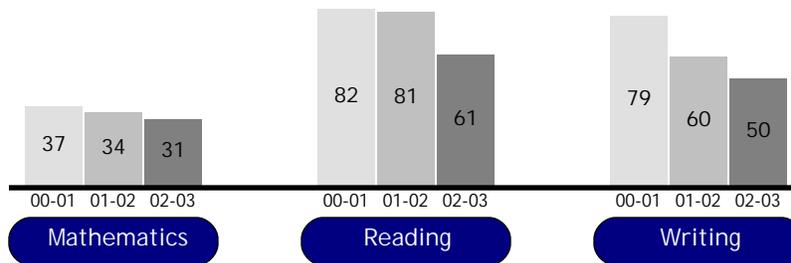
3rd Grade Proficiency



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 2002-03

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?	NA
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress (AYP):** The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

**Met Percent Tested:** Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

**Met Test Objectives:** The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

**Met Attendance Rate:** Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

**Met Graduation Rate:** School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

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

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

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

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	84	78	45	53	96	74	32	44	100	80	36	50
	Language	84	82	38	45	96	73	25	39	98	80	29	43
	Mathematics	84	91	52	56	98	86	43	52	98	84	46	57
3	Reading	71	71	37	50	100	68	22	43	98	65	34	47
	Language	71	87	45	55	100	84	33	50	96	74	44	54
	Mathematics	71	79	41	53	100	75	34	50	100	70	42	54
4	Reading	92	77	36	55	100	68	26	47	100	71	29	52
	Language	92	77	36	50	100	71	29	45	100	72	33	48
	Mathematics	92	83	40	56	98	75	31	52	98	80	37	57
5	Reading	98	61	31	51	100	57	27	46	100	65	30	50
	Language	98	66	30	46	100	69	28	43	98	74	34	46
	Mathematics	100	76	37	56	100	76	35	54	98	79	38	57
6	Reading	100	74	40	54	95	68	32	49	100	73	39	53
	Language	100	73	34	46	95	73	27	42	100	75	32	45
	Mathematics	100	85	50	61	95	82	44	58	100	84	51	62
7	Reading	98	75	39	53	100	75	28	48	100	71	33	51
	Language	98	76	39	55	100	84	31	51	98	87	37	54
	Mathematics	98	80	44	57	100	80	40	54	98	80	43	58
8	Reading	97	76	39	55	100	66	33	49	100	69	35	53
	Language	95	84	33	50	100	74	28	46	100	75	32	49
	Mathematics	95	76	40	57	100	73	42	54	100	76	48	58

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 Safety

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

Magnet follows an effective traditional model learning environment. Children follow strict rules, guidelines, routines and procedures in a structured manner. Magnet has a closed campus during school hours. Lock-down and fire drills are practiced.

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

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.

Contacts

	Name	Phone Number
School Site Council	Anthony J. Perkins	(602) 257-6281
Transportation Policy	Mike Fisher	(602) 257-3934
Community Resources	Traci DeGraw	(602) 257-6283
School Nutrition Programs	Laura Trujillo	(602) 257-3703
Parent Organization	Doug Kupel	(602) 257-6281
Student Health/Nurse	Gale Davis	(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](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns). If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 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 2002-03 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 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)