



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2602 North 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 (a)

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

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

School Overview

Principal/Administrator : Mr. Anthony J. Perkins
Schedule : 07:00 AM to 03:30 PM
Grades : K-8
2005 Enrollment : 470
Web Address : www.phxelem.k12.az.us/school\_sites/Magnet
Phone Number : (602) 257-6281
Fax Number : (602) 257-6287
E-mail : anthony.perkins@phxelem.k12.az.us

Mission

Academic excellence through integrity, self-discipline, and diversity.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

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

School / Academic Goals

- One-hundred percent of students enrolled for eight months will meet or exceed the standards as measured by the TerraNova (Grade 2) and AIMS DPA(Grades 3-8)in Reading, Math and Language.
Students identified as Limited English Proficient will demonstrate a five percent growth gain from fall to spring.
K-1 students will demonstrate a positive growth gain from fall to spring.

Enrollment

October 1, 2004 School Year Student Enrollment : 481
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 420

## Instructional Programs

- Ü Traditional Back to Basics Focus
- Ü Full Day Kindergarten
- Ü On-Site Special Education
- Ü Integrated Technology Instruction
- Ü Winter/Spring Tutoring
- Ü Integrated Diversity Instruction
- Ü Art, Music, Band, P.E., and Library
- Ü Character Education

## Calendar Information

Number of Instruction Days :	196
Average Daily Instruction Time :	6 hours 50 minutes
First Day of School :	8/8/2005
Last Day of School :	6/9/2006

## Shared Responsibilities

### School

High academic standards evidenced through district curriculum framework and grade level outcomes. Arizona Academic Standards monitored through TerraNova/AIMS 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.

## 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.

## School Honors

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

Award/Honor	Year
Ü Named an A+ School by the Arizona Education Foundation	2004
Ü National Junior Honor Society	2003
Ü National Math Competition	2001
Ü First Place Academic Bowl	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	54	918	79306	100	100	99	459	429	445	2	16	10	12	26	18	67	49	51	19	9	20
All Students (Prior Year)	46	944	75509	98	100	100	532	502	521	0	20	13	22	28	23	53	33	33	25	18	31
Female	30	462	38691	100	100	99	459	430	446	3	16	10	14	26	18	62	51	52	21	8	20
Male	24	453	40583	100	100	99	460	427	445	0	17	11	9	26	18	74	47	50	17	10	21
African American	NC	60	4041	NC	100	99	NC	421	426	NC	19	17	NC	30	23	NC	43	50	NC	9	10
Hispanic	33	789	32869	100	100	99	451	427	429	3	17	15	16	27	25	71	48	51	10	8	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	NC	21	4264	NC	100	100	NC	425	419	NC	12	19	NC	35	30	NC	53	45	NC	0	6
White	12	45	36197	92	94	99	481	461	463	0	3	5	0	8	11	50	63	53	50	26	31
Students with Disabilities	NC	119	10321	NC	100	100	NC	391	389	NC	45	30	NC	30	27	NC	24	34	NC	1	9
Students without Disabilities	49	800	69060	100	100	98	460	435	454	2	12	7	11	26	17	66	53	54	21	10	22
Limited English Proficient Students	14	521	15509	100	100	100	450	426	406	0	16	20	13	27	30	88	50	45	0	7	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	606	39415	NC	95	96	NC	427	431	NC	16	15	NC	28	25	NC	49	50	NC	6	10
Non-Economically Disadvantaged	45	313	39966	100	100	100	459	433	459	2	17	6	12	22	12	65	47	52	21	14	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	54	918	79395	100	0	99	476	430	446	0	12	9	10	37	25	73	47	55	17	4	11
All Students (Prior Year)	46	947	75492	98	100	100	542	514	519	0	13	12	9	20	16	59	47	47	31	21	24
Female	30	463	38743	100	0	100	475	437	451	0	9	7	7	37	24	76	50	57	17	4	12
Male	24	452	40618	100	0	99	477	424	440	0	16	11	13	37	27	70	44	53	17	3	9
African American	NC	60	4052	NC	0	100	NC	425	434	NC	15	11	NC	34	29	NC	45	54	NC	6	6
Hispanic	33	789	32915	100	0	99	468	428	426	0	13	15	13	39	35	77	45	47	10	2	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	NC	21	4271	NC	0	100	NC	433	420	NC	12	15	NC	35	42	NC	53	41	NC	0	2
White	12	45	36221	92	0	99	494	475	465	0	0	4	8	13	15	50	66	63	42	21	17
Students with Disabilities	NC	119	10331	NC	0	100	NC	396	388	NC	33	25	NC	41	37	NC	24	34	NC	2	4
Students without Disabilities	49	800	69139	100	0	99	474	436	454	0	9	7	11	37	24	74	50	58	15	4	11
Limited English Proficient Students	14	520	15545	100	0	100	466	423	399	0	14	21	13	42	42	81	43	35	6	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	606	39484	NC	0	96	NC	427	429	NC	13	14	NC	40	35	NC	45	47	NC	2	4
Non-Economically Disadvantaged	45	313	39986	100	0	100	477	438	461	0	12	4	12	30	16	72	51	63	16	7	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	54	917	78869	100	100	99	501	435	442	0	7	6	4	24	21	75	64	63	21	6	10
All Students (Prior Year)	46	937	75053	98	100	99	668	571	597	0	9	7	0	15	12	81	70	72	19	6	9
Female	30	462	38536	100	100	99	504	453	458	0	3	4	0	18	15	79	71	67	21	8	14
Male	24	452	40302	100	100	99	497	418	428	0	10	8	9	30	26	70	56	60	22	4	7
African American	NC	60	4015	NC	100	99	NC	429	430	NC	11	8	NC	23	24	NC	60	61	NC	6	7
Hispanic	33	787	32606	100	100	98	497	434	426	0	7	8	3	24	27	81	64	60	16	5	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	21	4245	NC	100	100	NC	445	423	NC	0	9	NC	24	26	NC	71	61	NC	6	4
White	12	46	36078	92	96	99	509	461	459	0	3	4	8	23	16	50	56	66	42	18	14
Students with Disabilities	NC	120	10246	NC	100	100	NC	361	367	NC	26	18	NC	48	39	NC	25	40	NC	1	4
Students without Disabilities	49	798	68697	100	100	98	502	447	454	0	3	4	2	20	18	77	70	67	21	6	11
Limited English Proficient Students	14	518	15339	100	100	100	497	430	399	0	8	11	0	25	31	88	63	54	13	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	607	39106	NC	95	95	NC	434	427	NC	6	8	NC	26	28	NC	63	59	NC	5	5
Non-Economically Disadvantaged	45	311	39837	100	100	100	503	439	457	0	8	4	2	19	14	77	64	67	21	8	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	47	855	78906	100	100	99	506	475	498	2	24	13	24	26	19	56	43	48	18	7	20
All Students (Prior Year)	51	886	76019	100	100	100	532	477	499	0	21	14	35	51	39	13	9	14	52	18	33
Female	24	421	38644	96	100	99	493	478	500	4	20	12	33	25	19	50	48	49	13	7	19
Male	22	431	40236	100	100	99	521	471	497	0	28	15	14	27	19	62	38	46	24	8	20
African American	NC	53	4087	NC	100	99	NC	476	481	NC	19	20	NC	21	24	NC	58	45	NC	2	11
Hispanic	27	734	31938	100	100	99	501	472	481	0	26	19	32	27	25	56	41	46	12	7	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	NC	19	4593	NC	100	100	NC	468	467	NC	19	26	NC	38	29	NC	44	39	NC	0	6
White	12	46	36483	100	94	99	525	520	517	8	5	7	0	8	13	50	63	51	42	25	30
Students with Disabilities	NC	130	10664	NC	100	100	NC	416	430	NC	66	42	NC	22	27	NC	11	26	NC	1	5
Students without Disabilities	42	727	68310	100	100	98	510	485	509	0	17	9	25	26	18	55	49	51	20	8	22
Limited English Proficient Students	NC	453	12573	NC	100	100	NC	469	454	NC	27	27	NC	28	30	NC	39	38	NC	6	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	598	38679	NC	100	96	NC	474	483	NC	25	20	NC	27	25	NC	41	45	NC	6	10
Non-Economically Disadvantaged	40	259	40295	100	100	100	510	475	513	3	20	7	21	21	13	55	47	50	21	11	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	47	858	78908	100	0	99	508	466	484	0	15	10	11	32	23	76	49	58	13	3	9
All Students (Prior Year)	51	887	76020	100	100	100	523	494	503	2	36	25	13	29	23	68	30	40	17	5	12
Female	24	424	38648	96	0	99	505	472	489	0	11	8	13	31	22	79	53	61	8	4	10
Male	22	431	40233	100	0	99	510	460	479	0	20	12	10	33	25	71	45	55	19	2	8
African American	NC	53	4092	NC	0	99	NC	477	473	NC	12	12	NC	30	28	NC	58	54	NC	0	5
Hispanic	27	737	31940	100	0	99	500	462	465	0	17	16	16	33	32	68	47	49	16	3	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	NC	19	4569	NC	0	100	NC	468	457	NC	6	18	NC	31	39	NC	63	41	NC	0	2
White	12	46	36502	100	0	99	521	521	502	0	0	4	8	13	14	75	73	67	17	15	15
Students with Disabilities	NC	130	10665	NC	0	100	NC	416	423	NC	37	30	NC	43	36	NC	20	31	NC	0	2
Students without Disabilities	42	731	68312	100	0	98	511	475	493	0	12	7	13	30	21	73	54	62	15	4	10
Limited English Proficient Students	NC	456	12556	NC	0	100	NC	456	436	NC	19	24	NC	36	40	NC	43	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	599	38662	NC	0	96	NC	466	468	NC	16	16	NC	35	32	NC	47	49	NC	2	3
Non-Economically Disadvantaged	40	262	40315	100	0	100	509	467	498	0	16	5	11	24	15	74	54	66	16	6	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	47	857	78750	100	100	99	535	484	500	0	10	6	9	34	29	91	56	63	0	0	2
All Students (Prior Year)	51	883	75673	100	100	100	577	503	530	0	17	12	20	32	25	78	51	58	2	1	4
Female	24	424	38586	96	100	99	541	495	515	0	8	4	4	24	22	96	67	71	0	0	3
Male	22	430	40135	100	100	99	528	473	486	0	11	8	14	43	35	86	46	56	0	0	1
African American	NC	53	4081	NC	100	99	NC	472	488	NC	19	8	NC	30	32	NC	51	59	NC	0	2
Hispanic	27	736	31841	100	100	99	539	482	483	0	10	8	8	34	36	92	56	55	0	0	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	19	4586	NC	100	100	NC	485	481	NC	6	8	NC	44	37	NC	50	54	NC	0	1
White	12	46	36440	100	94	99	530	526	516	0	3	3	8	20	22	92	75	71	0	3	4
Students with Disabilities	NC	130	10622	NC	100	100	NC	391	415	NC	36	21	NC	49	50	NC	16	28	NC	0	1
Students without Disabilities	42	729	68196	100	100	98	538	500	513	0	5	3	5	31	25	95	64	69	0	0	3
Limited English Proficient Students	NC	454	12504	NC	100	100	NC	475	451	NC	11	12	NC	37	44	NC	52	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	598	38558	NC	100	96	NC	483	485	NC	10	8	NC	35	37	NC	54	54	NC	0	1
Non-Economically Disadvantaged	40	261	40260	100	100	100	534	484	514	0	9	3	11	28	21	89	62	72	0	1	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	52	710	78250	98	100	99	558	529	548	10	32	21	20	25	18	63	39	48	8	3	13
All Students (Prior Year)	55	274	75001	100	43	99	484	462	468	14	35	37	50	44	36	27	18	16	9	4	10
Female	30	382	38071	100	100	99	557	527	549	7	32	20	21	27	19	62	39	49	10	2	12
Male	22	327	40126	96	100	99	559	531	547	14	33	23	18	22	17	64	39	46	5	5	14
African American	NC	67	4058	NC	100	99	NC	526	523	NC	34	32	NC	23	22	NC	40	41	NC	2	5
Hispanic	40	586	29129	100	100	99	545	526	527	13	33	32	26	26	23	62	38	40	0	3	6
Asian/Pacific Islander	--	NC	1747	--	NC	100	--	NC	589	--	NC	9	--	NC	9	--	NC	50	--	NC	32
American Indian/Alaskan Native	NC	20	4996	NC	71	100	NC	536	518	NC	28	36	NC	33	25	NC	39	36	NC	0	4
White	10	36	38320	91	97	99	602	566	568	0	19	12	0	6	14	60	55	55	40	19	19
Students with Disabilities	NC	87	9329	NC	100	100	NC	484	454	NC	74	64	NC	17	18	NC	8	16	NC	1	2
Students without Disabilities	47	623	68996	98	98	99	564	535	561	2	26	16	22	26	18	67	44	52	9	4	14
Limited English Proficient Students	NC	343	10133	NC	100	100	NC	522	488	NC	38	45	NC	27	25	NC	33	28	NC	3	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	15	502	33388	94	98	94	566	528	530	7	33	32	7	26	22	73	39	40	13	3	5
Non-Economically Disadvantaged	37	208	44937	100	100	100	554	531	561	11	31	13	25	24	15	58	41	54	6	4	18

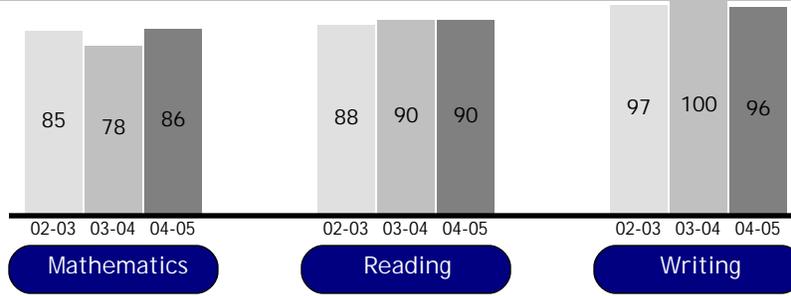
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	717	78302	98	0	99	533	499	512	2	15	11	18	33	25	73	51	57	8	2	7
All Students (Prior Year)	55	272	74918	100	43	99	518	493	497	12	31	32	16	20	19	53	39	35	19	9	15
Female	30	383	38082	100	0	99	535	500	518	0	11	8	14	36	24	79	51	61	7	2	7
Male	22	333	40166	96	0	99	530	496	507	5	20	14	23	28	26	64	50	54	9	1	6
African American	NC	69	4064	NC	0	100	NC	501	498	NC	9	14	NC	32	29	NC	60	54	NC	0	3
Hispanic	40	588	29152	100	0	99	524	496	492	3	16	17	21	33	34	72	49	46	5	1	2
Asian/Pacific Islander	--	NC	1746	--	NC	100	--	NC	542	--	NC	5	--	NC	13	--	NC	66	--	NC	16
American Indian/Alaskan Native	NC	21	4993	NC	0	100	NC	502	484	NC	6	19	NC	39	38	NC	56	42	NC	0	1
White	10	38	38347	91	0	99	568	536	531	0	6	5	10	22	17	70	59	68	20	13	10
Students with Disabilities	NC	89	9353	NC	0	100	NC	470	429	NC	35	40	NC	39	38	NC	26	22	NC	0	1
Students without Disabilities	47	628	69024	98	0	99	538	503	524	2	12	7	13	32	23	76	54	62	9	2	7
Limited English Proficient Students	NC	344	10140	NC	0	100	NC	489	451	NC	20	28	NC	37	43	NC	43	29	NC	1	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	15	506	33398	94	0	94	533	498	495	0	15	18	27	33	35	73	51	46	0	1	2
Non-Economically Disadvantaged	37	211	44979	100	0	100	533	502	525	3	14	6	14	32	18	72	51	66	11	3	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	52	703	78094	98	100	99	562	528	545	0	5	3	12	27	18	88	68	77	0	0	2
All Students (Prior Year)	55	265	74503	100	42	99	536	478	491	2	11	9	21	37	32	62	46	51	14	5	8
Female	30	376	38025	100	100	99	570	536	558	0	3	2	3	25	13	97	72	82	0	0	2
Male	22	326	40013	96	100	99	552	519	534	0	7	5	23	30	23	77	63	71	0	0	1
African American	NC	68	4037	NC	100	99	NC	534	532	NC	4	4	NC	21	22	NC	74	73	NC	0	1
Hispanic	40	576	29068	100	100	99	561	526	523	0	5	5	13	29	27	87	67	67	0	0	1
Asian/Pacific Islander	--	NC	1743	--	NC	100	--	NC	577	--	NC	2	--	NC	9	--	NC	82	--	NC	8
American Indian/Alaskan Native	NC	21	4981	NC	75	100	NC	536	526	NC	0	4	NC	33	25	NC	67	70	NC	0	0
White	10	37	38265	91	100	99	565	554	564	0	6	2	10	16	11	90	78	84	0	0	3
Students with Disabilities	NC	87	9275	NC	100	100	NC	465	444	NC	19	14	NC	55	46	NC	26	39	NC	0	1
Students without Disabilities	47	616	68892	98	97	98	567	538	559	0	2	2	9	24	14	91	74	82	0	0	2
Limited English Proficient Students	NC	340	10084	NC	100	100	NC	515	474	NC	6	10	NC	35	39	NC	59	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	15	504	33296	94	99	94	568	527	527	0	5	5	7	28	27	93	67	67	0	0	0
Non-Economically Disadvantaged	37	199	44871	100	100	100	560	534	559	0	5	2	14	25	12	86	70	84	0	0	3

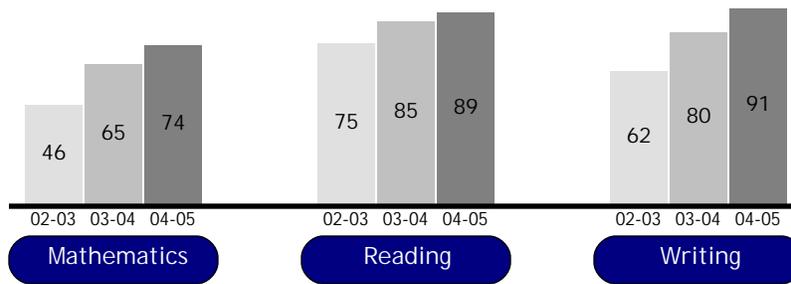
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

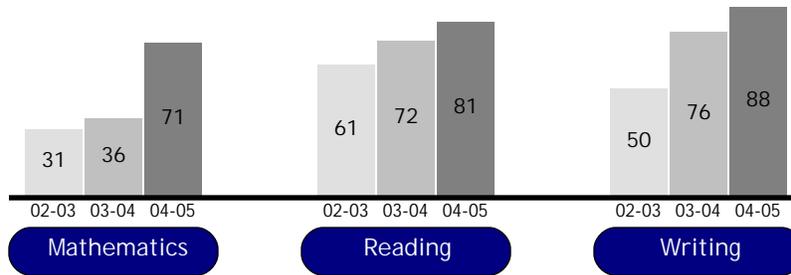
3rd Grade Proficiency



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	100	80	36	50	100	79	NA	58	100	57	36	47
	Language	98	80	29	43	100	77	41	50	100	65	39	47
	Mathematics	98	84	46	57	100	84	57	64	100	58	39	50
3	Reading	98	65	34	47	100	74	NA	55	100	56	32	44
	Language	96	74	44	54	100	84	56	61	100	63	35	44
	Mathematics	100	70	42	54	100	73	51	61	100	58	39	51
4	Reading	100	71	29	52	98	69	NA	56	100	58	37	48
	Language	100	72	33	48	96	68	43	52	100	66	38	49
	Mathematics	98	80	37	57	96	72	44	61	100	60	38	53
5	Reading	100	65	30	50	100	72	NA	55	100	61	39	50
	Language	98	74	34	46	100	80	40	49	100	60	39	50
	Mathematics	98	79	38	57	100	88	48	63	100	52	35	49
6	Reading	100	73	39	53	100	67	NA	56	100	71	42	51
	Language	100	75	32	45	100	71	38	48	100	72	38	47
	Mathematics	100	84	51	62	100	80	55	66	100	72	40	52
7	Reading	100	71	33	51	100	68	NA	54	98	67	38	50
	Language	98	87	37	54	100	79	40	58	98	66	41	52
	Mathematics	98	80	43	58	100	73	48	62	98	58	35	50
8	Reading	100	69	35	53	98	71	NA	55	98	58	40	51
	Language	100	75	32	49	98	75	36	52	98	60	44	50
	Mathematics	100	76	48	58	96	75	50	61	98	58	42	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/](http://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

- 1 School Administrator(s)
- 5 Non-certified Employee(s)
- 19 Teacher(s)
- 19 Parent(s)
- 1 Community Member(s)
- 1 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 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	25.00
Other Professional Staff	4.50	Teacher Aide	19.50

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	9
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Multi-Purpose Room

Extracurricular Activities

- Ü Student Council
- Ü Chorus
- Ü After School Sports Teams
- Ü National Junior Honor Society
- Ü Builder's Club
- Ü Boys/Cub Scouts

Social Services

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

## School Achievements/Accomplishments 2004-05

- ü 2003-2004: Named an A+ school by the Arizona Educational Foundation.
  
- ü 2002-2003: Started the National Junior Honor Society.
  
- ü 2003-2004: Many students participated and some placed first and second in the National History Day competition.
  
- ü 2003-2004: Builder's Club started with the Valley of the Sun Kiwanis Club.

## Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Transfers Out Rates <sup>5</sup>	4	12	12	17
Transfers In Rate <sup>6</sup>	5	28	28	37
Stability Rate <sup>7</sup>	95	87	87	82
Promotion Rate <sup>8</sup>	97	96	95	81
Retention Rate <sup>9</sup>	1	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	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

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 monthly.

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) :

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.

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

Contacts

	Name	Phone Number
School Site Council	Anthony J. Perkins	(602) 257-6281
Transportation Policy	Mike Fisher	(602) 257-3934
Community Resources	Sara Meyer	(602) 257-6283
School Nutrition Programs	Michelle Buckhart	(602) 257-3703
Parent Organization	Anthony Para	(602) 257-6281
Student Health/Nurse	Erlinda Diaz	(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 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](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.

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](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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