

APPENDIX II – 26

**PROGRESS TOWARDS ACHIEVEMENT GOALS FOR 2016-17 MAGNET SITE PLANS**

\*Transition sites are shaded grey

School	MSP Achievement Goal	Status	Explanation
Bonillas	2. Proficiency rates for magnet schools will meet or exceed the overall state proficiency rates 5. Achievement gaps between racial groups participating in magnet programs will be less than the achievement gaps between racial groups not participating in magnet programs	2: Goal not met.  5: Goal met  <b>1 of 2 measurable goals met.</b>	2: Bonillas did not meet or exceed the state proficiency rates for ELA or Mathematics.  5: There is no achievement gap for African American and Hispanic students as they outperformed their white peers.

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Booth-Fickett	<p>2. Proficiency rates for magnet schools will meet or exceed the overall state proficiency rates</p> <p>5. Achievement gaps between racial groups participating in magnet programs will be less than the achievement gaps between racial groups not participating in magnet programs</p>	<p>2: Goal partially met.</p> <p>5: Goal met</p> <p><b>1 of 2 measurable goals met.</b></p>	<p>2: Booth-Fickett did not meet or exceed state proficiency rates with the exception of 7th and 8th grade students enrolled in high school math and ELA classes. Forty-nine percent of students who took ELA 9 met the standard, 61 percent of students who took the Algebra 1 test passed, and 80% of those who tested in geometry.</p> <p>3: Arizona no longer provides data for this measure.</p> <p>5: The achievement gap between African American and white students, and between Hispanic and white students, is smaller than the achievement gap between these groups at non-magnet schools for both ELA and math.</p>

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Borton	2. Proficiency rates for magnet schools will meet or exceed the overall state proficiency rates 5. Achievement gaps between racial groups participating in magnet programs will be less than the achievement gaps between racial groups not participating in magnet programs	2: Goal partially met.  5: Goal not met  <b>0 of 2 measurable goals met.</b>	2: Borton students met or exceeded the state in grade 3 and grade 5 ELA. They also met or exceeded the District proficiency in grade 4 and grade 5 math.  5: The achievement gap between African American and white students, and between Hispanic and white students, is larger than the achievement gap between these groups at non-magnet schools for both ELA and math.

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Carrillo	2. By June 2017, students at Carrillo will score higher than the state median in reading and math.	2: Goal partially met. 3: Data unavailable. 4: Data unavailable. 5: Goal met <b>1 of 2 measurable goals met.</b>	2: Carrillo met or exceeded the State proficiency rate in ELA 4, Math 3 and Math  5: The achievement gap between African American and white students, and between Hispanic and white students, is smaller than the achievement gap between these groups at non-magnet schools for ELA. There is no negative achievement gap for African American and Hispanic students for math as they outperformed their white peers.

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Cholla	2. By June 2017, students at Cholla will score higher than the state median in reading and math. 5. By June 2017, the achievement gap between racial groups at Cholla will be less than the achievement gap between racial groups who do not participate in magnet programs at comparable District schools.	2: Goal not met.  5: Goal met  <b>1 of 2 measurable goals met.</b>	2: Cholla students did not meet the state nor proficiency rates in ELA or Mathematics.  5: The achievement gap between African American and white students, and between Hispanic and white students, is smaller than the achievement gap between these groups at non-magnet schools for both ELA and math.

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Davis	2. Proficiency rates for magnet schools will meet or exceed the overall state proficiency rates 5. Achievement gaps between racial groups participating in magnet programs will be less than the achievement gaps between racial groups not participating in magnet programs	2: Goal partially met.  5: Goal met  <b>1 of 2 measurable goals met.</b>	2: Third and 4th grade Davis students performed extremely well on both ELA and math assessments, far exceeding state proficiency levels. Fifth grade students outperformed the District rates.  5: There is no negative achievement gap for African American students as they outperformed their white peers in both ELA and math. The achievement gap for Hispanic students was larger than at non-magnet schools in both ELA and math.

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Dodge	2. Proficiency rates for magnet schools will meet or exceed the overall state proficiency rates 5. Achievement gaps between racial groups participating in magnet programs will be less than the achievement gaps between racial groups not participating in magnet programs	2: Goal met.  5: Goal not met  <b>1 of 2 measurable goals met.</b>	2: Dodge students outperformed the District and the state on all ELA and math subjections. In addition, 97th percent of Dodge students who took Algebra I met the standards.  5: The achievement gap between African American and white students, and is smaller than the achievement gap between these groups at non-magnet schools for both ELA and math. The achievement gap for Hispanic students is larger for ELA but smaller for math.

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Drachman	<p>2. Proficiency rates for magnet schools will meet or exceed the overall state proficiency rates</p> <p>5. Achievement gaps between racial groups participating in magnet programs will be less than the achievement gaps between racial groups not participating in magnet programs</p>	<p>2: Goal partially met.</p> <p>5: Goal not met</p> <p><b>0 of 2 measurable goals met.</b></p>	<p>2: Drachman’s third grade cohort met or exceeded the state proficiency rate in both ELA and math. In addition, the 7th grade cohort exceeded the state ELA rate and came within one percent of reaching the state rate in mathematics Drachman’s fifth grade students outperformed the overall District.</p> <p>5: The achievement gap between African American and white students is larger than the achievement gap between these groups at non-magnet schools for ELA but smaller for math. The achievement gap between Hispanic and white students is larger than the achievement gap between these groups at non-magnet schools for ELA and math.</p>

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Holladay	2. Proficiency rates for magnet schools will meet or exceed the overall state proficiency rates 5. Achievement gaps between racial groups participating in magnet programs will be less than the achievement gaps between racial groups not participating in magnet programs	2: Goal not met.  5: Goal partially met  <b>0 of 2 measurable goals met.</b>	2: Holladay did not meet the state or district AZmerit proficiency levels in ELA or math.  5: The achievement gap between African American and white students is smaller than the achievement gap between these groups at non-magnet schools for both ELA and math. The achievement gap between Hispanic and white students, is smaller than the achievement gap between these groups at non-magnet schools for ELA but larger for math.

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Mansfeld	<p>2. Proficiency rates for magnet schools will meet or exceed the overall state proficiency rates</p> <p>5. Achievement gaps between racial groups participating in magnet programs will be less than the achievement gaps between racial groups not participating in magnet programs</p>	<p>2: Goal partially met.</p> <p>5: Goal not met</p> <p><b>0 of 2 measurable goals met.</b></p>	<p>2: Mansfeld did not meet or exceed the state proficiency levels with the exception of 8th grade math and Algebra 1. Mansfeld exceeded the overall District rates.</p> <p>5: The achievement gap between African American and white students, and between Hispanic and white students, is larger than the achievement gap between these groups at non-magnet schools for both ELA and math.</p>

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Ochoa	<p>2. Proficiency rates for magnet schools will meet or exceed the overall state proficiency rates</p> <p>5. Achievement gaps between racial groups participating in magnet programs will be less than the achievement gaps between racial groups not participating in magnet programs</p>	<p>2: Goal not met.</p> <p>5: Goal met</p> <p><b>1 of 2 measurable goals met.</b></p>	<p>2: Ochoa did not meet the state or district proficiency rates in ELA or mathematics</p> <p>5: No African American or white students met the standards in ELA or math, and so the achievement gap is zero. The achievement gap for Hispanic students is positive.</p>

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Palo Verde	<p>2. Proficiency rates for magnet schools will meet or exceed the overall state proficiency rates</p> <p>5. Achievement gaps between racial groups participating in magnet programs will be less than the achievement gaps between racial groups not participating in magnet programs</p>	<p>2: Goal not met.</p> <p>5: Goal met</p> <p><b>1 of 2 measurable goals met.</b></p>	<p>2: Palo Verde did not meet the state or district proficiency rates in ELA or mathematics.</p> <p>5: The achievement gap between African American and white students, and between Hispanic and white students, is smaller than the achievement gap between these groups at non-magnet schools for both ELA and math</p>

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Pueblo	<p>2. Proficiency rates for magnet schools will meet or exceed the overall state proficiency rates</p> <p>5. Achievement gaps between racial groups participating in magnet programs will be less than the achievement gaps between racial groups not participating in magnet programs</p>	<p>2: Goal not met.</p> <p>5: Goal met</p> <p><b>1 of 2 measurable goals met.</b></p>	<p>2: Pueblo did not meet the state or district proficiency rates in ELA or mathematics.</p> <p>5: The achievement gap between African American and white students, and between Hispanic and white students, is smaller than the achievement gap between these groups at non-magnet schools for ELA and positive for math.</p>

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Robison	<p>2. Proficiency rates for magnet schools will meet or exceed the overall state proficiency rates</p> <p>5. Achievement gaps between racial groups participating in magnet programs will be less than the achievement gaps between racial groups not participating in magnet programs</p>	<p>2: Goal not met.*</p> <p>5: Goal met</p> <p><b>1 of 2 measurable goals met.</b></p>	<p>2: Robison did not meet the state or district proficiency rates in ELA or mathematics.</p> <p>5: The achievement gap between African American and white students is smaller than the achievement gap between these groups at non-magnet schools for ELA and math. There is no achievement gap between Hispanic and white students in ELA and the gap is positive for math as Hispanic students outperformed their white peers.</p>

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Roskruge	<p>2. Proficiency rates for magnet schools will meet or exceed the overall state proficiency rates</p> <p>5. Achievement gaps between racial groups participating in magnet programs will be less than the achievement gaps between racial groups not participating in magnet programs</p>	<p>2: Goal partially met.*</p> <p>5: Goal met</p> <p><b>1 of 2 measurable goals met.</b></p>	<p>2: Roskruge met or exceeded state proficiency level in grade 3 math and grade 4. In addition, 73 percent of the 8th grade cohort passed the Algebra I assessment, Roskruge met or exceeded District levels in ELA 3, ELA 5, ELA 7 and ELA 8.</p> <p>5: The achievement gap between African American and white students and between Hispanic and white students is smaller than the achievement gap between these groups at non-magnet schools for ELA and math.</p>

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Safford	<p>2. Proficiency rates for magnet schools will meet or exceed the overall state proficiency rates</p> <p>5. Achievement gaps between racial groups participating in magnet programs will be less than the achievement gaps between racial groups not participating in magnet programs</p>	<p>2: Goal not met</p> <p>5: Goal met</p> <p><b>1 of 2 measurable goals met.</b></p>	<p>2: With the exception of Algebra I Safford did not meet the state or district proficiency levels.</p> <p>5: The achievement gap between African American and white students and between Hispanic and white students is smaller than the achievement gap between these groups at non-magnet schools for ELA and math.</p>

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Tucson High	<p>2. Proficiency rates for magnet schools will meet or exceed the overall state proficiency rates</p> <p>5. Achievement gaps between racial groups participating in magnet programs will be less than the achievement gaps between racial groups not participating in magnet programs</p>	<p>2: Goal not met.</p> <p>3</p> <p>5: Goal partially met</p> <p><b>0 of 2 measurable goals met.</b></p>	<p>2: Tucson High did not meet the state proficiency levels. It did meet or exceed district proficiency in ELA 9 and was within one percent of meeting the district rate in Algebra I.</p> <p>5: The achievement gap between African American and whitestudents is larger than the achievement gap between these groups at non-magnet schools for ELA and equivalent for math. The achievement gap between Hispanic and white students is larger than the achievement gap between these groups at non-magnet schools for both ELA and math.</p>

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Tully	<p>2. Proficiency rates for magnet schools will meet or exceed the overall state proficiency rates</p> <p>5. Achievement gaps between racial groups participating in magnet programs will be less than the achievement gaps between racial groups not participating in magnet programs</p>	<p>2: Goal not met.</p> <p>3</p> <p>5: Goal partially met</p> <p><b>0 of 2 measurable goals met.</b></p>	<p><b>2:</b> Tully students did not meet or exceed state proficiency rates in ELA or mathematics but they were within one percent in grade 3 and grade 5 mathematics. Tully students outperformed the District in grade 3 ELA, grade 3 math, and grade 5 math</p> <p><b>5:</b> The achievement gap between African American and white students is larger than the achievement gap between these groups at non-magnet schools for ELA but smaller for math. The achievement gap between Hispanic and white students is larger than the achievement gap between these groups at non-magnet schools for for both ELA and math.</p>
Utterback	<p>2. Proficiency rates for magnet schools will meet or exceed the overall state proficiency rates</p> <p>5. Achievement gaps between racial groups participating in magnet programs will be less than the achievement gaps between racial groups not participating in magnet programs</p>	<p>2: Goal not met.</p> <p>5: Goal met</p> <p><b>1 of 2 measurable goals met.</b></p>	<p><b>2:</b> Utterback did not meet proficiency objectives with respect to State or district levels.</p> <p><b>5:</b> A The achievement gap between African American and white students and between Hispanic and white students is smaller larger</p>

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			than the achievement gap between these groups at non-magnet schools for math.