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

School	MSP Achievement Goal	Status	Explanation
Booth-			
Fickett	2. Proficiency rates for magnet	2: Goal partially met.	
	schools will meet or exceed the		2: Booth-Fickett did not meet or exceed
	overall state proficiency rates	5: Goal met	state proficiency rates with the exception of
	5. Achievement gaps between racial	1 of 2 measurable goals met.	7th and 8th grade students enrolled in high
	groups participating in magnet		school math and ELA classes. Forty-nine
	programs will be less than the		percent of students who took ELA 9 met the
	achievement gaps between racial		standard, 61 percent of students who took
	groups not		the Algebra 1 test passed, and 80% of those
	participating in magnet programs		who tested in geometry.
			3: Arizona no longer provides data for this
			measure.
			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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School	MSP Achievement Goal	Status	Explanation
Borton	 Proficiency rates for magnet schools will meet or exceed the overall state proficiency rates Achievement gaps between racial groups participating in magnet 	2: Goal partially met. 5: Goal not met	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.
	programs will be less than the achievement gaps between racial groups not participating in magnet programs	0 of 2 measurable goals met.	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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School	MSP Achievement Goal	Status	Explanation
Carrillo	2. By June 2017, students at Carrillo		
	will score higher than the state	2: Goal partially met.	2: Carrillo met or exceeded the State
	median in reading and math.		proficiency rate in ELA 4, Math 3 and Math
		3: Data unavailable.	
			5: The achievement gap between African
		4: Data unavailable.	American and white students, and between
			Hispanic and white students, is smaller than
		5: Goal met	the achievement gap between these groups
			at non-magnet schools for ELA. There is no
		1 of 2 measurable goals met.	negative achievement gap for African
			American and Hispanic students for math as
			they outperformed their white peers.

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School	MSP Achievement Goal	Status	Explanation
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	2: Goal not met.	2: Cholla students did not meet the state nor proficiency rates in ELA or Mathematics.
	between racial groups at Cholla will be less than the achievement gap	5: Goal met	5: The achievement gap between African American and white students, and between
	between racial groups who do not participate in magnet programs at comparable District schools.	1 of 2 measurable goals met.	Hispanic and white students, is smaller than the achievement gap between these groups at non-magnet schools for both ELA and math.

School	MSP Achievement Goal	Status	Explanation
Davis	 Proficiency rates for magnet schools will meet or exceed the overall state proficiency rates Achievement gaps between racial groups participating in magnet programs will be less than the achievement gaps between racial 	2: Goal partially met.5: Goal met1 of 2 measurable goals met.	2: Third and 4th grade Davis students performed extremely well on both ELA and math assessements, far exceeding state proficiency levels. Fifth grade students outperformed the District rates.
	groups not participating in magnet programs	T of 2 medianasic godis met.	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.

School MSP Achieve	ement Goal	Status	Explanation
Dodge 2. Profi schools will overall state 5. Achiever groups parti programs wi achievemen	ciency rates for magnet meet or exceed the proficiency rates ment gaps between racial cipating in magnet ill be less than the t gaps between racial participating in magnet	2: Goal met. 5: Goal not met 1 of 2 measurable goals met.	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.

School	MSP Achievement Goal	Status	Explanation
Drachman	2. Proficiency rates for magnet		
	schools will meet or exceed the	2: Goal partially met.	2: Drachman's third grade cohort met or
	overall state proficiency rates 5. Achievement gaps between racial	5: Goal not met	exceeded the state proficiency rate in both ELA and math. In addition, the 7th grade
	groups participating in magnet		cohort exceeded the state ELA rate and
	programs will be less than the	0 of 2 measurable goals met.	came within one percent of reaching the
	achievement gaps between racial		state rate in mathematics Drachman's fifth
	groups not participating in magnet programs		grade students outperformed the overall District.
	F9		
			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.

School	MSP Achievement Goal	Status	Explanation
School 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 0 of 2 measurable goals met.	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.

MSP Achievement Goal	Status	Explanation
 Proficiency rates for magnet schools will meet or exceed the overall state proficiency rates 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 O of 2 measurable goals met.	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. 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.
	 Proficiency rates for magnet schools will meet or exceed the overall state proficiency rates Achievement gaps between racial groups participating in magnet programs will be less than the achievement gaps between racial groups not participating in magnet 	 Proficiency rates for magnet schools will meet or exceed the overall state proficiency rates Goal partially met. Goal not met Achievement gaps between racial groups participating in magnet programs will be less than the achievement gaps between racial groups not participating in magnet O of 2 measurable goals met.

School	MSP Achievement Goal	Status	Explanation
Ochoa	2. Proficiency rates for magnet schools will meet or exceed the overall state proficiency rates	2: Goal not met.	2: Ochoa did not meet the state or district proficiency rates in ELA or mathematics
	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	5: Goal met 1 of 2 measurable goals met.	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.

School	MSP Achievement Goal	Status	Explanation
Palo Verde	 Proficiency rates for magnet schools will meet or exceed the overall state proficiency rates Achievement gaps between racial 	2: Goal not met. 5: Goal met	2: Palo Verde did not meet the state or district proficiency rates in ELA or mathematics.
	groups participating in magnet programs will be less than the achievement gaps between racial groups not participating in magnet programs	1 of 2 measurable goals met.	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

School	MSP Achievement Goal	Status	Explanation
Pueblo	2. Proficiency rates for magnet	2. Cool not mot	2. Duable did not most the state or district
	schools will meet or exceed the overall state proficiency rates	2: Goal not met.	2: Pueblo did not meet the state or district proficiency rates in ELA or mathematics.
	, ,	5: Goal met	
	5. Achievement gaps between racial		5: The achievement gap between African
	groups participating in magnet programs will be less than the achievement gaps between racial groups not participating in magnet programs	1 of 2 measurable goals met.	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.

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School	MSP Achievement Goal	Status	Explanation
Robison	2. Proficiency rates for magnet schools will meet or exceed the overall state proficiency rates	2: Goal not met.*	2: Robison did not meet the state or district proficiency rates in ELA or mathematics.
	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	5: Goal met 1 of 2 measurable goals met.	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.

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School	MSP Achievement Goal	Status	Explanation
Roskruge	2. Proficiency rates for magnet schools will meet or exceed the overall state proficiency rates	2: Goal partially met.*	2: Roskruge met or exceeded state proficiency level in grade 3 math and grade 4. In addition, 73 percent of the 8th grade
	5. Achievement gaps between racial groups participating in magnet	5: Goal met	cohort passed the Algebra I assessment, Roskruge met or exceeded District levels in
	programs will be less than the achievement gaps between racial groups not participating in magnet programs	1 of 2 measurable goals met.	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.

School	MSP Achievement Goal	Status	Explanation
Safford	2. Proficiency rates for magnet schools will meet or exceed the overall state proficiency rates	2: Goal not met	2: With the exception of Algebra I Safford did not meet the state or district proficiency levels.
	5. Achievement gaps between racial	5: Goal met	T. The achievement and between African
	groups participating in magnet programs will be less than the achievement gaps between racial groups not participating in magnet programs	1 of 2 measurable goals met.	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.

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School	MSP Achievement Goal	Status	Explanation
Tucson High	2. Proficiency rates for magnet schools will meet or exceed the overall state proficiency rates	2: Goal not met.	2: Tucson High did not meet the state proficiency levels. It did meet or exceed
	5. Achievement gaps between racial groups participating in magnet programs will be less than the	3 5: Goal partially met	district proficiency in ELA 9 and was within one percent of meeting the district rate in Algebra I.
	achievement gaps between racial	3. Goal partially friet	, ugesta ii
	groups not participating in magnet	0 of 2 measurable goals met.	
	programs		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.

School	MSP Achievement Goal	Status	Explanation
Tully	 Proficiency rates for magnet schools will meet or exceed the overall state proficiency rates 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. 3 5: Goal partially met 0 of 2 measurable goals met.	2: 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 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 for both ELA and math.
Utterback	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 1 of 2 measurable goals met.	2: Utterback did not meet proficiency objectives with respect to State or district levels.5: A The achievement gap between African American and white students and between Hispanic and white students is smaller larger

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School	MSP Achievement Goal	Status	Explanation
			than the achievement gap between these groups at non-magnet schools for math.