

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

3645 E. Pima, Tucson, AZ 85716

Tucson Unified 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 LEARNS¹

High School Achievement Profile (a)

2003-04	Performing
2002-03	Performing
2001-02	Maintaining

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

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Not Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

School Overview

Principal/Administrator : Mr. Michael Schwanenberger
 Schedule : 7:30 AM to 4:30 PM
 Grades : 9-12
 2004 Enrollment : 1651
 Web Address : www.tusd.k12.az.us/catalina
 Phone Number : (520) 232-8400
 Fax Number : (520) 232-8401
 E-mail : michael.schwanenberger@tusd.k12.az.us

Mission

Catalina High Magnet has three magnet programs: aviation, health careers and traditional. The mission of Catalina High Magnet School is to produce students who are literate, educated, accountable, diverse, employable, responsible and successful.

School / Academic Goals

- ü Students at Catalina High Magnet School shall demonstrate an improved competency of 2.5% in general writing skills and strategies of the writing process, as measured by AIMS, Tera Nova and CCSA.
- ü Students at Catalina High Magnet School will show an overall improvement on reading scores as measured by AIMS, CCSA, and Tera Nova, in relation to district and/or CHMS scores.
- ü Students at Catalina High Magnet School shall demonstrate an improved competency of 2.5% in mathematics skills as measured by AIMS and Tera Nova.

Enrollment

October 1, 2003 School Year Student Enrollment : 1538
 Accepting New Students in 2004-05 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 20

Instructional Programs

- Ü Traditional (Basic) Honors Classes
- Ü Adv. Placement
- Ü Gifted and Honors Classes
- Ü Library Media Specialist Program
- Ü PCC Concurrent Classes
- Ü ESL/Bilingual Classes
- Ü On-site Special Education
- Ü Technology-based Learning

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 47 minutes
First Day of School :	8/16/2004
Last Day of School :	5/24/2005

Shared Responsibilities

School

Catalina has a responsibility to provide a quality education to all students. To this end we feel responsible to provide a carefully designed and varied curriculum. A staff dedicated to providing the highest quality of instruction in a safe, nurturing environment. We will provide informed and consistent communication with all community share holders. There will be frequent and on-going communication with students and parents in all aspects of student achievement.

Parents

Regular communication between parents and the school is essential. Parents should provide proper clothing and adequate nourishment to maximize student performance. Parents should support the school homework policy, school attendance policy and school discipline policy. Parents need to assure punctual attendance to all classes. Parents need to be aware of and support the goals and expectations of the school.

Transportation Policy

Students enrolled in any of the three Magnet Programs are provided with TUSD district transportation, by either a school bus or Sun Tran bus pass. Students who live outside of the 2.5 mile walk distance also receive TUSD district transportation.

School Honors

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

Award/Honor	Year
Ü USA Today Teacher of the Year	2001
Ü Golden Bell Award	2001
Ü University of Arizona/Circle K Teacher Award	2003
Ü Football and Basketball Coaches of the Year	2003

10th 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	344	4071	65934	91	98	100	478	490	492	57	46	43	18	17	18	17	22	24	8	15	15
All Students (Prior Year)	329	3544	57534	94	88	91	480	488	491	61	52	46	13	16	16	16	20	23	11	13	15
Female	170	2046	32586	93	97	100	478	490	491	57	46	44	19	18	19	17	23	24	8	14	14
Male	171	2018	33226	89	98	99	477	490	493	59	46	42	15	17	18	18	22	24	8	15	16
African American	24	250	3042	80	96	98	460	479	478	75	57	58	13	20	19	8	17	17	4	6	6
Hispanic	140	1788	21740	89	97	100	468	475	475	70	62	63	14	17	17	12	16	15	3	5	5
Asian/Pacific Islander	11	96	1643	100	100	99	495	516	519	45	24	23	0	14	13	27	29	30	27	33	34
American Indian/Alaskan Native	NC	134	4351	NC	98	99	NC	464	472	NC	78	68	NC	9	16	NC	11	13	NC	2	4
White	159	1779	34819	92	98	99	488	508	505	42	27	27	23	18	20	22	29	31	13	26	22
Students with Disabilities	44	426	6507	65	85	100	447	453	456	80	88	83	15	6	9	2	4	6	2	2	2
Students without Disabilities	300	3645	59427	97	100	100	482	494	494	54	42	41	18	18	19	19	24	25	9	16	16
Limited English Proficient Students	70	479	6793	81	100	100	449	458	464	90	83	79	6	11	11	3	5	8	1	1	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	165	1415	18745				465	472	475	70	65	64	15	17	16	14	14	15	2	4	5
Non-Economically Disadvantaged	179	2656	47182				489	500	499	46	36	35	20	18	19	20	26	27	14	20	19

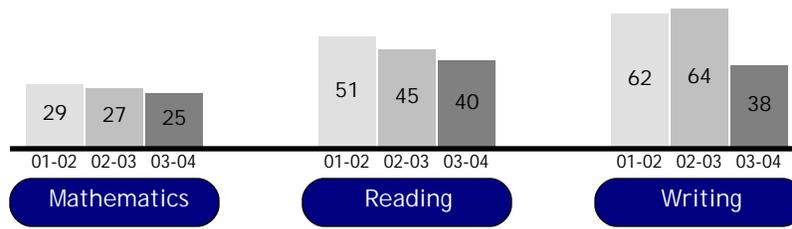
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	377	4214	68162	97	98	100	488	505	509	36	22	18	24	23	24	36	47	51	4	8	8
All Students (Prior Year)	325	3496	56700	93	87	89	494	507	512	32	21	15	22	24	23	38	46	52	7	10	10
Female	184	2115	33509	98	98	100	495	511	513	28	18	15	27	24	23	42	49	52	3	9	9
Male	191	2095	34521	96	97	100	481	499	505	43	26	20	22	23	24	31	45	49	4	6	7
African American	26	262	3163	90	96	99	470	495	497	54	25	22	15	28	30	31	45	46	0	2	3
Hispanic	149	1851	22624	95	96	100	475	488	487	44	32	32	34	29	31	21	37	35	1	2	2
Asian/Pacific Islander	14	101	1666	100	100	100	497	515	523	29	15	11	21	20	17	43	54	60	7	11	12
American Indian/Alaskan Native	NC	135	4592	NC	91	100	NC	475	484	NC	44	32	NC	29	37	NC	26	30	NC	2	1
White	177	1840	35727	97	99	100	502	526	526	26	10	7	18	17	17	49	59	64	7	14	12
Students with Disabilities	60	463	6845	85	88	100	463	463	468	60	61	53	28	23	29	12	15	18	0	0	1
Students without Disabilities	317	3751	61317	100	99	100	493	510	512	32	17	15	23	23	23	40	51	53	4	9	8
Limited English Proficient Students	78	495	7152	90	100	100	447	458	464	81	66	57	17	24	31	3	10	12	0	0	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	185	1489	19528				473	484	487	47	37	31	26	28	32	25	33	34	2	2	2
Non-Economically Disadvantaged	192	2725	48595				502	517	518	26	14	13	22	21	20	46	55	57	6	11	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	351	4179	67629	91	97	100	476	523	524	43	22	22	19	16	16	38	59	59	0	3	3
All Students (Prior Year)	289	3089	55090	83	77	87	466	474	479	26	20	16	10	12	13	64	67	70	0	0	0
Female	176	2102	33347	94	97	100	497	538	537	31	16	17	23	15	15	46	65	64	0	4	4
Male	173	2072	34151	87	96	99	457	509	512	55	29	27	15	16	18	30	52	54	1	2	2
African American	25	262	3150	86	96	99	453	511	515	60	22	24	12	17	19	28	60	56	0	1	2
Hispanic	132	1822	22313	84	95	100	466	501	493	47	30	34	21	17	19	33	52	46	0	1	1
Asian/Pacific Islander	14	101	1659	100	100	100	462	562	564	36	10	11	29	16	12	36	63	68	0	11	9
American Indian/Alaskan Native	NC	136	4528	NC	91	99	NC	482	492	NC	40	35	NC	19	21	NC	41	42	NC	0	1
White	171	1835	35593	93	98	99	491	549	547	38	14	13	18	14	14	44	67	69	1	5	4
Students with Disabilities	54	454	6712	76	86	100	425	443	445	73	62	61	12	18	18	15	20	21	0	0	0
Students without Disabilities	297	3725	60917	94	98	100	485	533	530	38	18	19	20	16	16	42	63	61	0	3	3
Limited English Proficient Students	62	476	6994	71	100	100	378	434	442	85	63	58	10	16	18	5	20	23	0	0	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	169	1466	19310				449	489	489	54	35	35	23	18	20	24	46	44	0	1	1
Non-Economically Disadvantaged	182	2713	48278				502	542	538	33	16	17	15	15	15	51	65	65	1	4	4

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)

10th 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.

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	N
	Met Graduation Rate?	Y
	Made AYP?	No

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

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 and go to NCLB link

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	26	33	37	81	38	40	41	78	29	NA	42
	Language	100	28	33	38	87	35	40	42	79	26	37	42
	Mathematics	100	48	50	56	89	57	57	60	82	46	57	63

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

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 7 Teacher(s)
- 7 Parent(s)
- 1 Community Member(s)
- 3 Student(s)

Council Duties

- Ü Instructional Programs/Strategies
- Ü School Safety Issues
- Ü Personnel Secisions
- Ü Curriculum
- Ü School Improvement
- Ü Construction Considerations

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	4.00	Teacher	96.00
Other Professional Staff	6.00	Teacher Aide	24.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	18	4	0	0
4 to 6 years	5	9	0	1
7 to 9 years	3	11	0	0
10 or more years	5	36	3	1

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	48
Core academic classes taught by Highly Qualified (NCLB) teachers.	212
Teachers with Emergency Certificaton.	2

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Media Studio
- Ü Aviation Structural Repair Hangar
- Ü CNA Clinical Laboratory

Extracurricular Activities

- Ü Academic Clubs
- Ü Interscholastic Sports Programs
- Ü Interscholastic Fine Arts Programs
- Ü MESA/APEX Club
- Ü ROTC Drill Team
- Ü FEAST Culinary Club

Social Services

- Ü Welcome Center
- Ü Wellness Center
- Ü Pima Community College
- Ü Northern Arizona University
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

ü Nationally recognized, computer-based, Language Arts instruction (LEARN Lab).

ü National Champions, ROTC High School Drill Team, 2004.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	92	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	79			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

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 2003-04. 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 2004. 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. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. 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).

School Safety

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

The Catalina High Magnet School's priority is school safety. We provide consistent guidelines for all students and employees and enforce the TUSD 'Guidelines for Student's Rights and Responsibilities'.

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) :

35

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	Susan Harris	(520) 232-8504
Transportation Policy	Robert Lindsay	(520) 232-8405
Community Resources	Pablo Madrid	(520) 232-8405
School Nutrition Programs	Robert Abalos	(520) 232-8400
Parent Organization	Sal Guerrero	(520) 325-2643
Student Health/Nurse	Marie Moyer	(520) 232-8447

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at 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. 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

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** 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.