

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Cholla High Magnet School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Tucson Unified District
2001 W. Starr Pass Blvd., Tucson, AZ 85713

Principal: Mr. Samuel Giangardella
Schedule: 7:00 AM to 3:30 PM
Web Address: edweb.tusd.k12.az.us/Cholla
E-mail: sam.giangardella@tusd.k12.az.us

Grades: 9-12
2002 Enrollment: 1754
Phone: (520) 225-4000
Fax: (520) 225-4001

∨ School Overview ∨

Mission

The Cholla mission statement encompasses six areas: Challenge ourselves; honor each other; open doors to opportunity; be lifelong learners; learn appropriate social skills and achieve personal goals.

Organization and Philosophy

- w Traditional
- w Magnet Program
- w Freshman/Sophomore House Program
- w Comprehensive Curriculum

School/Academic Goals

- w Increase student literacy in reading, writing and mathematics.
- w Improve student attitudes toward learning.

Instructional Programs

- w Advanced Placement
- w Gifted
- w Honors Classes
- w Law-related Education
- w Intercultural/International Studies
- w Freshman House Program
- w English as a Second Language
- w Exceptional Education

- w Improve student social skills.
- w Increase student achievement.

Enrollment

October 1, 2001 School Year Student Enrollment:	1601
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	17

¹ For an explanation of the Achievement Profiles, please visit <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.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w Strategic Planning
- w School Safety
- w Instructional Strategies
- w Curriculum
- w Budget
- w Communications/Public Relations

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	4.00	Teacher	105.00
Other Professional Staff	6.00	Teacher Aide	8.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	1	0
4 to 6 years	5	4	0	0
7 to 9 years	1	7	0	0
10 or more years	16	47	0	0

∨ **Shared Responsibilities** ∨

School

The school has the responsibility to provide quality educational experiences to all students. This instruction will be delivered in a safe and stimulating environment. Opportunities for parent participation in school operation and activities are provided.

Parents

Parents have the responsibility to send their children to school prepared to learn. Children should be properly nourished and clothed. Parents need to provide a home environment which is supportive of the educational process. Parents must realize the importance of student attendance and make sure their children are in school every day.

∨ **Transportation Policy** ∨

Bus transportation is provided for students residing over two miles from campus. Parking is provided for students who drive to school. Transportation is provided for special needs and magnet program students.

∇ Indicators of Success ∇

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- W Implementation of law-related education program. W Implementation of intercultural/international studies program.
- W Two National Merit Scholars, one Flinn Scholarship winner. W Winner of National Council of Social Studies Program of Excellence award. The only high school in the country to receive this award. Winner of Small Learning Communities Planning Grant.

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	91.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	23.7 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	3.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	7.2 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.3 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.7 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	6.0 %			9.5 %
Status Unknown ⁹	4.9 %			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ 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 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∇ School Honors ∇

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
NCSS Social Studies Prog. of Excellence	1998
Flinn Scholarship Winner	1999
National Merit Scholars (2)	1999

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 10 (Class of 2003) ²		Number Tested	MS	FFB	A	M	E
Reading	School	301	480	29%	31%	36%	4%
	State	49803	512	15%	23%	48%	14%
Writing	School	294	454	30%	20%	49%	0%
	State	50471	477	17%	23%	59%	1%
Mathematics	School	293	464	63%	20%	15%	2%
	State	50429	480	48%	19%	22%	10%

Legend

MS	- The Mean Scale 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.
FFB	- Percent of students who Fell Far Below the standard
A	- Percent of students who Approached the standard
M	- Percent of students who Met the standard
E	- Percent of students who Exceeded the standard

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
9	Reading	68	25	44	75	24	43	78	23	43	71	25	43	65	26	43
	Language	66	21	39	77	18	39	78	20	40	72	23	41	70	23	42
	Mathematics	70	36	57	77	35	57	78	40	59	72	40	61	70	42	62
10	Reading	71	23	42	75	27	42	67	21	42	--	--	--	--	--	--
	Language	68	26	43	76	25	44	68	23	44	--	--	--	--	--	--
	Mathematics	71	33	47	76	33	49	68	33	50	--	--	--	--	--	--
11	Reading	67	29	46	69	31	44	62	29	45	--	--	--	--	--	--
	Language	67	27	43	70	27	42	62	29	44	--	--	--	--	--	--
	Mathematics	69	35	51	70	38	52	62	38	55	--	--	--	--	--	--

∨ Measure of Academic Progress ∨

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 2001 and 2002. 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 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ 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).

The MAP is an elementary school (Grades 2-8) indicator only; therefore, no data to report.

∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

We have a zero-tolerance policy for violence, weapons and drugs. Substance abuse prevention and intervention programs are available. An on-site Probation Officer is available as a result of a Safe Schools grant from the state. A Tucson Police Department Liaison Officer is shared with neighboring schools. Students, faculty and staff work to maintain positive intergroup relations and to mediate disagreements before they can become serious matters.

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)

58

School uniforms are not required at this school.

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.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$3,283	\$4,943,077
Classroom Supplies	\$38	\$57,728
Administration	\$508	\$765,470
Support Services-Students	\$311	\$468,005
Other Support Services and Operations	\$835	\$1,257,241
Total Expenditures- All Categories 2000-2001	\$4,975	\$7,491,521

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Sam Giangardella	(520) 225-4004	
Transportation Policy	Norma Guerrero	(520) 225-4012	
Community Resources	Robert Lindsay	(520) 225-4012	
School Nutrition Programs	Gloria Vidal	(520) 225-4023	
Parent Organization	Isabel Valenzuela	(520) 225-4197	
Student Health/Nurse	Danielle Sipe	(520) 225-4017	

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.

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