

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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

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 LEARNS<sup>1</sup>

#### High School Achievement Profile (a)

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

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Not 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 Overview

Principal/Administrator : Mrs. Marcia Volpe  
 Schedule : 07:00 AM to 03:30 PM  
 Grades : 9-12  
 2005 Enrollment : 1779  
 Web Address : setmms.tusd.k12.az.us/~cholla  
 Phone Number : (520) 225-4000  
 Fax Number : (520) 225-4001  
 E-mail : marcia.volpe@tusd.k12.az.us

### Mission

The mission of Cholla High Magnet School is an environment in which all learners work together drawing from our cultural and linguistic diversity in order to achieve personal goals and contribute to be an educated, productive, and flourishing community.

### School / Academic Goals

- ü To achieve a common purpose and clear goals, working together in a collaborative team to support student literacy learning. Guide students in assessing their own strengths and assess their own reading and writing.
- ü To plan, design, implement, and refine common assessments of the essential outcomes for every course. Administer and interpret reading assessments.
- ü To be lifelong learners in all things we do and say. To show integrity, initiative, flexibility, perseverance, cooperation and caring.
- ü To achieve and demand from each other the achievement that will contribute to a safe, cooperative, and caring community.

### Enrollment

October 1, 2004 School Year Student Enrollment : 1679  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> No  
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- Ü Advanced Placement
- Ü Gifted
- Ü Honors Classes
- Ü Law-related Education
- Ü International Cultures Education
- Ü JROTC Program
- Ü Aims Prep
- Ü Talent Search Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

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 is available.

Parents

Parents have the responsibility to send their children to school prepared to learn. Parents need to provide a home environment which is supportive of the educational process. Parents must realize the importance of student attendance.

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.

School Honors

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

Award/Honor	Year
Ü Over \$1Million in Scholarships for Class of 2003	2003
Ü 1 Student Admitted to Air Force Academy	2004
Ü \$20,000 in Motivational stipend for Youth on their Own	2004
Ü Maintaining Over \$1Million in Scholarships for 2005	2005

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	398	4134	69846	95	98	100	665	694	699	37	23	21	18	13	11	40	48	49	4	17	18
All Students (Prior Year)	396	4071	65934	95	98	100	469	490	492	71	46	43	15	17	18	12	22	24	3	15	15
Female	200	2050	34328	96	98	99	676	697	702	31	21	19	23	14	12	42	50	51	4	16	18
Male	198	2083	35509	94	97	100	655	691	696	43	24	23	14	12	11	39	46	48	5	18	18
African American	17	268	3535	94	96	100	635	682	677	21	27	31	14	15	15	57	48	46	7	10	8
Hispanic	269	1822	23363	94	97	100	669	678	680	40	33	32	18	17	16	39	44	45	2	7	7
Asian/Pacific Islander	NC	132	1742	NC	100	99	NC	723	733	NC	14	8	NC	11	7	NC	45	46	NC	30	38
American Indian/Alaskan Native	36	122	4785	90	93	100	651	659	671	46	34	39	26	23	17	29	39	39	0	4	5
White	72	1790	36421	99	99	99	665	712	714	25	12	12	15	8	8	47	53	54	13	27	26
Students with Disabilities	51	485	7690	100	97	100	534	578	593	74	62	64	15	16	14	11	20	21	0	1	2
Students without Disabilities	347	3649	62220	94	98	99	685	709	712	31	17	16	19	12	11	45	52	53	5	19	20
Limited English Proficient Students	59	369	5834	100	100	100	614	613	612	55	48	46	20	20	20	25	31	31	0	1	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	191	1384	21421	88	91	92	673	686	686	46	35	35	16	14	15	36	43	43	1	7	7
Non-Economically Disadvantaged	207	2750	48489	100	100	100	658	698	704	28	16	15	20	12	10	44	50	52	7	22	23

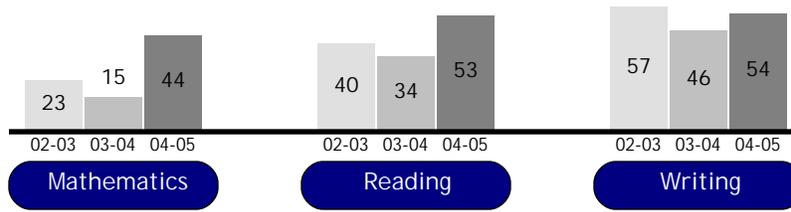
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	411	4182	71311	96	98	100	662	691	694	13	8	7	34	22	21	51	62	63	2	9	9
All Students (Prior Year)	409	4214	68162	93	98	100	481	505	509	41	22	18	25	23	24	34	47	51	0	8	8
Female	201	2058	34899	97	98	100	673	697	700	11	6	5	31	21	19	56	64	66	3	10	10
Male	210	2124	36430	96	97	100	651	685	688	15	10	9	36	22	22	47	60	61	2	8	8
African American	19	267	3573	95	95	100	646	681	676	0	6	9	29	27	26	71	63	60	0	4	4
Hispanic	282	1842	24056	98	97	100	663	671	672	15	12	13	37	31	31	47	53	53	1	3	3
Asian/Pacific Islander	NC	133	1731	NC	100	98	NC	709	717	NC	5	3	NC	17	13	NC	66	68	NC	12	16
American Indian/Alaskan Native	38	130	5110	88	94	100	639	652	661	21	12	14	39	35	38	39	51	46	0	1	2
White	68	1810	36841	94	99	99	673	712	713	6	3	3	17	11	12	67	70	72	9	16	13
Students with Disabilities	47	488	8021	92	95	100	511	571	590	40	28	27	43	44	42	17	28	29	0	1	1
Students without Disabilities	364	3694	63379	97	98	100	681	706	707	10	5	5	32	19	18	56	66	68	2	10	10
Limited English Proficient Students	55	391	6402	100	100	100	605	594	596	27	25	25	40	47	44	33	27	30	0	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	197	1415	22243	91	91	93	670	677	677	19	14	14	30	31	32	48	51	51	2	3	3
Non-Economically Disadvantaged	214	2767	49157	100	100	100	655	698	702	8	4	4	37	17	16	54	67	69	2	12	11

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	409	4168	70868	96	97	100	660	684	688	7	5	5	40	23	23	53	66	63	1	6	9
All Students (Prior Year)	403	4179	67629	92	97	100	486	523	524	35	22	22	19	16	16	46	59	59	0	3	3
Female	204	2053	34710	98	98	99	677	693	697	2	4	3	39	19	19	58	69	66	1	8	12
Male	205	2115	36176	94	97	100	642	674	678	12	6	7	41	26	27	48	63	59	0	4	7
African American	19	265	3557	95	95	99	644	681	675	6	5	7	35	24	25	59	66	62	0	5	6
Hispanic	278	1839	23868	97	97	100	663	671	670	6	8	9	44	31	33	50	59	55	0	2	4
Asian/Pacific Islander	NC	133	1732	NC	100	98	NC	702	713	NC	5	2	NC	13	12	NC	75	64	NC	7	22
American Indian/Alaskan Native	39	131	5001	91	95	100	643	660	661	15	5	9	39	30	41	45	61	48	0	4	2
White	69	1800	36710	96	98	99	659	697	702	6	2	2	26	16	15	66	72	69	2	10	13
Students with Disabilities	45	481	7900	88	94	100	504	568	580	24	18	22	63	50	49	12	32	28	0	1	1
Students without Disabilities	364	3687	63054	97	98	99	679	698	701	5	3	3	37	20	20	58	70	67	1	7	10
Limited English Proficient Students	56	389	6308	100	100	100	607	594	591	11	19	19	56	44	47	33	37	33	0	0	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	194	1404	21994	90	91	92	665	674	673	10	10	10	45	33	36	45	55	52	0	2	3
Non-Economically Disadvantaged	215	2764	48960	100	100	100	655	688	694	4	2	3	35	18	18	60	71	67	1	8	12

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.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	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 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
9	Reading	92	26	40	41	75	25	NA	42	93	34	48	51
	Language	88	25	40	42	75	26	37	42	93	33	46	50
	Mathematics	92	42	57	60	74	44	57	63	94	33	46	50

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

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

Council Duties

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

Staffing Information for School Year 2005-06

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

Years of Teaching Experience for School Year 2005-06

Experience	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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
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 Three Writing Labs
- Ü Courtroom/Law Library
- Ü Multicultural Literature

Extracurricular Activities

- Ü Athletics
- Ü VICA
- Ü DECA
- Ü Academic Preparation for Excellence

Social Services

- Ü After School Tutorial Program
- Ü Safe Schools Probation Officer
- Ü Health Services
- Ü Academic Counseling
- Ü Youth On their Own Program
- Ü Community Rep
- Ü Native American Tutor Advisor
- Ü 7 Student Support Groups

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Implementation of law-related education program. Partnership with Pima County Justice courts.
  
- ü Junior ROTC program instills in students the values of citizenship, service to the community and personal responsibility.
  
- ü The AIMS Intervention program focuses on student achievement through various academic instruction practices.
  
- ü Support programs for students preparing to attend 2 or 4 year colleges/universities

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	92	95	94	95
Transfers Out Rates <sup>5</sup>	18	12	12	17
Transfers In Rate <sup>6</sup>	33	28	28	37
Stability Rate <sup>7</sup>	81	87	87	82
Promotion Rate <sup>8</sup>	80	96	95	81
Retention Rate <sup>9</sup>	8	1	1	3
Dropout Rate <sup>10</sup>	4	0	1	6
Status Unknown <sup>11</sup>	3	0	1	4
Graduation Rate <sup>12</sup>	84	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

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 on campus. Also Tucson Police officer on campus during school hours.

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) :

31
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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	Marcia Volpe	(520) 225-4004
Transportation Policy	Norma Guerrero	(520) 225-4012
Community Resources	Tariq Rasool	(520) 225-4012
School Nutrition Programs	Gloria Otero	(520) 225-4023
Parent Organization	Isabel Valenzuela	(520) 225-4107
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](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).

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

Total cost of printing: 12 Pages X .0318 Per page X 10 Copies = \$4.00

\*\* 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.