

Pueblo Magnet High School

ARIZONA SCHOOL REPORT CARD 2003-04

3500 S. 12th Avenue, 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 LEARNS¹

High School
Achievement Profile *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Not Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Richard A. Carranza
Schedule : 7:00 AM to 4:00 PM
Grades : 9-12
2003 Enrollment : 1912
Web Address : phs.tusd.k12.az.us
Phone Number : (520) 225-4300
Fax Number : (520) 225-4301
E-mail : pueblowarriors@hotmail.com

Mission

Pueblo creates a climate to prepare graduates to set and evaluate goals; master essential skills; and apply their skills and knowledge. It is a comprehensive high school with a college preparatory curriculum and technology skills programs.

School / Academic Goals

- ü Writing across the curriculum utilizing the Jane Schaeffer Writing Method.
- ü Reading across the curriculum utilizing the concepts of Reading Apprenticeship.

Instructional Programs

- ü Advanced Placement
- ü Gifted
- ü Honors Classes
- ü On-site Special Education

Enrollment

October 1, 2002 School Year Student Enrollment : 1867
Accepting New Students in 2003-04 Under Open Enrollment Law²: No
Number of Students Attending Under Open Enrollment in 2002-03 : 0

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 7 hours 40 minutes
First Day of School : 8/14/2003
Last Day of School : 5/20/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web in early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- ü Student Achievement
- ü Program Development-Academic Improvement
- ü Parent/Educator Relations
- ü Identification of Goals/Objectives
- ü Student Recognition
- ü Student Safety

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	5.00	Teacher	134.00
Other Professional Staff	9.00	Teacher Aide	10.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	25	11	1	0
4 to 6 years	6	2	0	0
7 to 9 years	2	9	0	0
10 or more years	8	50	2	0

Shared Responsibilities

School

Students are provided textbooks and required supplies for all classes. To provide a safe environment, the school provides campus monitors and a closed campus. Police officers work on campus on a daily basis. We also provide GATE and AP classes.

Parents

Parents are expected to ensure that students arrive at school on time, to account for absences, and participate in the Home/School Partnership Organization. Students who live less than 2 1/2 miles from school must provide their own transportation.

Resources Available at School Site

Special Facilities

- ü Media Television Studio/Warrior Radio
- ü IBM Learning Lab

Extracurricular Activities

- ü Student Council
- ü Academic Decathlon
- ü National Honor Society
- ü DECA

Social Services

- ü Clothing
- ü Counseling Services
- ü Crisis Intervention
- ü Breakfast/Lunch Programs

Transportation Policy

Students are provided bus transportation if they live 2 1/2 miles from school (either by school bus or with bus passes for transportation by city mass transit).

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Fifty-six students earned Advanced Placement credits in one of the following classes: AP Calculus, AP Junior English, AP Spanish Composition, AP Spanish Literature and AP US History.
- ü Pueblo student named the prestigious Student Achievement winner by the Tucson Citizen newspaper for all of southern Arizona.

School Honors

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

Award/Honor	Year
ü Econ. Teacher Finalist for Circle K Teacher of the Yr	2003
ü Science Teacher Finalist for Science Teacher of the Yr	2003
ü Media Class Selected for Telluride Film Festival	2002
ü Student Ensemble Chosen to Perform with Tucson Symphony	2002

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	91	95	94	96
Transfers Out ³	30	20	20	20
Transfers In ⁴ (Within District)	3	2	2	2
Transfers In ⁵ (Out of District)	7	10	10	9
Promotion Rate ⁶	95	99	98	95
Retention Rate ⁷	5	1	2	5
Dropout Rate ⁸	5			8
Status Unknown ⁹	4			6
Graduation Rate ¹⁰	68			76

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 2002-03. 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 2003. 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. 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).

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	358	3544	57534	86	88	91	474	488	491	65	52	46	18	16	16	14	20	23	4	13	15
All Students (Prior Year)	276	2900	51010	NA	NA	NA	468	483	483	68	47	45	16	19	20	14	22	23	2	12	11
Female	164	1665	28155	87	87	90	474	489	491	67	53	47	18	15	16	10	20	24	5	13	14
Male	194	1879	28932	85	90	89	474	488	491	63	51	46	18	16	15	17	20	23	3	13	16
African American	NC	229	2558	NC	91	86	NC	478	475	NC	66	64	NC	14	15	NC	10	16	NC	10	6
Hispanic	289	1426	17547	86	88	86	471	474	475	70	67	64	17	14	15	11	14	15	2	5	6
Asian/Pacific Islander	NC	125	1395	NC	93	96	NC	512	519	NC	33	22	NC	10	16	NC	27	28	NC	30	35
American Indian/Alaskan Native	15	116	3794	83	81	91	478	474	468	64	65	72	18	15	13	9	14	12	9	7	3
White	41	1648	29790	87	89	86	490	499	501	41	38	34	19	18	17	30	25	29	11	19	20
Students with Disabilities	54	442	5562	93	91	93	477	455	461	50	84	79	33	9	10	17	6	8	0	1	3
Students without Disabilities	304	3102	51972	84	88	90	474	489	492	65	50	45	17	16	16	14	20	24	4	14	15
Limited English Proficient Students	97	421	5467	96	108	111	461	455	458	82	92	87	14	4	7	4	3	5	0	0	1
Migrant Students	--	NC	702				--	NC	471	--	NC	74	--	NC	9	--	NC	14	--	NC	3
Economically Disadvantaged	--	53	10446				--	453	472	--	92	70	--	2	13	--	6	13	--	0	4
Non-Economically Disadvantaged	358	3491	47088				474	489	495	65	51	42	18	16	16	14	20	26	4	13	17

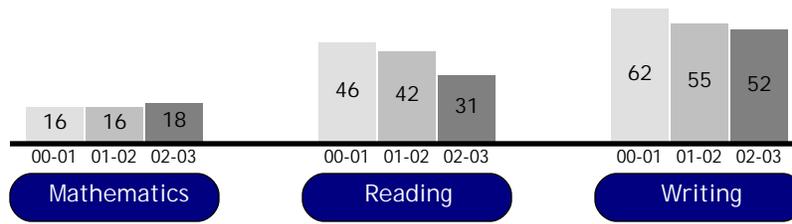
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	369	3496	56700	88	87	89	485	507	512	35	21	15	33	24	23	28	46	52	3	10	10
All Students (Prior Year)	256	2813	50525	NA	NA	NA	490	514	517	21	14	12	38	22	22	38	48	51	4	16	15
Female	174	1684	27862	92	88	89	490	513	517	29	16	12	34	24	22	32	49	54	4	12	12
Male	195	1812	28398	85	87	88	480	501	507	40	25	19	33	24	24	24	44	49	3	7	9
African American	10	222	2529	91	88	85	460	498	495	57	24	24	29	26	31	14	45	41	0	5	4
Hispanic	300	1425	17305	88	88	85	481	491	494	38	30	24	36	30	31	24	36	41	3	4	4
Asian/Pacific Islander	NC	122	1382	NC	91	95	NC	524	530	NC	10	6	NC	25	17	NC	47	59	NC	19	17
American Indian/Alaskan Native	16	126	3815	89	88	91	478	489	489	42	32	29	25	32	35	33	31	35	0	4	2
White	39	1600	29209	83	86	84	513	522	525	17	13	9	17	17	17	56	56	59	11	15	15
Students with Disabilities	50	395	5215	86	82	87	484	471	478	50	53	43	10	28	29	30	18	25	10	1	2
Students without Disabilities	319	3101	51485	88	88	89	485	508	513	35	19	15	34	23	23	28	47	52	3	10	11
Limited English Proficient Students	99	420	5378	98	107	109	466	462	471	56	61	48	38	31	36	4	7	15	2	1	0
Migrant Students	--	NC	689				--	NC	486	--	NC	31	--	NC	36	--	NC	30	--	NC	2
Economically Disadvantaged	--	56	10358				--	467	492	--	49	26	--	41	33	--	10	37	--	0	4
Non-Economically Disadvantaged	369	3440	46342				485	508	516	35	20	13	33	23	21	28	47	54	3	10	12

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	237	3089	55090	57	77	87	458	474	479	27	20	16	21	12	13	52	67	70	0	0	0
All Students (Prior Year)	278	2915	50572	NA	NA	NA	455	478	481	25	16	14	20	20	23	55	63	63	0	1	1
Female	123	1564	27752	65	82	89	464	479	483	22	17	13	20	11	12	58	72	75	0	1	0
Male	114	1525	26842	50	73	83	452	469	474	33	24	20	21	14	15	46	62	65	0	0	0
African American	NC	198	2336	NC	79	78	NC	464	464	NC	25	25	NC	9	14	NC	66	62	NC	0	0
Hispanic	182	1210	16391	54	74	81	451	454	458	32	31	28	22	16	16	46	52	56	0	0	0
Asian/Pacific Islander	NC	122	1356	NC	91	93	NC	484	499	NC	14	7	NC	14	9	NC	70	83	NC	1	2
American Indian/Alaskan Native	13	105	3731	72	73	89	448	452	446	40	33	37	10	14	16	50	53	47	0	0	0
White	34	1454	29053	72	78	84	494	492	492	3	10	8	13	10	12	84	79	79	0	1	0
Students with Disabilities	22	219	4141	38	45	69	473	430	436	0	49	47	0	22	18	100	29	35	0	0	0
Students without Disabilities	215	2870	50949	60	81	89	458	476	479	28	19	16	21	12	13	51	68	71	0	1	0
Limited English Proficient Students	45	300	4711	45	77	96	421	412	422	67	73	61	13	12	13	20	15	26	0	0	0
Migrant Students	--	NC	666				--	NC	444	--	NC	39	--	NC	11	--	NC	50	--	NC	0
Economically Disadvantaged	--	33	10168				--	433	453	--	53	32	--	13	18	--	34	50	--	0	0
Non-Economically Disadvantaged	237	3056	44922				458	475	484	27	20	13	21	12	13	52	67	73	0	0	0

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?	N
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	No

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

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	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	83	23	40	43	99	14	33	37	76	23	40	41
	Language	90	26	37	41	99	18	33	38	81	24	40	42
	Mathematics	93	41	57	59	99	35	50	56	86	43	57	60

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 Safety

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

We have security agents and have hired off-duty policemen to be on campus daily. We also have security cameras in campus buildings and maintain a strict closed campus environment. We also have a School Safety Officer on staff.

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) :

117

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	Richard A. Carranza	(520) 225-4304
Transportation Policy	Paul DeWeerd	(520) 225-4308
Community Resources	Simon Maximo	(520) 225-4329
School Nutrition Programs	Curtis Scarlett	(520) 225-4323
Parent Organization	Richard A. Carranza	(520) 225-4304
Student Health/Nurse	Celia Mata	(520) 225-4317

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 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 2002-03 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 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 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