

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup> :

### Rincon High School

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

Tucson Unified District  
421 N. Arcadia Avenue, Tucson, AZ 85711-3097

**Principal:** Ms. Angela Bell Julien  
**Schedule:** 7:30 AM to 4:00 PM  
**Web Address:** Unpublished or Unavailable  
**E-mail:** [angela.julien@tusd.k12.az.us](mailto:angela.julien@tusd.k12.az.us)

**Grades:** 9-12  
**2002 Enrollment:** 1246  
**Phone:** (520) 232-5600  
**Fax:** (520) 232-5601

## ∨ School Overview ∨

### Mission

Our mission is to provide an educational environment that supports and promotes the efforts of all students to become self-sufficient, literate, responsible contributing members of the world community. The motto is Enter as Strangers, Leave as Rangers! Rincon Rangers demonstrate literacy skills, make responsible choices in personal and interpersonal behaviors, and participate in their community as responsible citizens.

### Organization and Philosophy

- w Shared decision making
- w Shared Campus with University High
- w Equal Access to Programs - All Students
- w Modular Scheduling--Mon/TuesFlex

### Instructional Programs

- w Interdisc Instruction Junior Eng/Hist.
- w Advanced Placement Courses
- w All Levels of English as Second Language
- w Gifted/Honors Level Classes
- w Rincon Teaching Academy
- w School-to-Work/Work Experience
- w Strong Fine Arts Dept.
- w Expanded science offerings

### School/Academic Goals

- w Students will demonstrate effective literacy skills across the curriculum. These skills include effective writing, reading for information, speaking and computer literacy.
- w Students will demonstrate high skill levels in reading, writing and mathematics by meeting the Arizona Academic Standards.
- w Students will demonstrate pride and participation in their community as responsible citizens.
- w Students will make responsible choices in personal and interpersonal behaviors.

### Enrollment

October 1, 2001 School Year Student Enrollment:	1247
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	182

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 3 Student(s)

**Council Duties**

- w School Beautification
- w Curriculum and Instruction
- w Community Partnership
- w Campus Climate/Issues
- w 301 Goals
- w School Goals

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	3.00	Teacher	70.00
Other Professional Staff	7.60	Teacher Aide	10.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	2	0	1
4 to 6 years	4	4	1	0
7 to 9 years	2	3	2	2
10 or more years	12	29	1	0

∨ **Shared Responsibilities** ∨

**School**

Provide communication about student progress. Set high academic and behavior standards. Prepare students for college and/or work. Prepare students for meeting standards as measured by AIMS. Provide safe, stimulating, positive and productive environment. Implement multicultural/unbiased education. Collaborate with home and community to meet educational and social needs of students and their families. Distribute handbooks/ newsletters, and other pertinent information.

**Parents**

Excusing absences/checking attendance; attending parent/teacher conferences; providing transportation to school; providing clothing and other maintenance needs for students; responding to teacher phone calls and requests for conferences; supporting students in doing homework and projects; supporting school policies including dress guidelines, and rights and responsibilities of students (behavior code). Parents are also encouraged to be involved in the school's Shared Decision Making Model.

∨ **Transportation Policy** ∨

School transportation is provided to only those students who live out of the local attendance area and are bused to RHS under desegregation order. Students from areas outside the local attendance area who are ESL students, special education students, or on free/reduced lunch are given SunTran bus passes or may ride the University High buses. Local students ride public buses, walk, drive or are privately transported to school. Open enrollment students must provide their own transportation.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	176	<b>First Day of School:</b>	8/15/02
<b>Average Daily Instruction Time:</b>	6 hrs. 50 min.	<b>Last Day of School:</b>	5/21/03

**Operates on Traditional Schedule**

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#### Report Card Release Dates

10/18/02	12/20/02	3/14/03	5/21/03
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### Additional Calendar/Report Card Information

To keep parents informed about the child's progress on a more regular basis, we send out progress reports every four and a half weeks.

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### ∨ Resources Available at School Site ∨

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#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - No

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

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#### Special Facilities

W Several Computer Labs	W Library
W Team Teaching Facility	W Studio Theater

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#### Extracurricular Activities

W National Honor Society	W UNITY Club
W Young Optimists	W APEX
W African-American Student Alliance	W Academic Decathlon
W Student Council	W Voices of Hispanic Students

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#### School/Community Resources

W City Parks & Recreation Summer Program	W Campus School Safety Probation Officer
W Community College Classes on Campus	W Job Services
W Youth on Their Own	W APEX Tutoring (U of Arizona)
W School Resource Officer	W Clothing Bank

## ∨ 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

- |   |   |
|---|---|
| <p>W The number of unexcused absences has dropped dramatically. Our dropout rate has dropped to 2.4%, down from 5.1% two years ago.</p>   | <p>W We have strengthened our freshman curriculum to ensure a solid academic base. All freshmen are enrolled in English, Science, Math and P.E. Teachers assigned to focus on student achievement and work together to decrease the failure rate.</p> |
| <p>W Participation in school activities has substantially improved. Membership in National Honor Society has greatly increased. Partnership with the community has improved. The Optimist Club has adopted the school and is helping increase school unity.</p> | <p>W The litter on and around campus is diminishing. A concerted effort by faculty, staff and student groups is helping improve pride in our surroundings.</p>  |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	93.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	29.0 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	3.4 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	9.1 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.9 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.1 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	2.4 %			9.5 %
<b>Status Unknown</b> <sup>9</sup>	1.1 %			6.0 %

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

<sup>4</sup> 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.

<sup>5</sup> 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.

<sup>6</sup> 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.

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

<sup>8</sup> 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.

<sup>9</sup> 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
NCTE Steering Committee	2002
Coach of the Year Award/Golf	2001
America/Israeli Friendship League Delegate	2001
Operation Life Safer Award	2001

## ∨ 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 <sup>1</sup>, 2001-02

Grade 10 (Class of 2003) <sup>2</sup>		Number Tested	MS	FFB	A	M	E
Reading	School	166	509	17%	19%	50%	13%
	State	49803	512	15%	23%	48%	14%
Writing	School	192	468	23%	12%	65%	0%
	State	50471	477	17%	23%	59%	1%
Mathematics	School	184	476	53%	21%	21%	5%
	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

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class 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	80	44	44	88	40	43	77	41	43	73	35	43	66	34	43
	Language	83	38	39	90	35	39	79	38	40	65	35	41	63	33	42
	Mathematics	84	60	57	92	53	57	80	58	59	73	54	61	70	48	62
10	Reading	78	38	42	89	37	42	78	37	42	--	--	--	--	--	--
	Language	78	42	43	89	43	44	80	40	44	--	--	--	--	--	--
	Mathematics	79	51	47	90	50	49	81	48	50	--	--	--	--	--	--
11	Reading	70	49	46	91	41	44	68	47	45	--	--	--	--	--	--
	Language	68	44	43	91	44	42	68	46	44	--	--	--	--	--	--
	Mathematics	70	56	51	94	57	52	72	57	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 Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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 developed a Multi-hazard Emergency Plan including practicing school evacuation. Our School Resource Officer, On-Site Probation Officer and School Safety Liaison work with the administration to be proactive in dealing with high risk students. Five school monitors assist in ensuring an orderly environment. Administrators have received training in handling school emergencies. Intervention plans and contracts are used for students who have difficulty meeting school and district guidelines.

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)

30

**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	\$3,226	\$3,935,768
Classroom Supplies	\$17	\$20,162
Administration	\$536	\$653,878
Support Services-Students	\$334	\$407,122
Other Support Services and Operations	\$857	\$1,045,441
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,969</b>	<b>\$6,062,371</b>

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
<b>School Site Council</b>	Leslie Franzblau	(520) 232-5600	
<b>Transportation Policy</b>	Bill Ball	(520) 252-4800	
<b>Community Resources</b>	Barbara Benton	(520) 225-6403	
<b>School Nutrition Programs</b>	Pam Palmo	(520) 225-4720	
<b>Parent Organization</b>	Judy Pickerell	(520) 232-5600	
<b>Student Health/Nurse</b>	Marie Williams	(520) 232-5600	

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.

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