

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Tucson High Magnet School

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

Tucson Unified District
400 N. 2nd Avenue, Tucson, AZ 85705

Principal: Mr. Larry McKee
Schedule: 7:00 AM to 4:00 PM
Web Address: tusd.k12.az.us/contents/schools/tucson.html
E-mail: emoll@tusd.k12.az.us

Grades: 9-12
2002 Enrollment: 2680
Phone: (520) 225-5000
Fax: (520) 225-5221

∨ School Overview ∨

Mission

The Tucson High Magnet Community will R - Respect and appreciate cultural diversity. E - Exhibit creativity, personal courage and risk taking to reach potential. S - Successfully realize attainable goals and master essential skills. P - Preserve tradition. E - Ensure an environment for equal opportunity. C - Continue interaction with the community. T - Take responsibility seriously.

Organization and Philosophy

- w Magnet Program
- w Integrated Curriculum
- w Site-based Leadership Team
- w Curriculum Alignment

Instructional Programs

- w Advanced Placement
- w Gifted/Honors
- w Bilingual Programs
- w On-site Exceptional Education
- w House Program
- w Magnet Endorsement Plan
- w Portfolio--21st Century Graduate
- w Magnet Science Research

School/Academic Goals

- w Problem Solving Across the Curriculum Goal: All students will be able to identify resources, develop a strategy and successfully implement a problem-solving plan.
- w Diversity Appreciation Goal: All students will understand similarities and differences among cultures.
- w Reading and Writing Across the Curriculum Goal: All students will be able to express themselves in writing appropriate to a given situation or topic.
- w Student Responsibility: All students will act as responsible world citizens. Students will demonstrate respect for self and others.

Enrollment

October 1, 2001 School Year Student Enrollment:	2463
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	No
Number of Students Attending Under Open Enrollment in 2001-02:	0

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

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

Council Duties

- w Management Issues
- w School Climate Improvement
- w Communication
- w Student Achievement
- w Planning and Assessment
- w Student and Staff Recognition

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	6.00	Teacher	156.00
Other Professional Staff	15.00	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	13	4	0	0
4 to 6 years	12	6	0	0
7 to 9 years	7	11	0	0
10 or more years	25	74	4	0

∨ **Shared Responsibilities** ∨

School

Teacher calls home when student misses three days; arts recognition; provide transportation for magnet students and those not on bus line; bi-quarterly progress reports; one Open House; one fall and one spring Parent/Teacher Conference; notify parents of schoolwide activities; mail home report cards; newsletter to all parents; beginning of year principal's letter; free and reduced lunch and breakfast; clothing bank.

Parents

Parents call school when students are absent. Parents sign teacher letter indicating rules and expectations. Parent Volunteer Program. Parents may help monitor campus. The PTSA and Badger Foundation provide opportunities for parents to support students, as well as several booster clubs.

∨ **Transportation Policy** ∨

If on city bus line, students get a monthly pass. If not, the district provides school bus transportation. Because TMHS is a magnet school, our attendance boundaries align with TUSD boundaries. Afterschool activity buses are also provided. School vans and district buses are available for school-related field trips and activities.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/15/02
Average Daily Instruction Time:	5 hrs. 30 min.	Last Day of School:	5/21/03

Operates on Traditional Schedule

Report Card Release Dates

10/18/02	12/20/02	3/14/03	5/22/03
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Additional Calendar/Report Card Information

Each student has a portfolio on CD that is developed and updated with samples of work, etc., during their four years at THMS. Progress reports mailed home, four times each year, indicating areas of concern and areas of strength.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

³ 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.

Special Facilities

W Twenty-three Computer Labs	W Auditorium/Main Bldg on Historic Regis.
W Three Theatre Performance Spaces	W Observatory/Green House

Extracurricular Activities

W Southern Arizona Regional Science Fair	W Mock Trial
W Interscholastics Sports/Arts Clubs	W APEX/MESA
W Academic Decathlon	W VICA Photography
W Students Against Destructive Decisions	W National Honor Society

School/Community Resources

W THMS Clothing Bank	W Magnet Programs
W Cooperative Education Program (COE)	W Counseling Services
W Crisis Intervention	W Tutoring
W DECA	W Professional Internship Program (PIP)

∨ 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 Scholarships awarded to 2001-02 seniors totaled \$2,800,615.00. SARSEF Awards: 3rd pl Microbio & Env Sci; 1st, 2nd & 3rd pl Zoology; 3rd pl Hlth and Med; 2 U of A Schlrschs, Assn of Women in Sci. ISEF, Eastman Kodak Co, 2nd pl & 3rd pl Grand Prize.</p> <p>W Gold medal, Photog, Skills USA-VICA Nat'l Ldrshp and Skills Conf; 3 studts, top 10%, State Math contest Exam; 1 studt, TOP 50 in AZ; 2 studts, 2nd lvl on Nat'l Math Contest exam; 3 Wintr & St DECA Conf winners; 2 Marktng schlrschs; 4 Marktng awards.</p> | <p>W Student Awards: 4th pl., State Math Contest Exam-Geometry; 1st pl., Behavior and Psych. at the S. AZ Regional Science & Engineering; Semi-finalist in the Junior Science and Humanities; 1st pl., secondary div., Skills USA Championships in Photography.</p> <p>W Princeton U. Ten-Minute Play Contest Honorable Mention Award; Prudential Spirit of Community Award/Distinguished Finalist; Principal's Leadership Award; Arizona Daily Star Freedom Forum Award; Task Force for Central America Scholarship.</p> |
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Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	97.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	20.0 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	5.4 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.8 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.2 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	1.8 %			9.5 %
Status Unknown ⁹	0.9 %			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
Horatio Alger National Scholarship	2002
University of Arizona Dorrance Merit Scholarship	2002
University of Arizona Presidential Award	2001
National Merit Scholarship Finalists	2000

∨ 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	370	511	11%	26%	48%	15%
	State	49803	512	15%	23%	48%	14%
Writing	School	398	474	15%	27%	58%	0%
	State	50471	477	17%	23%	59%	1%
Mathematics	School	392	480	53%	20%	20%	7%
	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	76	40	44	95	39	43	78	40	43	72	36	43	72	43	43
	Language	79	35	39	97	42	39	82	42	40	73	35	41	72	37	42
	Mathematics	78	55	57	96	58	57	82	58	59	73	58	61	72	57	62
10	Reading	73	35	42	94	36	42	69	36	42	--	--	--	--	--	--
	Language	75	37	43	98	44	44	73	46	44	--	--	--	--	--	--
	Mathematics	74	43	47	97	50	49	73	50	50	--	--	--	--	--	--
11	Reading	75	48	46	100	38	44	62	47	45	--	--	--	--	--	--
	Language	76	45	43	100	43	42	70	50	44	--	--	--	--	--	--
	Mathematics	77	52	51	100	46	52	66	58	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

THMS boasts a security force of 6 administrators, 3 campus monitors, 3 school security agents, 5 campus monitor liaisons, 1/4 time SRO and a full-time on-campus Probation Officer. The security agents are bicycle-mobile, trained by TPD. The liaisons work directly with Assistant Principals to moderate on-campus disciplinary actions, and are trained in peer mediation, and urban high school issues. This force meets daily at 7 A.M. to review the previous day's activities/prepare for the current day.

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).

48

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	\$2,908	\$6,757,672
Classroom Supplies	\$86	\$200,906
Administration	\$459	\$1,065,416
Support Services-Students	\$207	\$479,930
Other Support Services and Operations	\$758	\$1,761,581
Total Expenditures- All Categories 2000-2001	\$4,418	\$10,265,505

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	Rhonda Fleming	(520) 225-5175	
Transportation Policy	Kathy Thompson	(520) 225-5008	
Community Resources	Larry McKee	(520) 225-5003	
School Nutrition Programs	Georgia Clark	(520) 225-5328	
Parent Organization	Pam Francis	(520) 320-6166	
Student Health/Nurse	Tam DeWitt	(520) 225-5017	

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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