

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

400 N. Second Avenue, Tucson, AZ 85705

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 ^(a)

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

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

School Overview

Principal/Administrator : Dr. Abel Morado
 Schedule : 07:00 AM to 05:00 PM
 Grades : 9-12
 2005 Enrollment : 2956
 Web Address : www.thms.org
 Phone Number : (520) 225-5000
 Fax Number : (520) 225-5221
 E-mail : abel.morado@tusd.k12.az.us

Mission

The Tucson High Magnet School faculty, administration and support staff encourage the acceptance of diversity and promote the development or responsibility in an academic environment that enhances students'ability to become lifelong learners.

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05	Not Met
2003-04	Not 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 / Academic Goals

- ü Problem Solving Across the Curriculum Goal: All students will be able to identify resources, develop a strategy and successfully implement a problem-solving plan.
- ü Diversity Appreciation Goal: All students will understand similarities and differences among cultures.

Enrollment

October 1, 2004 School Year Student Enrollment : 2943
 Accepting New Students in 2005-06 Under Open Enrollment Law :² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- Ü Advanced Placement
- Ü Gifted and Talented Programs
- Ü Bilingual Programs
- Ü On-site Exceptional Education
- Ü Concurrent Credit Course Offerings
- Ü Visual & Performing Arts
- Ü Technology
- Ü Science and Math

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Teacher calls home on unexcused absences; provide transportation for those not on bus line; mail home progress/report cards; 1 Open House; 2 Parent/Teacher Conferences; notify parents of school activities from principal; Shared Decision Making (Site Council).

Parents

Parents call school when students are absent. Parents sign teacher letter indicating rules & expectations. Parent Volunteer Program. Parents may help monitor campus. The PTSA & Badger Foundation provide opportunities for parents to support students. Parents can also take part in Shared Decision Making (Site Council).

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 Honors

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

Award/Honor	Year
Ü Arizona Legislative Latino Caucus/Cesar Chavez Scholars	2005
Ü National Merit Scholarship Semifinalists	2005
Ü College Board National Hispanic Recognition Program	2005
Ü College Board Advanced Placement Scholar Award	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	686	4134	69846	97	98	100	692	694	699	25	23	21	18	13	11	46	48	49	11	17	18
All Students (Prior Year)	703	4071	65934	98	98	100	482	490	492	54	46	43	18	17	18	21	22	24	7	15	15
Female	352	2050	34328	97	98	99	691	697	702	24	21	19	19	14	12	46	50	51	11	16	18
Male	334	2083	35509	96	97	100	693	691	696	26	24	23	17	12	11	46	46	48	11	18	18
African American	48	268	3535	98	96	100	688	682	677	44	27	31	7	15	15	36	48	46	13	10	8
Hispanic	395	1822	23363	96	97	100	677	678	680	32	33	32	24	17	16	40	44	45	4	7	7
Asian/Pacific Islander	14	132	1742	100	100	99	722	723	733	21	14	8	7	11	7	50	45	46	21	30	38
American Indian/Alaskan Native	20	122	4785	91	93	100	651	659	671	26	34	39	42	23	17	26	39	39	5	4	5
White	209	1790	36421	97	99	99	721	712	714	8	12	12	9	8	8	61	53	54	23	27	26
Students with Disabilities	77	485	7690	94	97	100	617	578	593	66	62	64	19	16	14	16	20	21	0	1	2
Students without Disabilities	609	3649	62220	97	98	99	701	709	712	20	17	16	18	12	11	50	52	53	12	19	20
Limited English Proficient Students	65	369	5834	100	100	100	640	613	612	56	48	46	25	20	20	18	31	31	1	1	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	199	1384	21421	92	91	92	680	686	686	40	35	35	20	14	15	34	43	43	5	7	7
Non-Economically Disadvantaged	487	2750	48489	99	100	100	697	698	704	19	16	15	17	12	10	51	50	52	13	22	23

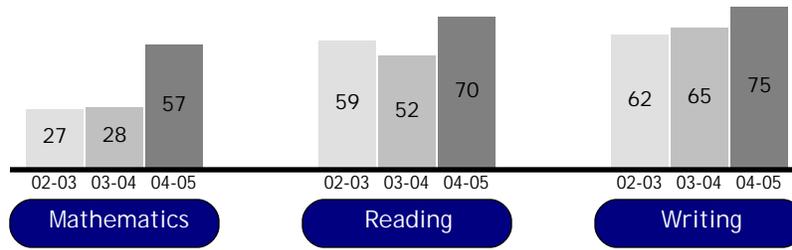
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	710	4182	71311	98	98	100	695	691	694	8	8	7	22	22	21	62	62	63	8	9	9
All Students (Prior Year)	729	4214	68162	98	98	100	500	505	509	21	22	18	27	23	24	46	47	51	6	8	8
Female	364	2058	34899	98	98	100	697	697	700	6	6	5	22	21	19	62	64	66	10	10	10
Male	346	2124	36430	97	97	100	693	685	688	10	10	9	22	22	22	62	60	61	7	8	8
African American	46	267	3573	94	95	100	688	681	676	7	6	9	34	27	26	55	63	60	5	4	4
Hispanic	409	1842	24056	97	97	100	678	671	672	11	12	13	28	31	31	58	53	53	3	3	3
Asian/Pacific Islander	14	133	1731	100	100	98	716	709	717	0	5	3	21	17	13	64	66	68	14	12	16
American Indian/Alaskan Native	24	130	5110	100	94	100	656	652	661	9	12	14	32	35	38	59	51	46	0	1	2
White	217	1810	36841	99	99	99	730	712	713	3	3	3	7	11	12	71	70	72	19	16	13
Students with Disabilities	80	488	8021	92	95	100	610	571	590	34	28	27	39	44	42	27	28	29	0	1	1
Students without Disabilities	630	3694	63379	98	98	100	705	706	707	5	5	5	20	19	18	66	66	68	9	10	10
Limited English Proficient Students	71	391	6402	100	100	100	623	594	596	27	25	25	52	47	44	20	27	30	0	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	210	1415	22243	93	91	93	674	677	677	16	14	14	31	31	32	49	51	51	4	3	3
Non-Economically Disadvantaged	500	2767	49157	100	100	100	704	698	702	4	4	4	18	17	16	68	67	69	10	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	704	4168	70868	97	97	100	692	684	688	5	5	5	19	23	23	69	66	63	6	6	9
All Students (Prior Year)	733	4179	67629	98	97	100	519	523	524	20	22	22	15	16	16	64	59	59	1	3	3
Female	360	2053	34710	97	98	99	698	693	697	3	4	3	17	19	19	72	69	66	8	8	12
Male	344	2115	36176	96	97	100	686	674	678	7	6	7	22	26	27	66	63	59	5	4	7
African American	47	265	3557	96	95	99	691	681	675	4	5	7	27	24	25	64	66	62	4	5	6
Hispanic	406	1839	23868	96	97	100	681	671	670	8	8	9	23	31	33	68	59	55	2	2	4
Asian/Pacific Islander	14	133	1732	100	100	98	714	702	713	7	5	2	7	13	12	71	75	64	14	7	22
American Indian/Alaskan Native	24	131	5001	100	95	100	665	660	661	0	5	9	27	30	41	59	61	48	14	4	2
White	213	1800	36710	97	98	99	714	697	702	1	2	2	10	16	15	74	72	69	15	10	13
Students with Disabilities	77	481	7900	89	94	100	615	568	580	19	18	22	47	50	49	33	32	28	1	1	1
Students without Disabilities	627	3687	63054	98	98	99	701	698	701	4	3	3	16	20	20	74	70	67	7	7	10
Limited English Proficient Students	70	389	6308	100	100	100	623	594	591	22	19	19	44	44	47	35	37	33	0	0	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	208	1404	21994	92	91	92	677	674	673	12	10	10	27	33	36	60	55	52	0	2	3
Non-Economically Disadvantaged	496	2764	48960	99	100	100	699	688	694	2	2	3	16	18	18	73	71	67	9	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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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?	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	95	35	40	41	92	35	NA	42	90	51	48	51
	Language	96	35	40	42	89	35	37	42	90	49	46	50
	Mathematics	97	52	57	60	91	55	57	63	90	46	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/

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

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

Council Duties

- Ü Management Issues
- Ü School Climate Improvement
- Ü Communication
- Ü Student Achievement
- Ü Planning and Assessment

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	6.00	Teacher	159.00
Other Professional Staff	15.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	3	0	0
4 to 6 years	14	10	1	0
7 to 9 years	8	10	0	0
10 or more years	40	84	4	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	546
Teachers with Emergency Certificaton.	14
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Twenty-four Computer Labs
- Ü Auditorium/Main Bldg on Historic Regis.
- Ü State of the Art Science Labs
- Ü Three Theaters

Extracurricular Activities

- Ü Southern Arizona Regional Science Fair
- Ü Student Ambassadors
- Ü Interscholastics Sports/Arts Clubs
- Ü APEX/MESA
- Ü Academic Decathalon
- Ü National Honor Society
- Ü DECA

Social Services

- Ü THMS Clothing Bank
- Ü Youth On Their Own
- Ü Group Counseling Support
- Ü Community Representatives

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Scholarships awarded to seniors totaled \$4,521,386.00 many scholarships include Spirit of Discovery, President's Award for Excellence, Provost, President Scholarships, Medallion of Merit, Maroon & Gold, Arizona Scholars Awards.
- ü Student Awards: President's Award for Excellence, Minority Student Achievement, Southern AZ Regional Science & Engineering Fair, Military Appointment to the U.S. Military Academy at Westpoint.
- ü Over 80% of Tucson High students further their education by attending a secondary college. 32% attend a 4 year college and 50% attend a community college.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Transfers Out Rates ⁵	11	12	12	17
Transfers In Rate ⁶	15	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	94	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

THMS boasts a security force of 6 administrators, 3 campus monitors, 3 school security agents, 5 campus monitor liaisons, 1/2 time SRO and a full-time on-campus Probation Officer. The security agents are bicycle-mobile, trained by TPD.

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) :

45

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	Suzanne Hall	(520) 225-5000
Transportation Policy	Joseph Hines	(520) 225-5007
Community Resources	Dr. Abel Morado	(520) 225-5004
School Nutrition Programs	Francis Salazar	(520) 225-5328
Parent Organization	Jean Mullin	(520) 795-7960
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. "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.

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.

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

Total cost of printing: 12 Pages X .0318 Per page X 2956 Copies = \$1,128.00

** 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.