

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

Howenstine High Magnet School

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

Tucson Unified District
555 S. Tucson Blvd., Tucson, AZ 85716

Principal: Mr. Rex Scott

Schedule: 8:15 AM to 5:00 PM

Web Address: edweb.tusd.k12.az.us/Howenstine/

E-mail: rex.scott@tusd.k12.az.us

Grades: 9-12

2002 Enrollment: 178

Phone: (520) 232-7300

Fax: (520) 232-7301

∨ School Overview ∨

Mission

Howenstine High Magnet School is dedicated to learning in a safe, nurturing environment where each individual is valued, involved and encouraged to pursue lifelong learning. Community-based partnerships and service learning are integral parts of the Howenstine High Magnet School curriculum. Service learning projects are intertwined with the CORE Curriculum and that approach has had demonstrated positive effects on student achievement.

Organization and Philosophy

- w Inclusive School
- w Rigorous Curriculum
- w Individual Instruction
- w Project-based Learning

Instructional Programs

- w Personalized Learning Plans
- w Teaching/Co-Planned Instruction
- w Service Learning Aligned to CORE Curric.
- w CORE Curric. Aligned--AZ Acad. Standards
- w Integrated Technology
- w Community Partnerships
- w Small Class Size
- w Advisor/Advisee System

School/Academic Goals

- w Improve student achievement through high expectations with clear and consistent instructional practices through a comprehensive and rigorous curriculum that focuses on power standards and hands-on experiential learning.
- w Provide integrated educational opportunities for students with disabilities and improve quality of life for students with severe disabilities.
- w A focus on lifelong learning for all, including staff. Development of the school as a true learning community through ongoing site-based professional development.
- w Increase postsecondary options through service learning, community-based instruction, internships and mentoring.

Enrollment

October 1, 2001 School Year Student Enrollment:	191
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)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- w Instructional Offerings
- w School Safety Issues
- w Curriculum Development
- w Extracurricular Activities
- w Budget
- w Parent/Educator Relations

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	21.10
Other Professional Staff	7.90	Teacher Aide	25.24

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

To prepare students to be lifelong learners, collaborative workers and responsible citizens. To ensure that each student has demonstrated mastery of the state standards, which are aligned with our district's curriculum.

Parents

Parents are extensively involved in all aspects of their child's education. Parents have chosen for their son/daughter to attend Howenstine because we are a magnet school without a designated attendance area. We encourage parents to reinforce school policies, regular attendance and the provision of a designated time and place for homework.

∨ **Transportation Policy** ∨

All students who attend Howenstine High Magnet School have the option of utilizing district transportation services because of our magnet status and the high number of special need students.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/15/02
Average Daily Instruction Time:	6 hrs. 0 min.	Last Day of School:	5/22/03

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

Progress reports for grades and IEPs are distributed quarterly and at the semester. IEPs are reviewed annually. Failing and In Danger of Failing notices are sent to parents at mid-quarter intervals.

∨ 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 CISCO Training Lab	W Assistive Technology Resource Center
W Therapeutic Swimming Pool	W Building Technology Lab

Extracurricular Activities

W Special Olympics	W Job Shadowing
W Student Council	W Yearbook
W American Sign Language Club	W Service Learning
W Gay/Straight Alliance	W Aquatics

School/Community Resources

W Leeds Foundation	W Pima College
W Blake Foundation	W Tucson Museum of Art--Hospital Art Prog.
W Rehab Services Admin.	W Tucson Youth Development
W Habitat for Humanity	W University of Arizona

∇ 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

w Recipient of RSA grant to build Habitat for Humanity house.

w Recipient of Serve and Learn Grant.

w Establishment of Advisor/Advisee program with Personal Plans for Progress on each student.

w First integrated graduating class of 2001 (29 students) earned in excess of \$160,000 in financial aid for postsecondary programs.

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	16.9 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.4 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	3.4 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	85.7 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	14.3 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	1.0 %			9.5 %
Status Unknown ⁹	0.5 %			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
City of Tucson Service Learning Day	2001
Outstanding Service Learning Award	2001
Rosa Parks Scholarship	2001
Hugh O'Brian Youth Leadership 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 ¹, 2001-02

Grade 10 (Class of 2003) ²		Number Tested	MS	FFB	A	M	E
Reading	School	25	502	20%	16%	64%	0%
	State	49803	512	15%	23%	48%	14%
Writing	School	17	439	41%	41%	18%	0%
	State	50471	477	17%	23%	59%	1%
Mathematics	School	24	476	67%	4%	25%	4%
	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	--	--	44	100	55	43	96	48	43	44	46	43	54	35	43
	Language	--	--	39	100	48	39	96	40	40	52	45	41	56	32	42
	Mathematics	--	--	57	100	69	57	96	69	59	52	61	61	48	40	62
10	Reading	--	--	42	100	60	42	94	40	42	--	--	--	--	--	--
	Language	--	--	43	100	58	44	94	44	44	--	--	--	--	--	--
	Mathematics	--	--	47	100	71	49	94	39	50	--	--	--	--	--	--
11	Reading	--	--	46	--	--	44	93	64	45	--	--	--	--	--	--
	Language	--	--	43	--	--	42	93	60	44	--	--	--	--	--	--
	Mathematics	--	--	51	--	--	52	93	73	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

As a school with smaller class sizes, individual student-staff relations prevent most types of disruptions you would find in a typical comprehensive high school. Clear expectations for student behavior are outlined in our district's code of conduct and are fairly and consistently enforced at our school.

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)

0

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	\$5,881	\$947,391
Classroom Supplies	\$94	\$15,162
Administration	\$642	\$103,403
Support Services-Students	\$1,425	\$229,563
Other Support Services and Operations	\$934	\$150,544
Total Expenditures- All Categories 2000-2001	\$8,976	\$1,446,063

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	Tom Patterson	(520) 232-7325	
Transportation Policy	Pam Reid	(520) 232-7342	
Community Resources	Colleen Sand	(520) 232-7341	
School Nutrition Programs	Camilla Loehrer	(520) 225-4758	
Parent Organization	David Broughton	(520) 232-7300	
Student Health/Nurse	Cindy Wood	(520) 232-7317	

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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