

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

555 South Tucson Blvd., Tucson, AZ 85716

Tucson Unified District

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.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	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.

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.

School Overview

Principal/Administrator : Mr. Jimmy Hart
 Schedule : 08:00 AM to 04:30 PM
 Grades : 9-12
 2005 Enrollment : 177
 Web Address : edweb.tusd.k12.az.us/Howenstine/
 Phone Number : (520) 232-7300
 Fax Number : (520) 232-7301
 E-mail : jimmy.hart@tusd.k12.az.us

Mission

Through individualized student learning, the mission of HHMS is to prepare students for the adult world. We foster a culture of diversity appreciation, high expectations, and respect for self and others where students are actively engaged. Community-based partnerships and service learning are integral parts of the curriculum. Service learning projects are intertwined with the CORE Curriculum and that approach has had demonstrated positive effects on student achievement.

School / Academic Goals

- ü 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.
- ü Provide integrated educational opportunities for students with disabilities and improve quality of life for students with severe disabilities.
- ü Implement the use of computer technology, educational software, and other technology devices to increase reading skills across the curriculum.

Enrollment

October 1, 2004 School Year Student Enrollment : 210
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- ü Personalized Learning Plans
- ü Teaching/Co-Planned Instruction
- ü Service Learning Aligned to CORE Curric.
- ü CORE Curric. Aligned--AZ Acad. Standards
- ü Work-based Learning
- ü Career and Technical Education
- ü Special Education
- ü Before/after school tutoring - AIMS Prep

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

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. Provide students and parents with school handbook, district student rights and responsibilities, changes to policies, test scores, and access to online information. Parents receive quarterly school newsletters, and other forms of parent communications. Provide parent workshops.

Parents

We encourage parents to reinforce school policies, regular attendance and the provision of a designated time and place for homework. We also encourage parents to participate in parent/teacher conferences, special meetings to review test scores, to volunteer, attend special events, and serve on committees - parent teacher club, school site-council, volunteer work. We encourage parents to discuss and review AIMS data.

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.

School Honors

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

Award/Honor	Year
ü YWCA Grant to reduce racism	2004
ü Teaching Tolerance Grant Award	2003
ü Educational Enrichment Ray Davies Grant Award	2003
ü The Frank Armstrong Scholarship	2003

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	39	4134	69846	100	98	100	597	694	699	49	23	21	17	13	11	29	48	49	6	17	18
All Students (Prior Year)	42	4071	65934	95	98	100	485	490	492	56	46	43	13	17	18	22	22	24	9	15	15
Female	14	2050	34328	100	98	99	667	697	702	73	21	19	0	14	12	18	50	51	9	16	18
Male	25	2083	35509	100	97	100	564	691	696	38	24	23	25	12	11	33	46	48	4	18	18
African American	--	268	3535	--	96	100	--	682	677	--	27	31	--	15	15	--	48	46	--	10	8
Hispanic	20	1822	23363	100	97	100	583	678	680	53	33	32	12	17	16	35	44	45	0	7	7
Asian/Pacific Islander	--	132	1742	--	100	99	--	723	733	--	14	8	--	11	7	--	45	46	--	30	38
American Indian/Alaskan Native	NC	122	4785	NC	93	100	NC	659	671	NC	34	39	NC	23	17	NC	39	39	NC	4	5
White	18	1790	36421	100	99	99	607	712	714	41	12	12	24	8	8	24	53	54	12	27	26
Students with Disabilities	17	485	7690	100	97	100	495	578	593	71	62	64	18	16	14	12	20	21	0	1	2
Students without Disabilities	22	3649	62220	100	98	99	693	709	712	28	17	16	17	12	11	44	52	53	11	19	20
Limited English Proficient Students	NC	369	5834	NC	100	100	NC	613	612	NC	48	46	NC	20	20	NC	31	31	NC	1	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	15	1384	21421	83	91	92	678	686	686	46	35	35	8	14	15	38	43	43	8	7	7
Non-Economically Disadvantaged	24	2750	48489	100	100	100	549	698	704	50	16	15	23	12	10	23	50	52	5	22	23

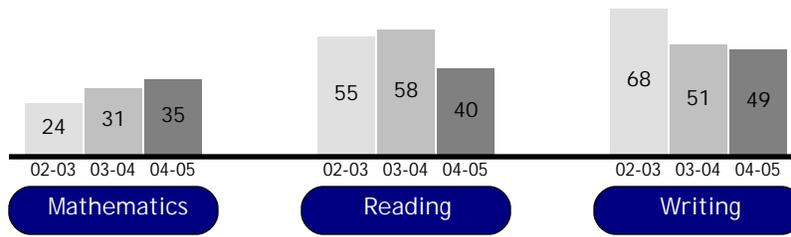
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	39	4182	71311	98	98	100	586	691	694	29	8	7	31	22	21	37	62	63	3	9	9
All Students (Prior Year)	42	4214	68162	100	98	100	502	505	509	21	22	18	21	23	24	53	47	51	5	8	8
Female	15	2058	34899	100	98	100	663	697	700	25	6	5	33	21	19	42	64	66	0	10	10
Male	24	2124	36430	96	97	100	546	685	688	30	10	9	30	22	22	35	60	61	4	8	8
African American	--	267	3573	--	95	100	--	681	676	--	6	9	--	27	26	--	63	60	--	4	4
Hispanic	19	1842	24056	95	97	100	561	671	672	44	12	13	25	31	31	31	53	53	0	3	3
Asian/Pacific Islander	--	133	1731	--	100	98	--	709	717	--	5	3	--	17	13	--	66	68	--	12	16
American Indian/Alaskan Native	NC	130	5110	NC	94	100	NC	652	661	NC	12	14	NC	35	38	NC	51	46	NC	1	2
White	19	1810	36841	100	99	99	606	712	713	17	3	3	33	11	12	44	70	72	6	16	13
Students with Disabilities	17	488	8021	94	95	100	483	571	590	35	28	27	47	44	42	18	28	29	0	1	1
Students without Disabilities	22	3694	63379	100	98	100	683	706	707	22	5	5	17	19	18	56	66	68	6	10	10
Limited English Proficient Students	NC	391	6402	NC	100	100	NC	594	596	NC	25	25	NC	47	44	NC	27	30	NC	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	16	1415	22243	84	91	93	669	677	677	36	14	14	14	31	32	43	51	51	7	3	3
Non-Economically Disadvantaged	23	2767	49157	100	100	100	531	698	702	24	4	4	43	17	16	33	67	69	0	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	39	4168	70868	98	97	100	590	684	688	11	5	5	40	23	23	49	66	63	0	6	9
All Students (Prior Year)	41	4179	67629	98	97	100	472	523	524	32	22	22	16	16	16	51	59	59	0	3	3
Female	15	2053	34710	100	98	99	664	693	697	17	4	3	25	19	19	58	69	66	0	8	12
Male	24	2115	36176	96	97	100	552	674	678	9	6	7	48	26	27	43	63	59	0	4	7
African American	--	265	3557	--	95	99	--	681	675	--	5	7	--	24	25	--	66	62	--	5	6
Hispanic	19	1839	23868	95	97	100	562	671	670	19	8	9	44	31	33	38	59	55	0	2	4
Asian/Pacific Islander	--	133	1732	--	100	98	--	702	713	--	5	2	--	13	12	--	75	64	--	7	22
American Indian/Alaskan Native	NC	131	5001	NC	95	100	NC	660	661	NC	5	9	NC	30	41	NC	61	48	NC	4	2
White	19	1800	36710	100	98	99	611	697	702	6	2	2	39	16	15	56	72	69	0	10	13
Students with Disabilities	17	481	7900	94	94	100	490	568	580	24	18	22	41	50	49	35	32	28	0	1	1
Students without Disabilities	22	3687	63054	100	98	99	685	698	701	0	3	3	39	20	20	61	70	67	0	7	10
Limited English Proficient Students	NC	389	6308	NC	100	100	NC	594	591	NC	19	19	NC	44	47	NC	37	33	NC	0	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	16	1404	21994	84	91	92	665	674	673	14	10	10	29	33	36	57	55	52	0	2	3
Non-Economically Disadvantaged	23	2764	48960	100	100	100	541	688	694	10	2	3	48	18	18	43	71	67	0	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?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

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	93	45	40	41	63	20	NA	42	77	34	48	51
	Language	93	49	40	42	68	21	37	42	77	33	46	50
	Mathematics	93	66	57	60	68	42	57	63	77	31	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)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	22.00
Other Professional Staff	6.90	Teacher Aide	26.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	46
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Hightly Qualified Teachers	6%

Resources Available at School Site

Special Facilities

- Ü Business Technology program
- Ü Construction Tech - Habitat for Humanity
- Ü New Computer Lab
- Ü American Sign Language Program

Extracurricular Activities

- Ü National Honor Society
- Ü Skills USA Chapter
- Ü Future Business Leaders of America
- Ü Yearbook
- Ü Student Council
- Ü Special Olympics
- Ü RAZA Studies
- Ü Job Shadowing

Social Services

- Ü Leeds Foundation
- Ü Pima College
- Ü Blake Foundation
- Ü Check Yourself - Drug and Sex Awareness

School Achievements/Accomplishments 2004-05

- ü Recipient of RSA grant to build Habitat for Humanity house each year.

- ü Recipient of Serve and Learn Grant.

- ü Recipient U.S. Department of Education Magnet School Grant.

- ü Western Growers Charitable Foundation School Garden Program.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Transfers Out Rates ⁵	14	12	12	17
Transfers In Rate ⁶	18	28	28	37
Stability Rate ⁷	85	87	87	82
Promotion Rate ⁸	77	96	95	81
Retention Rate ⁹	18	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	75	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

Clear expectations for student behavior are outlined in our district's code of conduct and are fairly and consistently enforced at our school. The school Code-of-Conduct is posted in classrooms and shared with students. Students are provided copies of the school handbook. This year, a week-long freshmen orientation was implemented. Teachers are encouraged to inform parents of student progress regularly. The school diversity pledge is posted in classrooms and read over the intercom daily.

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) :

0

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	Chris Martin	(520) 232-7355
Transportation Policy	Transportation	(520) 225-4800
Community Resources	Colleen Sand	(520) 232-7341
School Nutrition Programs	Camilla Loehrer	(520) 225-4758
Parent Organization	Al Albertini	(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. "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 0 Copies = \$0.00

** 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.