

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

555 South Tucson Blvd., Tucson, AZ 85716

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 LEARNS<sup>1</sup>

#### High School Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing
2003-04	Performing

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

### School Overview

Principal/Administrator : Mr. Jimmy Hart  
 Schedule : 08:00 AM to 04:30 PM  
 Grades : 9-12  
 Web Address : edweb.tusd.k12.az.us/Howenstine/  
 Phone Number : (520) 232-7300  
 Fax Number : (520) 319-4180  
 E-mail : jimmy.hart@tusd1.org

### 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.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Met

#### School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

### 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, 2005 School Year Student Enrollment : 175  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 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 monthly 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 State Farm Project Ignition Grant Award	2006
ü Teaching Tolerance Grant Award	2003
ü YWCA Eliminate Racism Grant Award	2005
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	32	3907	71130	70	93	95	692	701	701	34	23	23	16	13	13	47	51	51	3	13	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	1942	35465	58	95	96	692	702	702	36	21	21	14	14	13	43	52	53	7	13	13
Male	18	1965	35648	82	92	94	692	700	701	33	25	24	17	12	12	50	50	50	NA	14	14
African American	NC	290	3868	NC	98	95	NC	679	686	NC	40	33	NC	14	17	NC	41	45	NC	4	6
Hispanic	15	1807	25103	79	93	95	680	688	685	47	31	34	20	16	16	33	47	45	NA	6	5
Asian/Pacific Islander	NC	134	1805	NC	98	98	NC	727	731	NC	10	9	NC	5	7	NC	53	50	NC	31	34
American Indian/Alaskan Native	--	115	4241	--	86	90	--	681	679	--	44	39	--	10	19	--	40	39	--	6	3
White	14	1560	36075	61	93	95	698	719	715	29	10	12	7	9	9	57	58	58	7	22	21
Students with Disabilities	12	361	5862	46	65	71	693	659	658	50	63	63	25	14	15	25	22	20	NA	1	2
Students without Disabilities	20	3546	65268	100	98	98	692	704	705	25	19	19	10	12	12	60	54	54	5	14	15
Limited English Proficient Students	NC	353	4859	NC	89	93	NC	658	662	NC	70	64	NC	10	15	NC	19	20	NC	1	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	13	1325	22957	76	91	93	682	684	685	31	36	34	31	17	17	38	42	44	NA	5	5
Non-Economically Disadvantaged	19	2582	48173	66	95	96	698	710	709	37	17	17	5	10	11	53	55	55	5	17	18

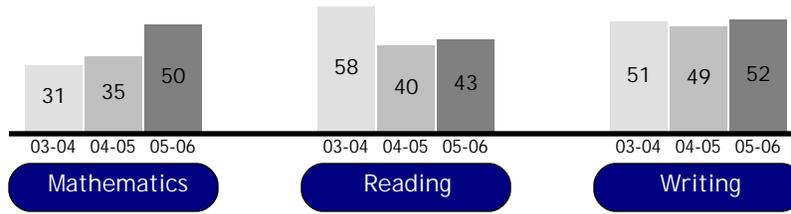
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	42	4113	73018	89	96	97	675	699	703	12	7	6	45	26	23	38	60	64	5	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	2019	36181	88	97	97	684	704	708	5	5	4	43	23	21	43	63	65	10	9	9
Male	21	2093	36816	91	95	96	666	693	699	19	9	7	48	28	24	33	57	62	NA	6	7
African American	NC	302	3976	NC	99	96	NC	677	689	NC	16	8	NC	32	29	NC	50	59	NC	2	3
Hispanic	19	1900	25801	95	96	96	669	683	683	16	9	10	42	34	34	42	53	53	NA	3	3
Asian/Pacific Islander	NC	137	1812	NC	99	98	NC	720	722	NC	2	3	NC	18	15	NC	66	66	NC	14	16
American Indian/Alaskan Native	--	128	4389	--	91	93	--	678	675	--	6	9	--	46	42	--	45	47	--	2	1
White	20	1646	37024	87	96	97	680	720	721	10	3	2	45	14	12	35	69	73	10	14	13
Students with Disabilities	21	530	7170	81	93	85	650	652	654	19	24	23	57	48	47	24	27	29	NA	1	1
Students without Disabilities	21	3583	65848	100	97	98	693	705	708	5	4	4	33	22	20	52	64	67	10	9	9
Limited English Proficient Students	NC	379	5099	NC	93	95	NC	636	641	NC	34	29	NC	55	59	NC	11	12	NC	0	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	16	1425	23912	94	94	94	680	677	681	6	11	10	44	39	36	50	47	52	NA	2	2
Non-Economically Disadvantaged	26	2688	49106	87	98	98	673	710	714	15	5	4	46	19	16	31	66	69	8	11	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	42	4094	72810	89	96	96	674	681	685	17	7	6	31	32	30	52	55	58	NA	6	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	1999	36111	92	96	97	675	694	695	18	4	4	27	25	23	55	63	65	NA	8	8
Male	20	2094	36678	87	96	95	673	670	674	15	10	9	35	40	36	50	47	52	NA	3	3
African American	NC	300	3962	NC	99	96	NC	660	675	NC	18	8	NC	30	33	NC	50	55	NC	2	3
Hispanic	19	1889	25735	95	95	96	660	672	669	32	9	10	26	39	41	42	49	48	NA	3	2
Asian/Pacific Islander	NC	137	1809	NC	99	97	NC	698	704	NC	4	4	NC	22	19	NC	60	65	NC	14	13
American Indian/Alaskan Native	--	126	4370	--	89	92	--	674	670	--	6	9	--	46	39	--	47	50	--	2	2
White	19	1642	36915	83	96	97	685	696	697	5	4	3	37	25	21	58	62	67	NA	10	8
Students with Disabilities	21	521	7071	81	91	84	652	631	634	24	25	24	43	56	53	33	17	21	NA	1	1
Students without Disabilities	21	3573	65739	100	96	98	690	688	689	10	5	4	19	29	27	71	60	62	NA	6	6
Limited English Proficient Students	NC	368	5046	NC	90	94	NC	612	621	NC	36	31	NC	57	56	NC	7	12	NC	0	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	15	1407	23814	88	93	94	678	664	667	20	11	10	20	43	41	60	44	47	NA	1	2
Non-Economically Disadvantaged	27	2687	48996	90	98	97	672	690	693	15	5	4	37	27	24	48	60	64	NA	8	7

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 2005-06

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?	Not Evaluated
	Met Attendance Rate?	NA
	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	63	20	NA	42	77	34	48	51	94	35	48	52
	Language	68	21	37	42	77	33	46	50	94	32	46	50
	Mathematics	68	42	57	63	77	31	46	50	94	21	44	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/](http://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	22.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	1	0
4 to 6 years	3	1	0	0
7 to 9 years	1	1	0	0
10 or more years	1	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	44
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	13%

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 Bike Club
- Ü Job Shadowing

Social Services

- Ü Leeds Foundation
- Ü Pima College
- Ü Blake Foundation
- Ü Clothing/Food Bank
- Ü Youth on Their Own
- Ü Human Society

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

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 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	92	95	94	95
Promotion Rate <sup>5</sup>	78	89	88	73
Graduation Rate <sup>6</sup>	76	NA	NA	81

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.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1
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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	Mildred Polewytewa	(520) 232-7300
Transportation Policy	Transportation	(520) 225-4800
Community Resources	Colleen Sand	(520) 232-7341
School Nutrition Programs	Camilla Loehrer	(520) 225-4758
Parent Organization	Gwen Miller	(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](http://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](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.

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 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.

6 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](http://www.ade.az.gov/researchpolicy/grad).

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\*\* 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.