

# Attachments

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Attachment	Title	Page
A.	Summary of 2011 Magnet Study Findings	2
B.	Draft Lottery Process	7
C.	Chart of Magnet Changes	8
D.	Chart of Magnet Additions	9
E.	Chart of Potential Pipelines	10
F.	Evaluation Process	11
G.	Evaluation Results, 2012-13	12
H.	Integration Information	17
I.	Magnets and Potential Themes	23
J.	Mobility Information	24

# **ATTACHMENT A: SUMMARY OF 2011 MAGNET STUDY FINDINGS**

## **General District and Site-Level Findings**

1. Lack of district-level understanding regarding magnets (referring to magnet schools and programs).
2. Lack of site-level understanding of the Post-Unitary Status Plan (PUSP) enrollment process (especially school groupings by areas A, B, and C), and how the process effects transportation and recruitment.
3. Lack of understanding that magnets should be attractive to neighborhood/non-neighborhood families.
4. Lack of central office consideration and support, notably the absence of a single coordinator/director.
5. Lack of central office-supported marketing and recruitment to help schools with diversity issues.
6. Lack of focus on enrollment/diversity goals; diversity not reflected in many school enrollments.
7. Lack of a policy or process for creating new magnets or significantly revising existing magnets.
8. Lack of attention to magnet pipeline schools when creating new magnet schools/programs.
9. Lack of district-level processes for monitoring magnets' student enrollments or withdrawals
10. Lack of district-level processes for monitoring student achievement at a magnet school program.
11. Lack of appropriate/attractive signage clearly reflecting the theme and scope of the school's theme
12. Lack of professional development that is directly related to a school's magnet theme.
13. Lack of professional development in recent years related to cultural literacy.
14. Because neighborhood students are not required to submit a magnet application for program-within-a-school magnets, reviewers cannot appropriately ascertain magnet diversity, student achievement, or per student costs.
15. Issues with transportation are especially difficult for many schools, taking hours of staff time and resulting in students dropping from programs they had been attending for several weeks.
16. Magnet funding allocations vary significantly; desegregation funds used by schools in a variety of ways.

## **General Parent and Community-Level Findings**

17. Community at large is unaware of the high quality and variety of the magnet programs offered in TUSD.
18. The open enrollment and magnet enrollment processes (including applications) are confusing to parents.
19. The magnet application is confusing; the application process makes it difficult for some parents to apply.
20. Parents equate magnets to GATE programs or schools for smarter students; lack of clear definition.
21. The "Catalog of Schools" does not feature magnets as a group, causing parents to have to hunt for magnets they are interested in. The catalog makes magnets sound like any other district school.
22. Parents available for interviews appeared to be committed to the magnet program at the school.

## Specific Site-Level Findings and TUSD's Responsive Strategies

School	2011 Finding	Responsive Strategy
1. <b>Borton ES</b>	Inconsistent implementation, academically weak (Internal review did not have this conclusion), Curriculum not documented.	Magnet Director will work with staff to strengthen implementation through professional development, classroom observations, and data analyses. By School Year (SY) 2013-14, curriculum will be developed, taught and reflected.
2. <b>Bonillas ES</b>	The Basic Curriculum Magnet at Bonillas was notable. Strong commitment to theme (although the review committee did not feel that back to basics is a theme). Internal review indicates a lack of curriculum congruency in math and science. In-house training of Open Court has diminished with no on-going professional development.	By SY 2013-14, Bonillas will revision their theme and align curriculum with Common Core. Teachers will receive targeted professional development centered around: "Reading First" model of instructional delivery to include LTrS training; training in up-dated "Open Court" implementation; creating an instructional committee to explore Saxon Math; and creating an instructional committee to research and locate a traditional science adoption aligned with Common Core. Strengthen/Build "No Excuses University" and defined Early College Prep.
3. <b>Dodge ES</b>	Dodge is a successful magnet program, but the review indicates that Back to Basics is not a theme. What makes Dodge successful is the strict level of application of traditional teaching methodology. Dodge needs a magnet coordinator.	In SY 2013-14, the Dodge community will explore "KIPP" as a possible programmatic framework. A Magnet Coordinator position has been budgeted.
4. <b>Drachman ES</b>	Teachers at Drachman need to be trained in Montessori methodology and how to use Montessori materials. Magnet Coordinator needed.	Funding has been allocated for: teachers to attend training (registration, travel), a Magnet Coordinator position, and substitute for classroom coverage for training during the contract day.
5. <b>Ochoa ES</b>	Ochoa has professional development related to theme. Ochoa is doing an impressive job of developing their curriculum. Teachers were observed using theme related strategies. Internal review indicates a lack of congruency in implementation across the grades.	Central magnet staff will work with the staff at Ochoa to document the curriculum and provide consistent professional development across all grades. Magnet staff will conduct instructional and theme related walk-through observations.
6. <b>Holladay ES</b>	Holladay should be commended for adding K-2 program. Magnet Coordinator needed.	A staff member has been designated as Magnet Coordinator. Magnet staff will work with Holladay to create integrated instructional units centered around the theme. Holladay will develop a recruitment plan that includes garnering community partnerships.

School	2011 Finding	Responsive Strategy
7. <b>Carrillo ES</b>	Carrillo is the only elementary with dual programs to prepare students for two different magnet continuums. Carrillo's science curriculum is not unique- there is not a documented science curriculum. Carrillo should work with Utterback to determine how to strengthen the art curriculum. Internal review indicates there is no technology curriculum, science curriculum is not unique or continuous and none of the themes are integrated with each other or core content areas.	Carrillo will have a Fine Arts teacher and a Music teacher to provide coursework for SY 2013-14. Carrillo's magnet will likely be eliminated in SY 2013-14.
8. <b>Davis ES</b>	School signage and classroom materials indicated dual language not immersion. The school should be marketed as a "Spanish Immersion" if that is what they are doing. Magnet Coordinator needed.	Funding for SY 2013-14 has been allocated for specialized staff to support the theme. Davis' magnet status will be eliminated in SY 2013-14.
9. <b>Robison ES</b>	Well implemented. Classroom strategies observed The school is very involved in professional development. They have potential of being a successful magnet. District must commit to continuing funding the program.	Robison received IB authorization in July of 2012. Funding as been allocated to continue the program.
10. <b>Tully ES</b>	At the time of the external review, Tully had claimed OMA as a magnet theme. The external evaluation indicates that OMA is not unique and therefore can be a magnet theme. Tully needs a Magnet Coordinator.	In SY 2013-14, Tully will revision the magnet and implement STEM theme. Magnet staff will work with Tully to create curriculum and provide professional development resources. The Magnet Office will support Tully in seeking and forming community partnerships. Funding has been allocated for a Magnet Coordinator.
11. <b>Utterback MS</b>	The art teachers have done a good job of embedding academic standards into the curriculum, but the core subject areas have not embedded the arts. Reduce the number of schools feeding to Utterback- give neighborhood students options other than attending an arts magnet. Internal review indicates that not all arts teachers are experts or highly qualified.	Magnet staff will work with Utterback to integrate curriculum in content areas. Utterback is under consideration for elimination in SY 2014-15 if new boundaries will not enhance integration. If Utterback's magnet status is eliminated, consideration will be made to relocate the program to central location.

School	2011 Finding	Responsive Strategy
<b>12. Booth-Fickett K-8</b>	The curriculum at Booth-Fickett needs to be significantly revised. There was no evidence of any specialized math or science curriculum in the elementary grades. The curriculum in the elementary is not unique and not taught by experts. At the middle school, students can participate in a “Habitat” course or “Exploring Engineering”. However, there are no specialized math/science teachers or continuity or congruency in the curriculum. Needs a Magnet Coordinator.	By SY 2013-14, Magnet staff will support the development of a continuous and congruent curriculum K-8 that is integrated and aligned with Common Core. Booth-Fickett staff will explore “Project Lead The Way” and “Gateway” in order to provide curricular framework. Funding is allocated for a Magnet Coordinator. Magnet staff will work with TUSD and University of Arizona in developing specialized math/science teachers.
<b>13. Roskruge K-8</b>	The magnet theme is only in grades 6-8, yet Roskruge is a K-8 school. The school should become a total school magnet. The district needs to get wireless access to students.	In SY 2013-14, funding was allocated for a Magnet Coordinator. Funding was set aside for support staff to implement the theme. Roskruge’s magnet status will be eliminated in SY 2104-15.
<b>14. Safford K-8</b>	The IB MYP Program is an internationally recognized quality program and has the capacity to make a significant difference at Safford. TUSD must commit to continue to fund them after grant funding ceases.	Safford received IB authorization (MYP) in July of 2013. Funding has been allocated to continue the program.
<b>15. Tucson High – Fine Arts Strand</b>	Courses within the Fine Arts strand progress from beginning to basic to advanced and are taught by expert teachers. Tucson High needs to define what it means to be a “Fine Arts” magnet student as compared to a student who is taking fine arts coursework.	Tucson High will document a contiguous and congruent curriculum for magnet students that are unique to specific programs.
<b>16. Tucson High – Math Strand</b>	While there were numerous math and science classes that are unique, there is no scope and sequence. THMS needs to define what it means to be a “Math/Science” magnet student. Endorsed magnet plans need to be finalized and communicated to parents and students.	For SY 2013-14, the magnet science curriculum will be revised to reflect a unique “Life Science” focus. The math magnet will be eliminated in SY 2014-15. Tucson High Magnet staff will develop a comprehensive magnet plan to share with the community by May of 2014.
<b>17. Pueblo</b>	College prep is not a theme. Communication Arts program at Pueblo is a strong magnet program. Teachers have worked hard to integrate core curriculum standards into the coursework. The coursework is not sequenced or congruent.	Funding has been allocated for SY 2013-14 to fund the Communication Arts coursework. Pueblo’s magnet status will be eliminated in SY 2014-15.
<b>18. Palo Verde HS</b>	Palo Verde has only one theme recognized by the governing board which is Engineering Technology.	Palo Verde has revised their theme to STEAM (Science, Technology, Engineering, Art, Math). The “Art” in STEAM will centered around engineering arts and must be unique to Palo Verde. The Magnet Office will support Palo Verde in developing the curriculum.

School	2011 Finding	Responsive Strategy
<p><b>19. Catalina HS</b></p>	<p>The district should consider moving the JTED Certified Nursing Assistant program back to Catalina. It should also support adding the Emergency Medical Technician program to the Health Care Program and an Air Traffic Controller sequence to the Aviation Aerospace Program. It is difficult to implement, market, and recruit for programs with only one teacher in each program. Funding is needed to ensure adequate professional development for teachers in the two career related programs as well as for the Terra Firma (College Prep) program teachers. Like the traditional magnets at Bonillas and Dodge, Catalina's College Prep program is highly regarded by parents and students as a successful program. However, the team that visited this magnet believes that all high schools should be offering a college prep curriculum and support for students to be successful in higher education.</p>	<p>During SY 2013-14, the Catalina community will explore magnet themes. It is recommended that International Business and Dual Language be considered.</p>
<p><b>20. Cholla HS</b></p>	<p>The schools high quality and highly successful IB Diploma program at grades 11 and 12 should be expanded to include IB 9-10 Middle Year. Funding for required IB training is necessary to ensure students success in the program and on IB exams. The Law and Public Safety Program needs strengthening. The once highly regarded program with its courtroom and law library should be revamped and updated with the intent of applying for recently introduced IB Career/Tech Certification program.</p>	<p>Planning and funding has been allocated to ensure the continuance of IB Diploma and the development and implementation of IB Middle Years. Cholla will be making an application for MYP authorization in the Spring of 2014.</p>

## **ATTACHMENT B: DRAFT LOTTERY PROCESS FOR OVERSUBSCRIBED SCHOOLS**

Priority Indicators / Data Set (the indicators are in the order that they are considered during the lottery). All applications that meet each criterion are placed before going to the next step.

- 1) All applications received within the priority window are placed before any applications received later are considered
- 2) All in-district students are placed before any out-of district students
- 3) If the number of available seats exceeds the number of students in each step, the students will be selected based on a random number generated during the lottery (different random numbers are assigned to each of a student's choices)

Pipeline Flag – magnet feeding to magnet while continuing a theme or program, TUSD Policy (value derived from flags checked off for each choice entered with the application data) – not relevant for open enrollment.

In District Siblings – In-district student has sibling attending school of choice (value derived from flags checked off for each choice entered with the application data)

Racially Concentrated Boundaries- Residents of racially concentrated boundaries whose enrollment will enhance integration. This will be re-defined each year based on 40th day demographic data.

Enhancing Integration- Any In-District student who enhances the integration of the receiving school

In District Residence- Any In-District student regardless of race

Out of District Siblings – Out-of-district student has sibling attending school of choice (value derived from flags checked off for each choice entered with the application data)

Out of District Student Who Enhances the Integration of the receiving school (based on 40th day demographics data)

Out of District Students regardless of race

Priority Window: Applications received on or before the cut-off date for the priority window

Parental Choice: Parents will be given three choices for possible placement

- 1st Choice
- 2nd Choice
- 3rd Choice

**ATTACHMENT C: CHART OF MAGNET CHANGES 2013-15**

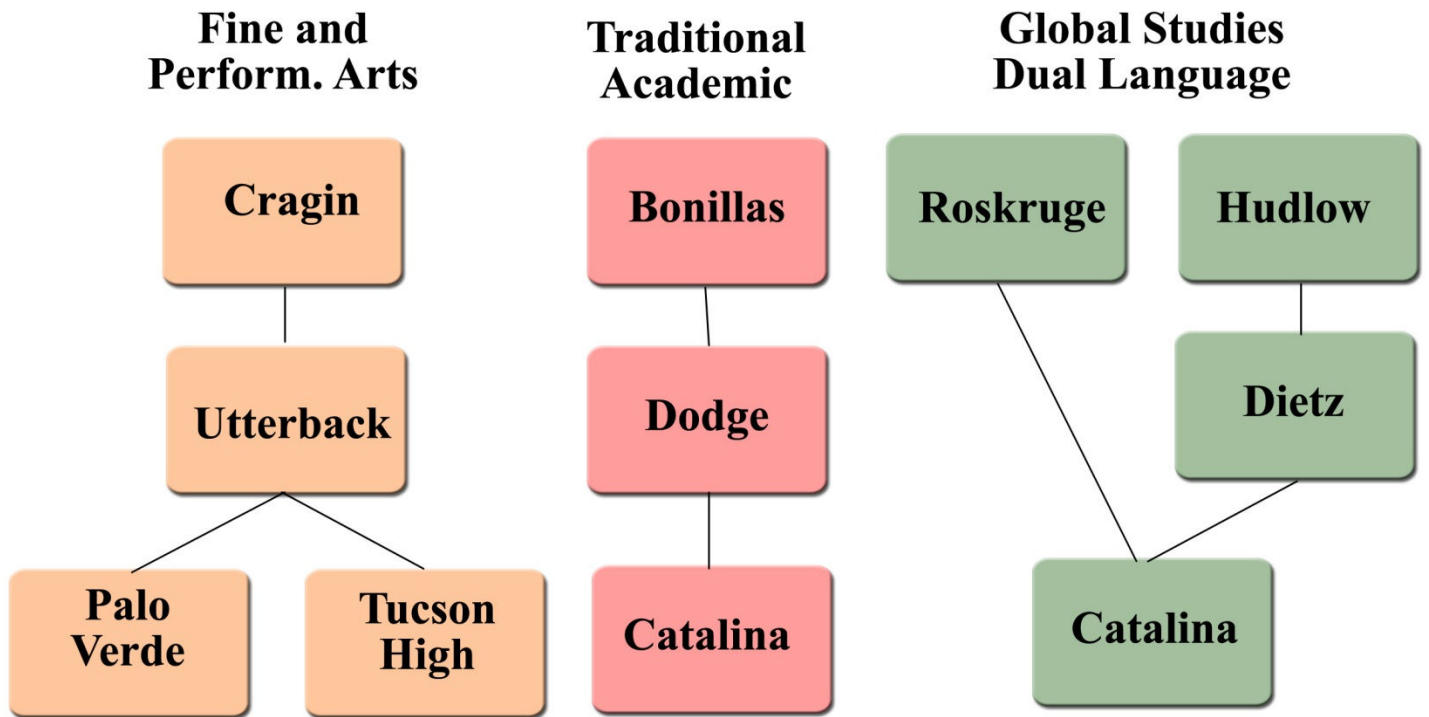
<p align="center"><b>“SUCCESSFUL”</b></p> <p align="center">MAINTAIN Monitor and Adjust</p>	<p align="center"><b>“IMPROVEMENT”</b></p> <p align="center">IMPROVE</p>	<p align="center"><b>“ELIMINATION”</b></p> <p align="center">PHASE OUT</p>
<p><b>Borton ES</b> Project-Based, Systems Thinking</p>	<p><b>Bonillas ES</b> Traditional Academics</p>	<p><b>Carrillo ES</b> Undefined</p>
<p><b>Holladay ES</b> Fine and Performing Arts</p>	<p><b>Drachman ES</b> Montessori</p>	<p><b>Davis ES</b> Spanish Immersion</p>
<p><b>Booth-Fickett K8</b> Science and Math</p>	<p><b>Ochoa ES</b> Reggio Emilia-based Arts</p>	<p><b>Roskruge K8</b> Bilingual</p>
<p><b>Dodge MS</b> Traditional Academics</p>	<p><b>Robison ES</b> International <i>Baccalaureate</i> (IB)</p>	<p><b>Catalina HS</b> Aviation/Health Terra Firma</p>
<p><b>Palo Verde HS</b> STEAM</p>	<p><b>Tully ES</b> STEM</p>	<p><b>Pueblo HS</b> Communication Arts and College Prep</p>
	<p><b>Safford K8</b> International <i>Baccalaureate</i> (IB)</p>	<p><b>Tucson HS</b> Math/Tech</p>
	<p><b>Utterback MS</b> Performing Arts</p>	
	<p><b>Cholla HS</b> International <i>Baccalaureate</i> (IB)</p>	
	<p><b>Tucson HS</b> Life Science</p>	
	<p><b>Tucson HS</b> Fine and Performing</p>	



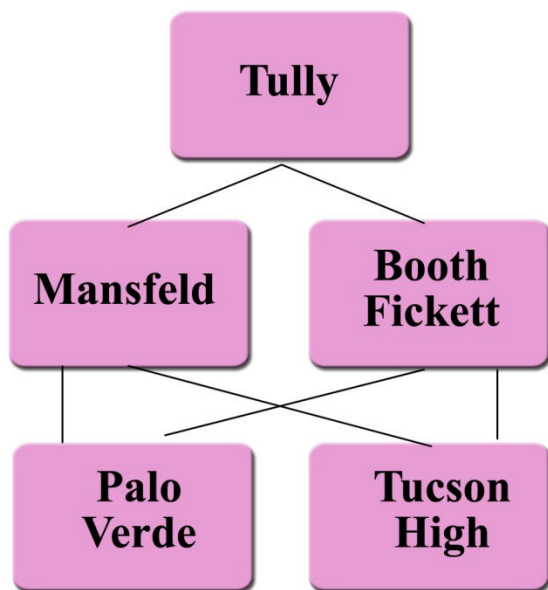
**ATTACHMENT D: CHART OF MAGNET ADDITIONS 2013-15**  
(Including potential additions for 2015-16 and beyond)

<b>ADDITIONS 2013-15</b>  PHASE IN	<b>POTENTIAL ADDITIONS 2014-15</b>  PHASE IN
<b>Cragin ES</b> Performing Arts	<b>Hudlow ES</b> Expeditionary Learning and Dual Language
<b>Mansfeld MS</b> STEM	<b>Dietz K8</b> Global Enterprise and Dual Language
<b>Catalina HS</b> Int'l Business and Dual Language	<b>Roskruge K8</b> Int'l Business and Dual Language
	<b>Roberts-Naylor K8</b> Integrated Technology
	<b>Vail MS</b> Performing Arts
	<b>Santa Rita HS</b> Early Middle College

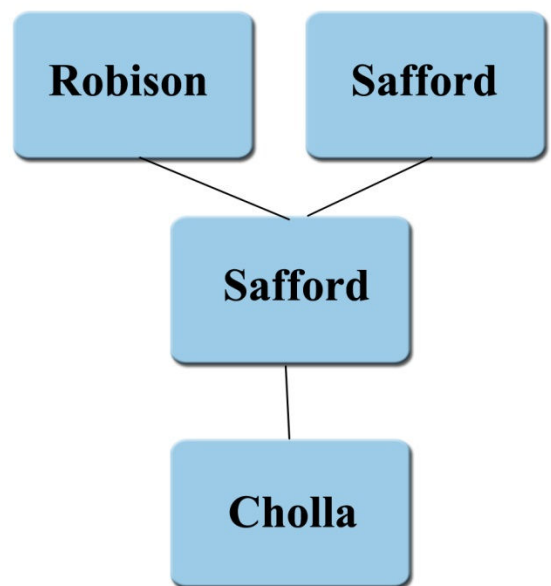
**ATTACHMENT E: CHART OF POTENTIAL PIPELINES 2013-15**



**STEM/STEAM**



**International Baccalaureate**



## ATTACHMENT F: ANNUAL EVALAUTION PROCESS

	<b>Annual Review competed by August 1 each year</b> <b>Plans developed by the end of the first quarter each school year</b>
<p><b>SUCCESSFUL</b></p>	<ul style="list-style-type: none"> <li>• If no deficiencies are found, the magnet continues as a “Successful” magnet. The programs will continue to be monitored and adjusted as necessary.</li> <li>• If deficiencies are found, the magnet is reclassified as <b>“Improvement”</b></li> </ul>
<p><b>IMPROVEMENT</b></p>	<p>“Improvement” magnets require significant revisions to the professional development, curriculum, theme, pedagogy, and /or recruitment strategies.</p> <p>“Improvement” magnets will work in conjunction with the Magnet Office to develop and implement a Magnet Improvement Plan, including specific and revisions to the professional development, curriculum, theme, and/or pedagogy strategies. The Magnet Improvement Plan will include and a specific recruitment plan focused on meeting measurable goals. The Magnet Improvement Plan must be approved by the Magnet Director, in conjunction District Leadership, by the end of the first quarter, and will be evaluated for success at the end of the year.</p> <ul style="list-style-type: none"> <li>• If the Magnet Improvement Plan succeeds, the magnet is reclassified as <b>Successful</b> and will develop a plan to sustain the success.</li> <li>• If deficiencies are found, the magnet is <i>considered</i> for <b>Elimination</b>.</li> </ul>
<p><b>ELIMINATION</b></p>	<p>If integration goals have not been met and/or students’ achievement data indicates no progress toward demonstrated educational quality, and there is little to no significant and articulable potential for integrating and/or for improving academic quality using magnet-related strategies, the program will be considered for elimination.</p>

## ATTACHMENT G: EVALUATION RESULTS, 2012-13

### “SUCCESSFUL” MAGNETS 2012-13

<b>Borton Magnet K-5: Project Based Systems Thinking</b>					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
Successful	418 / 490	Integrated	NA	A	?

<b>Holladay K-5: Fine and Performing Arts</b>					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
Successful	281/330	Integrated	B	C	?

<b>Booth-Fickett K-8: Math, Science</b>					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
Successful	1193/1210	Neutral	C	C	?

<b>Dodge 6-8: Traditional Academics</b>					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
Successful	429/550	Integrated	B	A	?

<b>Palo Verde HS- STEAM</b>					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
Successful	928 / 2070	Integrated	C	B	?

**“IMPROVEMENT” MAGNETS 2012-13**

<b>BONILLAS: TRADITIONAL ACADEMICS</b>					
<b>Category</b>	<b>Enrollment/Capacity</b>	<b>Integration</b>	<b>ADE Label</b>		
			<b>2011</b>	<b>2012</b>	<b>2013</b>
Improvement	420/550	Racially Concentrated	C	C	?

<b>DRACHMAN MONTESSORI</b>					
<b>Category</b>	<b>Enrollment/Capacity</b>	<b>Integration</b>	<b>ADE Label</b>		
			<b>2011</b>	<b>2012</b>	<b>2013</b>
Improvement	319/390	Racially Concentrated	B	B	?

<b>OCHOA COMMUNITY MAGNET: REGGIO EMILIA</b>					
<b>Category</b>	<b>Enrollment/Capacity</b>	<b>Integration</b>	<b>ADE Label</b>		
			<b>2011</b>	<b>2012</b>	<b>2013</b>
Improvement	249/370	Racially Concentrated	D	D	?

<b>ROBISON: INTERNATIONAL BACCAUALUREATE</b>					
<b>Category</b>	<b>Enrollment/Capacity</b>	<b>Integration</b>	<b>ADE Label</b>		
			<b>2011</b>	<b>2012</b>	<b>2013</b>
Improvement	354/430	Racially Concentrated	D	D	?

<b>SAFFORD K-8: INTERNATIONAL BACCALAREATE</b>					
<b>Category</b>	<b>Enrollment/Capacity</b>	<b>Integration</b>	<b>ADE Label</b>		
			<b>2011</b>	<b>2012</b>	<b>2013</b>
Improvement	888/980	Racially Concentrated	D	D	?

<b>TULLY: STEM</b>					
<b>Category</b>	<b>Enrollment/Capacity</b>	<b>Integration</b>	<b>ADE Label</b>		
			<b>2011</b>	<b>2012</b>	<b>2013</b>
Improvement	446/590	Racially Concentrated	B	B	?

<b>UTTERBACK: FINE AND PERFORMING ARTS</b>					
<b>Category</b>	<b>Enrollment/Capacity</b>	<b>Integration</b>	<b>ADE Label</b>		
			<b>2011</b>	<b>2012</b>	<b>2013</b>
Improvement	681/880	Racially Concentrated	D	D	?

<b>TUCSON HIGH : FINE AND PERFORMING ARTS</b>					
<b>Category</b>	<b>Enrollment/Capacity</b>	<b>Integration</b>	<b>ADE Label</b>		
			<b>2011</b>	<b>2012</b>	<b>2013</b>
Improvement	3141/2900	Racially Concentrated	C	C	?

<b>CHOLLA HS:INTERNATIONAL BACCALUAREATE</b>					
<b>Category</b>	<b>Enrollment/Capacity</b>	<b>Integration</b>	<b>ADE Label</b>		
			<b>2011</b>	<b>2012</b>	<b>2013</b>
Improvement	1581/1650	Racially Concentrated	D	C	?

<b>TUCSON HS: LIFE SCIENCE</b>					
<b>Category</b>	<b>Enrollment/Capacity</b>	<b>Integration</b>	<b>ADE Label</b>		
			<b>2011</b>	<b>2012</b>	<b>2013</b>
Improvement	3141/2900	Racially Concentrated	C	C	?

## “ELIMINATION” MAGNETS

<b>CARRILLO: SCIENCE, TECHNOLOGY, ART, MUSIC</b>					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
Elimination	314/390	Racially Concentrated	C	B	?

<b>DAVIS: BILINGUAL (IMMERSION)</b>					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
Elimination	317/350	Racially Concentrated	D	C	?

<b>CATALINA HS: AVIATION, HEALTH CARE, TERA FIRMA</b>					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
Elimination	1160/1500	Integrated	D	D	?

<b>PUEBLO HS : COMMUNICATION ARTS</b>					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
Elimination	1687/1900	Racially Concentrated	C	D	?

<b>TUCSON HIGH MATH/TECHNOLOGY</b>					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
Elimination	3141/2900	Racially Concentrated	C	C	?

## ADDITIONS 2014-15

<b>CRAGIN: PERFORMING ARTS</b>					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
Addition	351/510	Integrated	D	C	?

<b>MANSFELD: STEM</b>					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
Addition	679/810	Racially Concentrated	D	C	?

<b>CATALINA: INTERNATIONAL BUSINESS AND DUAL LANGUAGE</b>					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
Addition	1160/1500	Integrated	D	D	?

## POTENTIAL ADDITIONS 2014-15

<b>HUDLOW ES (Expeditionary Learning and Dual Language)</b>			
<b>Category</b>	<b>Enrollment/Capacity</b>	<b>Integration</b>	<b>ADE Label (11, 12, 13)</b>
N/A	292/390	Integrated	N/A

<b>DIETZ K8 (Global Enterprise and Dual Language)</b>			
<b>Category</b>	<b>Enrollment/Capacity</b>	<b>Integration</b>	<b>ADE Label (11, 12, 13)</b>
N/A	349/490	Integrated	N/A

<b>ROSKRUGE K8 (International Business and Dual Language)</b>			
<b>Category</b>	<b>Enrollment/Capacity</b>	<b>Integration</b>	<b>ADE Label (11, 12, 13)</b>
N/A	664/550	Racially Concentrated	N/A

<b>ROBERTS-NAYLOR K8 (Integrated Technology)</b>			
<b>Category</b>	<b>Enrollment/Capacity</b>	<b>Integration</b>	<b>ADE Label (11, 12, 13)</b>
N/A	617/830	Integrated	D, C, ?

<b>VAIL MS (Performing Arts)</b>			
<b>Category</b>	<b>Enrollment/Capacity</b>	<b>Integration</b>	<b>ADE Label (11, 12, 13)</b>
N/A	684/?	Integrated	N/A

<b>SANTA RITA HS (Early Middle College)</b>			
<b>Category</b>	<b>Enrollment/Capacity</b>	<b>Integration</b>	<b>ADE Label (11, 12, 13)</b>
N/A	954/2070	Neutral	N/A



## ATTACHMENT H: INTEGRATION INFORMATION

**Ranges are based on USP definitions  
and 2012-13 40<sup>th</sup> Day Enrollment Data from TUSD STATS**

School/District Name	White/Anglo		African Am.		Hispanic		Native Am.		Asian Am.		Multi-Racial	
	N	%	N	%	N	%	N	%	N	%	N	%
Total High School	4195	28.8%	913	6.3%	8212	56.4%	436	3.0%	490	3.4%	327	2.2%
HS +/- 15% range	13.8%-43.8%		0% - 21.3%		41.4%-71.4%		0% - 18.0%		0% - 18.4%		0% - 17.2%	
Total Middle School	1808	22.6%	442	5.5%	5045	63.1%	289	3.6%	196	2.5%		
MS +/- 15% range	7.6% - 37.6%		0% - 20.5		48.1%-78.1%		0% - 18.6%		0% - 17.5%		0% - 15.0%	
Total K8	891	13.0%	319	4.7%	4948	72.3%	427	6.2%	132	1.9%	127	1.9%
K8 +/- 15% range	0% - 28%		0% - 19.7%		57.3%-87.3%		0% - 21.2%		0% - 16.9%		0% - 16.9%	
Total Elementary School	4795	23.0%	1082	5.2%	13108	62.9%	747	3.6%	394	1.9%	709	3.4%
ES +/- 15% range	8% - 38%		0% - 20.2%		47.9% - 77.9%		0 - 18.6%		0 - 16.9%		0 - 18.4%	

## USP Appendix C Data updated for 2012-13 School Year (40th Day)

### Racially Concentrated “RC”

At least one of the site’s student population groups is 70% or above. These schools are identified in the chart below by a (\*) in the column labeled “RC” and by the color pink.

### Integrated “INT”

The site’s student populations fit within all six ranges for its relevant grade level. These schools are identified in the chart below by a (\*) in the column labeled “INT” and by the color green.

### HIGH SCHOOLS

			White/Anglo		African Am.		Hispanic		Native Am.		Asian Am.		Multi-Racial	
	RC	INT	N	%	N	%	N	%	N	%	N	%	N	%
Total High School			4195	28.8%	913	6.3%	8212	56.4%	436	3.0%	490	3.4%	327	2.2%
High School +/- 15%			13.8%-43.8%		0% - 21.3%		41.4%-71.4%		0% - 18.0%		0% - 18.4%		0% - 17.2%	
Rincon		*	303	28.6%	84	7.9%	547	51.7%	17	1.6%	84	7.9%	23	2.2%
Sabino			727	66.3%	38	3.5%	268	24.5%	11	1.0%	18	1.6%	34	3.1%
Sahuaro			984	53.2%	130	7.0%	614	33.2%	20	1.1%	51	2.8%	52	2.8%
Santa Rita			417	43.7%	96	10.1%	363	38.1%	9	0.9%	28	2.9%	41	4.3%
University			474	50.7%	15	1.6%	290	31.0%	7	0.7%	110	11.8%	39	4.2%
Catalina Magnet		*	275	23.6%	165	14.2%	545	46.8%	38	3.3%	108	9.3%	33	2.8%
Cholla Magnet	*		153	9.6%	63	4.0%	1242	78.1%	106	6.7%	9	0.6%	17	1.1%
Palo Verde Magnet		*	266	28.5%	127	13.6%	453	48.6%	19	2.0%	27	2.9%	40	4.3%
Pueblo Magnet	*		59	3.5%	31	1.8%	1514	89.6%	71	4.2%	8	0.5%	6	0.4%
Tucson Magnet	*		513	16.2%	153	4.8%	2278	72.1%	134	4.2%	45	1.4%	36	1.1%
Howenstine Magnet		*	24	16.6%	11	7.6%	98	67.6%	4	2.8%	2	1.4%	6	4.1%

## MIDDLE SCHOOLS

			White/Anglo		African Am.		Hispanic		Native Am.		Asian Am.		Multi-Racial	
			N	%	N	%	N	%	N	%	N	%	N	%
Total Middle School			1808	22.6%	442	5.5%	5045	63.1%	289	3.6%	196	2.5%		
Middle School +/- 15%			7.6% - 37.6%		0% - 20.5		48.1%-78.1%		0% - 18.6%		0% - 17.5%		0% - 15.0%	
Carson			141	31.0%	62	13.6%	198	43.5%	9	2.0%	18	4.0%	27	5.9%
Doolen			208	31.7%	65	9.9%	281	42.8%	18	2.7%	54	8.2%	30	4.6%
Gridley			366	53.8%	34	5.0%	228	33.5%	5	0.7%	23	3.4%	24	3.5%
Hohokam			25	8.5%	12	4.1%	193	65.6%	60	20.4%	2	0.7%	2	0.7%
Magee			323	50.1%	45	7.0%	222	34.4%	5	0.8%	21	3.3%	29	4.5%
Mansfeld	*		71	10.4%	30	4.4%	538	79.1%	21	3.1%	13	1.9%	7	1.0%
Maxwell	*		17	5.7%	24	8.1%	243	81.5%	11	3.7%	2	0.7%	1	0.3%
Pistor	*		60	5.8%	19	1.8%	877	85.1%	56	5.4%	6	0.6%	13	1.3%
Secrist			166	45.0%	17	4.6%	152	41.2%	3	0.8%	11	3.0%	20	5.4%
Vail		*	218	31.8%	40	5.8%	348	50.7%	15	2.2%	26	3.8%	39	5.7%
Valencia	*		51	7.6%	12	1.8%	577	85.6%	26	3.9%	4	0.6%	4	0.6%
Wakefield	*		5	1.2%	1	0.2%	398	93.2%	23	5.4%	0	0.0%	0	0.0%
Dodge Magnet		*	112	26.8%	15	3.6%	257	61.5%	10	2.4%	14	3.3%		
Utterback Magnet	*		45	6.6%	66	9.7%	533	78.0%	27	4.0%	2	0.3%		

## K-8 SCHOOLS

	RC	INT	White/Anglo		African Am.		Hispanic		Native Am.		Asian Am.		Multi-Racial	
			N	%	N	%	N	%	N	%	N	%	N	%
Total K8	*		891	13.0%	319	4.7%	4948	72.3%	427	6.2%	132	1.9%	127	1.9%
K8 School +/- 15%			0% - 28%		0% - 19.7%		57.3%-87.3%		0% - 21.2%		0% - 16.9%		0% - 16.9%	
Lawrence			12	3.4%	0	0.0%	150	42.5%	190	53.8%	1	0.3%	0	0.0%
Miles			130	43.5%	13	4.3%	137	45.8%	6	2.0%	3	1.0%	10	3.3%
Pueblo Gardens	*		13	3.2%	12	2.9%	363	89.0%	9	2.2%	7	1.7%	4	1.0%
Robins			107	21.2%	13	2.6%	349	69.2%	5	1.0%	12	2.4%	18	3.6%
Rose	*		6	1.0%	0	0.0%	612	98.2%	4	0.6%	1	0.2%	0	0.0%
McCorkle	*		50	6.1%	7	0.9%	731	89.4%	24	2.9%	3	0.4%	3	0.4%
Roberts-Naylor		*	65	10.6%	64	10.4%	415	67.4%	21	3.4%	44	7.1%	7	1.1%
Ft Lowell-Townsend			127	26.5%	52	10.9%	243	50.7%	17	3.5%	20	4.2%	20	4.2%
Booth-Fickett Magnet			302	25.3%	114	9.6%	677	56.7%	15	1.3%	33	2.8%	52	4.4%
Safford Magnet	*		59	6.7%	37	4.2%	704	79.4%	74	8.3%	4	0.5%	9	1.0%
Roskruge Magnet	*		20	3.0%	7	1.1%	567	85.4%	62	9.3%	4	0.6%	4	0.6%

# ELEMENTARY SCHOOLS

			White/Anglo		African Am.		Hispanic		Native Am.		Asian Am.		Multi-Racial	
	RC	INT	N	%	N	%	N	%	N	%	N	%	N	%
Total Elementary		*	4795	23.0%	1082	5.2%	13108	62.9%	747	3.6%	394	1.9%	709	3.4%
Elem. School +/- 15%			8% - 38%		0% - 20.2%		47.9% - 77.9%		0 - 18.6%		0 - 16.9%		0 - 18.4%	
Banks		*	105	29.5%	8	2.2%	230	64.6%	7	2.0%	2	0.6%	4	1.1%
Blenman			108	26.4%	53	13.0%	191	46.7%	13	3.2%	28	6.8%	16	3.9%
Bloom			110	40.7%	19	7.0%	112	41.5%	2	0.7%	10	3.7%	17	6.3%
Borman			252	53.6%	53	11.3%	107	22.8%	0	0.0%	13	2.8%	45	9.6%
Brichta	*		36	10.3%	14	4.0%	272	78.2%	13	3.7%	4	1.1%	9	2.6%
Cavett	*		7	2.5%	20	7.2%	244	87.5%	5	1.8%	1	0.4%	2	0.7%
Collier			151	63.4%	7	2.9%	53	22.3%	2	0.8%	7	2.9%	18	7.6%
Corbett		*	107	27.2%	38	9.6%	210	53.3%	2	0.5%	10	2.5%	27	6.9%
Cragin		*	86	25.4%	39	11.5%	179	53.0%	8	2.4%	3	0.9%	23	6.8%
Davidson		*	82	24.3%	26	7.7%	193	57.3%	7	2.1%	15	4.5%	14	4.2%
Dietz		*	101	29.2%	23	6.6%	177	51.2%	3	0.9%	8	2.3%	34	9.8%
Dunham			115	55.8%	3	1.5%	67	32.5%	1	0.5%	7	3.4%	13	6.3%
Erickson		*	121	26.9%	60	13.3%	220	48.9%	10	2.2%	8	1.8%	31	6.9%
Ford			149	39.2%	22	5.8%	170	44.7%	3	0.8%	10	2.6%	26	6.8%
Fruchthendler			277	68.6%	6	1.5%	95	23.5%	1	0.2%	9	2.2%	16	4.0%
Gale			231	58.0%	11	2.8%	117	29.4%	2	0.5%	11	2.8%	26	6.5%
Grijalva	*		23	3.3%	13	1.8%	644	91.5%	19	2.7%	2	0.3%	3	0.4%
Hollinger	*		16	4.2%	1	0.3%	347	91.3%	15	3.9%	0	0.0%	1	0.3%
Henry			150	48.1%	29	9.3%	115	36.9%	3	1.0%	5	1.6%	10	3.2%
Howell		*	77	22.5%	33	9.6%	205	59.9%	10	2.9%	9	2.6%	8	2.3%
Hudlow		*	85	33.2%	28	10.9%	126	49.2%	5	2.0%	5	2.0%	7	2.7%
Hughes			167	43.4%	8	2.1%	174	45.2%	4	1.0%	18	4.7%	14	3.6%
Johnson			5	1.4%	3	0.8%	207	58.1%	137	38.5%	0	0.0%	4	1.1%
Kellond			169	41.4%	17	4.2%	188	46.1%	13	3.2%	7	1.7%	14	3.4%
Lineweaver		*	201	37.2%	11	2.0%	264	48.8%	8	1.5%	23	4.3%	34	6.3%
Lynn-Urquides	*		15	2.5%	7	1.2%	559	94.3%	8	1.3%	2	0.3%	2	0.3%
Lyons		*	85	32.2%	16	6.1%	135	51.1%	4	1.5%	6	2.3%	18	6.8%
Maldonado	*		38	8.0%	10	2.1%	384	80.8%	38	8.0%	1	0.2%	4	0.8%
Manzo	*		11	4.8%	3	1.3%	193	84.6%	13	5.7%	7	3.1%	1	0.4%
Marshall			135	42.5%	15	4.7%	140	44.0%	3	0.9%	7	2.2%	18	5.7%
Menlo Park	*		8	3.5%	5	2.2%	209	90.9%	7	3.0%	0	0.0%	1	0.4%
Miller	*		48	8.4%	8	1.4%	472	82.7%	38	6.7%	0	0.0%	5	0.9%
Mission View	*		3	1.2%	4	1.6%	229	89.5%	18	7.0%	0	0.0%	2	0.8%

Myers-Ganoung		*	36	9.3%	49	12.7%	265	68.7%	16	4.1%	8	2.1%	12	3.1%
Oyama	*		27	6.4%	22	5.2%	330	78.6%	38	9.0%	2	0.5%	1	0.2%
Schumaker			117	37.3%	27	8.6%	139	44.3%	3	1.0%	9	2.9%	19	6.1%
Sewell			111	35.8%	20	6.5%	145	46.8%	8	2.6%	6	1.9%	20	6.5%
SolengTom			257	56.9%	14	3.1%	138	30.5%	1	0.2%	18	4.0%	24	5.3%
Steele			132	39.1%	36	10.7%	142	42.0%	4	1.2%	6	1.8%	18	5.3%
Tolson	*		27	7.4%	12	3.3%	312	85.5%	7	1.9%	3	0.8%	4	1.1%
Van Buskirk	*		9	2.5%	5	1.4%	321	89.7%	20	5.6%	1	0.3%	2	0.6%
Vesey	*		86	12.9%	11	1.6%	500	75.0%	42	6.3%	12	1.8%	16	2.4%
Warren	*		23	8.3%	4	1.4%	215	77.9%	32	11.6%	0	0.0%	2	0.7%
Wheeler			107	38.1%	13	4.6%	139	49.5%	4	1.4%	7	2.5%	11	3.9%
White	*		42	6.1%	11	1.6%	575	83.9%	43	6.3%	9	1.3%	5	0.7%
Whitmore			128	41.2%	16	5.1%	135	43.4%	3	1.0%	9	2.9%	20	6.4%
Wright		*	69	18.2%	59	15.6%	191	50.4%	10	2.6%	33	8.7%	17	4.5%
Bonillas Magnet	*		56	13.4%	16	3.8%	317	75.7%	8	1.9%	11	2.6%	11	2.6%
Borton Magnet		*	118	28.4%	12	2.9%	245	58.9%	13	3.1%	8	1.9%	20	4.8%
Carrillo Magnet	*		13	4.1%	10	3.2%	279	88.9%	10	3.2%	1	0.3%	1	0.3%
Davis Magnet	*		33	10.4%	5	1.6%	270	85.2%	7	2.2%	0	0.0%	2	0.6%
Drachman Magnet	*		19	6.0%	34	10.7%	245	76.8%	14	4.4%	0	0.0%	7	2.2%
Holladay Magnet		*	36	12.9%	37	13.3%	191	68.5%	5	1.8%	0	0.0%	10	3.6%
Ochoa Magnet	*		6	2.7%	5	2.3%	186	84.5%	21	9.5%	0	0.0%	2	0.9%
Robison Magnet	*		26	7.4%	13	3.7%	302	85.6%	1	0.3%	4	1.1%	7	2.0%
Tully Magnet	*		43	10.4%	38	9.2%	298	72.0%	15	3.6%	9	2.2%	11	2.7%

**ATTACHMENT I: 2012-13 and 2013-14 TUSD MAGNETS and POTENTIAL THEMES**

\*indicates the magnet has been identified to have its magnet status eliminated in SY 2013-14

<b>ELEMENTARY MAGNETS</b>	<b>K-8 MAGNETS</b>	<b>MIDDLE SCHOOL MAGNETS</b>	<b>HIGH SCHOOL MAGNETS</b>
<b>*Carrillo ES</b> Undefined	<b>Booth-Fickett K8</b> Science and Math	<b>Dodge MS</b> Traditional Academics	<b>*Catalina HS</b> Aviation/Health; Terra Firma
<b>*Davis ES</b> Spanish Immersion	<b>*Roskruge K8</b> Bilingual	<b>Utterback MS</b> Performing Arts	<b>Cholla HS</b> Int'l <i>Baccalaureate</i> (IB)
<b>Bonillas ES</b> Traditional Academics	<b>Safford K8</b> Int'l <i>Baccalaureate</i> (IB)		<b>Palo Verde HS</b> STEAM
<b>Borton ES</b> Project-Based; Systems Thinking			<b>*Pueblo HS</b> Communication Arts and College Prep
<b>Drachman ES</b> Montessori			<b>Tucson HS</b> Fine and Performing Arts; Life Sciences
<b>Holladay ES</b> Fine and Performing Arts			<b>*Tucson HS</b> Math/Tech
<b>Ochoa ES</b> Reggio Emilia-based			
<b>Robison ES</b> Int'l <i>Baccalaureate</i> (IB)			
<b>Tully ES STEM</b>			
<b>CURRENT THEMES</b>		<b>THEMES FOR FUTURE CONSIDERATION</b>	
Systems Thinking		Traditional Academics	
Reggio Emilia-Based		International Studies and Dual Language	
Montessori		Global Enterprise and Dual Language	
Performing Arts		Expeditionary Learning and Dual Language	
Fine and Performing Arts		Innovative or Integrated Technology	
Science and Math			
Science, Technology, Engineering, Math (STEM)			
Science, Technology, Engineering, Arts, Math (STEAM)			
Life Sciences			
International Baccalaureate (IB)			
Dual Language (including Spanish Immersion)			

## ATTACHMENT J: MULTIPLE YEARS MOBILITY

This index is a measure of how many students are transferring in and out of school. The percentages are calculated by the number of entries after the first day, plus reentries, plus the number of students withdrawn; divided by first day enrollment plus entries after the first day of school.

SCHOOL	2011		2012		2013	
	SCHOOL	DISTRICT	SCHOOL	DISTRICT	SCHOOL	DISTRICT
<b>ELEMENTARY SCHOOLS</b>						
BONILLAS	26.2%	30.8%	23.9%	31.5%	26.3%	34.4%
BORTON	26.5%	30.8%	21.6%	31.5%	18.3%	34.4%
CARRILLO	10.7%	30.8%	14.5%	31.5%	26.0%	34.4%
DAVIS	8.2%	30.8%	9.3%	31.5%	14.1%	34.4%
DRACHMAN	21.9%	30.8%	25.7%	31.5%	29.7%	34.4%
HOLLADAY	30.7%	30.8%	33.0%	31.5%	33.2%	34.4%
OCHOA	39.8%	30.8%	48.5%	31.5%	43.2%	34.4%
ROBISON	29.6%	30.8%	26.8%	31.5%	27.2%	34.4%
TULLY	28.5%	30.8%	31.3%	31.5%	34.4%	34.4%
<b>K-8 SCHOOLS</b>						
BOOTH-FICKETT	20.1%	29.0%	23.4%	31.9%	27.2%	33.6%
ROSKRUGE	11.2%	29.0%	14.1%	31.9%	20.4%	33.6%
SAFFORD	30.7%	29.0%	28.6%	31.9%	28.4%	33.6%
<b>MIDDLE SCHOOLS</b>						
UTTERBACK	28.9%	29.0%	30.5%	31.9%	34.7%	33.6%
DODGE	4.9%	29.0%	7.0%	31.9%	8.0%	33.6%
<b>HIGH SCHOOLS</b>						
CATALINA	47.5%	37.1%	53.1%	36.0%	58.1%	36.1%
CHOLLA	41.6%	37.1%	42.9%	36.0%	42.1%	36.1%
PALO VERDE	39.0%	37.1%	37.7%	36.0%	47.5%	36.1%
PUEBLO	45.5%	37.1%	46.2%	36.0%	46.6%	36.1%
TUCSON HIGH	22.6%	37.1%	22.6%	36.0%	20.7%	36.1%
<b>POTENTIAL MAGNETS</b>						
CRAGIN*	40.5%	30.8%	47.5%	31.5%	50.6%	34.4%
MANSFELD*	32.7%	29.0%	30.5%	31.9%	27.8%	33.6%