

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

6250 N. 82nd Street, Scottsdale, AZ 85250

Scottsdale Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2004-05	Excelling
2003-04	Excelling
2002-03	Excelling

(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.

School Overview

Principal/Administrator : Mr. Tyrus G. Timbrooks
 Schedule : 07:30 AM to 04:15 PM
 Grades : 9-12
 2005 Enrollment : 1752
 Web Address : saguaro.susd.org/
 Phone Number : (480) 484-7100
 Fax Number : (480) 484-7101
 E-mail : ttimbrooks@susd.org

Mission

The mission of the Saguaro community is to provide a quality education in a safe, respectful environment that will empower all students to live productive lives and will also inspire within them a lifelong appreciation of learning and excellence.

School / Academic Goals

- ü Students will improve writing skills across the curriculum.
- ü Students will improve math skills across the curriculum.
- ü Students will improve reading skills across the curriculum.
- ü Students will become more proficient in their curricular area of science.

Enrollment

October 1, 2004 School Year Student Enrollment : 1753
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 409

Instructional Programs

- Ü Advanced Placement
- Ü East Valley Institute of Technology
- Ü Language Acquisition Program
- Ü Honors Classes
- Ü Health Occupation Program
- Ü Performing Arts: Band, Choir, Orchestra
- Ü Theatre & Dance

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

The Saguaro community works together toward mutual understanding and growth. Communication between home and school is both expected and productive. Progress reports and report cards are sent home every nine weeks.

Parents

The members of the Saguaro staff fully understand that our school functions as well as it does due to the contributions made by our parents and PTO. Parents are responsible for encouraging their children to get involved in school and their education.

Transportation Policy

Scottsdale School District will bus students to campus within an established boundry. Generally speaking, students who reside more than a one and one-half mile radius from school and within the Saguaro boundaries are transported by district personel.

School Honors

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

Award/Honor	Year
Ü State Champion Pom & Cheer Organization	2005
Ü Over \$3 Million Awarded in Scholarships	2005
Ü Science Olympiad Team Went to National Competition	2005
Ü National Outstanding Teen Republican Club	2004

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	452	2216	69846	100	100	100	719	720	699	9	10	21	10	7	11	60	52	49	21	31	18
All Students (Prior Year)	415	2007	65934	98	99	100	513	512	492	18	20	43	16	18	18	35	35	24	30	27	15
Female	214	1084	34328	100	100	99	723	721	702	6	8	19	10	7	12	62	53	51	23	32	18
Male	237	1133	35509	100	100	100	715	719	696	13	11	23	10	7	11	58	51	48	19	30	18
African American	NC	39	3535	NC	100	100	NC	637	677	NC	26	31	NC	9	15	NC	60	46	NC	6	8
Hispanic	42	245	23363	100	100	100	707	678	680	15	36	32	23	18	16	48	38	45	15	8	7
Asian/Pacific Islander	16	86	1742	100	100	99	735	754	733	0	5	8	7	2	7	60	46	46	33	47	38
American Indian/Alaskan Native	NC	36	4785	NC	100	100	NC	669	671	NC	23	39	NC	19	17	NC	48	39	NC	10	5
White	381	1810	36421	100	100	99	719	726	714	9	6	12	8	6	8	61	54	54	21	34	26
Students with Disabilities	42	191	7690	100	100	100	672	598	593	49	49	64	17	17	14	32	32	21	2	2	2
Students without Disabilities	410	2027	62220	100	100	99	723	731	712	5	6	16	9	6	11	63	54	53	23	34	20
Limited English Proficient Students	13	98	5834	100	100	100	685	581	612	18	51	46	41	17	20	41	26	31	0	6	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	33	194	21421	100	95	92	704	685	686	17	40	35	20	14	15	53	39	43	10	8	7
Non-Economically Disadvantaged	419	2024	48489	100	100	100	720	723	704	9	7	15	9	7	10	60	53	52	22	33	23

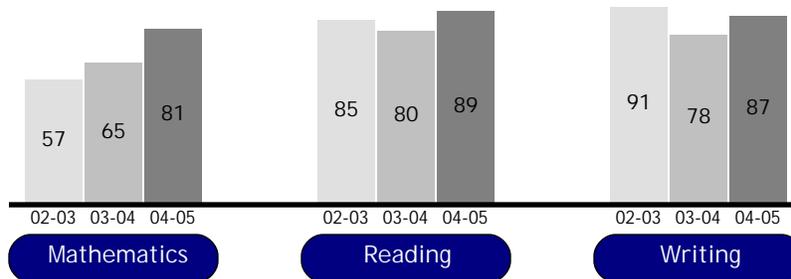
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	447	2227	71311	100	100	100	723	719	694	2	3	7	10	10	21	75	72	63	14	16	9
All Students (Prior Year)	423	2049	68162	99	100	100	530	534	509	6	7	18	14	14	24	66	64	51	14	16	8
Female	212	1073	34899	100	100	100	730	723	700	1	2	5	5	7	19	79	73	66	15	18	10
Male	235	1154	36430	100	100	100	717	715	688	2	4	9	14	12	22	71	70	61	13	14	8
African American	NC	38	3573	NC	100	100	NC	649	676	NC	6	9	NC	14	26	NC	66	60	NC	14	4
Hispanic	46	261	24056	100	100	100	706	672	672	7	16	13	21	31	31	60	49	53	12	5	3
Asian/Pacific Islander	16	85	1731	100	100	98	732	739	717	0	1	3	20	12	13	47	61	68	33	26	16
American Indian/Alaskan Native	NC	36	5110	NC	100	100	NC	667	661	NC	13	14	NC	23	38	NC	60	46	NC	3	2
White	373	1807	36841	100	100	99	725	726	713	1	1	3	8	7	12	78	75	72	13	17	13
Students with Disabilities	39	186	8021	100	100	100	675	599	590	10	14	27	31	34	42	56	49	29	3	2	1
Students without Disabilities	408	2041	63379	100	100	100	728	730	707	1	2	5	8	8	18	77	74	68	15	17	10
Limited English Proficient Students	14	111	6402	100	100	100	655	570	596	20	28	25	53	43	44	27	27	30	0	2	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	35	205	22243	100	99	93	703	680	677	0	13	14	19	30	32	75	52	51	6	4	3
Non-Economically Disadvantaged	412	2022	49157	100	100	100	725	722	702	2	2	4	9	8	16	75	73	69	15	17	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	452	2259	70868	100	100	100	717	711	688	2	2	5	12	11	23	67	68	63	20	19	9
All Students (Prior Year)	421	2032	67629	99	99	100	562	566	524	7	9	22	15	11	16	70	73	59	8	7	3
Female	215	1092	34710	100	100	99	727	718	697	0	1	3	8	8	19	68	67	66	25	24	12
Male	237	1167	36176	100	100	100	708	704	678	3	3	7	15	14	27	67	68	59	15	14	7
African American	NC	42	3557	NC	100	99	NC	646	675	NC	10	7	NC	15	25	NC	62	62	NC	13	6
Hispanic	47	261	23868	100	100	100	703	670	670	5	11	9	21	34	33	60	49	55	14	7	4
Asian/Pacific Islander	16	92	1732	100	100	98	709	729	713	0	0	2	27	13	12	53	55	64	20	32	22
American Indian/Alaskan Native	NC	36	5001	NC	100	100	NC	667	661	NC	3	9	NC	40	41	NC	50	48	NC	7	2
White	376	1828	36710	100	100	99	719	718	702	1	1	2	10	8	15	69	71	69	20	20	13
Students with Disabilities	39	185	7900	100	100	100	655	591	580	10	13	22	51	40	49	38	45	28	0	2	1
Students without Disabilities	413	2074	63054	100	100	99	723	722	701	1	1	3	8	9	20	70	70	67	22	20	10
Limited English Proficient Students	15	112	6308	100	100	100	651	567	591	12	20	19	59	47	47	29	30	33	0	3	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	35	204	21994	100	98	92	702	680	673	0	7	10	22	39	36	59	47	52	19	8	3
Non-Economically Disadvantaged	417	2055	48960	100	100	100	718	714	694	2	2	3	11	9	18	68	70	67	20	20	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.

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	90	57	58	41	86	57	NA	42	87	66	66	51
	Language	96	58	59	42	91	56	59	42	87	63	64	50
	Mathematics	89	73	76	60	90	73	78	63	87	60	63	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

Council Duties

1 School Administrator(s)	Ü Curriculum
1 Non-certified Employee(s)	Ü Scheduling
4 Teacher(s)	Ü Staff Development
4 Parent(s)	Ü Personnel and Budget
1 Community Member(s)	Ü School Safety
2 Student(s)	Ü Management Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	84.70
Other Professional Staff	2.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	20	11	0	0
4 to 6 years	16	12	0	0
7 to 9 years	18	7	0	0
10 or more years	34	29	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	56
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü College and Career Center
- Ü Health Careers and Nursing Lab
- Ü Five Dell Computer Labs
- Ü All Areas of Performing Arts

Extracurricular Activities

- Ü Artistic/Cultural Activities
- Ü Award Winning Newspaper & Yearbook
- Ü Over Fifty Extracurricular Clubs
- Ü Six Academic Teams
- Ü Boys & Girls Basketball
- Ü Boys & Girls Soccer
- Ü Nationally Recognized Choir
- Ü Nationally Accredited Student Government

Social Services

- Ü Four Full Time Counsellors
- Ü Scottsdale Prevention Institute
- Ü Community Specialist
- Ü Lion's Quest Prevention Program
- Ü Full Time Psychologist
- Ü Parent Academy

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Saguaro's Vocal Music Group was invited to perform at Carnegie Hall in New York City. This honor is rarely bestowed to performers at the high school level. The performance was from Mozart's Requiem.

- ü Saguaro High School had the highest reported average ACT scores in the state at 24.4. Over 90% of Saguaro's graduates go on to pursue higher education.

- ü Saguaro High School's graduating seniors had a combined scholarship offering of over \$3 million.

- ü Saguaro High School's cheer squad won the state title and took second in nationals.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	98	95	94	95
Transfers Out Rates ⁵	9	12	12	17
Transfers In Rate ⁶	10	28	28	37
Stability Rate ⁷	91	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	91	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

We believe it is imperative to create a school setting that is safe and secure. We have worked with our community to develop a comprehensive safety plan that allows us to respond to all situations to provide a positive safe learning environment.

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) :

11

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	Tyrus Timbrooks	(480) 484-7107
Transportation Policy	Dan Shearer	(480) 484-8558
Community Resources	Manny Rivera	(480) 484-7118
School Nutrition Programs	Sharon Peoples	(480) 484-7128
Parent Organization	Mary Jo Schmenk	(480) 484-7100
Student Health/Nurse	Marcy Cameron	(480) 484-7111

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.

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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.