

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2005-06	Excelling
2004-05	Excelling
2003-04	Excelling

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

### School Overview

Principal/Administrator : Mr. Tyrus G. Timbrooks  
 Schedule : 07:30 AM to 04:15 PM  
 Grades : 9-12  
 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.

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2005-06	Met
2004-05	Met
2003-04	Met

#### School Improvement Status <sup>(b)</sup>

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 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, 2005 School Year Student Enrollment : 1748  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 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	422	2151	71130	99	98	95	717	722	701	11	10	23	5	8	13	64	56	51	19	26	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	187	1083	35465	99	98	96	714	724	702	13	9	21	5	9	13	65	55	53	16	27	13
Male	235	1068	35648	99	98	94	719	721	701	9	11	24	5	8	12	64	57	50	22	25	14
African American	12	57	3868	92	98	95	705	705	686	8	21	33	17	12	17	75	54	45	NA	12	6
Hispanic	32	245	25103	100	95	95	703	691	685	16	28	34	9	18	16	69	47	45	6	8	5
Asian/Pacific Islander	10	68	1805	100	100	98	NA	746	731	NA	7	9	NA	7	7	NA	47	50	NA	38	34
American Indian/Alaskan Native	NC	37	4241	NC	93	90	NC	689	679	NC	30	39	NC	19	19	NC	46	39	NC	5	3
White	359	1744	36075	99	99	95	719	727	715	11	7	12	4	6	9	64	58	58	21	29	21
Students with Disabilities	32	154	5862	100	95	71	666	671	658	63	49	63	6	16	15	31	35	20	NA	1	2
Students without Disabilities	390	1997	65268	99	99	98	721	726	705	7	7	19	5	8	12	67	58	54	21	28	15
Limited English Proficient Students	NC	71	4859	NC	91	93	NC	662	662	NC	63	64	NC	17	15	NC	20	20	NC	NA	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	24	234	22957	100	96	93	709	691	685	13	29	34	4	19	17	75	45	44	8	7	5
Non-Economically Disadvantaged	398	1917	48173	99	99	96	718	726	709	11	8	17	5	7	11	64	57	55	20	28	18

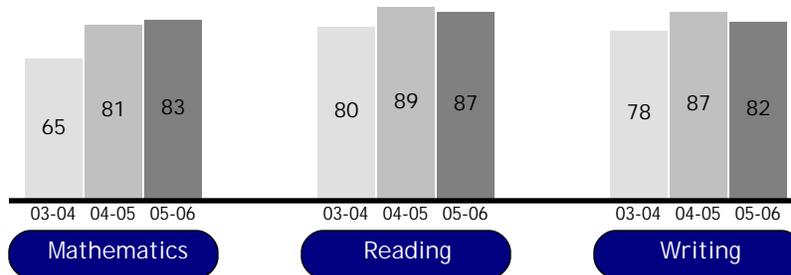
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	430	2179	73018	100	99	97	727	729	703	1	2	6	11	11	23	73	70	64	14	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	191	1098	36181	99	99	97	730	734	708	NA	2	4	12	9	21	71	69	65	17	21	9
Male	239	1081	36816	100	99	96	725	724	699	2	2	7	10	13	24	75	72	62	12	13	7
African American	12	59	3976	92	97	96	718	713	689	8	3	8	17	25	29	58	59	59	17	12	3
Hispanic	32	253	25801	100	98	96	717	692	683	NA	8	10	9	31	34	81	57	53	9	4	3
Asian/Pacific Islander	10	68	1812	100	100	98	NA	735	722	NA	4	3	NA	10	15	NA	68	66	NA	18	16
American Indian/Alaskan Native	NC	38	4389	NC	93	93	NC	701	675	NC	5	9	NC	18	42	NC	71	47	NC	5	1
White	367	1761	37024	100	99	97	729	735	721	1	1	2	10	7	12	74	72	73	15	19	13
Students with Disabilities	33	162	7170	100	97	85	671	675	654	9	10	23	52	43	47	39	44	29	NA	2	1
Students without Disabilities	397	2017	65848	99	99	98	732	733	708	1	1	4	8	8	20	76	72	67	16	18	9
Limited English Proficient Students	NC	74	5099	NC	95	95	NC	646	641	NC	27	29	NC	58	59	NC	15	12	NC	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	24	246	23912	100	99	94	713	688	681	8	10	10	8	32	36	75	54	52	8	4	2
Non-Economically Disadvantaged	406	1933	49106	100	99	98	728	734	714	1	1	4	11	8	16	73	72	69	15	18	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	428	2177	72810	99	99	96	708	702	685	2	3	6	16	19	30	68	68	58	14	10	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	189	1096	36111	98	99	97	719	713	695	1	1	4	11	14	23	68	70	65	21	15	8
Male	239	1081	36678	100	99	95	699	692	674	3	4	9	20	25	36	69	65	52	8	6	3
African American	12	59	3962	92	97	96	709	691	675	NA	3	8	17	27	33	75	64	55	8	5	3
Hispanic	32	251	25735	100	98	96	702	670	669	NA	12	10	22	38	41	75	47	48	3	3	2
Asian/Pacific Islander	10	68	1809	100	100	97	NA	714	704	NA	3	4	NA	15	19	NA	63	65	NA	19	13
American Indian/Alaskan Native	NC	39	4370	NC	95	92	NC	681	670	NC	5	9	NC	44	39	NC	44	50	NC	8	2
White	365	1760	36915	99	99	97	709	708	697	2	1	3	15	16	21	68	71	67	15	11	8
Students with Disabilities	32	162	7071	97	97	84	662	663	634	9	12	24	50	46	53	41	42	21	NA	NA	1
Students without Disabilities	396	2015	65739	99	99	98	711	705	689	1	2	4	13	17	27	71	70	62	15	11	6
Limited English Proficient Students	NC	73	5046	NC	94	94	NC	620	621	NC	33	31	NC	52	56	NC	15	12	NC	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	24	244	23814	100	98	94	696	665	667	NA	11	10	29	43	41	71	42	47	NA	3	2
Non-Economically Disadvantaged	404	1933	48996	99	99	97	708	707	693	2	2	4	15	16	24	68	71	64	15	11	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.

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?	NA
	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	86	57	NA	42	87	66	66	51	90	67	68	52
	Language	91	56	59	42	87	63	64	50	90	67	67	50
	Mathematics	90	73	78	63	87	60	63	50	88	67	67	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)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Curriculum
- Ü Scheduling
- Ü Staff Development
- Ü Personnel and Budget
- Ü School Safety
- 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 Certification.	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 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Promotion Rate <sup>5</sup>	88	89	88	73
Graduation Rate <sup>6</sup>	96	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

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 2005-06 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](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).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 1750 Copies = \$510.00

\*\* 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.