

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5000 North Bowes Road, Tucson, AZ 85749

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 <sup>(a)</sup>

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 <sup>(b)</sup>

2004-05	Met
2003-04	Met
2002-03	Met

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

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 : Mrs. Valerie Payne  
 Schedule : 07:00 AM to 03:30 PM  
 Grades : 9-12  
 2005 Enrollment : 1597  
 Web Address : edweb.tusd.k12.az.us.Sabino  
 Phone Number : (520) 584-7700  
 Fax Number : (520) 584-7701  
 E-mail : valerie.payne@tusd.k12.az.us

### Mission

Our mission is to develop within all students qualities necessary to fulfill their roles as lifelong learners in a democratic society by offering both a required core curriculum and an enriched curriculum to develop skills and encourage creativity.

### School / Academic Goals

- ü Reading: Sabino students will increase their ability to recognize and apply text factors in a variety of reading selections across all disciplines.
- ü Writing: Sabino students will increase their ability to write, using appropriate language (diction), structure (syntax), and terminology for specific areas and with coherent outcomes.
- ü The number of Sabino students mastering AIMS standards in Reading, Writing, and Math will increase.

### Enrollment

October 1, 2004 School Year Student Enrollment : 1628  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 165

Instructional Programs

- ü Advanced Placement
- ü Gifted/Talented Classes
- ü Honors Classes
- ü On-site Special Education

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

Every student exceeds all expected performance standards. Every student graduates and is able to compete and succeed in a global society. No student is left behind.

Parents

Promote the welfare of children in home, school, and community. Develop closer relations between educators and community in such united efforts to secure for all children the highest advantage in physical, mental, and social education.

Transportation Policy

School Board Policy: Students living in Sabino's boundaries who are more than 2 1/2 miles from Sabino will be bused.

School Honors

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

Award/Honor	Year
ü EXCELLING school in Arizona and Tucson Unified	2005
ü National Merit Finalists	2002
ü Top State Marching Band Award	2001
ü AIA Scholar-Athlete Award	2002

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	430	4134	69846	99	98	100	731	694	699	5	23	21	4	13	11	60	48	49	31	17	18
All Students (Prior Year)	421	4071	65934	100	98	100	522	490	492	12	46	43	16	17	18	36	22	24	36	15	15
Female	222	2050	34328	100	98	99	730	697	702	7	21	19	3	14	12	63	50	51	28	16	18
Male	208	2083	35509	99	97	100	732	691	696	3	24	23	5	12	11	58	46	48	33	18	18
African American	NC	268	3535	NC	96	100	NC	682	677	NC	27	31	NC	15	15	NC	48	46	NC	10	8
Hispanic	56	1822	23363	100	97	100	713	678	680	11	33	32	2	17	16	70	44	45	17	7	7
Asian/Pacific Islander	13	132	1742	100	100	99	732	723	733	0	14	8	8	11	7	58	45	46	33	30	38
American Indian/Alaskan Native	NC	122	4785	NC	93	100	NC	659	671	NC	34	39	NC	23	17	NC	39	39	NC	4	5
White	352	1790	36421	99	99	99	733	712	714	4	12	12	4	8	8	59	53	54	33	27	26
Students with Disabilities	29	485	7690	100	97	100	693	578	593	29	62	64	11	16	14	50	20	21	11	1	2
Students without Disabilities	401	3649	62220	99	98	99	733	709	712	3	17	16	4	12	11	61	52	53	32	19	20
Limited English Proficient Students	NC	369	5834	NC	100	100	NC	613	612	NC	48	46	NC	20	20	NC	31	31	NC	1	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	22	1384	21421	100	91	92	704	686	686	19	35	35	5	14	15	67	43	43	10	7	7
Non-Economically Disadvantaged	408	2750	48489	99	100	100	732	698	704	4	16	15	4	12	10	60	50	52	32	22	23

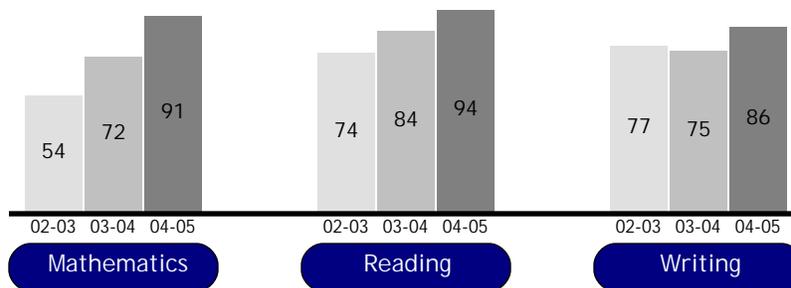
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	438	4182	71311	99	98	100	732	691	694	0	8	7	5	22	21	77	62	63	17	9	9
All Students (Prior Year)	415	4214	68162	98	98	100	535	505	509	5	22	18	11	23	24	70	47	51	14	8	8
Female	224	2058	34899	99	98	100	732	697	700	0	6	5	6	21	19	76	64	66	18	10	10
Male	214	2124	36430	100	97	100	732	685	688	0	10	9	4	22	22	79	60	61	16	8	8
African American	NC	267	3573	NC	95	100	NC	681	676	NC	6	9	NC	27	26	NC	63	60	NC	4	4
Hispanic	55	1842	24056	100	97	100	716	671	672	2	12	13	4	31	31	83	53	53	11	3	3
Asian/Pacific Islander	13	133	1731	100	100	98	717	709	717	0	5	3	17	17	13	67	66	68	17	12	16
American Indian/Alaskan Native	NC	130	5110	NC	94	100	NC	652	661	NC	12	14	NC	35	38	NC	51	46	NC	1	2
White	360	1810	36841	99	99	99	735	712	713	0	3	3	5	11	12	77	70	72	18	16	13
Students with Disabilities	30	488	8021	100	95	100	692	571	590	3	28	27	24	44	42	66	28	29	7	1	1
Students without Disabilities	408	3694	63379	99	98	100	735	706	707	0	5	5	4	19	18	78	66	68	18	10	10
Limited English Proficient Students	--	391	6402	--	100	100	--	594	596	--	25	25	--	47	44	--	27	30	--	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	22	1415	22243	92	91	93	709	677	677	5	14	14	9	31	32	77	51	51	9	3	3
Non-Economically Disadvantaged	416	2767	49157	100	100	100	733	698	702	0	4	4	5	17	16	77	67	69	18	12	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	437	4168	70868	99	97	100	707	684	688	1	5	5	13	23	23	80	66	63	6	6	9
All Students (Prior Year)	420	4179	67629	99	97	100	569	523	524	11	22	22	14	16	16	68	59	59	7	3	3
Female	224	2053	34710	99	98	99	713	693	697	1	4	3	10	19	19	81	69	66	9	8	12
Male	213	2115	36176	99	97	100	701	674	678	1	6	7	16	26	27	79	63	59	3	4	7
African American	NC	265	3557	NC	95	99	NC	681	675	NC	5	7	NC	24	25	NC	66	62	NC	5	6
Hispanic	55	1839	23868	100	97	100	698	671	670	4	8	9	17	31	33	74	59	55	6	2	4
Asian/Pacific Islander	13	133	1732	100	100	98	707	702	713	0	5	2	17	13	12	83	75	64	0	7	22
American Indian/Alaskan Native	NC	131	5001	NC	95	100	NC	660	661	NC	5	9	NC	30	41	NC	61	48	NC	4	2
White	359	1800	36710	99	98	99	708	697	702	1	2	2	12	16	15	81	72	69	7	10	13
Students with Disabilities	30	481	7900	100	94	100	674	568	580	10	18	22	17	50	49	72	32	28	0	1	1
Students without Disabilities	407	3687	63054	99	98	99	709	698	701	1	3	3	12	20	20	81	70	67	7	7	10
Limited English Proficient Students	--	389	6308	--	100	100	--	594	591	--	19	19	--	44	47	--	37	33	--	0	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	22	1404	21994	92	91	92	682	674	673	9	10	10	27	33	36	59	55	52	5	2	3
Non-Economically Disadvantaged	415	2764	48960	100	100	100	708	688	694	1	2	3	12	18	18	81	71	67	6	8	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

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	60	40	41	89	60	NA	42	100	60	48	51
	Language	93	61	40	42	88	60	37	42	100	58	46	50
	Mathematics	92	72	57	60	88	77	57	63	99	62	46	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Participative Management
- Ü School Improvement
- Ü Curriculum Development
- Ü Extracurricular Activities
- Ü Parent/Educator/Student Relations
- Ü Budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	79.00
Other Professional Staff	25.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	2	0	0
4 to 6 years	7	5	0	0
7 to 9 years	4	4	0	0
10 or more years	15	31	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	308
Teachers with Emergency Certificaton.	9
Percent of teachers in the school with Emergency/Provisional Certification	11%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Technology Classes
- Ü Career Education Center
- Ü Library - Resource Center
- Ü DECA - Foods Area

Extracurricular Activities

- Ü 36 Athletic Activities
- Ü 45 School Clubs
- Ü Student Government
- Ü Comprehensive Fine Arts Program
- Ü Spiritline
- Ü Academic Decathlon
- Ü Close-Up
- Ü Peer Tutoring

Social Services

- Ü Lunch Program
- Ü CATS WIN Program (Anti Drug)
- Ü Active Booster Clubs
- Ü Largest PTSA in the State of Arizona
- Ü In Balance Drug Prevention Program
- Ü Counseling Support Groups
- Ü Jump Start Freshmen Orientation
- Ü Character Counts

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü One of the most successful sports/fine arts and club activities programs in the state. Nationally ranked Marching Band and State recognized Choral, Drama and Dance Programs.
- ü Vista Yearbook nationally recognized for excellence. Active poetry and literacy clubs.
- ü EXCELLING label from the Arizona Department of Education and Tucson Unified District. Rigorous academic standards and mastery.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	9	12	12	17
Transfers In Rate <sup>6</sup>	7	28	28	37
Stability Rate <sup>7</sup>	90	87	87	82
Promotion Rate <sup>8</sup>	95	96	95	81
Retention Rate <sup>9</sup>	1	1	1	3
Dropout Rate <sup>10</sup>	1	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	96	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

Sabino has an SRO and 5 campus monitors. An emergency lockdown drill is practiced at least twice a year. Teachers supervise hallways during passing periods. Sabino has a no-hat policy, a strict dress code and a zero-tolerance policy on fighting.

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) :

4

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	Matt Munger	(520) 584-7937
Transportation Policy	Linda Tone	(520) 225-4800
Community Resources	Bruce Johnson	(520) 584-7743
School Nutrition Programs	Pam Palmo	(520) 225-4700
Parent Organization	Cindy Larsen	(520) 584-7700
Student Health/Nurse	Celina Ruiz	(520) 584-7820

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

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.