

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS¹

High School Achievement Profile ^(a)

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 : Mrs. Valerie Payne
 Schedule : 07:00 AM to 03:30 PM
 Grades : 9-12
 Web Address : edweb.tusd.k12.az.us.Sabino
 Phone Number : (520) 584-7700
 Fax Number : (520) 584-7701
 E-mail : valerie.payne@tusd1.org

Mission

The Mission of Sabino High School, as a Professional Learning Community, is to graduate all students. Our students will value cultural diversity, collaboration, and life-long learning. Sabino students will exhibit quality character, academic excellence, mental and physical skills and talents necessary to become successful participants in a democratic and global society.

No Child Left Behind

Adequate Yearly Progress ^(b)

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

School Improvement Status ^(b)

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

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

School / Academic Goals

- ü 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, 2005 School Year Student Enrollment : 1586
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 430

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	2006
ü National Merit Finalists	2006
ü Top State Marching Band Award	2006
ü AIA Scholar-Athlete Award	2006

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	373	3907	71130	93	93	95	731	701	701	3	23	23	4	13	13	65	51	51	28	13	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	190	1942	35465	95	95	96	730	702	702	3	21	21	4	14	13	68	52	53	25	13	13
Male	183	1965	35648	92	92	94	733	700	701	4	25	24	3	12	12	61	50	50	32	14	14
African American	NC	290	3868	NC	98	95	NC	679	686	NC	40	33	NC	14	17	NC	41	45	NC	4	6
Hispanic	46	1807	25103	94	93	95	725	688	685	7	31	34	4	16	16	72	47	45	17	6	5
Asian/Pacific Islander	11	134	1805	85	98	98	726	727	731	NA	10	9	NA	5	7	91	53	50	9	31	34
American Indian/Alaskan Native	NC	115	4241	NC	86	90	NC	681	679	NC	44	39	NC	10	19	NC	40	39	NC	6	3
White	304	1560	36075	93	93	95	733	719	715	3	10	12	4	9	9	62	58	58	31	22	21
Students with Disabilities	NC	361	5862	NC	65	71	NC	659	658	NC	63	63	NC	14	15	NC	22	20	NC	1	2
Students without Disabilities	364	3546	65268	99	98	98	732	704	705	3	19	19	3	12	12	65	54	54	29	14	15
Limited English Proficient Students	NC	353	4859	NC	89	93	NC	658	662	NC	70	64	NC	10	15	NC	19	20	NC	1	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	13	1325	22957	93	91	93	713	684	685	15	36	34	8	17	17	46	42	44	31	5	5
Non-Economically Disadvantaged	360	2582	48173	93	95	96	732	710	709	3	17	17	4	10	11	65	55	55	28	17	18

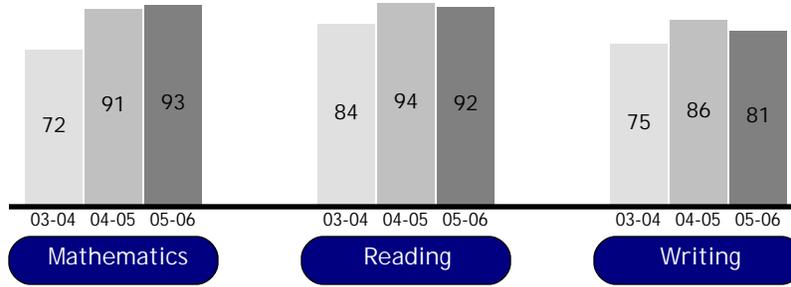
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	400	4113	73018	100	96	97	731	699	703	0	7	6	8	26	23	77	60	64	15	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	199	2019	36181	100	97	97	735	704	708	NA	5	4	5	23	21	78	63	65	17	9	9
Male	201	2093	36816	99	95	96	726	693	699	0	9	7	11	28	24	76	57	62	12	6	7
African American	NC	302	3976	NC	99	96	NC	677	689	NC	16	8	NC	32	29	NC	50	59	NC	2	3
Hispanic	50	1900	25801	100	96	96	727	683	683	NA	9	10	8	34	34	84	53	53	8	3	3
Asian/Pacific Islander	13	137	1812	100	99	98	726	720	722	NA	2	3	8	18	15	92	66	66	NA	14	16
American Indian/Alaskan Native	NC	128	4389	NC	91	93	NC	678	675	NC	6	9	NC	46	42	NC	45	47	NC	2	1
White	325	1646	37024	99	96	97	732	720	721	0	3	2	8	14	12	75	69	73	16	14	13
Students with Disabilities	34	530	7170	100	93	85	682	652	654	3	24	23	47	48	47	50	27	29	NA	1	1
Students without Disabilities	366	3583	65848	99	97	98	735	705	708	NA	4	4	5	22	20	80	64	67	16	9	9
Limited English Proficient Students	NC	379	5099	NC	93	95	NC	636	641	NC	34	29	NC	55	59	NC	11	12	NC	0	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	14	1425	23912	100	94	94	706	677	681	NA	11	10	21	39	36	71	47	52	7	2	2
Non-Economically Disadvantaged	386	2688	49106	99	98	98	731	710	714	0	5	4	8	19	16	77	66	69	15	11	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	397	4094	72810	99	96	96	704	681	685	1	7	6	18	32	30	72	55	58	9	6	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	198	1999	36111	99	96	97	713	694	695	1	4	4	13	25	23	73	63	65	14	8	8
Male	199	2094	36678	98	96	95	694	670	674	2	10	9	23	40	36	70	47	52	5	3	3
African American	NC	300	3962	NC	99	96	NC	660	675	NC	18	8	NC	30	33	NC	50	55	NC	2	3
Hispanic	50	1889	25735	100	95	96	695	672	669	4	9	10	20	39	41	66	49	48	10	3	2
Asian/Pacific Islander	13	137	1809	100	99	97	705	698	704	NA	4	4	23	22	19	77	60	65	NA	14	13
American Indian/Alaskan Native	NC	126	4370	NC	89	92	NC	674	670	NC	6	9	NC	46	39	NC	47	50	NC	2	2
White	322	1642	36915	98	96	97	705	696	697	1	4	3	16	25	21	73	62	67	10	10	8
Students with Disabilities	33	521	7071	97	91	84	652	631	634	9	25	24	64	56	53	24	17	21	3	1	1
Students without Disabilities	364	3573	65739	99	96	98	708	688	689	1	5	4	13	29	27	76	60	62	10	6	6
Limited English Proficient Students	NC	368	5046	NC	90	94	NC	612	621	NC	36	31	NC	57	56	NC	7	12	NC	0	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	13	1407	23814	93	93	94	701	664	667	NA	11	10	23	43	41	69	44	47	8	1	2
Non-Economically Disadvantaged	384	2687	48996	99	98	97	704	690	693	1	5	4	17	27	24	72	60	64	9	8	7

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

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

10th Grade Proficiency



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

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	89	60	NA	42	100	60	48	51	99	72	48	52
	Language	88	60	37	42	100	58	46	50	99	70	46	50
	Mathematics	88	77	57	63	99	62	46	50	99	70	44	50

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

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	72.00
Other Professional Staff	7.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	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.	255
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	5%
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 Mock Trial
- 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 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	95	89	88	73
Graduation Rate ⁶	98	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

Sabino has an SRO and 4 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 and bullying.

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) :

8

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	Kyra Curtis	(520) 584-7743
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Kyra Curtis	(520) 584-7743
School Nutrition Programs	Pam Palmo	(520) 225-4700
Parent Organization	Cathy Olswing	(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 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 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.

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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.