

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Sahuaro High School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Tucson Unified District
545 N. Camino Seco, Tucson, AZ 85710

Principal: Mr. Steve Wilson
Schedule: 7:00 AM to 3:30 PM
Web Address: Sahuaro High School.com
E-mail: delano.price@tusd.k12.az.us

Grades: 9-12
2002 Enrollment: 2099
Phone: (520) 731-7100
Fax: (520) 731-7101

∨ School Overview ∨

Mission

Believing every child has a right to an education, Sahuaro High School is committed to providing an educationally sound environment which is safe and well-maintained. This environment is designed to motivate, teach and encourage all students to attain the highest levels of academic proficiency, technological skill, mental and physical well-being, social adaptability and awareness of diverse cultures in accordance with their abilities and interests.

Organization and Philosophy

- w Traditional with Flex Schedule
- w Exceptional Education Inclusion
- w Departmentalized Classrooms
- w Multicultural Education Emphasis

Instructional Programs

- w Regular Comprehensive Curriculum
- w College Preparatory Curriculum
- w Advanced Placement Program
- w Honors Program
- w Gifted and Talented
- w Fine Arts Program
- w Vocational/Technological

School/Academic Goals

- w Students will utilize A.M. conference periods to enhance learning opportunities and increase overall student achievement.
- w Teachers will attend Wednesday inservice meetings to enhance professional growth opportunities and increase teaching and learning.
- w Site Council established three goals for this year. We will increase attendance by .2%; reduce this year's failure rate by 1%; and decrease this year's dropout rate from 1.98% to 1.75%.
- w Establish and maintain a safe and positive climate that results in increased opportunities for all students to take advantage of our program offerings.

Enrollment

| | |
|--|------|
| October 1, 2001 School Year Student Enrollment: | 1973 |
| Accepting New Students in 2002-03 Under Open Enrollment Law ² : | Yes |
| Number of Students Attending Under Open Enrollment in 2001-02: | 315 |

¹ For an explanation of the Achievement Profiles, please visit <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.

∨ **School Site Council** ∨

Council Composition

- 4 School Administrator(s)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 4 Parent(s)
- 3 Community Member(s)
- 2 Student(s)

Council Duties

- w Select 4 Leadership Positions
- w Select Mentor/Mentees
- w Adopt Constitution and Bylaws
- w Select a Council Chairperson
- w Establish Goals for the Year
- w Selection of Staff

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

| Position | Number | Position | Number |
|--------------------------|--------|--------------|--------|
| Administrator | 4.00 | Teacher | 86.00 |
| Other Professional Staff | 10.00 | Teacher Aide | 9.00 |

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

| Experience | Degree | | | |
|------------------|------------|----------|-----------|-------|
| | Bachelor's | Master's | Doctorate | Other |
| 3 or fewer years | 7 | 3 | 0 | 0 |
| 4 to 6 years | 3 | 2 | 0 | 0 |
| 7 to 9 years | 5 | 2 | 0 | 0 |
| 10 or more years | 12 | 41 | 1 | 0 |

∨ **Shared Responsibilities** ∨

School

Sahuaro faculty and staff are committed to maintaining open communication with the parents and students of the community. Parent letters and newsletters are distributed on a regular basis, as well as parental conferences. The safety and security of our campus is a top priority of all staff and monitors. We provide a strong academic comprehensive high school which promotes the success of our students mentally, physically, culturally, and socially.

Parents

To inform themselves about their children's progress in school. To provide adequate time and a suitable environment so that their children can complete their assigned homework. To encourage and support their children in the pursuit of academic excellence, and to become supportive and involved in their student's school activities.

∨ **Transportation Policy** ∨

Transportation will be provided for students living more than three miles from Sahuaro, as well as for students involved in our Special Education Program. The following are the attendance boundaries for Sahuaro: On the west the Pantano Wash; on the south 22nd Street to Houghton; south to Old Spanish Trail; east to Melpomene Way on the east; Melpomene Way turns into Tanque Verde Loop Road on the north; East Pima to Camino Seco; north to Tanque Verde Wash; east to Tanque Loop Road.

∨ Calendar Information ∨

| | | | |
|--|----------------|-----------------------------|---------|
| Number of Instruction Days: | 177 | First Day of School: | 8/15/02 |
| Average Daily Instruction Time: | 6 hrs. 40 min. | Last Day of School: | 5/21/03 |

Operates on Traditional Schedule

Report Card Release Dates

| | | | |
|----------|----------|---------|---------|
| 10/18/02 | 12/20/02 | 3/13/03 | 5/21/03 |
|----------|----------|---------|---------|

Additional Calendar/Report Card Information

Progress grades are given at the four and one-half week period in each quarter listed above. The following are the dates of these reports: September 18, 2002; November 20, 2002; February 5, 2003; April 16, 2003.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

| | |
|-----------------|-----------------------------|
| W Computer Labs | W Media Studios |
| W Cisco Lab | W Vocational/Technical Labs |

Extracurricular Activities

| | |
|----------------------------------|---------------------------------|
| W Comprehensive Athletic Program | W Honor Society |
| W Fine Arts Performing Groups | W Academic Decathlon |
| W Student Council | W African American Culture Club |
| W Mock Trial | W Shakespeare Club |

School/Community Resources

| | |
|-----------------------------|-------------------------------|
| W Your School News Magazine | W Judicial Resource Personnel |
| W Clothing/Food Banks | W Counseling Services |
| W Crisis Intervention | W Health Services |
| W Job Placement Services | W Community College Classes |

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|--|--|
| <p>w Sahuaro's student daily attendance rate is currently 94.7% while maintaining an approximate 4% dropout rate.</p> | <p>w Thirty-eight percent of Sahuaro's students achieve honor roll status. Honor roll is defined as 3.17 GPA on a 4.0 scale. Nearly 25% of the student body are enrolled in Advanced Placement or Honors courses.</p> |
| <p>w Sahuaro established a Site Council this year. Among the duties of the Site Council is setting instructional goals for the year.</p> | <p>w Sahuaro implemented a new attendance policy this year. Two Attendance Monitors monitor attendance. Our monitors also coordinate the SWEEP Program and After School Detention. Sahuaro reinstated the I.C.E PROGRAM as an alternative to suspension.</p> |

Student Information: 2001-02 Student Activity Rates

| | School | Arizona | | |
|--|--------|---------|--------|--------|
| | | K-6 | 7-8 | 9-12 |
| Attendance Rate | 94.0 % | 95.0 % | 94.0 % | 94.0 % |
| Transfers Out ⁴ | 18.2 % | 19.6 % | 19.5 % | 20.5 % |
| Transfers In ⁵ : Within District | 1.6 % | 2.7 % | 2.2 % | 2.0 % |
| Transfers In ⁵ : Out-of-District | 7.4 % | 9.7 % | 9.6 % | 9.5 % |
| Promotion Rate ⁶ | 98.3 % | 98.4 % | 97.8 % | 94.8 % |
| Retention Rate ⁷ | 1.7 % | 1.5 % | 2.1 % | 5.2 % |
| Dropout Rate ⁸ | 0.8 % | | | 9.5 % |
| Status Unknown ⁹ | 0.1 % | | | 6.0 % |

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

| Award/Honor | Year |
|---------------------------------------|------|
| Region Sports Excellence Award | 2000 |
| Scholarships/Awards - \$5 Million | 2000 |
| National Merit Scholarship Recipients | 2000 |
| Arizona State Champions/Mock Trial | 2002 |

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

| Grade 10 (Class of 2003) ² | | Number Tested | MS | FFB | A | M | E |
|---------------------------------------|--------|---------------|-----|-----|-----|-----|-----|
| Reading | School | 308 | 528 | 4% | 17% | 62% | 17% |
| | State | 49803 | 512 | 15% | 23% | 48% | 14% |
| Writing | School | 371 | 485 | 6% | 18% | 76% | 0% |
| | State | 50471 | 477 | 17% | 23% | 59% | 1% |
| Mathematics | School | 317 | 491 | 36% | 26% | 26% | 12% |
| | State | 50429 | 480 | 48% | 19% | 22% | 10% |

Legend

| | |
|-----|---|
| MS | - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. |
| FFB | - Percent of students who Fell Far Below the standard |
| A | - Percent of students who Approached the standard |
| M | - Percent of students who Met the standard |
| E | - Percent of students who Exceeded the standard |

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

| Grade | Content Area | 1997-1998 | | | 1998-1999 | | | 1999-2000 | | | 2000-2001 | | | 2001-2002 | | |
|-------|--------------|-----------|-------|----|-----------|-------|----|-----------|-------|----|-----------|-------|----|-----------|-------|----|
| | | % | Score | AZ |
| 9 | Reading | 86 | 51 | 44 | 98 | 53 | 43 | 75 | 56 | 43 | 81 | 48 | 43 | 80 | 50 | 43 |
| | Language | 86 | 41 | 39 | 100 | 49 | 39 | 78 | 52 | 40 | 80 | 47 | 41 | 81 | 48 | 42 |
| | Mathematics | 86 | 64 | 57 | 100 | 60 | 57 | 78 | 69 | 59 | 84 | 65 | 61 | 79 | 64 | 62 |
| 10 | Reading | 83 | 49 | 42 | 97 | 53 | 42 | 80 | 50 | 42 | -- | -- | -- | -- | -- | -- |
| | Language | 83 | 47 | 43 | 99 | 55 | 44 | 82 | 51 | 44 | -- | -- | -- | -- | -- | -- |
| | Mathematics | 83 | 56 | 47 | 100 | 60 | 49 | 82 | 56 | 50 | -- | -- | -- | -- | -- | -- |
| 11 | Reading | 80 | 47 | 46 | 95 | 58 | 44 | 77 | 55 | 45 | -- | -- | -- | -- | -- | -- |
| | Language | 81 | 38 | 43 | 97 | 50 | 42 | 79 | 50 | 44 | -- | -- | -- | -- | -- | -- |
| | Mathematics | 81 | 54 | 51 | 99 | 64 | 52 | 81 | 63 | 55 | -- | -- | -- | -- | -- | -- |

∨ Measure of Academic Progress ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only; therefore, no data to report.

∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Sahuaro High School's number one goal is to establish and maintain a safe and positive climate, so that teachers can teach and students can learn at their maximum potential. A new Attendance Policy has been implemented and two Attendance Monitors have been added to monitor attendance. Other programs include After School Detention and Peer Mediation to resolve student conflict. A School Resource Officer has been a positive addition to our campus. The I.C.E Program has been reinstated.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6)

25

School uniforms are not required at this school.

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.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

| Expenditure Category | *Per Pupil Expenditures by Category | School Expenditures by Category |
|---|--|--|
| Classroom Instruction | \$2,956 | \$5,589,769 |
| Classroom Supplies | \$24 | \$45,469 |
| Administration | \$456 | \$862,635 |
| Support Services-Students | \$310 | \$586,841 |
| Other Support Services and Operations | \$732 | \$1,384,515 |
| Total Expenditures- All Categories 2000-2001 | \$4,479 | \$8,469,229 |

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

| | Name | Phone | Extension |
|----------------------------------|------------------|----------------|------------------|
| School Site Council | Thomas Patrick | (520) 731-7103 | |
| Transportation Policy | Ron Stacy | (520) 225-4800 | |
| Community Resources | Patrice Hall | (520) 731-7109 | |
| School Nutrition Programs | Carol Moody | (520) 731-7123 | |
| Parent Organization | Jennifer Dempsey | (520) 885-4727 | |
| Student Health/Nurse | Emily Honeycutt | (520) 731-7115 | |

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.

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