

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

545 N. Camino Seco, Tucson, AZ 85710

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	Highly Performing

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

School Overview

Principal/Administrator : Mr. Sam A. Giangardella III
 Schedule : 07:00 AM to 04:00 PM
 Grades : 9-12
 Web Address : edweb.tusd.k12.az.us/Sahuaro/index2.htm
 Phone Number : (520) 731-7100
 Fax Number : (520) 731-7101
 E-mail : sam.giangardella@tusd.k12.az.us

Mission

Believing every child has a right to an education, Sahuaro High School provides an educationally sound environment which is safe and well-maintained. We are dedicated to motivate all students to attain the highest levels of academic proficiency.

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 Students will utilize A.M. conference periods to enhance learning opportunities and increase overall student achievement.
- ü Teachers will attend Wednesday inservice meetings to enhance professional growth opportunities and increase teaching and learning.
- ü Raise achievement scores in the areas of Writing, Reading and Math. Sahuaro has dramatically increased the number of students who have passed the AIMS; we continue to work to increase this success. Achievement on the SAT and ACT are also a focus.
- ü We have a goal to insure that our students are academically as well as skill-wise to be a productive member of our global society. We dedicate time and resources to the effort necessary to aide students in being successful in these areas.

Enrollment

October 1, 2005 School Year Student Enrollment : 1954
 Accepting New Students in 2005-06 Under Open Enrollment Law :² No
 Number of Students Attending Under Open Enrollment in 2005-06 : 284

Instructional Programs

- Ü Regular Comprehensive Curriculum
- Ü College Preparatory Curriculum
- Ü Advanced Placement Program
- Ü Honors Program
- Ü On-Site Special Education
- Ü Broad Vocational Education Program
- Ü Comprehensive Fine Arts Program
- Ü Career and Tech. Education Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Sahuaro faculty and staff are committed to maintaining open and good communication with our students' parents. Parent newsletters and progress reports are distributed on a regular basis. Semester parental conferences are also provided for support.

Parents

Sahuaro High School asks that parents keep themselves informed of their student's progress in school. We ask that they support their children in doing assigned homework. Sahuaro High School communicates high expectations to our students and set expectations for appropriate behavior in the school environment. We ask that our parents reinforce the expectation that students will work hard to achieve academic success and that they encourage their children to be positive citizens at school.

Transportation Policy

Transportation will be provided for students whose home school is Sahuaro high School and who live more than three miles from Sahuaro, as well as for students involved in our Special Education Program. Open enrollment students must provide their own transportation. Students involved in activities must travel by TUSD district accommodations or provide parent approved documentation regarding alternative forms of travel.

School Honors

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

Award/Honor	Year
Ü Continues a rich tradition in Mock Trial	2005
Ü Scholarships/Awards - \$1.5Million	2005
Ü Chicago Art Institute Summer Scholarship-art teacher	2004
Ü Circle K Teacher of the year nominee	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	454	3907	71130	98	93	95	717	701	701	10	23	23	8	13	13	62	51	51	19	13	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	241	1942	35465	99	95	96	719	702	702	8	21	21	8	14	13	66	52	53	18	13	13
Male	213	1965	35648	98	92	94	716	700	701	12	25	24	8	12	12	59	50	50	21	14	14
African American	30	290	3868	100	98	95	700	679	686	20	40	33	13	14	17	57	41	45	10	4	6
Hispanic	88	1807	25103	100	93	95	715	688	685	10	31	34	8	16	16	63	47	45	19	6	5
Asian/Pacific Islander	23	134	1805	100	98	98	725	727	731	9	10	9	4	5	7	61	53	50	26	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	309	1560	36075	97	93	95	719	719	715	9	10	12	8	9	9	63	58	58	20	22	21
Students with Disabilities	53	361	5862	96	65	71	672	659	658	43	63	63	23	14	15	32	22	20	2	1	2
Students without Disabilities	401	3546	65268	99	98	98	723	704	705	6	19	19	6	12	12	66	54	54	21	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	65	1325	22957	98	91	93	705	684	685	23	36	34	11	17	17	55	42	44	11	5	5
Non-Economically Disadvantaged	389	2582	48173	98	95	96	719	710	709	8	17	17	8	10	11	63	55	55	21	17	18

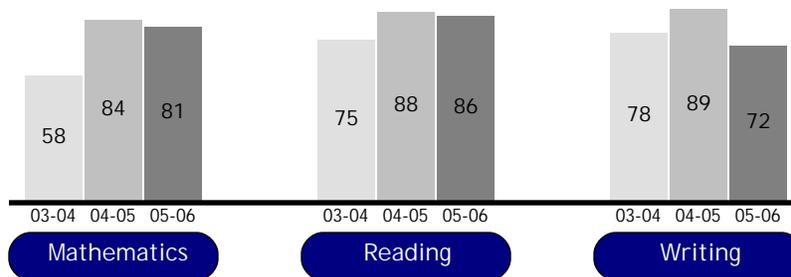
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	472	4113	73018	99	96	97	716	699	703	2	7	6	11	26	23	79	60	64	7	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	253	2019	36181	100	97	97	721	704	708	2	5	4	9	23	21	80	63	65	9	9	9
Male	219	2093	36816	98	95	96	709	693	699	3	9	7	14	28	24	78	57	62	5	6	7
African American	29	302	3976	97	99	96	701	677	689	NA	16	8	24	32	29	76	50	59	NA	2	3
Hispanic	93	1900	25801	99	96	96	714	683	683	3	9	10	9	34	34	84	53	53	4	3	3
Asian/Pacific Islander	23	137	1812	100	99	98	723	720	722	4	2	3	4	18	15	83	66	66	9	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	322	1646	37024	99	96	97	717	720	721	2	3	2	11	14	12	78	69	73	9	14	13
Students with Disabilities	55	530	7170	96	93	85	670	652	654	16	24	23	31	48	47	53	27	29	NA	1	1
Students without Disabilities	417	3583	65848	99	97	98	721	705	708	0	4	4	9	22	20	83	64	67	8	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	66	1425	23912	96	94	94	700	677	681	5	11	10	27	39	36	65	47	52	3	2	2
Non-Economically Disadvantaged	406	2688	49106	100	98	98	718	710	714	2	5	4	9	19	16	82	66	69	8	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	472	4094	72810	99	96	96	694	681	685	4	7	6	24	32	30	66	55	58	6	6	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	252	1999	36111	100	96	97	707	694	695	2	4	4	15	25	23	75	63	65	8	8	8
Male	220	2094	36678	98	96	95	679	670	674	7	10	9	34	40	36	57	47	52	2	3	3
African American	30	300	3962	100	99	96	690	660	675	7	18	8	23	30	33	63	50	55	7	2	3
Hispanic	93	1889	25735	99	95	96	691	672	669	3	9	10	27	39	41	66	49	48	4	3	2
Asian/Pacific Islander	23	137	1809	100	99	97	693	698	704	4	4	4	13	22	19	74	60	65	9	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	321	1642	36915	99	96	97	695	696	697	4	4	3	24	25	21	66	62	67	6	10	8
Students with Disabilities	55	521	7071	96	91	84	642	631	634	20	25	24	56	56	53	24	17	21	NA	1	1
Students without Disabilities	417	3573	65739	99	96	98	700	688	689	2	5	4	20	29	27	72	60	62	6	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	67	1407	23814	97	93	94	683	664	667	9	11	10	27	43	41	63	44	47	1	1	2
Non-Economically Disadvantaged	405	2687	48996	99	98	97	696	690	693	3	5	4	24	27	24	67	60	64	6	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	92	47	NA	42	97	58	48	51	94	61	48	52
	Language	94	49	37	42	97	55	46	50	94	58	46	50
	Mathematics	93	67	57	63	97	56	46	50	94	54	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

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

Council Duties

- Ü Establish Goals for the Year
- Ü Provide Direction for Staff Development
- Ü Select a Council Chairperson
- Ü Approve format for selection of staff
- Ü Communicate school vision and mission
- Ü Support efforts around achievement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	85.00
Other Professional Staff	11.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	9	0	0
4 to 6 years	10	17	0	0
7 to 9 years	1	6	0	0
10 or more years	10	30	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
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 Computer Labs
- Ü Media Studios
- Ü Library

Extracurricular Activities

- Ü Comprehensive Athletic Program
- Ü Honor Society
- Ü Outstanding Fine Arts/Performing Groups
- Ü Mock Trial and Academic Decathlon
- Ü Speech and Debate
- Ü Broad Publications Organizations
- Ü Active Student Government
- Ü Service Saturdays/Service Learning

Social Services

- Ü Counseling Services
- Ü School Resource Officer
- Ü Clothing/Food Banks
- Ü Opportunities for Community Service
- Ü Drop Out Prevention Expert
- Ü African American Educational Support
- Ü Native American Educational Support
- Ü Hispanic Studies Support

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Sahuaro High School improved its AIMS math results with an increase of 20%. Over 88% of our class of 2009 passed the math assessment with AIMS and Sahuaro saw an increase in students passing the Reading test of over 9%.

- ü Sahuaro continues to have program Service Saturdays. Students, staff, and community members come in on Saturdays and work on physical improvements in the school. The campus is quite beautiful; students enjoy the improvements.

- ü Over 40% percent of Sahuaro's students achieve honor roll status. Nearly 20% of the student body is enrolled in Advanced Placement or Honors courses.

- ü Sahuaro High School continues to have a dropout rate of less than one percent.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	97	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

Sahuaro High School programs include Peer Mediation to resolve student conflict. Service Saturdays support safety and reduce suspensions. A School Resource Officer is a positive influence on our campus. Sahuaro has a zero tolerance for violence, weapons, and drugs. We have adopted 'Character Counts' as a path for providing instruction in positive behaviors for our students. The program focuses on six pillars: caring, trustworthiness, respect, fairness, citizenship, and responsibility.

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) :

13

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	Sam Giangardella	(520) 731-7103
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Pam Fine	(520) 225-6400
School Nutrition Programs	Pam Palmo	(520) 225-4000
Parent Organization	Caroline Ganz	(520) 731-7114
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. "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."

ACHIEVEMENT PROFILES

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.

Footnotes

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.