

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3951 S. Pantano Rd, Tucson, AZ 85730

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>

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Performing

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

### School Overview

Principal/Administrator : Mr. Jonathan K. Hanson  
 Schedule : 07:00 AM to 03:30 PM  
 Grades : 9-12  
 Web Address : www.tusd.k12.az.us  
 Phone Number : (520) 731-7504  
 Fax Number : (520) 731-7501  
 E-mail : jonathan.hanson@tusd1.org

### Mission

Santa Rita High School Mission Statement - A Community of Learning, Collaboration and Success  
 Santa Rita High School students, faculty, staff, parents and administration work together to achieve student academic, civic and athletic success.

### No Child Left Behind

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

2005-06	Not Met
2004-05	Met
2003-04	Met

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

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

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

### School / Academic Goals

- ü Our 10th grade students will improve by 5% in AIMS Mathematics. Our focus is Algebra and Geometry. Strategies include monthly mathematics assessments that are AIMS aligned, tutoring and AIMS Math classes.
- ü Our 10th grade students will improve by 2% in AIMS Reading. Our focus is on reading strategies to increase reading comprehension. Reading assessments aligned to the AIMS reading standards will be given.
- ü Our 10th grade students will improve by 2% in AIMS Writing. Our focus is on the SRHS Writing Process and the 6-Trait Rubric. Quarterly writing assessments are given.

### Enrollment

October 1, 2005 School Year Student Enrollment : 1279  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 136

## Instructional Programs

- Ü Advanced Placement/Honors Classes
- Ü Visual Arts Program
- Ü Small Learning Communities
- Ü Business/Marketing
- Ü Building Construction
- Ü Culinary Arts
- Ü Agricultural Science
- Ü Performing Arts Program

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

We expect that all students will score at grade level in Reading, Writing and Mathematics on the AIMS test. We distribute the Student Handbook, the Rights and Responsibilities Handbook, report cards, and hold Open House/Conferences each semester.

### Parents

Parents will monitor student academic progress, attend parent conferences, call to excuse student absences, get involved in our school by attending athletic contests, fine arts events, parent/teacher meetings and transport students who live outside our boundaries.

## Transportation Policy

TUSD transports students who live within our attendance boundaries but outside a two and one-half mile radius of the school on a daily basis. Exceptional Education students are transported as well. Parents transport open enrollment students.

## School Honors

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

Award/Honor	Year
Ü Dorrance Scholarship Recipient	2005
Ü Chuck Gallagher-AZ CTE Teacher of the Year	2006
Ü America/Israel Friendship League Winners (2)	2005
Ü Basketball 4A State Runner-up	2005

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	259	3907	71130	83	93	95	706	701	701	15	23	23	13	13	13	63	51	51	10	13	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	126	1942	35465	88	95	96	703	702	702	14	21	21	15	14	13	63	52	53	7	13	13
Male	133	1965	35648	79	92	94	708	700	701	15	25	24	11	12	12	62	50	50	13	14	14
African American	23	290	3868	92	98	95	681	679	686	35	40	33	22	14	17	43	41	45	NA	4	6
Hispanic	62	1807	25103	91	93	95	701	688	685	11	31	34	16	16	16	66	47	45	6	6	5
Asian/Pacific Islander	18	134	1805	95	98	98	719	727	731	11	10	9	11	5	7	56	53	50	22	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	152	1560	36075	78	93	95	709	719	715	13	10	12	10	9	9	66	58	58	11	22	21
Students with Disabilities	22	361	5862	39	65	71	662	659	658	68	63	63	5	14	15	27	22	20	NA	1	2
Students without Disabilities	237	3546	65268	93	98	98	709	704	705	10	19	19	14	12	12	66	54	54	11	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	61	1325	22957	80	91	93	702	684	685	13	36	34	25	17	17	52	42	44	10	5	5
Non-Economically Disadvantaged	198	2582	48173	84	95	96	707	710	709	15	17	17	9	10	11	66	55	55	10	17	18

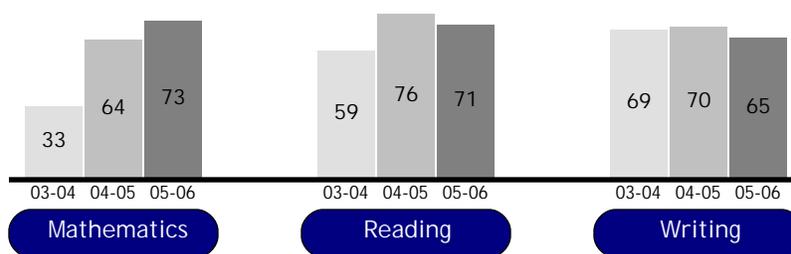
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	292	4113	73018	90	96	97	699	699	703	5	7	6	25	26	23	66	60	64	5	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	136	2019	36181	92	97	97	705	704	708	4	5	4	21	23	21	68	63	65	7	9	9
Male	156	2093	36816	88	95	96	694	693	699	6	9	7	28	28	24	64	57	62	3	6	7
African American	27	302	3976	96	99	96	681	677	689	11	16	8	44	32	29	41	50	59	4	2	3
Hispanic	64	1900	25801	93	96	96	697	683	683	5	9	10	20	34	34	72	53	53	3	3	3
Asian/Pacific Islander	18	137	1812	95	99	98	712	720	722	NA	2	3	17	18	15	78	66	66	6	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	177	1646	37024	87	96	97	702	720	721	5	3	2	24	14	12	66	69	73	6	14	13
Students with Disabilities	54	530	7170	93	93	85	656	652	654	22	24	23	50	48	47	26	27	29	2	1	1
Students without Disabilities	238	3583	65848	89	97	98	709	705	708	1	4	4	19	22	20	75	64	67	5	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	72	1425	23912	89	94	94	693	677	681	6	11	10	31	39	36	60	47	52	4	2	2
Non-Economically Disadvantaged	220	2688	49106	90	98	98	701	710	714	5	5	4	23	19	16	68	66	69	5	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	295	4094	72810	91	96	96	686	681	685	4	7	6	31	32	30	59	55	58	6	6	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	134	1999	36111	91	96	97	699	694	695	1	4	4	21	25	23	72	63	65	7	8	8
Male	161	2094	36678	91	96	95	675	670	674	7	10	9	39	40	36	49	47	52	5	3	3
African American	27	300	3962	96	99	96	670	660	675	7	18	8	44	30	33	48	50	55	NA	2	3
Hispanic	63	1889	25735	91	95	96	691	672	669	3	9	10	21	39	41	71	49	48	5	3	2
Asian/Pacific Islander	19	137	1809	100	99	97	702	698	704	NA	4	4	21	22	19	79	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	180	1642	36915	89	96	97	685	696	697	5	4	3	33	25	21	56	62	67	7	10	8
Students with Disabilities	54	521	7071	93	91	84	636	631	634	20	25	24	56	56	53	20	17	21	4	1	1
Students without Disabilities	241	3573	65739	90	96	98	697	688	689	1	5	4	25	29	27	68	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	73	1407	23814	90	93	94	682	664	667	4	11	10	33	43	41	59	44	47	4	1	2
Non-Economically Disadvantaged	222	2687	48996	91	98	97	688	690	693	5	5	4	30	27	24	59	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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	No

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	88	37	NA	42	92	49	48	51	93	43	48	52
	Language	88	34	37	42	92	45	46	50	93	41	46	50
	Mathematics	91	53	57	63	91	46	46	50	93	41	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/](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

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

Council Duties

- Ü Student Achievement Goals
- Ü School Mission Statement
- Ü Parent/Educator Relations
- Ü Staff Professional Development
- Ü Hiring
- Ü Tax Credit Donations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	61.00
Other Professional Staff	5.00	Teacher Aide	4.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	9	1	0	0
7 to 9 years	6	2	0	0
10 or more years	41	24	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	32
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 Hungry Eagle Restaurant
- Ü Hydroponic Greenhouse
- Ü Little Theatre
- Ü Library

Extracurricular Activities

- Ü AIA Sanctioned Sports
- Ü Band/Orchestra
- Ü DECA
- Ü Student Government
- Ü MESA
- Ü FFA
- Ü National Honor Society
- Ü Academic Decathlon

Social Services

- Ü Drop-out Prevention
- Ü Intramural Program
- Ü Access to Clothing Bank
- Ü Counseling Services
- Ü Youth on Their Own
- Ü On Campus Probation Officer
- Ü School Safety Officer
- Ü Multicultural Diversity Education

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Relates to Goal #1: Mathmatics performance for 10th grade students improved from 34.3% to 62.1% as measured by AIMS 2005.
  
- ü Relates to Goal #2: Reading performance for 10th grade students improved from 60.6% to 75.4% as measured by AIMS 2005.
  
- ü Relates to Goal #3: Writing performance for 11th grade students improved from 43.3% to 51.9% as measured by AIMS 2005.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	83	89	88	73
Graduation Rate <sup>6</sup>	96	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

We have developed a Safety Manual for crisis issues, as well as staff training and evacuation drills per each crisis scenario. We have partnered with local law enforcement and have a school safety officer, as well as a probation officer on campus.

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) :

9

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	Mark J. Kershner	(520) 731-7504
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	School/Community Relations, Pam Fine	(520) 225-6400
School Nutrition Programs	Pam Palmo	(520) 225-4700
Parent Organization	Joyce Palmer	(520) 731-7504
Student Health/Nurse	Gena Boyd	(520) 731-7517

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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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.