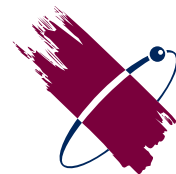


2007-2008 Annual Report

SCHOOL DISTRICT OF THE CITY OF SAGINAW

Saginaw Arts & Sciences Academy

Jan Nash, Principal



Saginaw Arts & Sciences Academy

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About Our School

A total of 584 students in grades 6-12 attend the Saginaw Arts and Sciences Academy. Daily attendance averages 90.4%. The principal is Mrs. Janet Nash. There are 29 professional teaching staff members and 9 support personnel, including aides, custodians, security and secretaries. Our Student-Parent Advisory Council (SPAC) President is Mrs. Kay Kemerer.

Mission Statement

The Saginaw Arts and Sciences Academy faculty, staff, students, parents and community commits to specifically serving the gifted and/or talented student.

SASA will promote a system of education that:

- Ensures the highest level of academic achievement,
- Prepares students in career pathways in our ever-changing technological world, and
- Provides collaborative instruction to promote creative and productive learning.

Parent Involvement

One of the most important factors in a child's success in school is the involvement of parents or guardians in the education process. SASA has a high degree of parental involvement. 67% percent of our parents attended our fall parent-teacher conferences, and 64% attended our spring conferences.

Accreditation

The District is proud of the school's efforts over the years to earn and maintain state accreditation. At this time, all district schools are accredited. Currently, the state is working to revise accreditation standards. As more is known about these new standards, the District is prepared to move quickly to ensure continued accreditation status. SASA is North Central Association accredited.

Showcasing Our Success

SPECIAL PROGRAMS

Middle school and High school Concentration programs with extended blocks of time for learning and in-depth career pathways preparation, Extended Day (After the Bell) program, Saginaw County Science Fair participation, AP courses, honors level courses in all subjects grades 6-12, student clubs and leadership programs, student publications, senior projects, student production performances in school and community-based.

SHOWCASING OUR SUCCESS

SASA received the U.S. News and World Report "Bronze Award" for outstanding schools in America for 2007. SASA was highlighted for this award based on demonstrated excellence and student proficiency on state and national exams, as well as its ability to support minority and under-represented student populations equally in the levels of success attained by all students.

The SASA Science Quiz Bowl teams from both middle and high school won 1st places in the Philadelphia National NOBCCHE Science Quiz Bowl competition, as well as cinching 1st in the NOBCCHE Science Fair student research competition.

The North Central Association conducted its first on-site Quality Assurance Review at SASA in December of 2007 and declared SASA a "school full of joy" relative to student learning and staff commitment.

The Saginaw Arts and Sciences Academy saw five students qualify and travel to the INTEL International Science and Engineering Fair in Atlanta, Georgia, for a week-long competition and exhibition in March, 2008. Seniors Christen Robinson and Nolan Ford represented the Saginaw County SEF, Senior David McMillon represented the Michigan SEF and Senior Adam Kidder and Junior Nicholas Triantafillou represented the Flint Area SEF (1st place for the Teams division).

SASA continued to expand its Advanced Placement (AP) course offerings to assure access to high school students in all content areas prior to graduation. All high school students now complete at least one AP course prior to graduation.

Students and Theater teacher Jenny Rogers conducted multiple performances of "Picasso Becomes You" at the school in February, turning the auditorium, media center and cafeteria into a living art gallery of works by Pablo Picasso. The play also highlighted museum collection pieces from a variety of artists while raising money for the Saginaw Art Museum's World War II poster collection framing and restoration project.

Sixth grade Language Arts & Global Studies students participated in an extended study of dimensional photography called "Facial Visions" created to spotlight people with limited sight capabilities. The students created artworks under diminished visibility conditions at SASA, visited Studio 23 gallery in Bay City to meet those portrayed in the photo exhibit and to experience the portraits hands-on, and later expressed their impressions in narrative stories and short essays.

Voice Keyboard instructor Mike Brush and his musical group "Brush Street" were honored to perform in November at the Detroit Institute of Arts for the 2007 Governor's Arts Awards. The following day, over 50 SASA students attended the

Continued on next page



Showcasing Our Success (continued)

student event at the DIA and met Sam Raney of *Spiderman* fame.

Dance and Voice Keyboard and Band students performed their annual holiday and/or spring concerts at the beautiful Temple Theatre in downtown Saginaw as part of SASA's partnership with the Temple.

Model United Nations team participants from SASA continued to sweep the regional awards conferences at the Great Lakes Invitational MUN program. Senior Aryan Pedawi walked away with the Best delegate Award in December for Political Committee and the SASAMUN team won best delegation in both General Assembly and EcoSoc as the United Kingdom.

The 3-D visual art class participated in the SnowFest high school snow sculpting competition in Frankenmuth for the 5th straight year. Team B, under Captain Amanda Wright, took First Place for their sculpture of a styrofoam cup spilling ice cubes and beverage onto the ground. Team A, under Captain Graham Allingham, took 3rd place with their sculpture of a Chinese take-out meal. The first place B team will compete under the direction of teacher Sally Allan at the State level during the 2009 Snowfest with other adult carvers from around the state.

ICONS 2007, SASA's visual art and literary magazine, was honored with the Gold Medalist Award through adjudication by the Columbia Scholastic Press Association at Columbia University. Earning 965 out of a possible 1000 points, ICONS continued the 19-year tradition of excellence at the National level. In addition, the magazine earned 3 of 3 All-Columbian Awards in the areas of Content, Organization and Design. This recognition is given only to magazines judged at the 95th percentile or higher for each category. ICONS Advisers are Becky Prine Sullivan and Joseph Center. The 2007 Editor-in-Chief, senior Michelle Tietz, and Layout Editor, junior Christina Largent, contributed untold hours of hard work and exemplary vision to make it a success.

The Lady Dragons Basketball team cinched the Inter-state Athletic Conference (ISAC) League Conference Title with a 9-1 league record. Freshman Erica Thomas and junior Carlisia Smith were named all-conference First Team players. Junior Kendra Roberson was named to the All-Conference Second team; seniors Heather DeVaux and Symone Parker received ISAC league Honorable Mentions.

Twenty-five young authors from SASA attended the Barnes and Noble Young Author's book signing day to meet several known professional authors and to autograph their SASA anthology of middle school student authors' stories, *Dragon Lore: When Dragons Fly*. The anthology is available from Amazon.com and through all national Barnes & Noble bookstores.

Sixteen writers from the Language Arts program, clarinetist Devin Langham, two artists from the Visual Arts program, and seven dancers under the direction of retiring Dance Instructor Susan Harrigan, were eligible to attend the prestigious three-day Michigan Youth Arts Festival in May as finalists at Western Michigan University.

Over 50 Language arts program participants enjoyed three days at the McMullen Conservation Center in Higgins Lake, MI for their annual writing retreat. Retired SASA English teacher Mary Ellen Vaydik was guest lecturer for the

experience.

Challenges We Face

Items in this category may be drawn from areas that need improvement, goals identified in your school improvement plan, or elsewhere. The reason for including this section is for community awareness of the challenges you face in educating all of our students and to solicit community support.

SASA's largest current challenges arise in areas of both physical and operational aspects of the program.

Physically, the school facility is facing a major bond issue redevelopment through 2009 that will add a gymnasium and an auditorium and several new science labs for student use. The school has created parent and staff teams to review and refine plans with the design architect team in conjunction with the district's facility supervisor.

Operationally, the school went through its first Quality Assurance Review (QAR) with the North Central Association (NCA) QAR review team in December of 2007. Preparation required weeks of staff and parent review of data and evidence to support the seven standards of excellence identified by NCA for accreditation compliance. SASA was rated "exceptional" or "operational" in all but two areas of standards.

For 2008-9 the focus for the school is two-fold: to improve the strength of the school's Vision (Standard 1) to create a long-range plan and to improve our use of data and results (Standard 7) to put student achievement in writing under a stronger lens.

The visioning work will be possible now that we know where and what SASA will be following the Board of Education's spring 2008 decision to allow the campus to remain as a separate entity in our current facility and providing new building enhancements under the district's facilities bond. The other area for improvement, Standard 7, Use of Data and Results, profiles the importance of the use of data and results to support ever-refined instructional processes. As a result, the school has improved its writing curriculum strategies to develop and implement a comprehensive plan for teacher training and the collection of student artifacts to support progress in writing objectives as outlined in the new school improvement plan.

• The State is requiring each school to include its process of addressing the four (4) sub-groups arising from disaggregated student achievement data in reading and math. If an achievement gap exists, indicate below the strategies you use to address this concern. How will you measure the success of these strategies?

Subgroup achievement gaps do not exist at SASA in our data for reading and math.

1. Economically Disadvantaged
2. LEP (Limited English Proficiency)
3. Students with Disabilities
4. Racial/Ethnicity

Student Achievement: Our Top Priority

In the School District of the City of Saginaw we use the Michigan Report Card and the Michigan Educational Assessment Program (MEAP) Test as ways to measure the academic progress of our students. Student achievement also is measured by marking period grades, teacher observations and teacher-made tests. The Michigan School Report Card represents school performance based on student test scores on the MEAP and the school performance indicators. The Michigan School Report Card results are listed below. The MEAP results are listed on the next two pages. **If you would like additional information about test scores, please call our school office.**



6th Grade		English Language Arts (Reading and Writing)				Math				Social Studies			
Achievement Levels		2006-2007		2007-2008		2006-2007		2007-2008		2006-2007		2007-2008	
		School Count	Met/Exceeded Standards	School Count	Met/Exceeded Standards	School Count	Met/Exceeded Standards	School Count	Met/Exceeded Standards	School Count	Met/Exceeded Standards	School Count	Met/Exceeded Standards
		Total Tested	Percent	Total Tested	Percent	Total Tested	Percent	Total Tested	Percent	Total Tested	Percent	Total Tested	Percent
Gender													
Male		39	100%	41	100%	39	100%	41	95%	39	97%	41	100%
Female		53	100%	43	100%	53	89%	43	98%	53	100%	43	100%
Ethnicity													
American Indian or Alaskan Native		*	*	*	*	*	*	*	*	*	*	*	*
Asian or Pacific Islander		*	*	11	100%	*	*	11	100%	*	*	11	100%
Black		28	100%	20	100%	28	86%	20	95%	28	100%	20	100%
Hispanic		12	100%	*	*	12	92%	*	*	12	100%	*	*
White		42	100%	46	100%	42	98%	46	98%	42	98%	46	100%
Economically Disadvantaged													
yes		28	100%	19	100%	28	89%	19	100%	28	96%	19	100%
no		64	100%	65	100%	64	95%	65	95%	64	100%	65	100%
Students with Disabilities													
yes		*	*	*	*	*	*	*	*	*	*	*	*
no		89	100%	84	100%	89	93%	84	96%	89	99%	84	100%
Limited English Proficient													
yes		*	*	*	*	*	*	*	*	*	*	*	*
no		92	100%	84	100%	92	94%	84	96%	92	99%	84	100%
Migrant													
yes		*	*	*	*	*	*	*	*	*	*	*	*
no		92	100%	84	100%	92	94%	84	96%	92	99%	84	100%

7th Grade		English Language Arts (Reading and Writing)				Math			
Achievement Levels		2006-2007		2007-2008		2006-2007		2007-2008	
		School Count	Met/Exceeded Standards	School Count	Met/Exceeded Standards	School Count	Met/Exceeded Standards	School Count	Met/Exceeded Standards
		Total Tested	Percent	Total Tested	Percent	Total Tested	Percent	Total Tested	Percent
Gender									
Male		55	96%	43	95%	55	96%	43	100%
Female		60	93%	50	96%	61	97%	50	100%
Ethnicity									
American Indian or Alaskan Native		*	*	*	*	*	*	*	*
Asian or Pacific Islander		*	*	*	*	*	*	*	*
Black		41	90%	27	93%	41	98%	27	100%
Hispanic		12	92%	*	*	12	83%	*	*
White		54	98%	47	100%	55	98%	47	100%
Economically Disadvantaged									
yes		32	91%	29	97%	33	100%	29	100%
no		83	96%	64	95%	83	95%	64	100%
Students with Disabilities									
yes		*	*	*	*	*	*	*	*
no		114	95%	92	96%	115	97%	92	100%
Limited English Proficient									
yes		*	*	*	*	*	*	*	*
no		115	95%	92	96%	116	97%	92	100%
Migrant									
yes		*	*	*	*	*	*	*	*
no		115	95%	92	96%	116	97%	92	100%

8th Grade		English Language Arts (Reading and Writing)				Math				Science			
Achievement Levels		2006-2007		2007-2008		2006-2007		2007-2008		2006-2007		2007-2008	
		School Count	Met/Exceeded Standards	School Count	Met/Exceeded Standards	School Count	Met/Exceeded Standards	School Count	Met/Exceeded Standards	School Count	Met/Exceeded Standards	School Count	Met/Exceeded Standards
		Total Tested	Percent	Total Tested	Percent	Total Tested	Percent	Total Tested	Percent	Total Tested	Percent	Total Tested	Percent
Gender													
Male		40	98%	56	98%	40	98%	57	98%	40	98%	57	98%
Female		67	97%	61	97%	67	90%	61	98%	67	99%	61	98%
Ethnicity													
American Indian or Alaskan Native		*	*	*	*	*	*	*	*	*	*	*	*
Asian or Pacific Islander		16	94%	*	*	16	100%	*	*	16	100%	*	*
Black		36	94%	39	92%	36	92%	39	100%	36	94%	39	97%
Hispanic		*	*	10	100%	*	*	10	90%	*	*	10	100%
White		49	100%	59	100%	49	94%	60	98%	49	100%	60	98%
Economically Disadvantaged													
yes		26	100%	29	90%	26	85%	29	100%	26	100%	29	100%
no		81	96%	88	100%	81	95%	87	98%	81	98%	89	98%
Students with Disabilities													
yes		*	*	*	*	*	*	*	*	*	*	*	*
no		106	97%	116	97%	106	93%	117	98%	106	98%	117	98%
Limited English Proficient													
yes		*	*	*	*	*	*	*	*	*	*	*	*
no		107	97%	116	97%	107	93%	117	98%	107	98%	117	98%
Migrant													
yes		*	*	*	*	*	*	*	*	*	*	*	*
no		106	97%	116	97%	106	93%	117	98%	106	98%	117	98%

Student Achievement: MME Test

9th Grade - Social Studies				
Achievement Levels	2006-2007		2007-2008	
	School Count	Met/Exceeded Standards	School Count	Met/Exceeded Standards
	Total Tested	Percent	Total Tested	Percent
Gender				
Male	25	100%	34	100%
Female	24	100%	46	100%
Ethnicity				
American Indian or Alaskan Native	*	*	*	*
Asian or Pacific Islander	*	*	*	*
Black	11	100%	29	100%
Hispanic	*	*	*	*
White	32	100%	38	100%
Economically Disadvantaged	yes	13	100%	16
	no	36	100%	64
Students with Disabilities	yes	*	*	*
	no	49	100%	80
Limited English Proficient	yes	*	*	*
	no	49	100%	80
Migrant	yes	*	*	*
	no	49	100%	80

11th Grade - English Language Arts (Reading and Writing)				
Achievement Levels	2006-2007		2007-2008	
	School Count	Met/Exceeded Standards	School Count	Met/Exceeded Standards
	Total Tested	Percent	Total Tested	Percent
Gender				
Male	19	89%	14	76%
Female	28	93%	19	74%
Ethnicity				
American Indian or Alaskan Native	*	*	*	*
Asian or Pacific Islander	*	*	*	*
Black	*	*	11	73%
Hispanic	*	*	*	*
White	29	86%	19	84%
Economically Disadvantaged	yes	12	100%	10
	no	35	89%	23
Students with Disabilities	yes	*	*	*
	no	47	91%	33
Limited English Proficient	yes	*	*	*
	no	47	91%	33
Migrant	yes	*	*	*
	no	47	91%	33

11th Grade - Math				
Achievement Levels	2006-2007		2007-2008	
	School Count	Met/Exceeded Standards	School Count	Met/Exceeded Standards
	Total Tested	Percent	Total Tested	Percent
Gender				
Male	19	84%	14	86%
Female	28	82%	19	68%
Ethnicity				
American Indian or Alaskan Native	*	*	*	*
Asian or Pacific Islander	*	*	*	*
Black	*	*	11	73%
Hispanic	*	*	*	*
White	29	86%	19	79%
Economically Disadvantaged	yes	12	75%	10
	no	35	86%	23
Students with Disabilities	yes	*	*	*
	no	47	83%	33
Limited English Proficient	yes	*	*	*
	no	47	83%	33
Migrant	yes	*	*	*
	no	47	83%	33

11th Grade - Social Studies				
Achievement Levels	2006-2007		2007-2008	
	School Count	Met/Exceeded Standards	School Count	Met/Exceeded Standards
	Total Tested	Percent	Total Tested	Percent
Gender				
Male	19	95%	19	100%
Female	28	100%	26	92%
Ethnicity				
American Indian or Alaskan Native	*	*	*	*
Asian or Pacific Islander	*	*	*	*
Black	*	*	*	*
Hispanic	*	*	13	92%
White	29	97%	27	96%
Economically Disadvantaged	yes	12	100%	14
	no	35	97%	31
Students with Disabilities	yes	*	*	*
	no	47	98%	45
Limited English Proficient	yes	*	*	*
	no	47	98%	45
Migrant	yes	*	*	*
	no	47	98%	45

11th Grade - Science				
Achievement Levels	2006-2007		2007-2008	
	School Count	Met/Exceeded Standards	School Count	Met/Exceeded Standards
	Total Tested	Percent	Total Tested	Percent
Gender				
Male	19	95%	19	95%
Female	28	93%	26	65%
Ethnicity				
American Indian or Alaskan Native	*	*	*	*
Asian or Pacific Islander	*	*	*	*
Black	*	*	13	46%
Hispanic	*	*	*	*
White	29	93%	27	93%
Economically Disadvantaged	yes	12	100%	14
	no	35	91%	31
Students with Disabilities	yes	*	*	*
	no	47	94%	45
Limited English Proficient	yes	*	*	*
	no	47	94%	45
Migrant	yes	*	*	*
	no	47	94%	45

* Breakdown not displayed if < 10 students in category.

Michigan School Report Card					
Education Yes Composite Grade	Overall Met AYP	Met Achievement Objective		AYP Phase	Attendance > = 80%
		ELA	MATH		
A	Yes	Yes	Yes	0	Yes

How to read the Michigan School Report Card Data

The Composite Grade

Michigan School Report cards issue a Composite Grade based on Indicators of School Performance, Achievement Status, Achievement Change and AYP status. When data for a single year is insufficient, it combines results over 2 or 3 years.

NA = Insufficient data to calculate grade/score.

Indicators of School Performance = School self-assessment on 40 key indicators of student achievement.

AYP = Adequate Yearly Progress

- 95% of all students tested
- 80% average daily attendance or 80% graduation rate
- All students and subgroups met subject area state objective for 2007-2008
Elementary ELA 59% and Elementary Math 64%
Middle School ELA 54% and Middle School Math 54%
High School ELA 61% and High School Math 56%

AYP Phase:

- 0** - School made AYP this year and is not identified for improvement.
1 - School Improvement - school must offer choice and transportation.
2 - Continuing School Improvement - school must offer choice, transportation, and supplemental services.
3 - Corrective Action - school must continue choice, transportation, and supplemental services and take further corrective action.
4 - Restructuring - school must continue choice, transportation, and supplemental services and develop a plan to restructure the school.
5 - Implement Restructuring Plan - school must continue choice, transportation, and supplemental services and implement restructuring plan.
99 - AYP Advisory - This is a new school that did not have MEAP data prior to 2003. This school is given an advisory status because data are not available for safe harbor comparison or for multiple year averaging.

TECHNOLOGY

Technology is used for curriculum information and communication, student coursework via MI Virtual High School and other providers, parent and student communication via email listserves, on-line gradebook and attendance programs, moodle teacher-user sites, the school's internet website for news, awards and information including the school's application process and accompanying documents.

SASA utilizes interactive white boards, laptop computers, desktop computers, building-wide wireless access, graphing calculators, and PC tablet technologies in everyday classroom instructional processes.

PARENT INVOLVEMENT

Parent involvement at SASA is evident in many ways. Parent participation is strong at teacher-parent conferences, and in the Student-Parent Advisory Council (SPAC) and in SASA's Epstein model parent workshops focusing on the school's quality plan and the school-wide 6+ 1 writing traits initiative, the MI Merit Curriculum, pupil service team operatos and student support, and the NCA Quality Assurance Review SASA underwent in 2007.

Parents have aided the school in 2007-8 activities to plan the school's facilities bond \$10 million redevelopment; by attending International Baccaulaurate informational trainings as they consider this possibility for the school; by fundraising through an Art Auction to support the IB program consideration, by sponsoring student participation in programs such as the International Science Fair and the Appledore sailing experience, and by developing and hosting a school-wide Unity Day for grade 6-8 students each May.

Parents also help to jury our school's Senior Projects, escort students as chaperones to a variety of off-campus experiences, attend student plays, concerts, dance and band performances, and celebrate teacher efforts by hosting annual luncheons on staff development days.

Academic Core Curriculum

Academic core curriculum in Saginaw Schools is that set of essential academic learnings that every student, K-12, is expected to know and do. Saginaw has adopted Standards for all academic content areas, for all students, and continues to develop and implement grade level benchmarks, assessments, and instructional techniques aligned with these standards.

Saginaw Schools offer all students a core academic curriculum aligned with National and State standards in history, geography, economics, science, mathematics, civics, and reading and writing.

The District continues to involve teachers at all levels in defining and refining the standards of these core areas. These standards, in addition to national standards, are directly tied to the District Mission and Graduate Standards. We recognize the need to continuously improve curriculum and to maintain a rigorous program of study for all students. Developing a core curriculum is a start not an end. Refining, managing and updating is a continuous job as we learn more about how students learn best and examine what all students need to know as they enter the world of work and continue their education.

Academic core curriculum documents in the areas noted above are available by contacting the office of the Communications and Marketing at 989-399-6630.

Non-Discriminatory Policy

It is the policy of the Board of Education and the School District not to unlawfully discriminate on the basis of handicap, race, religion, national origin, sex, age, marital status, height or weight. The District reaffirms its policy to comply with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Elliott-Larsen Civil Rights Act, the Michigan Handicappers' Civil Rights Act, the Americans With Disabilities Act of 1998, and all other applicable Federal and State laws and regulations prohibiting discrimination.

Saginaw Board of Education

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