

# 2008-2009 Annual Report

SCHOOL DISTRICT OF THE CITY OF SAGINAW

## Saginaw Arts & Sciences Academy

Janet Nash, Principal



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### About Our School

A total of 579 students in grades 6-12 attend the Saginaw Arts and Sciences Academy. Daily attendance averages 92%. 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 Mr. Dean Yurgens.

### 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

Construction began in May 2009 for SASA's long-anticipated renovations and additions under the Saginaw School District Facilities Bond Development plan. Staff, students and parents contributed ideas through a series of forums leading to the design model. The school will receive nearly \$7.5 million dollars in improvements, including the addition of a gymnasium seating 400, a new high-performance 485-seat auditorium, three new science laboratories, campus repaving and landscaping, a new soccer field next door behind the Mid-Michigan Children's Museum, new security systems, and the school will now occupy the entire campus at 1903 N. Niagara St., formerly known as the Ruben Daniels Lifelong Learning Center.

SASA received full status accreditation from the AdvancEd Association (the evaluation body of the North Central Association/NCA) upon completion of its first 5-year accreditation review. The staff learned a great deal from the on-site review team, and has incorporated suggestions for improvement in envisioning a long-range future for SASA, and in revised approaches for applying data-based results to aid student learning and teaching. In 2009, the SASA staff will begin an exploration of the International Baccalaureate Middle Years Program (MYP) for grades 6-10, by participating in Level 1 training and planning steps toward the IB application for the MYP at SASA.

SASA received the *US NEWS and WORLD REPORT* "Silver Medallion Award" for its placement among "America's Best High Schools" for 2008. This award also showed continuing improvement, as it was one level higher than SASA's 2007 Bronze Medallion Award. SASA was one of only two schools in the mid-Michigan area to be recognized at the Silver Medallion level (the other school is in Midland), and was ranked among the top 20 high schools in Michigan, and among the top 1,500 in the nation by *US NEWS and WORLD REPORT*. SASA was highlighted for this award based on demonstrated excellence and student proficiency on state and national exams, as well as on its ability to support minority student populations equally in the levels of success attained by all of its students. As a follow up, district and SASA staff and students were recognized by the Saginaw Intermediate School District for its Silver Medal distinction at the December ISD meeting.

Senior and 2009 Valedictorian Nicholas Triantafillou received numerous accolades as one of the most noted scholars ever to graduate from the Saginaw Arts and Sciences Academy. Nicholas was selected as a National Merit Finalist, was named as one of only two Michigan Siemens Math and Science State Scholars; was a national semi-finalist Presidential Scholar, and was recognized by the College Board as an AP Scholar with Distinction. He also placed in the top 100 in the nation on the USAMO (United States of America Mathematics Olympiad) and 3<sup>rd</sup> in the state this year in the MI Mathematics Prize Competition. Nicholas will continue his education as a Mathematics major at the University of Michigan, Ann Arbor, in the fall. Nicholas is the son of Dr. George Triantafillou and his wife, Jean Farrington.

SASA's 39 graduating seniors earned over 1.8 million in scholarships and awards to aid them in post-high school educational plans at a variety of colleges and universities across the country.

Waleed Khan, a SASA 8<sup>th</sup> grader, won the Saginaw County Spelling Bee and went on to Washington D.C. in May, 2008 to the Scripps-Howard National Bee, finishing in 47<sup>th</sup> place in the nation. The SASA Spelling Bee Team of Waleed Khan, Safwaan Mir and Wahaj Ansari swept the Team Championship as well, bringing home to SASA the top Spelling Bee Team Award once again. Coaches Martina Leslie, SASA Instructor, and Dr. Shaiza Khan, SASA parent, helped to get the team in top form this year.

## Showcasing Our Success (continued)

Fourteen students, accompanied by three SASA faculty members and their spouses, went to Tokushima, Tokyo and Kyoto, Japan, in June 2008 for a two-week exploration of Japanese culture and history. The travelers also spent several days visiting Kawauche Jr. High School in Tokushima. The trip was coordinated by SASA faculty members Brian Feldman and Stephen Tack, and was funded, in part, through a grant from the Laurasian Institute.

Over 100 8<sup>th</sup> grade SASA students and 15 students from Zilwaukee K-8 were accompanied by their teachers and several parents, and traveled to Washington D.C. in April 2008 for a four-day immersion in the nation's Capitol, visiting museums, national monuments, Arlington Cemetery, the Library of Congress and other local sites of interest. Through its Feldmart school store, SASA provided over \$12,000 in scholarships to students to make the trip more affordable for all those desiring to attend.

SASA's 2007-8 yearbook, *The Illuminati*, received the MI Interscholastic Press Association's Silver Award for distinction in student yearbook journalism and design.

Visual Art student Nicolas Sarmiento was selected through portfolio adjudication to attend the Marie Walsh Sharpe Foundation summer seminar on the campus of Colorado Springs College in July 2009. The prestigious summer intensive program selects 63 students nationwide to attend with all expenses covered by the Foundation. Students will be drawing and painting on location in the mountains of Colorado.

**ICONS**, SASA's high school Art and Literary Magazine, again earned a Scholastic Gold Medalist Award in national adjudication through the Scholastic Press Association at Columbia University in New York. In addition, **ICONS** earned two out of three All-Columbian awards for organization and design. **ICONS** advisors are faculty members Becky Prine Sullivan and Jared Morningstar. Sixteen to twenty students serve as ICONS staff each year, editing and producing this outstanding annual publication of juried art and writing, with pieces submitted by students attending the Saginaw Arts & Sciences Academy.

A record thirty-one (31) SASA students qualified to attend the Michigan Youth Arts Festival (MYAF) at Western Michigan University, May 7-9, 2009. Fifteen (15) students in high school dance were selected to publicly perform three separate dance compositions, including one choreographed by first-year instructor Mrs. Meagan Publitz for the Gala Opening performance. Two other dances, choreographed by Seniors Ashley Crittle and Kelsey Christiansen, were performed in the state's first student-choreographed dance showcase at the MI Youth Arts Festival. In addition to dance, four (4) student visual artists, 3 from the 3-D Visual Arts Concentration and 1 from the 2-D VA Concentration, were selected through juried exhibitions with standing among the top 100 young artists in the state to display their art, ranging from ceramic sculpture to batiks; two (2) voice-keyboard students were selected for juried musical compositions, and twelve (10) high school writers from the Language Arts Concentrations 9-12 were invited by adjudication through the MI Council of Teachers of English to participate in the festival and have their works published in the 2009 MYAF Student Creative Writing publication. Several student writers and artists also received Honorable Mention awards through state-wide adjudication. Michigan students not only exhibit and publicly perform at the MYAF in every area of the arts, but they also participate in master classes and workshops throughout the weekend at WMU.

During the 2008-09 school year, SASA's athletic program made great strides by increasing the number of participants in each sport and adding the following additional and new coaching staff: Kelly Hamilton, our new assistant varsity girls basketball coach, assisted SASA's long time winning varsity girls basketball coach, Brian Tennant, in leading SASA's girls basketball team to another ISAC league championship, which was a tie for 1<sup>st</sup> place. SASA's first year Spanish teacher, David Sandahl, became SASA's new varsity girls soccer coach. Tracy Johnson, varsity girls volleyball

coach continues to move SASA closer to its first league title. Steven Tack, golf coach, was instrumental in providing our golfers with skills that enabled them to compete in their first regional tournament, a first for SASA. This past year, we earned a second place tie for ISAC league championship in boys varsity basketball. This was a first time accomplishment for our varsity boys. SASA's middle school swimming team won its third straight 1<sup>st</sup> place District title under the leadership of coach Diane Mindy-Briggs.

This past year, we continued to improve our winning records in community education youth sports, middle school boys and girls basketball and track, middle school and varsity volleyball, and varsity golf.

Two SASA students, senior Shannon Owens and junior Nicolette DeClerk, were awarded Scholastic Gold Key Awards for their poetry entries in the national Scholastic Writing Awards competition.

Through the Michigan Art Education Association (MAEA), 4 entries from the 2-D Visual Arts class were selected to the middle school state level exhibit for MAEA in Lansing. These pieces are considered to be among the 100 finest pieces of middle school art in the state for this school year. In addition, Breanna Berka's drawing was selected for the top 15 in the state and will be featured at the MAEA fall conference.

As a continuation of SASA's ongoing efforts and dedication to community outreach and citizen service, a group of 2-D art students painted murals this fall and winter at the Salvation Army and the Saginaw County Health Department facilities. In addition, the school's Student Councils and National Honor Societies adopted several local families for holiday food drives and gift-giving, students participated in the United Way Make a Difference Day and Spring into Service Days and the American Cancer Society's Relay for Life; students conducted a school and community Blood Drive, several students taught art classes at the Saginaw Art Museum, and many others performed numerous community concerts and shows supporting the Field Neuroscience Institute, the Humanities Series, local schools, the Castle Museum's Artists for the Arts Exhibition, the Bridge Center for Racial Harmony's MLK Student Leadership Conference at the Dow, and a host of other local events.

In April 2009 the school pulled together to put on its annual spring musical, this year called "Back to the 80's", under the direction of first-year Theatre Instructor Ms. Colleen Cartwright. Ms. Cartwright directed an energetic cast of more than 60 students to create a truly fun and invigorating production that had audiences singing and laughing together about life and school trends in the 80's that many could remember first-hand — and the rest could now truly imagine! SASA's Voice-Keyboards program accompanist and local musician/performer Stephanie Noel Howland did a superb job serving as the BT80's musical director with a team of local musicians.

In a grant written by Theatre instructor Colleen Cartwright, the Theatre program received news in March 2009 that it was selected as one of ten schools in the nation to receive a \$9,000 grant from the NAMM Foundation to produce "High School Musical", which will be performed at the Temple Theatre in the spring of 2010.

The 7<sup>th</sup> grade Language Arts and Global Studies Concentration program took their students on a field trip to Stratford, Ontario to see a play at the Stratford Festival Theatre. Half of the cost for the bus transportation was provided by a grant from the Saginaw Public Schools Foundation. It is the first year that the SPS Foundation has awarded grants for educational enhancement, and we are very grateful for the support we were able to receive.

## Showcasing Our Success (continued)

The 7<sup>th</sup> grade Global Studies program also gratefully acknowledges receipt of a grant from the Saginaw Community Foundation for a Medieval Portrait Gallery. Students studied the Medieval Times and created a character from that time period. This is the 25<sup>th</sup> anniversary of the Saginaw Community Foundation and the project will be shown in the SCF 25<sup>th</sup> anniversary video, along with showcasing Mrs. Lisa Millar, who wrote the grant and received the materials for the unit of study and the project.

Junior Erika Trigg earned a bronze medal and \$500 at the 2009 I-SWEEP Olympiad (International Sustainable World Project [Energy, Engineering & Environment]) in Houston Texas in March 2009. Four SASA students qualified to attend and exhibit their scientific research, and were accompanied by SASA teacher-advisor, Mr. Stephen Tack.

The team of Nicholas Triantafyllou, Dalton Allan, Nicole Smith, Matthew Fair and Julius Woo took 2<sup>nd</sup> Place in the Large school Division at the U of M-Flint Math Field Day, narrowly finishing behind Detroit County Day High School.

Mathematical and Scientific investigators Sophomore Dalton Allan and Freshman John Shinnars were selected as 1<sup>st</sup> and 2<sup>nd</sup> place finalists at the Saginaw County Science and Engineering Fair to represent Saginaw County at the week-long 43<sup>rd</sup> International Science and Engineering Fair in Reno, Nevada in May, all expenses paid.

In the spring of 2009, the High School and Middle School students from SASA took 1<sup>st</sup> place in the Level II SVSU Math Olympics and second place in the Level I competition, finishing in 2<sup>nd</sup> place overall. Math teachers Stephen Tack and Michael Aide served as coaches for the teams this year.

The Theatre program for middle school wrote and produced their own play entitled “=ppl”, a play about equality and keeping an open mind. The class took the show on the road in the spring and performed at six elementary and middle schools in Saginaw.

School-wide at SASA, the 6 + 1 Writing Traits initiative was undertaken with full participation by faculty and students in 2008-09. The district provided the middle school with new textbooks to support the writing process, and high school teachers looked to training from the College Board, the district and the state to provide guidance on writing expectations for successful Advanced Placement exams and the ACT/MME. Writing scores improved at every level at SASA, a goal outlined in the SASA School Quality Plan and its NCA initiatives. See data provided previously in this annual report.

Teachers continued their efforts to develop units supporting Differentiated Instruction, a “best practice” that honors differences in student learning styles and individual student preferences for styles of assessment. Examples can range from inquiry-based simulations such as the “woolygooger” project in Ms. Ristau’s Biology class which simulated the Natural Selection process, to CSI-type investigations in Gr. 7 Science with Mrs. Meister, to layered curriculum projects in Language Arts and Social Studies classrooms including Poetry Slams, character impersonations, short story and playwriting, speech demonstrations from ancient Greece and Rome, and accompanying platform performances. The 6<sup>th</sup> grade Language Arts & Global Students Concentration students of teachers Michal Smith and Joan Klenk held a “Folktales” night for parents in the second semester to culminate a unit of study in writing their own folktales using a truly historical perspective, incorporating Powerpoint software and presentation technologies to give parents a cultural and geographic background that showcased their in-depth research.

Long-standing Saginaw Public Schools’ teachers Mrs. Michal Smith (Language Arts), Mr. Daniel Sealey (Science & Mathematics), and Mr. Timothy Kasten (Instrumental Music), chose to retire from SPS in June 2009. Each will leave some very

big shoes to fill in the future at SASA, and will be deeply missed by faculty, students and parents alike. We wish them the very best in retirement, and hope that future years away from SASA are nearly as rewarding as the years each spent here in support of students. These three people have created lasting legacies in their various professions – a priceless gift to the future.

The Global Studies Program, under the guidance of advisor Mr. John Olvera sent seven (7) students to the capitol in Lansing in March 2009 for the three-day MI Youth In Government conference. Three of the students won honors for their debates and four of the students’ legislative bills passed in the House. The MYIG program, sponsored state-wide by the YMCA organization, is an annual convocation at the MI state capitol that simulates the legislative process undertaken year-round by our state representatives and Michigan’s governmental leaders.

Mr. Olvera’s AP Government class attended the MI Supreme Court hearing held at SVSU in the second semester. The last time the state Supreme Court visited the Saginaw region was in 1872. It was a great honor to be able to attend as well as to meet the Supreme Court Judges, and our students gained a great deal of insight from the experience in how our higher court system works. Two lawyers visited the students at SASA to prepare us before the case was heard and to debrief the experience after our visit.

SASA students, Nicholas Herd and Allecia Butler, took 2<sup>nd</sup> and 3<sup>rd</sup> place, respectively, in the Optimist Club Essay Contest dealing with citizen rights in America. We competed against six other high schools in the area and are pleased to see a continuation of our long tradition of top finishes in the contest.

Two SASA students, Nicholas Herd and Erica Thomas, were nominated for and attended the National Youth Leadership Forums this year in Washington, D.C. Both came back proclaiming it was an outstanding experience and encouraged others to take part if invited to future Forums. In addition, Nick was also selected to receive a scholarship for all expenses and invited as one of 36 students to attend a highly competitive six-week Telluride Association Sophomore Seminar in “Imaging Race in Literature and Visual Culture” at the University of MI this summer.

Throughout SASA, teachers examined and adjusted their classroom syllabi and instructional and assessment plans to adopt principles promoted through our training in the *High Schools That Work* and *Making Middle Grades Work* initiatives, programs developed by the Southern Research Educational Board (SREB) and provided locally through three-year county-wide initiative of the Saginaw Intermediate School District. Many teachers instituted policies that allowed students to improve outcomes of tests and quizzes and demonstration projects through re-do’s, in order to demonstrate the mastery learning sought by both students and teachers alike. Additionally, teachers worked together on common course syllabi and assessments, common note-taking procedures such as the Cornell Notes method, and are working together to examine our curriculum to develop an understanding of a standards-based curriculum and standards-driven assessments. Overall, the grades of students improved among teachers adopting the re-do policies, policies which required students to obtain extra help in order to qualify for the second opportunity for assessment. The ultimate goal of the SREB initiative is success for all students, and we are also working toward making it ours at SASA.

At the winter Great Lakes Model United Nations Conference at Michigan State University, the SASA GLIMUN delegation won both the Best Delegation Award and two individual Best Delegate awards, an MUN achievement that is of prominent distinction among the very best schools in Michigan.

The Global Studies SASA team won the Mock Trial Law Day case at the Saginaw County Mock Trial event, and was highlighted in a pictorial feature in The Saginaw News.

Senior Ti'Kyra Napoleon was nominated by her Global studies teacher Cynthia Schneider and successfully received the LIVE UNITED Award from the Saginaw County United Way for her many years of outstanding service to the Saginaw community.

In the spring of 2009, the SASA Middle School Quiz Bowl team took the 13<sup>th</sup> place in the nation at the Department of Energy Science Quiz Bowl Competition in Washington D.C., and the middle and high school teams took 4th in nation at the National Organization of Black Chemists and Chemical Engineers (NOBCChE) Science Quiz Bowl Competition in St. Louis, Missouri. Teams were provided the opportunity to attend, all expenses paid, along with their teacher-coaches & advisors, Matthew Miller and John Barnes, by the DOE and Midland NOBCChE sponsors. We are grateful to our sponsors for their support and sponsorship of these programs as an opportunity for academic achievement and dedicated teamwork. NOBCChE Team Members were, Junior Team-"SASA Nation"- Coach Mr. John Barnes; Kwaku Ofori-Darko, Nathaniel Wilkins (Captain), Sheebani Talati, Tabassum Mohibi, Justin Ingram.

In the Junior division of the NOBCChE Science Fair, SASA swept the competition: 1st place- Tabassum Mohibi; 2nd place- Sheebani Talati; 3rd place- Justin Ingram. NOBCChE & DOE Science Bowl- Senior Team- "SASA Dragons"- Coach Mr. Matt Miller ; Alexandriaya Emonds, Nicole Smith, Nick Triantafillou and Jon Young. SASA Middle School Team for Department of Energy National Quiz Bowl Competition: Nathaniel Wilkins (Captain), Magda Hlavacek, Kwaku Ofori-Darko, Kavita Raval and Justin Ingram.

The SASA 3-D Visual Art program participated once again in Frankenmuth's annual Snowfest Snow Sculpting Competition. The award-winning 1<sup>st</sup> place high school team from 2008 competed again this year by invitation in the adult competition category, and two new high school teams competed in the high school competition category. Although no championships were won this year, the teams enjoyed their participation and came home with plans to renew their efforts again next winter.

The SASA Student-Parent Advisory Council, under the leadership of SPAC member Mrs. Susan Wachowiak, sponsored an amazing SASA Middle School Unity Day at Bliss Park on May 20. Nearly 300 middle school students participated in a variety of games and events designed to bring students together in teams to work together toward a common goal. A \$500 grant was received from Kohl's to help sponsor the event and the store provided staff assistance to parents to run the day's events and lunch at the park. The high School Student Council, under advisor Cindy Schneider and Student Council President Jon Young, sponsored a similar event of equal success the previous week for SASA's nearly 300 high school students.

Over 45 English/Language Arts High School Concentration students attended a three-day writing retreat at Higgins Lake at the McMullen Conservation Conference Center in April 2009. Professor Stephen Bernstein, a SASA parent and creative writing professor at U of M Flint, was the guest presenter. The Higgins Lake Fundraising committee, led by Senior Lisa Greif, worked tirelessly all year to sponsor a variety of events and sales to make the trip affordable to all students in the ELA Program.

In November a representative from the Blue Lakes Fine Arts camp held auditions at SASA for the 2009 summer camp. Band students in grades 6-8 were awarded summer music camp scholarships to Blue Lakes Fine Arts Camp totaling \$42,000.

SASA High school and 8<sup>th</sup> Grade bands competed in the Michigan School Band and Orchestra Festival March 6<sup>th</sup> in Midland. Both groups were award 1<sup>st</sup> Division ratings, medals and all A's from 4 different judges. A total of 149 students were involved.

A total of 112 SASA band students in grades 7-12 competed in Michigan School Band and Orchestra Solo & Ensemble festivals receiving 82 1<sup>st</sup> place ratings and 26 2<sup>nd</sup> place ratings at the district level in the spring. Eighteen (18) high school band

students qualified for the state competition by receiving 18 1<sup>st</sup> place awards.

In October the Voice-Keyboard students attended the powerful opera, *Margaret Garner*, at the Detroit Opera Theatre. In November, they produced a video recording of instructor Mike Brush's compositions "*Walking As Children*" and "*One America*" with singers from the SASA middle and high school VK Concentrations. The video is available for viewing on YouTube.

In January 2009 Senior Hillary Huebler and Sophomore Hope Currie, both Voice/Keyboard Concentration students, were selected to perform their original music compositions at the 2009 MI Music Educators Association Annual Honors Composition Contest at the MMEA Annual Conference in Grand Rapids. They were subsequently invited to participate in the MI Youth Arts Festival at Western MI University in May.

In February 2009, the 27 high school Voice Keyboard Concentration students participated in the District MI State Vocal Music Association Solo & Ensemble festival at Central Michigan University. Fourteen received a Division I rating, making them eligible for participation in the State festival. Subsequently, six of the ten students that elected to participate received a Division I rating at the State Festival.

The Voice Keyboard program held its annual Spring Concert, this year entitled "Finding our Spring", in May 2009. The concert included many new elements including student ensembles and original songs and compositions. Thematically related, it showed promise of good, fresh things to come featuring students' musical accomplishment.

In the spring of 2009, Professor Kirk Wolf and Dr. Donald Halog approached SASA to develop a Summer Enrichment Camp for SASA students on the campus of Delta College. Nine half-day enrichment classes were developed, and nearly 60 middle school students elected to attend one or more classes for the week of July 20-23, absolutely free of charge! Courses ranged from "Body Mysteries Unraveled" to "Graphic Design" and "Philosophy's Big Ideas" to "Play Production". The program will be used as a prototype for Delta College to enhance offerings to local secondary students in the future.

Seniors at SASA completed their senior projects in good standing as they moved toward graduation in May 2009. Projects ranged from demonstration classroom teaching from future educators to website development of diet concerns for teens by a future Dietician. Students created and hosted individual concerts in dance and voice-keyboard, painted murals in the community and displayed art portfolios, presented individual scientific and mathematical research projects, scholarly papers, portfolios of original writing and various demonstration projects, and performed original musical compositions. Over 40 members of the community from bank CEO's to local professors and performers generously dedicated their time to adjudicate the projects and presentations. 6<sup>th</sup> grade Parent Denise McLean volunteered several weeks of her valuable time to facilitate the project presentations and identify panelists, assisted by SASA 2008 graduate Karyn Bate-Defoe. We are indebted to these volunteers and the community for their support of our SASA graduates.

In May, 2009, through a State of Michigan Title V Innovative Programs Grant, SASA received 78 additional wireless computers, and six newly equipped teacher SMART CARTS, including SmartBoard technologies, to expand our technology resources at SASA to aid our students in understanding the technology available to learners, both students and adults, in our present world. The new equipment includes a virtual field trip communication station, to provide for real-time "visits" with other schools and world experts in a variety of forums to take our school beyond its walls without having to leave the school campus.



## Challenges We Face

SASA is addressing the needs of students who are achieving below the average proficiency levels in core curriculum areas through a variety of approaches. Students are targeted for teacher-staffed study sessions during the noon hour, before and after school tutoring, with both peer tutors and staff tutors, and in the classroom through differentiated instructional methods.

The *U.S. News and World Report* 2008 "Top U.S. High Schools" Silver Medal SASA received attests to the level of achievement reached by the full range of students at SASA, regardless of race, economic status or school of initial education. Achievement gaps are small, oftentimes less than 5-10%, and where gaps exist they are being closed with a range of strategies targeting individual students. For a look at our annual reports over time, visit the SASA website at [www.sasa-academy.net](http://www.sasa-academy.net). We have met and often exceeded the requirements for Adequate Yearly Progress (AYP) as measured by the State of Michigan under No Child Left Behind each year for the past 7 years.

SASA's largest immediate challenge remains in physical and operational aspects of the program. Physically, we have expanded to accommodate our growing number of students by now occupying the entire facility in which we have been housed these past 25 years, the facility formerly known as the Ruben Daniels Lifelong Learning Center, located at 1903 N. Niagara Street. With added space, in the summer of 2009 SASA moved its main office location across the building to the east side, the Niagara Street entrance. The work continues on a new auditorium, gymnasium, science laboratories, grounds and security systems, slated for completion in February 2010. Staff, parents and students continue to work on the building plan together with TMP & Associates, the architects contracted to oversee the construction planning.

The school has also begun identification and development of a curriculum team to examine the application process and demands of the International Baccalaureate (IB) Middle Years Program for grades 6-10. The team will visit and examine model IB MYP programs, and research available funding sources, as we move toward the Level 1 application process. Meanwhile, we will continue to train our staff to expand and develop Advanced Placement offerings for grades 11-12, including the option for our students to obtain the AP International Diploma.

## Parent Involvement

We have a Student-Parent Advisory Council that meets monthly and is examining curriculum issues such as the adoption of the Middle Years Program (MYP, grades 6-10) of the International Baccalaureate Organization, parent experts as panelists for Senior Projects, and the development of an endowment fund for SASA student enrichment and future program development. Parents have served on a design/development team to implement the school's current facility improvements. Parents provided training to other parents at annual parent-teacher conferences in the use of the Skyward Family Access program for on-line access to student daily attendance, meal plans, assignment progress and report card grading. Trainings are provided to parents periodically for issues relating to their children such as study skills, the MI Merit Curriculum, graduation requirements, special education services and 504 plans, and Internet safety. Materials are provided to explain classroom work in progress such as course syllabi and classroom expectations at the start of the year and unit plans throughout each course of study. A website is maintained with activities, news and announcements. Parents wrote and received grants, planned and conducted a middle school "Unity Day" in May 2009 for all middle school students. Staff members have a school-based email address/phone number for parent use. Parents call/write with concerns/questions at any time throughout the school year. The SASA office sends an email of notices of information and other opportunities for SASA families.

## 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		2007-2008		2008-2009		2007-2008		2008-2009		2007-2008		2008-2009	
		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
<b>Gender</b>													
Male		41	100%	40	98%	41	95%	40	100%	41	100%	40	98%
Female		43	100%	60	100%	43	98%	60	100%	43	100%	60	97%
<b>Ethnicity</b>													
American Indian or Alaskan Native		*	*	*	*	*	*	*	*	*	*	*	*
Asian or Pacific Islander		11	100%	15	100%	11	100%	15	100%	11	100%	15	100%
Black		20	100%	24	100%	20	95%	24	100%	20	100%	24	100%
Hispanic		*	*	*	*	*	*	*	*	*	*	*	*
White		46	100%	52	98%	46	98%	52	100%	46	100%	52	94%
<b>Economically Disadvantaged</b>													
yes		19	100%	33	100%	19	100%	33	100%	19	100%	33	94%
no		65	100%	67	99%			67	100%	65	100%	67	99%
<b>Students with Disabilities</b>													
yes		*	*	*	*	*	*	*	*	*	*	*	*
no		84	100%	99	99%	84	96%	99	100%	84	100%	99	97%
<b>Limited English Proficient</b>													
yes		*	*	*	*	*	*	*	*	*	*	*	*
no		84	100%	100	99%	84	96%	100	100%	84	100%	100	97%
<b>Migrant</b>													
yes		*	*	*	*	*	*	*	*	*	*	*	*
no		84	100%	100	99%	84	96%	100	97%	84	100%	100	97%

7th Grade		English Language Arts (Reading and Writing)				Math			
Achievement Levels		2007-2008		2008-2009		2007-2008		2008-2009	
		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
<b>Gender</b>									
Male		43	95%	46	96%	43	100%	47	98%
Female		50	96%	49	100%	50	100%	49	100%
<b>Ethnicity</b>									
American Indian or Alaskan Native		*	*	*	*	*	*	*	*
Asian or Pacific Islander		*	*	12	92%	*	*	12	100%
Black		27	93%	25	100%	27	100%	25	100%
Hispanic		12	83%	10	100%	*	*	10	100%
White		47	100%	48	98%	47	100%	49	98%
<b>Economically Disadvantaged</b>									
yes		329	97%	29	100%	29	100%	29	100%
no		64	95%	66	97%	64	100%	67	99%
<b>Students with Disabilities</b>									
yes		*	*	*	*	*	*	*	*
no		92	96%	95	98%	92	100%	95	99%
<b>Limited English Proficient</b>									
yes		*	*	*	*	*	*	*	*
no		92	96%	96	98%	92	100%	95	99%
<b>Migrant</b>									
yes		*	*	*	*	*	*	*	*
no		92	96%	96	98%	92	100%	95	99%

\* Breakdown not displayed if < 10 students in category.

8th Grade		English Language Arts (Reading and Writing)				Math				Science			
Achievement Levels		2007-2008		2008-2009		2007-2008		2008-2009		2007-2008		2008-2009	
		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
<b>Gender</b>													
Male		56	98%	43	100%	57	98%	43	100%	57	98%	42	100%
Female		61	97%	49	100%	61	98%	49	96%	61	98%	48	96%
<b>Ethnicity</b>													
American Indian or Alaskan Native		*	*	*	*	*	*	*	*	*	*	*	*
Asian or Pacific Islander		*	*	*	*	*	*	*	*	*	*	*	*
Black		39	92%	25	100%	39	100%	25	92%	39	97%	25	96%
Hispanic		10	100%	*	*	10	90%	*	*	10	100%	*	*
White		59	100%	50	100%	60	98%	50	100%	60	98%	49	100%
<b>Economically Disadvantaged</b>													
yes		29	90%	27	100%	29	100%	27	96%	29	100%	27	93%
no		88	100%	65	100%	87	98%	65	98%	89	98%	64	100%
<b>Students with Disabilities</b>													
yes		*	*	*	*	*	*	*	*	*	*	*	*
no		116	97%	91	100%	117	98%	91	98%	117	98%	90	98%
<b>Limited English Proficient</b>													
yes		*	*	*	*	*	*	*	*	*	*	91	98%
<b>Migrant</b>													
yes		*	*	*	*	*	*	*	*	*	*	*	*
no		116	97%	92	100%	117	98%	92	98%	117	98%	91	98%

9th Grade - Social Studies					
Achievement Levels	2007-2008		2008-2009		
	School Count	Met/Exceeded Standards	School Count	Met/Exceeded Standards	
	Total Tested	Percent	Total Tested	Percent	
<b>Gender</b>					
Male	34	100%	41	95%	
Female	46	100%	49	98%	
<b>Ethnicity</b>					
American Indian or Alaskan Native	*	*	*	*	
Asian or Pacific Islander	*	*	*	*	
Black	29	100%	34	91%	
Hispanic	*	*	*	*	
White	38	100%	49	100%	
<b>Economically Disadvantaged</b>	yes	16	100%	26	96%
	no	64	100%	64	97%
<b>Students with Disabilities</b>	yes	*	*	*	*
	no	80	100%	89	97%
<b>Limited English Proficient</b>	yes	*	*	*	*
	no	80	100%	90	97%
<b>Migrant</b>	yes	*	*	*	*
	no	80	100%	90	97%

## Student Achievement: MME Test

11th Grade - English Language Arts (Reading and Writing)					
Achievement Levels	2007-2008		2008-2009		
	School Count	Met/Exceeded Standards	School Count	Met/Exceeded Standards	
	Total Tested	Percent	Total Tested	Percent	
<b>Gender</b>					
Male	14	76%	21	95%	
Female	19	74%	21	90%	
<b>Ethnicity</b>					
American Indian or Alaskan Native	*	*	*	*	
Asian or Pacific Islander	*	*	*	*	
Black	11	73%	*	*	
Hispanic	*	*	*	*	
White	19	84%	27	96%	
<b>Economically Disadvantaged</b>	yes	10	50%	10	100%
	no	23	87%	32	91%
<b>Students with Disabilities</b>	yes	*	*	*	*
	no	33	76%	41	93%
<b>Limited English Proficient</b>	yes	*	*	*	*
	no	33	76%	42	93%
<b>Migrant</b>	yes	*	*	*	*
	no	33	76%	42	93%

11th Grade - Math					
Achievement Levels	2007-2008		2008-2009		
	School Count	Met/Exceeded Standards	School Count	Met/Exceeded Standards	
	Total Tested	Percent	Total Tested	Percent	
<b>Gender</b>					
Male	14	86%	21	95%	
Female	19	68%	21	86%	
<b>Ethnicity</b>					
American Indian or Alaskan Native	*	*	*	*	
Asian or Pacific Islander	*	*	*	*	
Black	11	73%	*	*	
Hispanic	*	*	*	*	
White	19	79%	27	100%	
<b>Economically Disadvantaged</b>	yes	10	50%	10	100%
	no	23	87%	32	88%
<b>Students with Disabilities</b>	yes	*	*	*	*
	no	33	76%	42	90%
<b>Limited English Proficient</b>	yes	*	*	*	*
	no	33	76%	42	90%
<b>Migrant</b>	yes	*	*	*	*
	no	33	76%	42	90%

11th Grade - Social Studies					
Achievement Levels	2007-2008		2008-2009		
	School Count	Met/Exceeded Standards	School Count	Met/Exceeded Standards	
	Total Tested	Percent	Total Tested	Percent	
<b>Gender</b>					
Male	19	100%	21	95%	
Female	26	92%	21	95%	
<b>Ethnicity</b>					
American Indian or Alaskan Native	*	*	*	*	
Asian or Pacific Islander	*	*	*	*	
Black	*	*	*	*	
Hispanic	13	92%	*	*	
White	27	96%	28	96%	
<b>Economically Disadvantaged</b>	yes	14	86%	10	100%
	no	31	100%	33	94%
<b>Students with Disabilities</b>	yes	*	*	*	*
	no	45	96%	43	95%
<b>Limited English Proficient</b>	yes	*	*	*	*
	no	45	96%	43	95%
<b>Migrant</b>	yes	*	*	*	*
	no	45	96%	43	95%

11th Grade - Science					
Achievement Levels	2007-2008		2008-2009		
	School Count	Met/Exceeded Standards	School Count	Met/Exceeded Standards	
	Total Tested	Percent	Total Tested	Percent	
<b>Gender</b>					
Male	19	95%	22	95%	
Female	26	65%	21	95%	
<b>Ethnicity</b>					
American Indian or Alaskan Native	*	*	*	*	
Asian or Pacific Islander	*	*	*	*	
Black	13	46%	*	*	
Hispanic	*	*	*	*	
White	27	93%	28	96%	
<b>Economically Disadvantaged</b>	yes	14	57%	10	100%
	no	31	87%	33	94%
<b>Students with Disabilities</b>	yes	*	*	*	*
	no	45	78%	43	95%
<b>Limited English Proficient</b>	yes	*	*	*	*
	no	45	78%	43	95%
<b>Migrant</b>	yes	*	*	*	*
	no	45	78%	42	95%

\* 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		
<b>A</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>0</b>	<b>Yes</b>

### 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.

### TECHNOLOGY

The school has been granted new technology resources by the state of MI through Innovative Grants Programs/Title V resources. In addition to three existing class-group shared pc labs and the media center, and 70+ existing mobile pc's, the school has obtained 78 new wireless laptop pc's, SMARTBoards, several document camera projectors, SMARTCarts for teacher demonstration use during instruction, and a virtual field trip system for local or long distance visual communication via the internet. The staff is deeply invested in the use of the Skyward Family Access System to provide on-line assignment grading information in real time to students and parents. Additional training will be provided to staff in 2009-10 in the use of the SMARTBoard and SMARTCart technologies. Students are provided with a school-based email account and network server storage for their assignments and school-based correspondence. The district also provides them with access to numerous educational tools such as on-line textbooks and instructional videos available from textbook publishers and a Moodle website with course accounts for resources relating to assignments and the uploading of shared work. All SASA teachers use available technology to enhance and expand student learning, providing a variety of media and text resources to supplement existing textbooks and materials. We seek to have our students prepared for a technology-based learning world before graduation, knowing that their comfort level as a facile learner of technologies will aid in their success no matter what the field of study. At this time SASA's student/pc ratio is approximately 4-1, not including the pc's in use daily belonging to students and staff on our wireless campus.

### 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 Information Services 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.

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