

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup> :

### Safford Middle School

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

Safford Unified District  
734 11th Street, Safford, AZ 85546

**Principal: Mr. Robert R. Beeman**

**Schedule: 7:00 AM to 4:00 PM**

**Web Address: [www.saffordusd.k12.az.us](http://www.saffordusd.k12.az.us)**

**E-mail: [hbeeman@saffordusd.k12.az.us](mailto:hbeeman@saffordusd.k12.az.us)**

**Grades: 7, 8**

**2002 Enrollment: 415**

**Phone: (928) 348-7040 x 3241**

**Fax: (928) 348-1306**

## ∨ School Overview ∨

### Mission

Safford USD is where all students will be contributing and responsible citizens by communicating effectively with others; demonstrating appropriate social leadership and decision making skills, using a variety of methods to identify and solve problems; having high self-esteem; acquiring and practicing values that include high expectations, strong work ethics, respect, concern for others, honesty; being physically and emotionally fit; desiring to be lifelong learners.

### Organization and Philosophy

- w 7th/8th Grade Cores/School Within School
- w Self-contained Classrooms - Special Ed
- w Common Planning Times for Cores
- w 6 Period Day with 5 - 66 minute Periods

### Instructional Programs

- w Skill Builders Classroom
- w Enrichment Program
- w On-site Special Education
- w Daily Reading Instructional Focuses
- w Vocational Technology/Career Pathways
- w Tutorial Program
- w 30-minute Period for Tutorial/Enrichment

### School/Academic Goals

- w Students will increase their reading & comprehension scores for the 2002-03 school by 3% points as compared to 2001-02 AIMS scores in each grade level.
- w Maintain a secure environment that is conducive to learning for all students at Safford Middle School.
- w Significantly increase student time on task by encouraging parents to set appointments after school or on weekends. Reducing interruptions from office, PA system, etc., during instructional time.
- w Safford Middle School will achieve exemplary status within the next five years.

### Enrollment

October 1, 2001 School Year Student Enrollment:	656
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	2

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

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

∨ **School Site Council** ∨

**Council Composition**

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

**Council Duties**

- w Facilities
- w Textbook Selection
- w Instructional Strategies
- w Curriculum Development
- w School Safety Issues
- w Parent/Educator Relations

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	27.00
Other Professional Staff	4.00	Teacher Aide	9.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

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

∨ **Shared Responsibilities** ∨

**School**

Make parents and students feel welcome; welcome suggestions for improvement; care for students; communicate regularly with parents and community; school clean and in good repair; transportation services safe; appropriate food services; extra help for students who need it; safe environment; discipline system in place; demonstrate appropriate social leadership and decision-making skills; develop high self-esteem, physically fit, emotionally fit, lifelong learners.

**Parents**

Teach values of high expectations, strong work ethics, respect, concern for others, honesty, punctuality, promptness, responsibility and reinforce the school's responsibilities by making sure the students are ready to learn, prepared for class, clean, rested.

∨ **Transportation Policy** ∨

All Safford Middle School students who live beyond a one and one-half mile radius of the school are transported by district transportation. Transportation is also provided for handicapped students enrolled in the district.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/14/02
<b>Average Daily Instruction Time:</b>	1 hrs. 6 min.	<b>Last Day of School:</b>	5/22/03

**Operates on Traditional Schedule**

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#### Report Card Release Dates

11/24/02	1/8/03	3/19/03	5/28/03
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### Additional Calendar/Report Card Information

Student progress reports are issued every three weeks for parent involvement/communication. Parents receive 12 written academic reports each year. This includes the reports at the end of each quarter and the end of each semester.

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### ∨ Resources Available at School Site ∨

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#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - Yes

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

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#### Special Facilities

W Computer Lab - 32 stations	W Activity Center for 750 students
W Media Center	W Skill Builders Program

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#### Extracurricular Activities

W Knowledge Bowl Team	W Student Council
W Spirit Club	W Enrichment Class
W Volleyball	W Football
W Basketball	W Wrestling/Track

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#### School/Community Resources

W DES Services	W Crisis Intervention
W Clothing/Food Banks	W Counseling Services
W Recreational Services	W Health Services
W Boys and Girls Club	W Teen Pregnancy Prevention Initiative

## ∨ Indicators of Success ∨

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

### 2001-02 School Achievements/Accomplishments

- |  |   |
|--|---|
| <p>w Parent survey indicates a 16% increase in campus safety questions from 77% to 93% from fall and spring survey.</p>                          | <p>w There was a significant decrease in office referrals from 1800 in school year 2000-01 to 550 in school year 2001-02.</p> |
| <p>w In service for students and staff on recognizing and dealing with harassment and bullying resulted in a 55% decrease in these offenses.</p> | <p>w Developed a 66 minute, 5-period schedule that allows more in-depth instruction time.</p>                                 |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	94.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	14.3 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.0 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	4.7 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	97.6 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	2.4 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

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

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

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

<sup>6</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

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

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

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

## ∨ School Honors ∨

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

Award/Honor	Year
NDS	

## ∨ Academic Achievement Indicators ∨

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

### AIMS Results <sup>1</sup>, 2001-02

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	176	497	29%	23%	38%	10%
	State	57484	504	24%	20%	40%	16%
Writing	School	173	477	20%	55%	24%	1%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	170	452	45%	42%	11%	2%
	State	57734	459	39%	40%	14%	7%

#### Legend

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

<sup>1</sup>Results reflect student performance on the English form of AIMS.

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

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

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

## ∨ Mathematics Education and AIMS ∨

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

## ∨ Academic Achievement Indicators ∨

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

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
7	Reading	81	44	52	100	50	53	86	47	52	85	39	53	78	39	55
	Language	89	46	52	100	56	54	88	55	54	86	45	55	86	40	58
	Mathematics	82	56	53	100	62	55	88	61	56	85	48	58	78	48	60
8	Reading	90	47	54	100	47	54	81	46	53	73	51	55	76	44	56
	Language	92	42	46	100	48	49	84	43	49	78	48	50	86	41	52
	Mathematics	92	56	52	100	57	54	79	55	56	77	57	58	79	52	59

## ∨ Measure of Academic Progress ∨

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

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

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 6-7</b>	<b>73</b>	<b>64</b>
<b>Grades 7-8</b>	<b>77</b>	<b>74</b>
*Less than 10 students matched	**No information available	***Not applicable

## ∨ School Safety ∨

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

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

Safford Middle School is continuing to implement effective, consistent discipline and intervention programs to successfully deal with incidents of violent behavior on campus. In addition, continued implementation and refinement of our district reading initiative will lead to less student frustration, thereby decreasing disruptive behavior and allowing greater student success across the curricula.

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

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**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

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

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,347	\$1,545,754
Classroom Supplies	\$66	\$43,305
Administration	\$459	\$302,425
Support Services-Students	\$149	\$98,117
Other Support Services and Operations	\$699	\$460,188
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$3,720</b>	<b>\$2,449,789</b>

Total Expenditures may not be exact because of rounding.

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

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

(School Expenditures divided by ADM)

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

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

## ∨ Contacts ∨

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Robert R. Beeman	(928) 348-7040	3241
<b>Transportation Policy</b>	Roger Studley	(928) 348-7000	3276
<b>Community Resources</b>	Olivia Sainz	(928) 348-7000	6996
<b>School Nutrition Programs</b>	Penny Carpenter	(928) 348-7000	7005
<b>Parent Organization</b>	NDS		
<b>Student Health/Nurse</b>	Peggy Schwallier	(928) 348-7040	3244

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.

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