



Safford Engineering/Technology Magnet Middle School

Tom Horne, Superintendent of Public Instruction

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

200 E. 13th Street, Tucson, AZ 85701

Tucson Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Ms. Theresa Ross
 Schedule : 07:30 AM to 04:31 PM
 Grades : 6-8
 2005 Enrollment : 587
 Web Address : setmms.tusd.k12.az.us
 Phone Number : (520) 225-3000
 Fax Number : (520) 225-3001
 E-mail : terry.ross@tusd.k12.az.us

Mission

Provides students with a comprehensive education combining traditional academics with engineering and technology. Promotes self-esteem and academic excellence enabling students to become lifelong literate, responsible learners.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School / Academic Goals

- ü To raise reading, writing, and math scores in all district and state assessments.
- ü To provide all students with state-of-the-art instruction in technology and engineering.

Enrollment

October 1, 2004 School Year Student Enrollment : 656
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Visit <http://www.ade.az.gov/azlearns/> for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- ü Specialized Engineering/Technology class
- ü Scholastic Read 180
- ü Wide Variety of Exploratory Classes
- ü Extended Day Program
- ü "I Can Learn" math learning lab
- ü "Destination Math", RiverDeep math prog.

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 26 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Provide a safe learning environment; developmentally-appropriate instruction which follows state standards; a caring atmosphere; frequent communication home; copies of district/school handbook, Students' Rights and Responsibilities.

Parents

To ensure regular student attendance; to provide proper clothing and nourishment; to support the homework policies of the school; to support school and district policies and procedures; to communicate regularly with teachers.

Transportation Policy

Transportation is determined by TUSD School Board Policy.

School Honors

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

Award/Honor	Year
ü Received Federal Magnet Assistance Grant for Math	2005
ü Had significant gains in AIMS writing	2005

8th 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	218	4765	78250	99	99	99	537	536	548	26	26	21	26	21	18	44	45	48	5	8	13
All Students (Prior Year)	191	4553	75001	99	98	99	446	455	468	55	46	37	33	35	36	9	12	16	4	7	10
Female	101	2364	38071	99	99	99	529	537	549	34	24	20	23	23	19	39	45	49	3	8	12
Male	117	2400	40126	98	99	99	544	534	547	18	28	23	28	19	17	48	45	46	6	9	14
African American	12	331	4058	100	100	99	507	509	523	36	36	32	45	26	22	18	33	41	0	5	5
Hispanic	145	2423	29129	98	99	99	527	521	527	29	32	32	29	24	23	41	40	40	2	4	6
Asian/Pacific Islander	NC	122	1747	NC	100	100	NC	585	589	NC	10	9	NC	14	9	NC	48	50	NC	29	32
American Indian/Alaskan Native	14	197	4996	93	99	100	514	512	518	38	40	36	38	28	25	23	28	36	0	3	4
White	40	1692	38320	100	99	99	577	560	568	10	14	12	10	15	14	64	56	55	15	15	19
Students with Disabilities	30	659	9329	100	100	100	474	445	454	69	65	64	27	17	18	4	16	16	0	1	2
Students without Disabilities	188	4107	68996	97	99	99	546	550	561	19	20	16	25	22	18	50	49	52	6	9	14
Limited English Proficient Students	35	587	10133	97	100	100	511	485	488	43	43	45	26	28	25	30	28	28	0	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	142	2431	33388	97	96	94	526	525	530	33	35	32	28	24	22	37	37	40	2	4	5
Non-Economically Disadvantaged	76	2335	44937	100	100	100	556	546	561	12	17	13	22	18	15	56	52	54	10	13	18

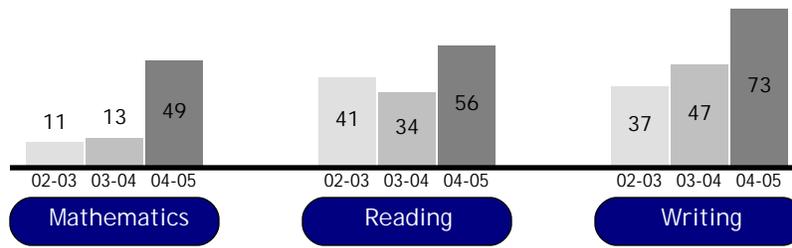
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	218	4767	78302	99	0	99	504	499	512	12	15	11	32	30	25	53	52	57	3	4	7
All Students (Prior Year)	191	4522	74918	99	97	99	480	485	497	45	41	32	22	19	19	25	29	35	9	11	15
Female	101	2366	38082	99	0	99	499	504	518	13	12	8	35	29	24	49	55	61	3	4	7
Male	117	2401	40166	98	0	99	508	494	507	12	17	14	28	31	26	56	49	54	4	3	6
African American	12	331	4064	100	0	100	493	482	498	9	17	14	45	39	29	45	42	54	0	3	3
Hispanic	145	2425	29152	98	0	99	491	486	492	17	19	17	36	36	34	44	44	46	2	2	2
Asian/Pacific Islander	NC	122	1746	NC	0	100	NC	533	542	NC	5	5	NC	21	13	NC	64	66	NC	10	16
American Indian/Alaskan Native	14	198	4993	93	0	100	489	486	484	8	17	19	46	41	38	46	40	42	0	2	1
White	40	1691	38347	100	0	99	547	520	531	0	8	5	13	19	17	79	66	68	8	7	10
Students with Disabilities	30	662	9353	100	0	100	450	416	429	50	46	40	31	36	38	19	18	22	0	0	1
Students without Disabilities	188	4107	69024	97	0	99	512	512	524	7	10	7	32	29	23	58	57	62	4	4	7
Limited English Proficient Students	35	586	10140	97	0	100	475	450	451	21	27	28	47	42	43	32	30	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	142	2434	33398	97	0	94	489	488	495	18	20	18	41	39	35	39	40	46	2	1	2
Non-Economically Disadvantaged	76	2335	44979	100	0	100	531	510	525	3	9	6	15	21	18	77	64	66	5	6	10

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	219	4758	78094	99	99	99	532	536	545	6	4	3	22	20	18	72	74	77	1	1	2
All Students (Prior Year)	189	4511	74503	98	97	99	466	485	491	16	10	9	36	34	32	44	50	51	3	6	8
Female	101	2364	38025	99	99	99	537	548	558	5	3	2	19	16	13	73	80	82	2	2	2
Male	118	2393	40013	99	99	99	528	524	534	6	6	5	24	25	23	70	69	71	0	1	1
African American	12	325	4037	100	98	99	536	519	532	9	7	4	0	19	22	91	73	73	0	1	1
Hispanic	146	2424	29068	99	99	99	520	521	523	7	6	5	29	26	27	64	68	67	0	0	1
Asian/Pacific Islander	NC	122	1743	NC	100	100	NC	574	577	NC	1	2	NC	12	9	NC	78	82	NC	9	8
American Indian/Alaskan Native	14	198	4981	93	99	100	534	527	526	0	4	4	15	23	25	85	72	70	0	1	0
White	40	1689	38265	100	99	99	570	559	564	3	1	2	8	13	11	87	84	84	3	2	3
Students with Disabilities	30	651	9275	100	100	100	465	433	444	27	17	14	31	44	46	42	39	39	0	1	1
Students without Disabilities	189	4108	68892	98	99	98	542	552	559	3	2	2	20	17	14	76	80	82	1	2	2
Limited English Proficient Students	35	586	10084	97	100	100	480	472	474	15	11	10	41	38	39	44	51	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	142	2424	33296	97	96	94	516	523	527	8	6	5	29	27	27	62	66	67	0	1	0
Non-Economically Disadvantaged	77	2335	44871	100	100	100	562	549	559	1	2	2	8	13	12	88	82	84	3	2	3

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)

8th 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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	99	46	45	53	97	41	NA	56	99	40	44	51
	Language	99	32	38	45	98	30	38	48	99	34	41	47
	Mathematics	98	48	52	62	97	49	52	66	99	36	44	52
7	Reading	98	39	44	51	100	38	NA	54	99	38	44	50
	Language	99	39	48	54	100	40	48	58	99	44	48	52
	Mathematics	99	43	47	58	100	50	49	62	99	39	44	50
8	Reading	96	39	49	53	99	45	NA	55	99	44	46	51
	Language	96	35	46	49	100	37	41	52	99	46	47	50
	Mathematics	96	47	53	58	100	50	50	61	99	48	48	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü School Council Records & Documentation
- Ü Professional Development
- Ü Selection of Hiring Committees
- Ü Recommends Budgetary Needs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	47.00
Other Professional Staff	4.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	3	1	0	0
7 to 9 years	0	12	0	0
10 or more years	0	23	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	133
Teachers with Emergency Certificaton.	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 Located in Downtown Tucson
- Ü Eight Computer Labs
- Ü Stuent-Run Television Studio

Extracurricular Activities

- Ü Extended Day Activities
- Ü TUSD Athletic Program
- Ü MESA/APEX Program
- Ü Student Council
- Ü SECME

Social Services

- Ü Partnership with Armory Park Seniors
- Ü TUSD Clothing Bank
- Ü School Resource Officer
- Ü 3 Full-time Counselors
- Ü University of Arizona Engineering Dept.

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Continued to provide state-of-the-art engineering and technology programs through updating technology labs.

- ü Provided focused math programs for all FAME students to address students' academic needs.

- ü Provided focus on improvement in reading through school-wide testing, READ 180, and developmental reading classes

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	91	95	94	95
Transfers Out Rates ⁵	11	12	12	17
Transfers In Rate ⁶	14	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

Provides campus trained, visible monitors; restricts entrances to campus and buildings; requires all visitors to check in for passes; developed and practices a schoolwide emergency plan; uses SRO.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

21

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	Dave Davies	(520) 225-3000
Transportation Policy	Susan Sellen	(520) 225-3000
Community Resources	Pat Ponce	(602) 225-3000
School Nutrition Programs	Sandi Freeman	(520) 225-3000
Parent Organization	Cindy Rivera	(520) 225-3000
Student Health/Nurse	Maggie Rodriguez	(520) 225-3000

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

ACHIEVEMENT PROFILES

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

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

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

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 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.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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 and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

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

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.