



Safford Engineering/Technology Magnet Middle School

Tom Horne, Superintendent of Public Instruction

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

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

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü 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, 2005 School Year Student Enrollment : 566
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2005-06 : 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
ü GEAR UP Grant	2005

6th 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	156	4286	79327	100	94	98	485	500	518	37	28	19	25	24	20	35	39	46	3	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	2076	38961	100	95	98	490	501	520	29	25	16	29	26	20	41	40	48	1	9	16
Male	86	2208	40295	100	94	97	480	499	516	43	31	21	22	22	19	30	38	44	5	10	16
African American	NC	300	4247	NC	95	98	NC	484	499	NC	38	27	NC	25	24	NC	34	41	NC	4	8
Hispanic	115	2354	32327	100	93	98	477	488	499	42	34	27	27	27	25	30	35	41	2	5	8
Asian/Pacific Islander	--	106	1939	--	98	99	--	544	556	--	11	6	--	11	10	--	49	47	--	28	36
American Indian/Alaskan Native	12	195	4391	100	97	96	485	477	489	33	41	32	25	29	27	42	29	36	NA	2	4
White	24	1331	36373	100	95	98	523	524	538	17	15	10	13	19	14	58	48	52	13	19	25
Students with Disabilities	25	539	9321	96	79	87	432	457	467	96	61	54	NA	22	22	4	15	21	NA	1	3
Students without Disabilities	131	3747	70006	100	97	100	495	505	524	25	23	14	30	24	19	41	42	49	4	11	18
Limited English Proficient Students	25	483	9431	96	88	95	444	454	466	72	66	53	24	23	27	4	10	18	NA	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	100	2195	37097	100	94	97	479	487	498	42	35	27	23	26	25	33	34	41	2	5	7
Non-Economically Disadvantaged	56	2091	42230	100	95	99	495	512	535	27	20	11	29	22	15	39	44	50	5	14	24

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	156	4423	79501	100	97	98	467	485	497	24	15	10	36	31	25	39	52	60	1	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	2144	39062	100	98	99	479	490	502	14	11	8	34	30	23	51	56	64	NA	3	5
Male	86	2277	40368	100	97	98	457	480	491	33	18	13	37	31	27	29	49	57	1	2	3
African American	NC	309	4279	NC	97	99	NC	475	485	NC	20	14	NC	32	30	NC	47	54	NC	1	2
Hispanic	115	2452	32389	100	97	98	461	474	478	28	19	16	38	36	34	34	45	48	NA	1	1
Asian/Pacific Islander	--	107	1936	--	99	99	--	512	519	--	3	3	--	21	14	--	67	73	--	8	9
American Indian/Alaskan Native	12	195	4401	100	97	96	462	469	473	8	21	17	58	41	40	33	38	43	NA	1	1
White	24	1360	36446	100	97	99	497	506	516	21	7	4	8	21	15	67	68	73	4	5	7
Students with Disabilities	25	601	9411	96	88	88	418	443	453	76	41	36	24	40	36	NA	19	26	NA	1	1
Students without Disabilities	131	3822	70090	100	99	100	476	491	502	15	11	7	38	29	24	47	58	65	1	3	5
Limited English Proficient Students	25	513	9401	96	94	94	425	434	443	60	51	40	40	39	46	NA	10	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	100	2266	37183	100	97	97	462	473	479	25	19	16	43	36	34	31	44	49	1	1	1
Non-Economically Disadvantaged	56	2157	42318	100	98	99	476	497	513	23	10	5	23	25	17	54	61	70	NA	4	7

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	155	4464	80000	99	98	99	544	560	564	4	3	3	15	11	11	80	80	75	1	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	69	2164	39288	99	99	99	563	574	579	1	2	2	7	6	6	88	83	77	3	9	16
Male	86	2297	40644	100	98	98	528	546	549	6	4	4	21	16	15	73	77	74	NA	3	7
African American	NC	315	4307	NC	99	99	NC	539	551	NC	8	4	NC	13	13	NC	74	75	NC	4	7
Hispanic	114	2475	32672	99	98	99	542	553	548	3	3	4	18	13	14	77	81	76	2	4	6
Asian/Pacific Islander	--	106	1945	--	98	99	--	596	592	--	1	1	--	4	4	--	70	69	--	25	25
American Indian/Alaskan Native	12	197	4424	100	98	97	542	551	549	8	3	3	NA	15	14	92	79	77	NA	3	5
White	24	1370	36602	100	98	99	551	575	579	8	2	2	4	7	7	88	80	75	NA	11	16
Students with Disabilities	25	640	9919	96	93	93	471	504	505	20	10	9	44	34	35	36	55	54	NA	1	2
Students without Disabilities	130	3824	70081	100	99	100	557	568	571	1	2	2	9	7	7	88	84	79	2	7	12
Limited English Proficient Students	25	524	9571	96	96	96	500	498	502	8	11	10	36	31	29	56	57	60	NA	0	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	100	2296	37534	100	98	98	544	548	547	4	4	4	15	14	15	79	78	76	2	4	5
Non-Economically Disadvantaged	55	2168	42466	98	98	100	543	572	578	4	2	2	15	8	7	82	82	75	NA	9	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

7th 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	185	4399	78546	99	97	97	516	528	543	26	22	15	25	21	18	43	48	52	6	9	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	87	2183	38645	99	97	98	526	531	545	21	20	13	24	20	18	47	51	54	8	9	15
Male	97	2209	39792	99	96	97	508	526	542	30	25	17	26	22	17	40	44	50	4	9	15
African American	12	289	4205	100	97	97	510	518	524	17	26	22	42	24	22	42	45	49	NA	4	7
Hispanic	143	2347	31177	99	97	97	512	516	524	26	27	22	27	24	23	44	44	48	3	4	7
Asian/Pacific Islander	NC	113	1940	NC	98	99	NC	560	580	NC	9	5	NC	13	9	NC	57	53	NC	21	33
American Indian/Alaskan Native	10	193	4689	100	96	95	NA	511	515	NA	34	28	NA	23	25	NA	39	43	NA	4	4
White	18	1448	36450	100	97	97	572	550	563	11	13	7	6	16	12	50	54	57	33	18	23
Students with Disabilities	25	530	8093	100	84	82	468	480	489	72	58	50	20	24	24	8	18	23	NA	1	2
Students without Disabilities	160	3869	70453	99	99	100	524	534	549	19	17	11	26	21	17	49	52	56	7	10	16
Limited English Proficient Students	28	584	9323	100	95	94	483	483	491	57	56	47	21	25	28	21	19	24	NA	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	101	2090	34694	99	96	96	511	516	524	25	28	23	32	25	23	41	43	48	3	5	7
Non-Economically Disadvantaged	84	2309	43852	100	98	99	523	539	559	27	17	10	17	17	13	46	52	56	10	13	22

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	185	4467	79045	99	98	98	485	501	512	20	14	10	40	31	25	39	51	58	1	5	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	87	2206	38860	99	98	98	498	509	519	10	9	7	34	28	22	54	57	62	1	6	8
Male	97	2254	40075	99	98	97	473	493	505	28	18	12	45	34	28	26	45	54	1	4	6
African American	12	295	4250	100	99	98	491	494	500	NA	16	12	50	33	31	50	50	54	NA	1	3
Hispanic	143	2386	31314	99	98	98	481	488	493	23	18	16	39	36	34	37	45	48	1	2	2
Asian/Pacific Islander	NC	114	1949	NC	99	99	NC	523	536	NC	6	4	NC	19	15	NC	62	66	NC	12	15
American Indian/Alaskan Native	10	196	4719	100	98	96	NA	490	489	NA	13	15	NA	38	39	NA	48	45	NA	1	2
White	18	1467	36730	100	98	98	515	521	532	6	7	4	39	22	16	50	60	68	6	11	12
Students with Disabilities	25	588	8552	100	93	87	443	455	463	60	43	35	28	37	40	12	19	23	NA	1	1
Students without Disabilities	160	3879	70493	99	99	100	491	507	517	14	9	7	42	30	24	43	56	62	1	5	8
Limited English Proficient Students	28	602	9355	100	98	95	445	450	456	50	44	37	43	44	48	7	11	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	101	2126	34922	99	98	96	479	489	493	19	17	15	49	36	34	33	44	48	NA	3	3
Non-Economically Disadvantaged	84	2341	44123	100	99	99	492	511	527	21	10	6	30	26	18	46	57	66	2	7	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	186	4459	79657	100	98	99	559	569	566	1	2	3	12	8	8	88	89	87	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	88	2207	39120	100	98	99	573	582	580	NA	1	2	6	4	4	94	93	92	NA	1	2
Male	97	2245	40423	99	98	98	547	557	553	NA	4	5	18	12	12	82	84	83	NA	0	1
African American	12	296	4290	100	99	99	562	566	560	NA	4	4	NA	7	9	100	87	86	NA	1	1
Hispanic	144	2371	31642	100	98	99	557	561	552	1	3	5	14	10	11	85	87	84	NA	0	0
Asian/Pacific Islander	NC	115	1948	NC	100	99	NC	588	589	NC	1	1	NC	4	3	NC	90	91	NC	4	4
American Indian/Alaskan Native	10	200	4760	100	100	97	NA	560	547	NA	3	5	NA	7	14	NA	91	81	NA	NA	0
White	18	1468	36929	100	98	99	575	582	579	NA	1	2	6	5	5	94	92	91	NA	2	2
Students with Disabilities	25	583	9069	100	92	92	512	517	508	4	10	11	36	28	30	60	61	58	NA	1	1
Students without Disabilities	161	3876	70588	100	99	100	566	576	573	NA	1	2	8	5	5	92	93	91	NA	1	1
Limited English Proficient Students	28	594	9521	100	96	96	520	518	507	4	9	13	32	23	24	64	67	63	NA	0	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	101	2116	35341	99	97	97	556	560	551	NA	3	5	14	12	12	86	86	83	NA	0	0
Non-Economically Disadvantaged	85	2343	44316	100	99	100	561	577	578	1	2	2	9	5	5	89	92	90	NA	1	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	213	4533	78400	100	96	97	531	545	554	33	26	21	23	21	19	40	44	47	5	9	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	101	2289	38686	100	97	98	526	544	554	33	24	20	26	22	20	39	45	49	3	8	12
Male	112	2240	39636	99	95	96	535	545	554	33	28	23	20	19	18	41	42	46	6	11	13
African American	10	339	4193	100	96	97	NA	527	533	NA	35	32	NA	24	23	NA	37	40	NA	5	5
Hispanic	162	2362	30732	99	95	97	522	531	534	38	33	31	24	24	24	36	39	40	2	5	5
Asian/Pacific Islander	NC	117	1827	NC	98	99	NC	584	594	NC	9	8	NC	17	12	NC	46	49	NC	27	31
American Indian/Alaskan Native	11	178	4536	100	98	95	544	519	528	9	41	35	18	25	25	64	30	37	9	4	4
White	27	1534	37038	100	96	97	585	570	575	11	14	11	11	15	14	56	54	56	22	17	19
Students with Disabilities	25	520	7840	100	76	81	482	494	498	72	63	60	12	18	18	16	17	20	NA	1	2
Students without Disabilities	188	4013	70560	99	99	99	537	551	560	28	21	17	24	21	19	43	47	50	5	10	14
Limited English Proficient Students	23	533	8956	100	93	95	493	498	502	70	62	56	17	20	25	9	17	18	4	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	114	2056	33014	100	94	95	524	531	534	35	33	31	23	24	24	39	39	40	3	4	5
Non-Economically Disadvantaged	99	2477	45386	99	97	99	539	556	569	30	21	15	22	18	15	40	47	52	7	14	18

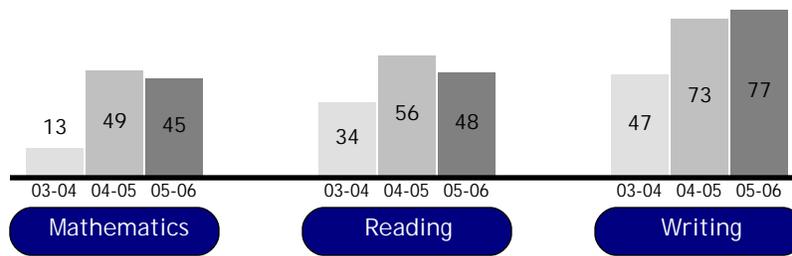
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	213	4640	79179	100	98	98	500	509	519	16	14	11	35	31	27	46	52	58	2	3	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	101	2327	38974	100	98	99	502	514	524	14	11	8	34	29	25	50	57	61	2	4	5
Male	112	2309	40124	99	98	97	497	504	513	19	16	13	37	33	28	43	48	54	2	3	4
African American	10	348	4243	100	98	98	NA	499	506	NA	20	14	NA	31	32	NA	45	51	NA	3	3
Hispanic	162	2414	30987	99	97	98	493	497	498	19	17	17	39	37	36	42	45	45	1	1	1
Asian/Pacific Islander	NC	118	1832	NC	99	99	NC	530	543	NC	4	4	NC	25	17	NC	62	69	NC	8	10
American Indian/Alaskan Native	11	182	4573	100	100	96	500	494	494	27	19	16	18	38	41	55	43	42	NA	NA	1
White	27	1574	37467	100	99	98	538	530	539	4	7	5	15	21	17	70	66	70	11	6	8
Students with Disabilities	25	626	8567	100	91	88	451	462	467	52	41	39	44	42	38	4	17	22	NA	0	1
Students without Disabilities	188	4014	70612	99	99	99	506	516	524	12	9	7	34	29	25	52	58	62	2	4	5
Limited English Proficient Students	23	546	9013	100	95	95	452	457	461	48	43	40	48	47	48	4	10	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	114	2108	33345	100	97	96	494	496	499	20	18	17	37	37	36	41	43	46	2	2	1
Non-Economically Disadvantaged	99	2532	45834	99	99	99	506	520	533	12	10	7	33	25	19	53	60	67	2	4	7

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	213	4654	79734	100	98	99	549	555	554	1	3	3	22	18	19	77	79	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	101	2341	39243	100	99	99	559	568	568	1	2	2	15	11	12	84	87	85	NA	0	1
Male	112	2309	40413	99	98	98	540	542	541	1	3	4	29	25	26	71	72	70	NA	0	0
African American	10	350	4285	100	99	99	NA	544	548	NA	6	3	NA	19	22	NA	75	74	NA	0	0
Hispanic	162	2433	31254	99	98	99	546	547	539	1	3	5	23	22	25	77	75	70	NA	0	0
Asian/Pacific Islander	NC	118	1837	NC	99	99	NC	580	579	NC	NA	1	NC	8	9	NC	91	87	NC	1	2
American Indian/Alaskan Native	11	181	4613	100	100	97	526	538	535	9	5	4	27	24	29	64	70	67	NA	1	0
White	27	1568	37668	100	98	99	576	571	569	NA	1	1	11	11	13	89	88	85	NA	0	1
Students with Disabilities	25	627	8943	100	91	92	498	499	495	8	10	11	44	49	51	48	40	38	NA	1	1
Students without Disabilities	188	4027	70791	99	100	100	556	563	561	NA	1	2	19	13	15	81	85	83	NA	0	0
Limited English Proficient Students	23	551	9138	100	96	97	515	492	492	4	13	13	48	45	46	48	42	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	114	2117	33718	100	97	97	542	545	538	2	4	5	28	23	26	70	73	69	NA	0	0
Non-Economically Disadvantaged	99	2537	46016	99	100	100	557	564	567	NA	2	2	15	14	14	85	84	84	NA	0	1

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 2005-06

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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	97	41	NA	56	99	40	44	51	100	30	46	56
	Language	98	30	38	48	99	34	41	47	100	25	41	50
	Mathematics	97	49	52	66	99	36	44	52	100	32	44	58
7	Reading	100	38	NA	54	99	38	44	50	100	30	44	54
	Language	100	40	48	58	99	44	48	52	100	41	50	58
	Mathematics	100	50	49	62	99	39	44	50	100	34	44	54
8	Reading	99	45	NA	55	99	44	46	51	100	43	50	58
	Language	100	37	41	52	99	46	47	50	100	43	50	56
	Mathematics	100	50	50	61	99	48	48	53	100	41	50	58

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 Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü 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 GEAR UP Grant for 7th graders

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 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	91	95	94	95
Promotion Rate ⁵	95	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

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

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

School Safety

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

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 2005-06 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."

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.

Footnotes

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

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

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