

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

6855 S. Mark Road, Tucson, AZ 85746

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.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Ms. Linda J. Schloss M.Ed.
 Schedule : 07:30 AM to 02:30 PM
 Grades : 6-8
 Web Address : tusd1.org
 Phone Number : (520) 908-3976
 Fax Number : (520) 908-3978
 E-mail : linda.schloss@tusd1.org

Mission

The mission of Southwest Alternative MS is to empower students to set personal educational goals that will assist them in continuing their education. Programs include the Plato Computer Assisted Instruction Lab, individualized curriculum. This school serves a population that is in a suspension process, and this school serves as an alternative to suspension. In addition, Southwest Middle School is a place for students who have not found success in traditional middle school.

School / Academic Goals

- ü Increase student attendance. It is the responsibility of every parent or guardian to notify the school in the morning if the student cannot attend. If this does not happen for three days in a row, a home visit is planned.
- ü Improve Terra Nova and AIMS test scores. Students who are not successful in school look at testing as a trap. The goal at Southwest Middle School is to give the students confidence to know they are able to do much more than they think.
- ü The students will remain at Southwest Alternative Middle School until they believe they can be successful at high school. They may choose to stay in an alternative setting for high school, but they are not sent back to middle school early.
- ü The students at Southwest will concentrate on skills in reading and writing everyday. The daily schedule is inclusive of reading and writing assignments everyday to build on skills already in progress from testing. They will improve substantially.

Enrollment

October 1, 2005 School Year Student Enrollment : 16
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 3

Instructional Programs

- Individualized Instruction
- Computer-Assisted Instruction
- Self-Paced
- Peer Mentoring by SW Alt. HS Students

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Individualized instruction to assist each student to learn in his/her own way. Parent contact is vital. When parents are an active part of their students schooling, the student is more responsible. Ensure success for all students within a safe environment. Prepare the students in the program for high school by working in all curricular areas and accommodating each student's educational as well as social needs. The students learn to be confident about their own learning.

Parents

Be available for parent conferences and weekly phone calls. Ensure that students attend school each day. Ensure that school uniform is provided. Call school when students are absent. The expectation of the staff is that parents will always be aware and concerned about their student's work and successes, as well as their needs for improvement.

Transportation Policy

Students must provide their own transportation. They are supplied each month with Sun Tran bus passes. The alternative education schools are not provided with district transportation.

School Honors

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

Award/Honor	Year
• Improvement in AIMS Test Scoring	2005
• Softball League Winners	2002
• Family Resource and Wellness Center Participation	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	NC	4286	79327	NC	94	98	NC	500	518	NC	28	19	NC	24	20	NC	39	46	NC	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	2076	38961	--	95	98	--	501	520	--	25	16	--	26	20	--	40	48	--	9	16
Male	NC	2208	40295	NC	94	97	NC	499	516	NC	31	21	NC	22	19	NC	38	44	NC	10	16
African American	--	300	4247	--	95	98	--	484	499	--	38	27	--	25	24	--	34	41	--	4	8
Hispanic	NC	2354	32327	NC	93	98	NC	488	499	NC	34	27	NC	27	25	NC	35	41	NC	5	8
Asian/Pacific Islander	--	106	1939	--	98	99	--	544	556	--	11	6	--	11	10	--	49	47	--	28	36
American Indian/Alaskan Native	NC	195	4391	NC	97	96	NC	477	489	NC	41	32	NC	29	27	NC	29	36	NC	2	4
White	--	1331	36373	--	95	98	--	524	538	--	15	10	--	19	14	--	48	52	--	19	25
Students with Disabilities	--	539	9321	--	79	87	--	457	467	--	61	54	--	22	22	--	15	21	--	1	3
Students without Disabilities	NC	3747	70006	NC	97	100	NC	505	524	NC	23	14	NC	24	19	NC	42	49	NC	11	18
Limited English Proficient Students	--	483	9431	--	88	95	--	454	466	--	66	53	--	23	27	--	10	18	--	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	2195	37097	NC	94	97	NC	487	498	NC	35	27	NC	26	25	NC	34	41	NC	5	7
Non-Economically Disadvantaged	--	2091	42230	--	95	99	--	512	535	--	20	11	--	22	15	--	44	50	--	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	NC	4423	79501	NC	97	98	NC	485	497	NC	15	10	NC	31	25	NC	52	60	NC	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	2144	39062	--	98	99	--	490	502	--	11	8	--	30	23	--	56	64	--	3	5
Male	NC	2277	40368	NC	97	98	NC	480	491	NC	18	13	NC	31	27	NC	49	57	NC	2	3
African American	--	309	4279	--	97	99	--	475	485	--	20	14	--	32	30	--	47	54	--	1	2
Hispanic	NC	2452	32389	NC	97	98	NC	474	478	NC	19	16	NC	36	34	NC	45	48	NC	1	1
Asian/Pacific Islander	--	107	1936	--	99	99	--	512	519	--	3	3	--	21	14	--	67	73	--	8	9
American Indian/Alaskan Native	NC	195	4401	NC	97	96	NC	469	473	NC	21	17	NC	41	40	NC	38	43	NC	1	1
White	--	1360	36446	--	97	99	--	506	516	--	7	4	--	21	15	--	68	73	--	5	7
Students with Disabilities	--	601	9411	--	88	88	--	443	453	--	41	36	--	40	36	--	19	26	--	1	1
Students without Disabilities	NC	3822	70090	NC	99	100	NC	491	502	NC	11	7	NC	29	24	NC	58	65	NC	3	5
Limited English Proficient Students	--	513	9401	--	94	94	--	434	443	--	51	40	--	39	46	--	10	14	--	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	2266	37183	NC	97	97	NC	473	479	NC	19	16	NC	36	34	NC	44	49	NC	1	1
Non-Economically Disadvantaged	--	2157	42318	--	98	99	--	497	513	--	10	5	--	25	17	--	61	70	--	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	NC	4464	80000	NC	98	99	NC	560	564	NC	3	3	NC	11	11	NC	80	75	NC	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	2164	39288	--	99	99	--	574	579	--	2	2	--	6	6	--	83	77	--	9	16
Male	NC	2297	40644	NC	98	98	NC	546	549	NC	4	4	NC	16	15	NC	77	74	NC	3	7
African American	--	315	4307	--	99	99	--	539	551	--	8	4	--	13	13	--	74	75	--	4	7
Hispanic	NC	2475	32672	NC	98	99	NC	553	548	NC	3	4	NC	13	14	NC	81	76	NC	4	6
Asian/Pacific Islander	--	106	1945	--	98	99	--	596	592	--	1	1	--	4	4	--	70	69	--	25	25
American Indian/Alaskan Native	NC	197	4424	NC	98	97	NC	551	549	NC	3	3	NC	15	14	NC	79	77	NC	3	5
White	--	1370	36602	--	98	99	--	575	579	--	2	2	--	7	7	--	80	75	--	11	16
Students with Disabilities	--	640	9919	--	93	93	--	504	505	--	10	9	--	34	35	--	55	54	--	1	2
Students without Disabilities	NC	3824	70081	NC	99	100	NC	568	571	NC	2	2	NC	7	7	NC	84	79	NC	7	12
Limited English Proficient Students	--	524	9571	--	96	96	--	498	502	--	11	10	--	31	29	--	57	60	--	0	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	2296	37534	NC	98	98	NC	548	547	NC	4	4	NC	14	15	NC	78	76	NC	4	5
Non-Economically Disadvantaged	--	2168	42466	--	98	100	--	572	578	--	2	2	--	8	7	--	82	75	--	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	NC	4399	78546	NC	97	97	NC	528	543	NC	22	15	NC	21	18	NC	48	52	NC	9	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2183	38645	NC	97	98	NC	531	545	NC	20	13	NC	20	18	NC	51	54	NC	9	15
Male	NC	2209	39792	NC	96	97	NC	526	542	NC	25	17	NC	22	17	NC	44	50	NC	9	15
African American	--	289	4205	--	97	97	--	518	524	--	26	22	--	24	22	--	45	49	--	4	7
Hispanic	NC	2347	31177	NC	97	97	NC	516	524	NC	27	22	NC	24	23	NC	44	48	NC	4	7
Asian/Pacific Islander	--	113	1940	--	98	99	--	560	580	--	9	5	--	13	9	--	57	53	--	21	33
American Indian/Alaskan Native	NC	193	4689	NC	96	95	NC	511	515	NC	34	28	NC	23	25	NC	39	43	NC	4	4
White	NC	1448	36450	NC	97	97	NC	550	563	NC	13	7	NC	16	12	NC	54	57	NC	18	23
Students with Disabilities	NC	530	8093	NC	84	82	NC	480	489	NC	58	50	NC	24	24	NC	18	23	NC	1	2
Students without Disabilities	NC	3869	70453	NC	99	100	NC	534	549	NC	17	11	NC	21	17	NC	52	56	NC	10	16
Limited English Proficient Students	--	584	9323	--	95	94	--	483	491	--	56	47	--	25	28	--	19	24	--	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	NC	2090	34694	NC	96	96	NC	516	524	NC	28	23	NC	25	23	NC	43	48	NC	5	7
Non-Economically Disadvantaged	NC	2309	43852	NC	98	99	NC	539	559	NC	17	10	NC	17	13	NC	52	56	NC	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	NC	4467	79045	NC	98	98	NC	501	512	NC	14	10	NC	31	25	NC	51	58	NC	5	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2206	38860	NC	98	98	NC	509	519	NC	9	7	NC	28	22	NC	57	62	NC	6	8
Male	NC	2254	40075	NC	98	97	NC	493	505	NC	18	12	NC	34	28	NC	45	54	NC	4	6
African American	--	295	4250	--	99	98	--	494	500	--	16	12	--	33	31	--	50	54	--	1	3
Hispanic	NC	2386	31314	NC	98	98	NC	488	493	NC	18	16	NC	36	34	NC	45	48	NC	2	2
Asian/Pacific Islander	--	114	1949	--	99	99	--	523	536	--	6	4	--	19	15	--	62	66	--	12	15
American Indian/Alaskan Native	NC	196	4719	NC	98	96	NC	490	489	NC	13	15	NC	38	39	NC	48	45	NC	1	2
White	NC	1467	36730	NC	98	98	NC	521	532	NC	7	4	NC	22	16	NC	60	68	NC	11	12
Students with Disabilities	NC	588	8552	NC	93	87	NC	455	463	NC	43	35	NC	37	40	NC	19	23	NC	1	1
Students without Disabilities	NC	3879	70493	NC	99	100	NC	507	517	NC	9	7	NC	30	24	NC	56	62	NC	5	8
Limited English Proficient Students	--	602	9355	--	98	95	--	450	456	--	44	37	--	44	48	--	11	15	--	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	NC	2126	34922	NC	98	96	NC	489	493	NC	17	15	NC	36	34	NC	44	48	NC	3	3
Non-Economically Disadvantaged	NC	2341	44123	NC	99	99	NC	511	527	NC	10	6	NC	26	18	NC	57	66	NC	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	NC	4459	79657	NC	98	99	NC	569	566	NC	2	3	NC	8	8	NC	89	87	NC	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2207	39120	NC	98	99	NC	582	580	NC	1	2	NC	4	4	NC	93	92	NC	1	2
Male	NC	2245	40423	NC	98	98	NC	557	553	NC	4	5	NC	12	12	NC	84	83	NC	0	1
African American	--	296	4290	--	99	99	--	566	560	--	4	4	--	7	9	--	87	86	--	1	1
Hispanic	NC	2371	31642	NC	98	99	NC	561	552	NC	3	5	NC	10	11	NC	87	84	NC	0	0
Asian/Pacific Islander	--	115	1948	--	100	99	--	588	589	--	1	1	--	4	3	--	90	91	--	4	4
American Indian/Alaskan Native	NC	200	4760	NC	100	97	NC	560	547	NC	3	5	NC	7	14	NC	91	81	NC	NA	0
White	NC	1468	36929	NC	98	99	NC	582	579	NC	1	2	NC	5	5	NC	92	91	NC	2	2
Students with Disabilities	NC	583	9069	NC	92	92	NC	517	508	NC	10	11	NC	28	30	NC	61	58	NC	1	1
Students without Disabilities	NC	3876	70588	NC	99	100	NC	576	573	NC	1	2	NC	5	5	NC	93	91	NC	1	1
Limited English Proficient Students	--	594	9521	--	96	96	--	518	507	--	9	13	--	23	24	--	67	63	--	0	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	NC	2116	35341	NC	97	97	NC	560	551	NC	3	5	NC	12	12	NC	86	83	NC	0	0
Non-Economically Disadvantaged	NC	2343	44316	NC	99	100	NC	577	578	NC	2	2	NC	5	5	NC	92	90	NC	1	2

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

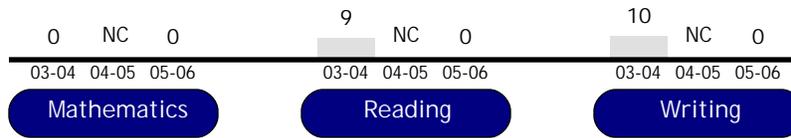
8th Grade

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	10	4533	78400	91	96	97	NA	545	554	NA	26	21	NA	21	19	NA	44	47	NA	9	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2289	38686	NC	97	98	NC	544	554	NC	24	20	NC	22	20	NC	45	49	NC	8	12
Male	NC	2240	39636	NC	95	96	NC	545	554	NC	28	23	NC	19	18	NC	42	46	NC	11	13
African American	--	339	4193	--	96	97	--	527	533	--	35	32	--	24	23	--	37	40	--	5	5
Hispanic	NC	2362	30732	NC	95	97	NC	531	534	NC	33	31	NC	24	24	NC	39	40	NC	5	5
Asian/Pacific Islander	--	117	1827	--	98	99	--	584	594	--	9	8	--	17	12	--	46	49	--	27	31
American Indian/Alaskan Native	NC	178	4536	NC	98	95	NC	519	528	NC	41	35	NC	25	25	NC	30	37	NC	4	4
White	NC	1534	37038	NC	96	97	NC	570	575	NC	14	11	NC	15	14	NC	54	56	NC	17	19
Students with Disabilities	NC	520	7840	NC	76	81	NC	494	498	NC	63	60	NC	18	18	NC	17	20	NC	1	2
Students without Disabilities	NC	4013	70560	NC	99	99	NC	551	560	NC	21	17	NC	21	19	NC	47	50	NC	10	14
Limited English Proficient Students	NC	533	8956	NC	93	95	NC	498	502	NC	62	56	NC	20	25	NC	17	18	NC	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	NC	2056	33014	NC	94	95	NC	531	534	NC	33	31	NC	24	24	NC	39	40	NC	4	5
Non-Economically Disadvantaged	NC	2477	45386	NC	97	99	NC	556	569	NC	21	15	NC	18	15	NC	47	52	NC	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	10	4640	79179	91	98	98	NA	509	519	NA	14	11	NA	31	27	NA	52	58	NA	3	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2327	38974	NC	98	99	NC	514	524	NC	11	8	NC	29	25	NC	57	61	NC	4	5
Male	NC	2309	40124	NC	98	97	NC	504	513	NC	16	13	NC	33	28	NC	48	54	NC	3	4
African American	--	348	4243	--	98	98	--	499	506	--	20	14	--	31	32	--	45	51	--	3	3
Hispanic	NC	2414	30987	NC	97	98	NC	497	498	NC	17	17	NC	37	36	NC	45	45	NC	1	1
Asian/Pacific Islander	--	118	1832	--	99	99	--	530	543	--	4	4	--	25	17	--	62	69	--	8	10
American Indian/Alaskan Native	NC	182	4573	NC	100	96	NC	494	494	NC	19	16	NC	38	41	NC	43	42	NC	NA	1
White	NC	1574	37467	NC	99	98	NC	530	539	NC	7	5	NC	21	17	NC	66	70	NC	6	8
Students with Disabilities	NC	626	8567	NC	91	88	NC	462	467	NC	41	39	NC	42	38	NC	17	22	NC	0	1
Students without Disabilities	NC	4014	70612	NC	99	99	NC	516	524	NC	9	7	NC	29	25	NC	58	62	NC	4	5
Limited English Proficient Students	NC	546	9013	NC	95	95	NC	457	461	NC	43	40	NC	47	48	NC	10	12	NC	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	NC	2108	33345	NC	97	96	NC	496	499	NC	18	17	NC	37	36	NC	43	46	NC	2	1
Non-Economically Disadvantaged	NC	2532	45834	NC	99	99	NC	520	533	NC	10	7	NC	25	19	NC	60	67	NC	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	10	4654	79734	91	98	99	NA	555	554	NA	3	3	NA	18	19	NA	79	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2341	39243	NC	99	99	NC	568	568	NC	2	2	NC	11	12	NC	87	85	NC	0	1
Male	NC	2309	40413	NC	98	98	NC	542	541	NC	3	4	NC	25	26	NC	72	70	NC	0	0
African American	--	350	4285	--	99	99	--	544	548	--	6	3	--	19	22	--	75	74	--	0	0
Hispanic	NC	2433	31254	NC	98	99	NC	547	539	NC	3	5	NC	22	25	NC	75	70	NC	0	0
Asian/Pacific Islander	--	118	1837	--	99	99	--	580	579	--	NA	1	--	8	9	--	91	87	--	1	2
American Indian/Alaskan Native	NC	181	4613	NC	100	97	NC	538	535	NC	5	4	NC	24	29	NC	70	67	NC	1	0
White	NC	1568	37668	NC	98	99	NC	571	569	NC	1	1	NC	11	13	NC	88	85	NC	0	1
Students with Disabilities	NC	627	8943	NC	91	92	NC	499	495	NC	10	11	NC	49	51	NC	40	38	NC	1	1
Students without Disabilities	NC	4027	70791	NC	100	100	NC	563	561	NC	1	2	NC	13	15	NC	85	83	NC	0	0
Limited English Proficient Students	NC	551	9138	NC	96	97	NC	492	492	NC	13	13	NC	45	46	NC	42	40	NC	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	NC	2117	33718	NC	97	97	NC	545	538	NC	4	5	NC	23	26	NC	73	69	NC	0	0
Non-Economically Disadvantaged	NC	2537	46016	NC	100	100	NC	564	567	NC	2	2	NC	14	14	NC	84	84	NC	0	1

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



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.

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	NC	NC	NA	56	NC	NC	44	51	NC	NC	46	56
	Language	NC	NC	38	48	NC	NC	41	47	NC	NC	41	50
	Mathematics	NC	NC	52	66	NC	NC	44	52	NC	NC	44	58
7	Reading	NC	NC	NA	54	NC	NC	44	50	NC	NC	44	54
	Language	NC	NC	48	58	NC	NC	48	52	NC	NC	50	58
	Mathematics	NC	NC	49	62	NC	NC	44	50	NC	NC	44	54
8	Reading	NC	NC	NA	55	NC	NC	46	51	100	15	50	58
	Language	NC	NC	41	52	NC	NC	47	50	100	16	50	56
	Mathematics	NC	NC	50	61	NC	NC	48	53	100	7	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."

Southwest Alternative Middle School

School Site Council

Council Composition

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

Council Duties

- Ü Review Data
- Ü Make Recommendations
- Ü Set Goals
- Ü Professional Development
- Ü Program Planning
- Ü Student Recognition

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	1.00
Other Professional Staff	.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	6
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 Computer Lab with Plato
- Ü Tucson/Pima Branch Library on Campus
- Ü City Park Adjacent to School

Extracurricular Activities

- Ü Informal Softball Team Schedule
- Ü Community Projects w/Local Fire Station
- Ü Field Trips

Social Services

- Ü Arizona National Guard
- Ü Pima County Extension Programs
- Ü Pasqua Yacqui Tribe
- Ü University of Arizona
- Ü Pima Community College

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Middle school girls are being mentored by high school girls as to how to solve problems without conflict. This not only builds confidence, but gives the middle school girls an opportunity to develop a friendship.

- ü Students go on several field trips a year to various places in the community to learn more about what is available to them and what it is all about.

- ü Students at Southwest Middle School have an opportunity to be a part of their own community by taking part in Food Shares that are done monthly from the Family Resource and Wellness Center, located in their school building.

- ü Southwest Alternative Middle School students received a district award for accomplishing necessary AZ Learns goals during the 2003-04 school year. All this stems from the AIMS testing.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	84	95	94	95
Promotion Rate ⁵	78	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

The staff works closely with the students, parents, and law enforcement to ensure a safe and orderly climate. Severe discipline infractions are dealt with immediately by the principal. Students are given every opportunity to make good decisions. Suspensions are not the first choice; to change ongoing behaviors, mediations and on campus consequences are the first choices for action.

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) :

3

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	Tom Gillespie	(520) 225-3250
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Dorie Johnston	(520) 225-3264
School Nutrition Programs	Pam Palmo	(520) 225-4720
Parent Organization	Pete Guerrero	(520) 908-3992
Student Health/Nurse	Lawrence School Nurse	(520) 908-3980

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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