

ARIZONA SCHOOL REPORT CARD 2002-03

Does Not Receive Profile ¹:

Alternative School

Pre-K - 2

New School

Southside Community School

Aprender Tucson
2701 S. Campbell Avenue, Tucson, AZ 85713

Principal: Mr. Robert Holliday

Schedule: 8:30 AM to 4:30 PM

Web Address: Unpublished or Unavailable

E-mail: aprendertucson@aol.com

Grades: 3-8

2002 Enrollment: 220

Phone: (520) 623-7102

Fax: (520) 623-7125

∨ School Overview ∨

Mission

The Southside Community School mission is to provide an environment that provokes the natural curiosity of children to discover, create, learn and progress to their maximum potential. This will be achieved through the cooperative effort of the administration, parents, school board, staff, and student body. We will strive to instill in students a dedication to excellence and an ability to look to the future and envision their role in it.

Organization and Philosophy

- w High Scholastic Standards
- w Safe Campus
- w Community Involvement
- w Sonoran Desert Awareness

School/Academic Goals

- w To achieve grade-level abilities in all academic areas.
- w Improving work ethic and study skills and learning-to-learn skills.

Instructional Programs

- w Team Schedule
- w Traditional Course Offerings
- w Interdisciplinary Focus
- w Systems Thinking
- w Daily Wellness/Physical Education
- w Daily Reading Class
- w Enrichment Program w/Outside Partners
- w Community Evening Programs

Enrollment

October 1, 2001 School Year Student Enrollment:	152
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	148

¹ For an explanation of the Achievement Profiles, please visit <http://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.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w Facilities Planning
- w Fundraising
- w Academic Course Selection
- w Afterschool and Evening Programming

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	12.00
Other Professional Staff	2.00	Teacher Aide	10.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

Provide interesting classes, while maintaining high scholastic standards. Help students develop their physical, emotional, mental, social, moral and creative potential. Provide appropriate resources for students with special needs. Supervise and enforce a reasonable system of discipline, while providing a school atmosphere that is both friendly and academically directed. Develop an awareness of the environment and the need for conserving our natural resources.

Parents

Make every effort to provide for the physical needs of the student. Teach the children to pay attention and obey the rules. Make sure the child attends school regularly, and promptly report and explain absences and tardies to the school. Encourage and lead the child to develop proper study habits at home. Participate in parent-teacher conferences to discuss the child's progress. Keep informed of school policies and academic requirements of school programs.

∨ **Transportation Policy** ∨

We do not provide transportation.

∨ 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 Wall of Justice Mural and Film Project: This project was funded by a number of community organizations to create a mural and film project with the assistance of the Tucson Arts Brigade depicting the importance of good decision making skills for kids.</p> <p>W Amigos Program: Our school is the only non-district school to be accepted into this three-year educational partnership with the Arizona Sonora Desert Museum to help teach kids an appreciation for the animals and environment of the Sonoran Desert.</p> | <p>W Weed & Seed Save Haven: This program is federally funded to develop after school and evening programs providing safe environments for the entire community. Community service activities, and neighborhood groups take advantage of school facilities.</p> <p>W Expanded grade level: Beginning with the 2002-03 school year, Southside Community School expanded our instructional program adding grades 3, 4, and 5. Our school is now grades 3-8. Our enrollment also has increased.</p> |
|---|--|

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	90.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	26.1 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	16.9 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	97.3 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	2.7 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	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.

⁴ 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.

⁵ 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.

⁶ 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.

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

⁸ 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.

⁹ 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
Peace Hero Award	2002
Amigos Partnership Award - AZ Sonoran Desert Museum	2002
Mayoral Recognition for Wall of Justice	2002

∨ 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 ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading						
	School State	--	--	--	--	--	--
		58840	524	9%	17%	45%	29%
Writing	School State	--	--	--	--	--	--
		57282	541	10%	12%	63%	16%
Mathematics	School State	--	--	--	--	--	--
		59030	517	11%	27%	35%	27%

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

Grade 5

Reading	School State	--	--	--	--	--	--
		61305	505	21%	20%	43%	15%
Writing	School State	--	--	--	--	--	--
		59599	512	17%	26%	42%	16%
Mathematics	School State	--	--	--	--	--	--
		61760	494	14%	40%	12%	34%

Grade 8

Reading	School State	25	440	72%	24%	4%	0%
		57484	504	24%	20%	40%	16%
Writing	School State	23	443	61%	35%	4%	0%
		55420	493	15%	42%	41%	2%
Mathematics	School State	25	401	84%	12%	4%	0%
		57734	459	39%	40%	14%	7%

¹Results reflect student performance on the English form of AIMS.

²Class 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												
3	Reading	--	--	47	--	--	47	--	--	48	--	--	50	--	--	50
	Language	--	--	49	--	--	51	--	--	54	--	--	56	--	--	57
	Mathematics	--	--	46	--	--	49	--	--	52	--	--	54	--	--	56
4	Reading	--	--	53	--	--	54	--	--	54	--	--	55	--	--	55
	Language	--	--	47	--	--	49	--	--	48	--	--	50	--	--	50
	Mathematics	--	--	51	--	--	54	--	--	55	--	--	57	--	--	58
5	Reading	--	--	51	--	--	51	--	--	51	--	--	51	--	--	53
	Language	--	--	42	--	--	44	--	--	45	--	--	45	--	--	47
	Mathematics	--	--	51	--	--	54	--	--	55	--	--	57	--	--	59
6	Reading	--	--	53	--	--	54	--	--	53	--	--	54	79	21	56
	Language	--	--	41	--	--	44	--	--	44	--	--	45	81	19	47
	Mathematics	--	--	57	--	--	59	--	--	60	--	--	63	85	21	65
7	Reading	--	--	52	--	--	53	--	--	52	--	--	53	92	19	55
	Language	--	--	52	--	--	54	--	--	54	--	--	55	95	24	58
	Mathematics	--	--	53	--	--	55	--	--	56	--	--	58	95	21	60
8	Reading	--	--	54	--	--	54	--	--	53	--	--	55	63	17	56
	Language	--	--	46	--	--	49	--	--	49	--	--	50	63	15	52
	Mathematics	--	--	52	--	--	54	--	--	56	--	--	58	63	24	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 Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ 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.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	***	***
Grades 3-4	**	**
Grades 4-5	**	**
Grades 5-6	72	62
Grades 6-7	42	35
Grades 7-8	86	79

*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

We provide reinforcement for positive actions, and reinforce a reasonable system of discipline, while providing a school climate that is both friendly and academically directed. Provide the students with recreational and social activities that develop a sense of belonging, a belief in the dignity of the individual, and the ability to work and play together in a socially acceptable manner. We recognize the unique problems associated with the middle school student and developing protective factors.

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 ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	NA	NA
Classroom Supplies	NA	NA
Administration	NA	NA
Support Services-Students	NA	NA
Other Support Services and Operations	NA	NA
Total Expenditures- All Categories 2000-2001	NA	NA

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.

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.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Christine Curtis	(520) 623-7102	
Transportation Policy	NDS		
Community Resources	Bob Holliday	(520) 623-7102	
School Nutrition Programs	Scott Downs	(520) 623-7102	
Parent Organization	Martha Saavedra-Valdez	(520) 623-7102	
Student Health/Nurse	Rosie Garcia	(520) 623-7102	15

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.

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