

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Alice Vail Middle School

Tucson Unified District
5350 E. 16th, Tucson, AZ 85711

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

Principal: Mr. David W. Ross, Ed.S.

Schedule: 8:00 AM to 4:30 PM

Web Address: edweb.tusd.k12.az.us/Vail

E-mail: david.ross@tusd.k12.az.us

Grades: 6-8

2002 Enrollment: 795

Phone: (520) 584-5400

Fax: (520) 584-5401

∨ School Overview ∨

Mission

Alice Vail Middle School provides a safe learning environment and maximizes students' potential for success in academic achievement, social responsibility, emotional maturity, and physical endurance. Students are valued at Alice Vail Middle School. Diversity of culture, language, ethnicity, gender, values and ability are appreciated and celebrated. Students will achieve their full potential through effective practices which are supported by the entire community of learners.

Organization and Philosophy

- w Shared Decision-Making
- w Middle School Concept & Philosophy
- w Interdisciplinary Team Organization
- w Exceptional Education Inclusion Model

Instructional Programs

- w Student-Teacher Ratio of 28:1
- w Grade Levels Organized in Teaching Teams
- w Excep. Educ. Cross-categorical Services
- w Excep. Educ. Integration & Resource Svc.
- w Excep. Educ. Self-contained (EDSC)
- w Excep. Educ. Self-contained (GATE)
- w Excep. Educ. Cross-categorical Mid. Svc.
- w ESL & Structured English Immersion

School/Academic Goals

- w Increase scores in all district assessments, Stanford 9, and AIMS sub-tests by a minimum of 1% with a total schoolwide, all-grades gain of not less than 15% when totaled. Increase Stanford 9 NCEs by 5 as a total gain for all grades.
- w Increase articulation between all elementary and high school feeder schools; improve communication regarding alignment of curriculum and programs in K-12 feeder system; continue Community outreach in food and clothing banks and social services.
- w Maximize opportunities for alternatives to out-of-school suspension through the use of Student Court, Isolated Classroom Experience (ICE); Saturday School; in-school, afterschool/lunch-time detention programs; and STOP (Student Time-Out Program).
- w Increase student attendance to a minimum of 95.5% in 2001-02, and work to increase student attendance each successive year (with the goal of having schoolwide attendance at 100% no later than the 2004-05 school year).

Enrollment

October 1, 2001 School Year Student Enrollment:	783
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	73

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

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

Council Duties

- w Instruction - Student Achievement
- w Curriculum
- w Resource Development and Budget
- w Environment/Home-Community Partnership
- w Leadership/Professional Development
- w Management/Assessment/Planning

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	54.00
Other Professional Staff	15.00	Teacher Aide	12.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	5	3	0	0
7 to 9 years	2	5	0	0
10 or more years	9	25	0	0

∨ **Shared Responsibilities** ∨

School

Provide the safest possible learning environment, maximizing student potential for success in academic achievement, social responsibility, emotional maturity and physical endurance. To promote hope, ensure opportunities for promotion, instilling within each student courage to dream.

Parents

Support the student by providing adequate resources, nourishment, support for tutoring and homework environment; communicate with teachers in a timely manner; collaborate with the school to maximize potential for student success.

∨ **Transportation Policy** ∨

Alice Vail Middle School is a District Bus Transfer Point. Buses arrive from many areas of the District, students transfer to the bus headed for their final destination, and then the buses depart. This occurs in the morning and in the afternoon. Additionally, students living in the school's attendance area (within the area from which the district provides buses) are transported to and from the school. Desegregation students are also bused according to established policy.

∨ **Calendar Information** ∨

Number of Instruction Days: 177 **First Day of School:** 8/15/02
Average Daily Instruction Time: 6 hrs. 51 min. **Last Day of School:** 5/21/03
Operates on Traditional Schedule

Report Card Release Dates

10/28/02 1/13/03 3/24/03 5/28/03

————— **Additional Calendar/Report Card Information** —————

Parents are sent progress reports following the 4.5 week of each quarter. Parents also have the option of obtaining weekly progress reports on students through agreements between the Counselor and Teacher and Student.

∨ **Resources Available at School Site** ∨

————— **Nutrition Programs** —————

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

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

————— **Special Facilities** —————

- W Library Resource Center W Computer Lab
- W Science Ecology W Photography Dark Room

————— **Extracurricular Activities** —————

- W Girls/Boys Basketball & Volleyball W Girls/Boys Soccer and Track
- W Student Council W Chess
- W Yearbook W Academic Tutoring
- W Tucson City Parks and Recreation MIDCO

————— **School/Community Resources** —————

- W Tucson City Parks and Recreation W Before/After School Tutoring
- W Clothing Bank W Food Bank
- W Technology Training Classes

∨ 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 Alice Vail Middle School's Stanford 9 assessment scores (as a schoolwide total, grades 6-8) average slightly higher than both the state and district in the majority of sub-tests of the Stanford 9 assessment.</p> | <p>w The Stanford 9 three-year cohort analysis shows gains in student achievement in many categories.</p> |
| <p>w Alternatives to out-of-school suspension programs are helping to lower the rate of out-of-school suspensions, increase attendance, decrease drop-out rates. Business partnerships assist in building gardens, and providing afterschool activities.</p> | <p>w Articulation between elementary and high school feeder schools remains strong. The K-12 feeder system and programs are helping to maintain good assessment scores, maintain student attendance, and reduce out-of-school suspensions.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	93.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	21.2 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	6.2 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	8.2 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	95.6 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	4.4 %	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
Science Department in Top 20 DESERT Project	2002
Award Winning Band and Orchestra Programs	2002
Math Counts Program #1 in Arizona, and in Top 25 in USA	2002
Basektball and Volleyball Teams in Final Four for MS	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

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	244	511	23%	16%	36%	24%
	State	57484	504	24%	20%	40%	16%
Writing	School	235	492	18%	40%	38%	3%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	242	460	41%	36%	12%	11%
	State	57734	459	39%	40%	14%	7%

Legend

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

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												
6	Reading	92	67	53	100	56	54	90	60	53	82	66	54	91	60	56
	Language	94	54	41	100	46	44	91	49	44	87	52	45	96	50	47
	Mathematics	92	62	57	100	50	59	92	57	60	85	63	63	93	61	65
7	Reading	87	61	52	100	60	53	86	55	52	83	57	53	87	57	55
	Language	90	66	52	100	59	54	87	54	54	85	53	55	87	60	58
	Mathematics	89	55	53	100	51	55	87	50	56	84	51	58	87	56	60
8	Reading	89	61	54	100	60	54	87	63	53	83	60	55	80	64	56
	Language	89	56	46	100	58	49	88	63	49	85	50	50	81	58	52
	Mathematics	89	57	52	100	59	54	88	60	56	85	53	58	81	59	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 5-6	76	74
Grades 6-7	68	65
Grades 7-8	75	81

*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

Students are given information regarding school policy and rules - including lists of consequences for infractions. Students have opportunities to join clubs and organizations that promote safe school issues, including drug-free and violence-free initiatives. There is a School Resource Officer (SRO) from the Tucson Police Department who works directly with students within the classroom on safe-school issues. Students have counselor-guided groups to work on issues of anger.

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	\$3,564	\$2,784,357
Classroom Supplies	\$35	\$27,720
Administration	\$459	\$358,403
Support Services-Students	\$323	\$252,100
Other Support Services and Operations	\$700	\$547,206
Total Expenditures- All Categories 2000-2001	\$5,082	\$3,969,786

Total Expenditures may not be exact because of rounding. Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM). (School Expenditures divided by ADM)

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

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

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	David W. Ross	(520) 584-5400	
Transportation Policy	TUSD Transportation (Eastside)	(520) 731-6706	
Community Resources	Betty Williams	(520) 584-5422	
School Nutrition Programs	Tim Smith	(520) 584-5423	
Parent Organization	David W. Ross	(520) 584-5400	
Student Health/Nurse	Nancy Beauregard	(520) 584-5417	

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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