

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5350 E. 16th Street, Tucson, AZ 85711

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	Highly Performing
2004-05	Performing
2003-04	Excelling

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

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not 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 : Mr. David W. Ross
 Schedule : 08:00 AM to 04:30 PM
 Grades : 6-8
 Web Address : edweb.tusd.k12.az.us/Vail
 Phone Number : (520) 584-5400
 Fax Number : (520) 584-5401
 E-mail : david.ross@tusd1.org

Mission

MISSION STATEMENT: To provide a safe learning environment, maximizing student potential for success in academic achievement, social responsibility, emotional maturity, and physical growth. All members of the learning community pledge to communicate effectively, work collaboratively, and to support one another in achieving this mission.
VISION STATEMENT: Our school fosters hope, ensures opportunities for students to be promoted, and instills within each student courage to dream.

School / Academic Goals

- ü Improve AIMS Reading(summary total, combined-grades scores)in 06-07 by 5% over 05-06 results, from 62.9% to 67.9%
- ü Improve AIMS Writing(summary total, combined-grades scores)in 06-07 by 1.7% over 05-06 results, from 87.6% to 89.3%
- ü Improve AIMS Math(summary total, combined-grades scores)in 06-07 by 5% over 05-06 results, from 55.3% to 60.3%
- ü Improve summary total, combined-grades scores for English Language Learners in 06-07 by 5% over 05-06 results, in Reading 17.6% to 23.6%; Writing 57.1% to 62.1%, and Math 8.6% to 13.6%

Enrollment

October 1, 2005 School Year Student Enrollment : 765
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 102

Instructional Programs

- ü Student-Teacher Ratio of 28:1
- ü Grade Levels Organized in Teaching Teams
- ü Excep. Educ. Cross-Categorical Services
- ü Excep. Education Inclusion Model
- ü Structured English Immersion
- ü Gifted and Talented Self-Contained
- ü Opening Minds Through The Arts

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 21 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Provide the safest possible learning environment, maximizing student potential for success in academic achievement, social responsibility, emotional maturity, physical endurance, and values clarification. To leading the learning by developing diversity proficiency and 'response-ability' to improve student achievement.

Parents

Support the student by providing adequate educational support and academic resources, which include nourishment, support for tutoring and homework environment, and communicating and collaborating with teachers in a timely manner.

Transportation Policy

Alice Vail is a District Bus Transfer Point. Buses arrive from many areas of the District, then students transfer to the bus headed for their final destination. Desegregation students are also bused following established policy.

School Honors

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

Award/Honor	Year
ü Award Winning Band and Orchestra Programs	2005
ü Math Counts Program/Team #1 in Arizona	2004
ü Basketball & Volleyball Teams in Final Four Tournaments	2004
ü Arizona LEARNS Rating of 'Highly Performing'	2006

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	258	4286	79327	96	94	98	512	500	518	28	28	19	22	24	20	31	39	46	19	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	122	2076	38961	99	95	98	513	501	520	25	25	16	22	26	20	36	40	48	17	9	16
Male	136	2208	40295	93	94	97	511	499	516	30	31	21	21	22	19	27	38	44	21	10	16
African American	27	300	4247	96	95	98	492	484	499	37	38	27	26	25	24	26	34	41	11	4	8
Hispanic	104	2354	32327	96	93	98	491	488	499	34	34	27	27	27	25	31	35	41	9	5	8
Asian/Pacific Islander	11	106	1939	100	98	99	597	544	556	NA	11	6	18	11	10	9	49	47	73	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	110	1331	36373	95	95	98	530	524	538	20	15	10	16	19	14	37	48	52	26	19	25
Students with Disabilities	32	539	9321	84	79	87	441	457	467	84	61	54	6	22	22	9	15	21	NA	1	3
Students without Disabilities	226	3747	70006	97	97	100	521	505	524	19	23	14	24	24	19	35	42	49	22	11	18
Limited English Proficient Students	16	483	9431	84	88	95	447	454	466	75	66	53	19	23	27	6	10	18	NA	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	119	2195	37097	95	94	97	498	487	498	32	35	27	24	26	25	32	34	41	12	5	7
Non-Economically Disadvantaged	139	2091	42230	96	95	99	523	512	535	24	20	11	19	22	15	31	44	50	26	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	259	4423	79501	96	97	98	500	485	497	9	15	10	29	31	25	54	52	60	8	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	122	2144	39062	99	98	99	507	490	502	5	11	8	25	30	23	60	56	64	11	3	5
Male	137	2277	40368	93	97	98	494	480	491	12	18	13	32	31	27	50	49	57	6	2	3
African American	26	309	4279	93	97	99	483	475	485	19	20	14	31	32	30	46	47	54	4	1	2
Hispanic	104	2452	32389	96	97	98	484	474	478	11	19	16	38	36	34	49	45	48	2	1	1
Asian/Pacific Islander	10	107	1936	91	99	99	NA	512	519	NA	3	3	NA	21	14	NA	67	73	NA	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	112	1360	36446	97	97	99	517	506	516	5	7	4	19	21	15	63	68	73	13	5	7
Students with Disabilities	33	601	9411	87	88	88	436	443	453	45	41	36	48	40	36	3	19	26	3	1	1
Students without Disabilities	226	3822	70090	97	99	100	509	491	502	4	11	7	26	29	24	62	58	65	9	3	5
Limited English Proficient Students	15	513	9401	79	94	94	445	434	443	40	51	40	40	39	46	20	10	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	119	2266	37183	95	97	97	489	473	479	9	19	16	33	36	34	56	44	49	2	1	1
Non-Economically Disadvantaged	140	2157	42318	97	98	99	509	497	513	9	10	5	25	25	17	53	61	70	14	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	263	4464	80000	97	98	99	568	560	564	1	3	3	9	11	11	79	80	75	11	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	122	2164	39288	99	99	99	583	574	579	2	2	2	2	6	6	79	83	77	17	9	16
Male	141	2297	40644	96	98	98	555	546	549	1	4	4	15	16	15	79	77	74	5	3	7
African American	27	315	4307	96	99	99	539	539	551	7	8	4	11	13	13	74	74	75	7	4	7
Hispanic	105	2475	32672	97	98	99	561	553	548	1	3	4	10	13	14	83	81	76	7	4	6
Asian/Pacific Islander	10	106	1945	91	98	99	NA	596	592	NA	1	1	NA	4	4	NA	70	69	NA	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	115	1370	36602	99	98	99	579	575	579	NA	2	2	9	7	7	77	80	75	14	11	16
Students with Disabilities	35	640	9919	92	93	93	499	504	505	3	10	9	43	34	35	51	55	54	3	1	2
Students without Disabilities	228	3824	70081	98	99	100	578	568	571	1	2	2	4	7	7	83	84	79	12	7	12
Limited English Proficient Students	15	524	9571	79	96	96	524	498	502	NA	11	10	27	31	29	73	57	60	NA	0	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	121	2296	37534	97	98	98	556	548	547	1	4	4	12	14	15	81	78	76	7	4	5
Non-Economically Disadvantaged	142	2168	42466	98	98	100	578	572	578	1	2	2	7	8	7	77	82	75	14	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	240	4399	78546	96	97	97	535	528	543	23	22	15	20	21	18	42	48	52	15	9	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	120	2183	38645	96	97	98	535	531	545	23	20	13	20	20	18	43	51	54	14	9	15
Male	119	2209	39792	96	96	97	536	526	542	22	25	17	21	22	17	41	44	50	16	9	15
African American	20	289	4205	100	97	97	505	518	524	40	26	22	20	24	22	35	45	49	5	4	7
Hispanic	102	2347	31177	94	97	97	524	516	524	25	27	22	21	24	23	45	44	48	10	4	7
Asian/Pacific Islander	14	113	1940	100	98	99	576	560	580	NA	9	5	29	13	9	43	57	53	29	21	33
American Indian/Alaskan Native	12	193	4689	100	96	95	536	511	515	NA	34	28	42	23	25	50	39	43	8	4	4
White	90	1448	36450	95	97	97	547	550	563	22	13	7	17	16	12	39	54	57	22	18	23
Students with Disabilities	41	530	8093	87	84	82	481	480	489	54	58	50	27	24	24	15	18	23	5	1	2
Students without Disabilities	199	3869	70453	99	99	100	544	534	549	16	17	11	19	21	17	48	52	56	17	10	16
Limited English Proficient Students	20	584	9323	87	95	94	479	483	491	60	56	47	20	25	28	20	19	24	NA	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	122	2090	34694	95	96	96	522	516	524	23	28	23	26	25	23	45	43	48	6	5	7
Non-Economically Disadvantaged	118	2309	43852	98	98	99	548	539	559	22	17	10	14	17	13	39	52	56	25	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	240	4467	79045	96	98	98	508	501	512	10	14	10	30	31	25	53	51	58	7	5	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	120	2206	38860	96	98	98	516	509	519	7	9	7	28	28	22	58	57	62	8	6	8
Male	119	2254	40075	96	98	97	501	493	505	13	18	12	33	34	28	49	45	54	6	4	6
African American	20	295	4250	100	99	98	487	494	500	25	16	12	30	33	31	40	50	54	5	1	3
Hispanic	102	2386	31314	94	98	98	495	488	493	13	18	16	37	36	34	47	45	48	3	2	2
Asian/Pacific Islander	14	114	1949	100	99	99	548	523	536	NA	6	4	14	19	15	57	62	66	29	12	15
American Indian/Alaskan Native	12	196	4719	100	98	96	501	490	489	NA	13	15	33	38	39	67	48	45	NA	1	2
White	90	1467	36730	95	98	98	523	521	532	6	7	4	24	22	16	60	60	68	10	11	12
Students with Disabilities	41	588	8552	87	93	87	462	455	463	39	43	35	29	37	40	27	19	23	5	1	1
Students without Disabilities	199	3879	70493	99	99	100	516	507	517	4	9	7	30	30	24	58	56	62	8	5	8
Limited English Proficient Students	20	602	9355	87	98	95	451	450	456	45	44	37	30	44	48	25	11	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	122	2126	34922	95	98	96	502	489	493	12	17	15	31	36	34	50	44	48	7	3	3
Non-Economically Disadvantaged	118	2341	44123	98	99	99	516	511	527	8	10	6	29	26	18	56	57	66	8	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	240	4459	79657	96	98	99	572	569	566	1	2	3	12	8	8	86	89	87	2	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	120	2207	39120	96	98	99	585	582	580	NA	1	2	6	4	4	92	93	92	3	1	2
Male	119	2245	40423	96	98	98	558	557	553	2	4	5	18	12	12	80	84	83	1	0	1
African American	20	296	4290	100	99	99	556	566	560	5	4	4	25	7	9	60	87	86	10	1	1
Hispanic	102	2371	31642	94	98	99	564	561	552	1	3	5	13	10	11	86	87	84	NA	0	0
Asian/Pacific Islander	14	115	1948	100	100	99	599	588	589	NA	1	1	NA	4	3	100	90	91	NA	4	4
American Indian/Alaskan Native	11	200	4760	92	100	97	586	560	547	NA	3	5	NA	7	14	100	91	81	NA	NA	0
White	91	1468	36929	96	98	99	579	582	579	NA	1	2	11	5	5	87	92	91	2	2	2
Students with Disabilities	44	583	9069	94	92	92	506	517	508	5	10	11	45	28	30	48	61	58	2	1	1
Students without Disabilities	196	3876	70588	97	99	100	585	576	573	NA	1	2	4	5	5	94	93	91	2	1	1
Limited English Proficient Students	20	594	9521	87	96	96	517	518	507	NA	9	13	35	23	24	65	67	63	NA	0	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	121	2116	35341	95	97	97	566	560	551	NA	3	5	17	12	12	83	86	83	1	0	0
Non-Economically Disadvantaged	119	2343	44316	98	99	100	579	577	578	2	2	2	7	5	5	89	92	90	3	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	226	4533	78400	96	96	97	561	545	554	18	26	21	24	21	19	41	44	47	17	9	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	120	2289	38686	98	97	98	559	544	554	17	24	20	26	22	20	42	45	49	16	8	12
Male	106	2240	39636	94	95	96	564	545	554	19	28	23	22	19	18	41	42	46	19	11	13
African American	12	339	4193	100	96	97	566	527	533	25	35	32	33	24	23	17	37	40	25	5	5
Hispanic	95	2362	30732	92	95	97	544	531	534	22	33	31	26	24	24	43	39	40	8	5	5
Asian/Pacific Islander	10	117	1827	100	98	99	NA	584	594	NA	9	8	NA	17	12	NA	46	49	NA	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	106	1534	37038	99	96	97	571	570	575	14	14	11	21	15	14	44	54	56	21	17	19
Students with Disabilities	33	520	7840	89	76	81	515	494	498	52	63	60	15	18	18	30	17	20	3	1	2
Students without Disabilities	193	4013	70560	97	99	99	567	551	560	12	21	17	25	21	19	43	47	50	20	10	14
Limited English Proficient Students	17	533	8956	77	93	95	504	498	502	59	62	56	18	20	25	24	17	18	NA	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	87	2056	33014	92	94	95	544	531	534	26	33	31	23	24	24	40	39	40	10	4	5
Non-Economically Disadvantaged	139	2477	45386	99	97	99	572	556	569	12	21	15	24	18	15	42	47	52	22	14	18

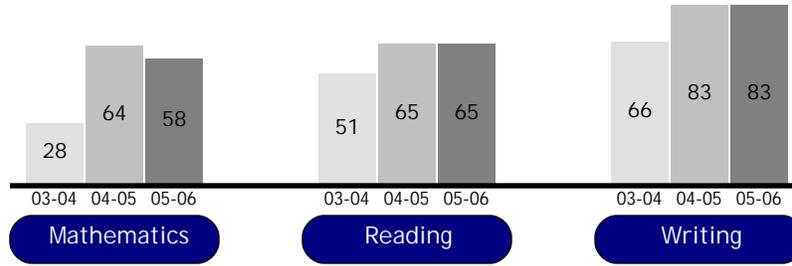
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	226	4640	79179	96	98	98	525	509	519	8	14	11	28	31	27	57	52	58	8	3	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	120	2327	38974	98	98	99	531	514	524	5	11	8	23	29	25	65	57	61	7	4	5
Male	106	2309	40124	94	98	97	516	504	513	10	16	13	33	33	28	47	48	54	9	3	4
African American	12	348	4243	100	98	98	522	499	506	17	20	14	17	31	32	58	45	51	8	3	3
Hispanic	95	2414	30987	92	97	98	511	497	498	5	17	17	38	37	36	53	45	45	4	1	1
Asian/Pacific Islander	10	118	1832	100	99	99	NA	530	543	NA	4	4	NA	25	17	NA	62	69	NA	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	106	1574	37467	99	99	98	536	530	539	7	7	5	22	21	17	61	66	70	10	6	8
Students with Disabilities	33	626	8567	89	91	88	477	462	467	21	41	39	45	42	38	30	17	22	3	0	1
Students without Disabilities	193	4014	70612	97	99	99	531	516	524	5	9	7	25	29	25	61	58	62	9	4	5
Limited English Proficient Students	17	546	9013	77	95	95	471	457	461	24	43	40	59	47	48	18	10	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	87	2108	33345	92	97	96	513	496	499	11	18	17	33	37	36	49	43	46	6	2	1
Non-Economically Disadvantaged	139	2532	45834	99	99	99	532	520	533	5	10	7	24	25	19	61	60	67	9	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	230	4654	79734	98	98	99	565	555	554	NA	3	3	17	18	19	81	79	78	2	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	120	2341	39243	98	99	99	580	568	568	NA	2	2	8	11	12	92	87	85	1	0	1
Male	110	2309	40413	97	98	98	547	542	541	NA	3	4	27	25	26	70	72	70	3	0	0
African American	13	350	4285	100	99	99	553	544	548	NA	6	3	23	19	22	77	75	74	NA	0	0
Hispanic	97	2433	31254	94	98	99	560	547	539	NA	3	5	19	22	25	79	75	70	2	0	0
Asian/Pacific Islander	10	118	1837	100	99	99	NA	580	579	NA	NA	1	NA	8	9	NA	91	87	NA	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	107	1568	37668	100	98	99	570	571	569	NA	1	1	15	11	13	84	88	85	1	0	1
Students with Disabilities	37	627	8943	100	91	92	518	499	495	NA	10	11	49	49	51	43	40	38	8	1	1
Students without Disabilities	193	4027	70791	97	100	100	572	563	561	NA	1	2	11	13	15	89	85	83	1	0	0
Limited English Proficient Students	17	551	9138	77	96	97	523	492	492	NA	13	13	47	45	46	53	42	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	88	2117	33718	93	97	97	559	545	538	NA	4	5	22	23	26	78	73	69	NA	0	0
Non-Economically Disadvantaged	142	2537	46016	100	100	100	568	564	567	NA	2	2	14	14	14	83	84	84	3	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.

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?	N
	Met Test Objectives?	Y
	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	93	57	NA	56	97	51	44	51	96	58	46	56
	Language	95	48	38	48	97	45	41	47	97	54	41	50
	Mathematics	93	58	52	66	96	48	44	52	96	54	44	58
7	Reading	96	53	NA	54	94	47	44	50	94	50	44	54
	Language	97	57	48	58	94	52	48	52	95	56	50	58
	Mathematics	96	55	49	62	95	47	44	50	94	48	44	54
8	Reading	94	59	NA	55	96	52	46	51	93	61	50	58
	Language	95	57	41	52	96	52	47	50	94	56	50	56
	Mathematics	94	61	50	61	96	51	48	53	93	58	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

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

Council Duties

- Ü Instruction - Student Achievement
- Ü Curriculum - Standards Implementation
- Ü Resource Development and Budget
- Ü Environment/Home-Community Partnership
- Ü Leadership/Staff Development
- Ü Management/Assessment/Planning

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	50.00
Other Professional Staff	11.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	5	3	0	0
7 to 9 years	8	5	0	0
10 or more years	19	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	274
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	2%

Resources Available at School Site

Special Facilities

- Ü Library Resource Center
- Ü Computer Lab

Extracurricular Activities

- Ü Girls/Boys Basketball & Volleyball
- Ü Girls/Boys Soccer and Track
- Ü Girls/Boys Cross Country
- Ü Student Council
- Ü Chess

Social Services

- Ü Strengthening Families Program
- Ü Before/After School Tutoring
- Ü Clothing Bank
- Ü Food Bank

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü In 2005-2006, Alice Vail Middle School's AIMS assessment summary scores (as a schoolwide total, grades 6-8) average higher than both the state and district in reading, writing, and mathematics (for almost every category).

- ü In 2005-2006, Alice Vail's Science Olympics Team finished #1 in the State of Arizona and represented Arizona at the National Competition.

- ü In 2005-2006, Alice Vail's MATH COUNTS Team finished the highest public school team in Arizona.

- ü In 2005-2006, Alice Vail's Arizona LEARNS rating was Highly Performing.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	92	95	94	95
Promotion Rate ⁵	88	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

Students are given school/District policy and rules - including lists of consequences for infractions. Students participate in Peer Mediation that promotes safe school issues, including drug-free and violence-free initiatives. Two Counselors and District Resource people are utilized in violence prevention and counseling. Alternative to out-of-school suspension, and Saturday School, are utilized to keep students in school. School Resource Officer is also utilized.

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) :

50

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	David W. Ross	(520) 584-5400
Transportation Policy	TUSD Transportation (Eastside)	(520) 731-6706
Community Resources	Betty Williams	(520) 584-5422
School Nutrition Programs	James Kennedy	(520) 584-5423
Parent Organization	David W. Ross	(520) 584-5400
Student Health/Nurse	Nancy Kowalski	(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. "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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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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