

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Rover Elementary School

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

Tempe Elementary District
1300 E. Watson Drive, Tempe, AZ 85283-3143

Principal: Mrs. Terri McCoy
Schedule: 8:00 AM to 4:00 PM
Web Address: www.tempe3.k12.az.us/Rover/rover.html
E-mail: Unpublished or Unavailable

Grades: K-5
2002 Enrollment: 540
Phone: (480) 897-7122
Fax: (480) 820-8503

∨ School Overview ∨

Mission

School: Rover family will be a community of lifelong learners, caring, productive global citizens, emotionally sensitive/giving to others. Student: Rover family will make the world a better place. We'll caringly help & respect everyone. Using lifelong guidelines, we'll work together, make good choices, be successful in school/productive in life. Mission: Provide opportunities in a nurturing environment for all to become skilled & quality learners, self-directed w/healthy self-esteem.

Organization and Philosophy

- w Integrated Curriculum
- w Inclusionary Classrooms
- w Brain-based Environment
- w Student Leadership Team/Service Learning

Instructional Programs

- w Lifelong Guidelines/Life Skills
- w Full-day Kindergarten
- w On-site & Self-contained Special Educ.
- w Gifted
- w Integrated Instructional Technology
- w Band/Strings/Choral Programs
- w Student Leadership Program
- w Afterschool Enrichment/Remedial Teams

School/Academic Goals

- w All Rover students are expected to read on grade level with 90%-94% accuracy with adequate comprehension as measured by the Running Record.
- w All Rover K-2 students are expected to achieve proficiency in all math standards as measured by District Math Assessment. All Rover 3-5 students are expected to achieve appropriate grade-level growth as measured by District Assessment NWEA scores.
- w Students will utilize technology to enhance learning and meet language arts, math & technology standards. Increase attendance from the baseline data of 1999-00 & 2000-01 as measured in multiple intervals. Students will attend for 167 days on average.
- w All Rover students are expected to score at the appropriate grade proficiency level as measured by a scored Six-Trait Writing sample.

Enrollment

October 1, 2001 School Year Student Enrollment:	521
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	180

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)
- 5 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 6 Student(s)

Council Duties

- w Web Masters
- w Develop Financial Literacy Program
- w School Safety
- w Develop Global Citizen Program
- w Climate
- w Fine and Performing Arts

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	26.00
Other Professional Staff	10.00	Teacher Aide	11.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	8	0	0
4 to 6 years	4	3	0	0
7 to 9 years	1	3	0	0
10 or more years	3	6	1	0

∨ **Shared Responsibilities** ∨

School

Achievement communicated by progress and report cards, portfolios, test/assessment scores, Parent-Teacher conferences, calls, notes. High academic standards evidenced through district curriculum framework, grade-level outcomes. Arizona Academic Standards monitored through DAP/AIMS, school goals to achieve vision/mission. Student safety emphasized, close teacher supervision, enforcement of district/school discipline policies. All are shared through parent nights, newsletters and site-based teams.

Parents

Parents should provide a home that is supportive of literacy and Lifelong Guidelines/Life Skills. Parents should participate in PTA, site-based shared decision making, class liaisons, legislative issues, assisting in the classroom, attending school functions and timely communications regarding child's emotional, academic & safety needs. A supportive attitude regarding discipline, homework, attending teacher conferences, transportation, attendance, promptness, appropriate dress and immunizations.

∨ **Transportation Policy** ∨

Our school follows a standardized districtwide policy on transportation safety and behavior. Violations of transportation policies are referred to the school for corrective or disciplinary action. Busing boundaries are established for each school and approved by the governing board. Primary considerations for busing are distance and major street locations. No standard distance is used in determining busing requirements.

∨ Calendar Information ∨

Number of Instruction Days:	176	First Day of School:	8/19/02
Average Daily Instruction Time:	6 hrs. 30 min.	Last Day of School:	5/27/03
Operates on Traditional Schedule			

Report Card Release Dates

10/10/02	12/20/02	3/7/03	5/23/03
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Additional Calendar/Report Card Information

Some primary teachers utilize narrative report cards/district cards. Some students attend conferences and self-assess portfolio work. Rover utilizes personalized progress reports each nine weeks.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

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 Media Center/Computer Lab	W Performing Arts Stage
W Gym/Community Fitness Ctr/Climbing Wall	W Parent-Teacher Professional/Cyber Center

Extracurricular Activities

W Afterschool Enrichment/Remedial Teams	W Scouting Groups
W City of Tempe Youth Fitness/Dance	W YMCA Soccer
W YBA Basketball	W Little League Baseball/T-Ball
W Foreign Language Classes	W Student Leadership Design Teams

School/Community Resources

W Breakfast/Lunch Programs	W Tuition-free Full-day Kindergarten
W Before/After School Programs	W Parent Nurturing Program
W Counseling & Crisis Intervention	W Community Fitness Program
W Clothing/Food Banks	W Recreational Activities

∨ 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 Ninety percent of all Rover students demonstrated proficiency in math standard of number sense and 85% demonstrated proficiency in math standard of measurement as demonstrated by district and state assessments.</p> | <p>W Ninety-one percent of all Rover K-5 students and 97% of 3-5 students, were reading at grade level or above, measured by the reading assessment tool, the Running Record.</p> |
| <p>W Eighty-five percent of all Rover students demonstrated proficiency in writing conventions as demonstrated by the Six Trait Writing Rubric on district and state assessments.</p> | <p>W Rover student performance on Stanford 9, grades two through five, scored 1/2 to 2/3 standard deviation above the national and state norms.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	16.8 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.6 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	10 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.1 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.9 %	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
National Blue Ribbon School of Excellence	2001
Nat'l School of Character Promising Practice Citation	2001
Arizona A+ School 2000-2001	2000
One of 18 Great American Schools - NEA	2000

∨ 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	74	524	8%	14%	47%	31%
	School State	58840	524	9%	17%	45%	29%
Writing	School	70	551	10%	6%	60%	24%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	75	520	8%	25%	37%	29%
	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	62	513	10%	11%	56%	23%
	State	61305	505	21%	20%	43%	15%
Writing	School	59	535	10%	22%	42%	25%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	61	545	2%	18%	15%	66%
	State	61760	494	14%	40%	12%	34%

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												
1	Reading	--	--	--	--	--	--	--	--	--	82	72	60	--	--	--
2	Reading	--	--	--	100	63	50	9	61	52	82	61	53	86	63	57
	Language	--	--	--	100	57	40	96	49	43	87	50	44	89	59	48
	Mathematics	--	--	--	100	75	51	96	72	55	85	57	57	89	59	61
3	Reading	100	67	47	100	61	47	95	74	48	84	61	50	77	62	50
	Language	100	67	49	100	59	51	95	69	54	82	60	56	78	58	57
	Mathematics	100	66	46	100	63	49	95	78	52	87	56	54	80	56	56
4	Reading	95	65	53	100	79	54	100	62	54	89	80	55	81	66	55
	Language	100	51	47	100	72	49	100	53	48	89	70	50	85	60	50
	Mathematics	100	61	51	100	72	54	99	68	55	89	77	57	84	66	58
5	Reading	100	69	51	100	62	51	94	71	51	93	60	51	88	77	53
	Language	100	51	42	100	53	44	96	62	45	93	47	45	94	63	47
	Mathematics	100	69	51	100	59	54	100	78	55	93	63	57	91	79	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	75	64
Grades 3-4	77	87
Grades 4-5	63	84
Grades 5-6	***	***

*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

Rover has created a nurturing environment that is research-based in establishing components of an effective learning environment: Absence of threat, meaningful content, choices, enriched environment, collaboration and mastery. Rover has adopted Lifelong Guidelines and Life Skills as the Character Development Program. Curriculum includes: Second Step Program for Tobacco, Alcohol and Drugs. Gang Resistance (GREAT) program. Counselor, nurse and psychologist available.

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).

1

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	\$2,732	\$1,263,198
Classroom Supplies	\$21	\$9,569
Administration	\$438	\$202,527
Support Services-Students	\$173	\$80,115
Other Support Services and Operations	\$824	\$380,880
Total Expenditures- All Categories 2000-2001	\$4,188	\$1,936,289

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	John Horne	(480) 491-8259	
Transportation Policy	Paul M. Novak	(480) 350-9186	
Community Resources	Gary Aungst	(480) 730-7195	
School Nutrition Programs	Pam Gorowara	(480) 350-9006	
Parent Organization	Leslie McMullin	(480) 345-2219	
Student Health/Nurse	Elizabeth Walmer	(480) 897-7122	6803

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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