



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1300 E. Watson Drive, Tempe, AZ 85283

Tempe School 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	Excelling
2004-05	Excelling
2003-04	Highly Performing

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

School Overview

Principal/Administrator : Mrs. Terri McCoy
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-5
 Web Address : www.tempe3.k12.az.us/Rover/roverwelcome.htm
 Phone Number : (480) 897-7122
 Fax Number : (480) 820-8503
 E-mail : tmccoy@tempeschools.org

Mission

Vision: Rover will be a community of lifelong learners, productive global citizens, emotionally sensitive/giving to others. Mission: Provide opportunities in a nurturing environment to become skilled learners, self-directed with healthy self-esteem.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü All Rover students are expected to read on grade level with 90%-94% accuracy with adequate comprehension as measured by the Running Record.
- ü 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.

Enrollment

October 1, 2005 School Year Student Enrollment : 522
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 339

Instructional Programs

- Lifelong Guidelines/Life Skills
- Full-day Kindergarten
- On-site & Self-contained Special Educ.
- Gifted
- Olweus Bully Prevention Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	8/7/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Rover provides a safe and nurturing learning environment. Parents are partners in their child's education. Rover provides consistent communication on each child's academic, social/emotional growth and always be available to address concerns.

Parents

Parents should provide a home that is supportive of literacy and Lifelong Guidelines/Life Skills. Parents should be a partner with the school in all aspects of their child's education.

Transportation Policy

We follow a district-wide policy on busing safety and behavior. Violations of district policies are referred to the school for corrective or disciplinary action. Busing boundaries for our school are established and approved by the Governing Board.

School Honors

Awards or Special Recognition 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

3rd 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	88	1503	80010	100	100	99	485	439	447	1	12	10	7	22	18	50	52	53	42	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	735	38935	100	100	99	481	438	447	2	12	9	6	22	19	52	53	55	40	13	17
Male	40	768	40974	100	100	98	490	440	448	NA	12	11	8	22	18	48	51	52	45	15	19
African American	13	190	4201	100	100	99	450	426	430	NA	14	17	15	28	23	85	54	51	NA	4	9
Hispanic	22	723	34545	100	100	99	485	430	432	NA	14	14	9	26	24	45	52	53	45	8	9
Asian/Pacific Islander	NC	44	2068	NC	100	99	NC	460	474	NC	11	4	NC	9	10	NC	59	50	NC	20	36
American Indian/Alaskan Native	NC	131	3979	NC	99	96	NC	421	424	NC	18	17	NC	31	30	NC	47	47	NC	5	6
White	47	414	35142	100	100	99	491	465	465	2	5	5	4	12	11	43	53	56	51	31	28
Students with Disabilities	15	256	10161	100	100	93	453	419	419	7	29	28	20	29	28	53	32	36	20	10	8
Students without Disabilities	73	1247	69849	100	100	100	492	443	451	NA	8	7	4	21	17	49	56	56	47	14	19
Limited English Proficient Students	NC	262	14013	NC	100	97	NC	409	413	NC	24	24	NC	38	34	NC	35	39	NC	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	26	1056	39029	100	100	98	468	428	432	NA	15	14	8	27	25	62	52	52	31	7	9
Non-Economically Disadvantaged	62	447	40981	100	100	100	492	466	462	2	5	6	6	11	13	45	54	54	47	30	27

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	88	1494	79438	100	100	98	481	443	451	2	11	9	6	29	24	74	52	56	18	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	731	38775	100	99	99	482	449	457	2	8	7	4	27	22	73	56	58	21	9	13
Male	40	763	40560	100	100	97	480	439	446	3	14	12	8	30	25	75	49	54	15	7	9
African American	13	188	4178	100	100	98	466	435	439	NA	12	13	8	34	29	92	51	52	NA	3	6
Hispanic	22	717	34297	100	99	98	480	434	434	NA	14	14	9	33	31	73	50	50	18	4	5
Asian/Pacific Islander	NC	44	2063	NC	100	99	NC	459	475	NC	5	3	NC	18	15	NC	70	63	NC	7	20
American Indian/Alaskan Native	NC	131	3940	NC	99	95	NC	422	429	NC	21	14	NC	33	36	NC	46	47	NC	1	3
White	47	413	34887	100	100	98	484	468	471	4	5	4	4	19	15	70	58	63	21	18	18
Students with Disabilities	15	250	9588	100	98	88	440	413	416	13	31	30	20	31	32	67	34	34	NA	4	5
Students without Disabilities	73	1244	69850	100	100	100	489	449	456	NA	7	7	3	28	23	75	56	59	22	8	12
Limited English Proficient Students	NC	257	13856	NC	98	96	NC	404	407	NC	28	27	NC	46	43	NC	26	29	NC	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	26	1048	38685	100	99	97	467	432	435	NA	14	14	8	33	32	88	50	50	4	3	5
Non-Economically Disadvantaged	62	446	40753	100	100	99	487	470	467	3	5	5	5	17	16	68	59	62	24	19	17

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	88	1502	79971	100	100	99	465	424	423	1	9	8	17	38	41	72	48	49	10	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	735	38974	100	100	99	477	439	437	NA	6	5	13	32	33	77	55	57	10	7	4
Male	40	767	40895	100	100	98	452	408	410	3	12	10	23	44	47	65	42	41	10	2	2
African American	13	190	4203	100	100	99	463	416	411	NA	8	11	15	44	45	85	46	43	NA	2	2
Hispanic	22	720	34481	100	99	99	465	418	410	5	10	10	23	40	46	50	47	43	23	3	1
Asian/Pacific Islander	NC	44	2067	NC	100	99	NC	449	449	NC	5	4	NC	25	28	NC	55	60	NC	16	8
American Indian/Alaskan Native	NC	131	3995	NC	99	96	NC	405	409	NC	14	10	NC	40	47	NC	42	42	NC	4	1
White	47	416	35150	100	100	99	464	440	437	NA	5	5	17	34	35	79	53	56	4	8	5
Students with Disabilities	15	258	10258	100	100	94	416	372	377	7	23	23	40	52	51	53	23	25	NA	3	1
Students without Disabilities	73	1244	69713	100	100	100	475	434	429	NA	6	5	12	36	39	75	53	52	12	5	3
Limited English Proficient Students	NC	261	13985	NC	100	97	NC	375	382	NC	24	18	NC	50	54	NC	26	27	NC	1	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	26	1054	38994	100	99	98	457	414	409	NA	10	10	27	42	47	65	45	41	8	2	1
Non-Economically Disadvantaged	62	448	40977	100	100	100	469	445	437	2	6	5	13	29	34	74	55	56	11	11	5

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

4th 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	86	1609	80147	100	100	99	507	476	482	9	12	11	7	21	17	41	45	49	43	22	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	824	39281	100	100	99	515	476	483	7	12	9	9	21	17	40	44	50	44	22	24
Male	43	785	40780	100	100	98	499	475	482	12	12	12	5	21	17	42	46	48	42	21	24
African American	11	170	4249	100	99	99	496	464	464	NA	16	17	9	21	22	73	52	48	18	12	13
Hispanic	16	779	33494	100	100	99	498	468	466	19	13	15	13	25	23	19	46	49	50	16	14
Asian/Pacific Islander	NC	45	2103	NC	100	99	NC	495	515	NC	9	4	NC	13	8	NC	42	44	NC	36	45
American Indian/Alaskan Native	NC	151	4117	NC	100	96	NC	455	456	NC	20	19	NC	26	27	NC	44	46	NC	9	8
White	55	464	36122	100	100	99	511	498	501	9	8	5	5	13	10	40	41	50	45	37	35
Students with Disabilities	17	243	10295	100	99	92	447	434	443	41	40	33	24	29	26	18	23	33	18	9	8
Students without Disabilities	69	1366	69852	100	100	100	521	483	488	1	8	7	3	19	16	46	49	51	49	24	26
Limited English Proficient Students	NC	319	12722	NC	100	97	NC	438	441	NC	27	27	NC	36	33	NC	32	37	NC	5	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	27	1141	38371	100	100	97	489	464	465	22	16	15	7	25	23	37	45	49	33	15	13
Non-Economically Disadvantaged	59	468	41776	100	100	100	515	503	498	3	5	6	7	12	11	42	45	49	47	38	33

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	86	1601	79686	100	99	98	496	463	470	5	14	11	16	27	24	60	52	57	19	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	819	39163	100	99	99	506	470	475	NA	11	9	19	23	22	56	56	60	26	9	10
Male	43	782	40438	100	99	97	486	457	465	9	16	13	14	30	25	65	48	54	12	6	7
African American	11	168	4228	100	98	98	486	461	458	NA	13	15	18	27	28	73	57	53	9	3	4
Hispanic	16	773	33299	100	99	98	484	454	452	6	16	17	25	32	32	50	47	47	19	5	3
Asian/Pacific Islander	NC	45	2097	NC	100	99	NC	472	490	NC	13	5	NC	22	13	NC	51	68	NC	13	14
American Indian/Alaskan Native	NC	152	4087	NC	100	96	NC	447	446	NC	20	16	NC	32	38	NC	45	44	NC	3	2
White	55	463	35914	100	100	98	496	484	489	5	8	5	13	15	15	65	62	67	16	14	14
Students with Disabilities	17	239	9808	100	98	87	438	420	432	24	47	35	47	28	32	29	23	30	NA	2	3
Students without Disabilities	69	1362	69878	100	99	100	509	471	475	NA	8	8	9	26	23	68	57	61	23	8	9
Limited English Proficient Students	NC	314	12594	NC	98	96	NC	419	422	NC	36	34	NC	46	45	NC	18	21	NC	0	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	27	1134	38095	100	99	97	486	452	452	11	18	17	15	31	32	59	46	48	15	5	3
Non-Economically Disadvantaged	59	467	41591	100	100	99	500	490	486	2	4	6	17	16	16	61	67	65	20	13	13

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	86	1606	80372	100	100	99	503	475	475	2	4	4	17	32	30	74	62	64	6	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	823	39452	100	100	99	525	489	488	NA	3	3	12	22	22	77	72	72	12	3	3
Male	43	783	40836	100	99	98	482	459	464	5	6	6	23	42	37	72	51	56	NA	1	1
African American	11	168	4264	100	98	99	488	473	465	NA	3	5	27	37	35	73	59	59	NA	1	1
Hispanic	16	779	33608	100	100	99	500	468	462	6	6	6	19	35	36	69	58	57	6	1	1
Asian/Pacific Islander	NC	45	2098	NC	100	99	NC	493	500	NC	2	2	NC	20	16	NC	76	75	NC	2	7
American Indian/Alaskan Native	NC	152	4128	NC	100	97	NC	467	464	NC	3	4	NC	38	39	NC	59	56	NC	NA	1
White	55	462	36213	100	99	99	506	487	489	2	4	2	16	23	22	75	69	72	7	4	3
Students with Disabilities	17	242	10526	100	99	94	438	421	427	12	18	15	53	56	53	35	26	31	NA	NA	1
Students without Disabilities	69	1364	69846	100	100	100	518	484	482	NA	2	3	9	27	26	84	69	69	7	2	2
Limited English Proficient Students	NC	318	12747	NC	99	97	NC	439	432	NC	11	12	NC	51	52	NC	38	36	NC	0	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	27	1138	38521	100	99	98	488	466	461	4	5	6	30	37	38	63	56	55	4	1	1
Non-Economically Disadvantaged	59	468	41851	100	100	100	510	496	489	2	2	3	12	18	22	80	77	72	7	3	4

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

5th 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	79	1433	79306	100	100	99	529	500	504	6	14	13	9	21	20	52	48	49	33	17	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	691	38845	100	100	99	535	499	505	5	14	11	7	21	20	48	50	50	41	15	18
Male	35	742	40383	100	100	98	523	502	504	9	14	14	11	21	19	57	46	47	23	18	19
African American	NC	155	4171	NC	100	98	NC	481	485	NC	23	20	NC	25	26	NC	45	44	NC	7	10
Hispanic	12	661	32673	100	100	99	503	490	487	25	15	18	NA	25	25	58	50	46	17	9	10
Asian/Pacific Islander	NC	54	2147	NC	100	99	NC	535	539	NC	7	5	NC	15	10	NC	41	46	NC	37	40
American Indian/Alaskan Native	NC	114	4034	NC	100	97	NC	482	479	NC	18	22	NC	32	29	NC	39	43	NC	11	7
White	52	449	36234	100	100	99	536	522	523	2	8	6	12	12	13	48	49	52	38	31	28
Students with Disabilities	13	258	10286	100	100	91	464	461	462	31	42	41	46	29	27	15	24	27	8	6	5
Students without Disabilities	66	1175	69020	100	100	100	542	509	510	2	8	9	2	20	18	59	53	52	38	19	21
Limited English Proficient Students	NC	264	10291	NC	100	96	NC	465	458	NC	30	38	NC	37	34	NC	30	26	NC	3	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	32	985	37437	100	100	97	504	488	486	13	17	19	13	26	26	63	48	46	13	9	9
Non-Economically Disadvantaged	47	448	41869	100	100	100	547	528	521	2	6	7	6	11	14	45	47	51	47	35	27

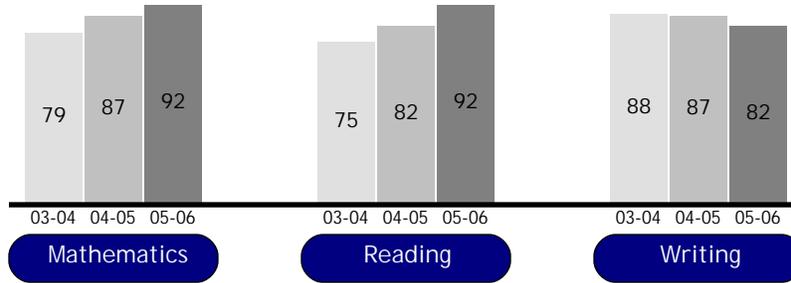
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	1423	79000	100	99	98	509	484	489	8	10	10	10	26	24	61	58	58	22	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	687	38774	100	99	99	522	488	494	5	8	7	5	23	22	61	61	61	30	8	10
Male	35	736	40150	100	100	98	493	481	485	11	12	12	17	28	25	60	55	55	11	5	8
African American	NC	154	4153	NC	100	98	NC	472	476	NC	15	13	NC	31	30	NC	52	53	NC	3	4
Hispanic	12	653	32508	100	99	98	483	473	472	25	12	15	NA	30	33	75	56	49	NA	1	3
Asian/Pacific Islander	NC	54	2142	NC	100	99	NC	497	510	NC	11	4	NC	20	14	NC	56	67	NC	13	16
American Indian/Alaskan Native	NC	114	4016	NC	100	96	NC	470	467	NC	11	14	NC	39	37	NC	44	46	NC	5	2
White	52	448	36135	100	100	98	515	507	508	4	4	4	13	15	14	56	66	67	27	15	15
Students with Disabilities	13	248	9991	100	97	88	441	448	449	38	33	33	38	40	36	23	25	29	NA	3	2
Students without Disabilities	66	1175	69009	100	100	100	523	492	495	2	5	6	5	23	22	68	65	62	26	7	10
Limited English Proficient Students	NC	259	10199	NC	98	95	NC	445	439	NC	27	35	NC	47	47	NC	25	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	32	977	37234	100	99	97	490	474	472	16	13	15	9	30	33	66	55	50	9	2	3
Non-Economically Disadvantaged	47	446	41766	100	100	99	522	508	505	2	4	5	11	16	16	57	63	65	30	16	14

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	78	1430	79611	99	100	99	508	492	496	5	8	7	36	39	37	56	52	56	3	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	689	39016	100	100	99	532	507	511	NA	4	4	30	32	29	66	62	66	5	1	1
Male	34	741	40519	97	100	98	477	477	482	12	11	10	44	46	44	44	43	46	NA	1	0
African American	NC	155	4188	NC	100	98	NC	483	486	NC	9	9	NC	45	40	NC	46	50	NC	1	0
Hispanic	12	660	32855	100	100	99	472	484	481	17	9	10	42	41	43	42	49	47	NA	0	0
Asian/Pacific Islander	NC	54	2149	NC	100	100	NC	494	519	NC	13	4	NC	22	24	NC	63	70	NC	2	2
American Indian/Alaskan Native	NC	113	3992	NC	99	96	NC	487	478	NC	4	10	NC	47	46	NC	49	44	NC	NA	0
White	52	448	36380	100	100	99	510	507	511	4	5	4	38	35	30	54	58	65	4	2	1
Students with Disabilities	12	257	10664	92	100	94	442	438	440	8	23	23	92	58	54	NA	19	22	NA	0	1
Students without Disabilities	66	1173	68947	100	100	100	520	503	504	5	4	4	26	35	34	67	60	61	3	1	1
Limited English Proficient Students	NC	265	10362	NC	100	97	NC	443	438	NC	20	22	NC	56	57	NC	24	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	31	983	37626	97	100	98	487	482	479	10	9	10	42	43	45	48	48	45	NA	0	0
Non-Economically Disadvantaged	47	447	41985	100	100	100	522	512	511	2	4	4	32	31	30	62	62	65	4	2	1

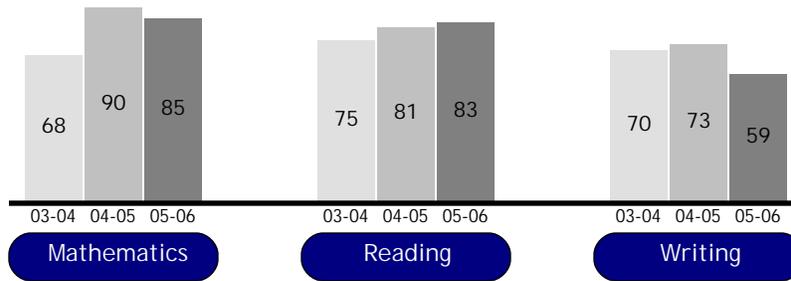
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th 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?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	66	NA	58	100	53	41	47	98	46	41	46
	Language	99	55	44	50	100	54	39	47	98	43	39	48
	Mathematics	99	70	57	64	100	63	44	50	98	52	41	52
3	Reading	97	69	NA	55	99	54	41	44	100	65	41	46
	Language	97	70	54	61	99	57	40	44	100	63	39	46
	Mathematics	93	71	54	61	98	63	46	51	100	73	46	52
4	Reading	95	69	NA	56	100	59	43	48	99	65	44	52
	Language	95	63	45	52	100	57	45	49	99	63	46	52
	Mathematics	93	73	51	61	100	61	48	53	99	73	52	58
5	Reading	95	68	NA	55	97	67	46	50	100	72	52	56
	Language	96	60	43	49	97	64	45	50	100	72	48	54
	Mathematics	93	76	59	63	97	63	45	49	100	68	48	52

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)
- 5 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Web Masters
- Ü Funding Decisions
- Ü School Safety
- Ü Climate
- Ü Fine and Performing Arts

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	32.25
Other Professional Staff	1.80	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	2	0	0
4 to 6 years	2	6	0	0
7 to 9 years	1	4	0	0
10 or more years	4	10	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	26
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Media Center/Computer Lab
- Ü Performing Arts Stage

Extracurricular Activities

- Ü After School Enrichment
- Ü Scouting Groups
- Ü Academic Remedial Groups
- Ü Community Sports Programs

Social Services

- Ü Breakfast/Lunch Programs
- Ü Tuition-free Full-day Kindergarten
- Ü Before/After School Programs
- Ü Social Worker/Community Liaison

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Rover School's AIMS scores for third and fifth grade were higher than district and state averages in Reading, Math, and Writing.

ü Rover School's Stanford 9 scores for all grade levels were higher than district and state averages in Reading, Math, and Language.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	91	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

Rover's nurturing environment is research-based in establishing components of an effective learning environment. Rover has adopted Lifelong Guidelines and Skills as the Character Development Program. Counselor, nurse and psychologist are available.

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) :

0

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	Terri McCoy	(480) 897-7122
Transportation Policy	Paul M. Novak	(480) 350-9186
Community Resources	Gary Aungst	(480) 730-7195
School Nutrition Programs	Barbara Savastio	(480) 774-2124
Parent Organization	Sheryl Law	(480) 839-3225
Student Health/Nurse	Elizabeth Walmer	(480) 897-7122

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.

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