



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5831 E. Pima Street, Tucson, AZ 85712

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)

2004-05 Excelling
2003-04 Excelling
2002-03 Excelling

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

School Overview

Principal/Administrator : Ms. Catherine Comstock
Schedule : 08:00 AM to 04:30 PM
Grades : 6-8
2005 Enrollment : 420
Web Address : edweb.tusd.k12.az.us/Dodge
Phone Number : (520) 731-4100
Fax Number : (520) 731-4101
E-mail : catherine.comstock@tusd.k12.az.us

Mission

Dodge Middle School offers a Magnet Program focused on a traditional education approach. Emphasis is placed on mastery of basic academic skills, creativity, citizenship, responsibility, integrity and industry.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

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

School / Academic Goals

- ü Read and write above grade level.
ü Finish or be prepared for algebra by the end of the eighth grade.
ü Develop responsibility and respect for others using a high level of integrity.
ü Maintain an outstanding work ethic.

Enrollment

October 1, 2004 School Year Student Enrollment : 426
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 No
Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- ü Emphasis on Reading, Writing and Math
- ü Traditional Education
- ü On-site Special Education
- ü Advanced Placement

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 14 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

To create a safe environment for all students, to promote high expectations for all students, to provide rigorous academic instruction for all students, and to generate an atmosphere of mutual respect for all members of the Dodge community.

Parents

To support their contractual agreement, to eliminate all non-essential absences, and to provide a place for, and monitor, homework.

Transportation Policy

Dodge students come from the entire TUSD boundaries; some are on the TUSD bus system for two hours before, and two hours after, school. Others are transported by parents or public transportation.

School Honors

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

Award/Honor	Year
ü TUSD Quality School Award	1998
ü Grand Canyon Games Essay Winners	2005
ü Veterans Day Essay Winners	2004
ü Public School Essay Winners	2005

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	125	4765	78250	100	99	99	557	536	548	7	26	21	15	21	18	66	45	48	12	8	13
All Students (Prior Year)	127	4553	75001	98	98	99	484	455	468	22	46	37	42	35	36	25	12	16	11	7	10
Female	59	2364	38071	100	99	99	561	537	549	7	24	20	20	23	19	59	45	49	14	8	12
Male	66	2400	40126	100	99	99	553	534	547	8	28	23	10	19	17	71	45	46	11	9	14
African American	NC	331	4058	NC	100	99	NC	509	523	NC	36	32	NC	26	22	NC	33	41	NC	5	5
Hispanic	45	2423	29129	100	99	99	556	521	527	11	32	32	20	24	23	59	40	40	9	4	6
Asian/Pacific Islander	NC	122	1747	NC	100	100	NC	585	589	NC	10	9	NC	14	9	NC	48	50	NC	29	32
American Indian/Alaskan Native	NC	197	4996	NC	99	100	NC	512	518	NC	40	36	NC	28	25	NC	28	36	NC	3	4
White	64	1692	38320	100	99	99	563	560	568	5	14	12	11	15	14	69	56	55	15	15	19
Students with Disabilities	22	659	9329	100	100	100	437	445	454	32	65	64	32	17	18	37	16	16	0	1	2
Students without Disabilities	103	4107	68996	100	99	99	579	550	561	3	20	16	12	22	18	71	49	52	15	9	14
Limited English Proficient Students	NC	587	10133	NC	100	100	NC	485	488	NC	43	45	NC	28	25	NC	28	28	NC	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	29	2431	33388	94	96	94	560	525	530	8	35	32	23	24	22	62	37	40	8	4	5
Non-Economically Disadvantaged	96	2335	44937	100	100	100	556	546	561	7	17	13	13	18	15	67	52	54	14	13	18

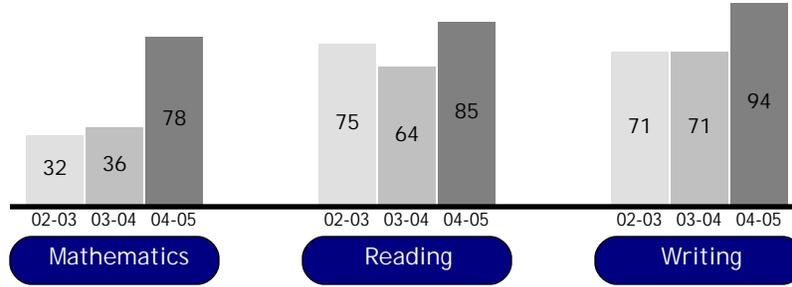
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	125	4767	78302	100	0	99	525	499	512	4	15	11	11	30	25	76	52	57	9	4	7
All Students (Prior Year)	128	4522	74918	99	97	99	511	485	497	18	41	32	18	19	19	44	29	35	20	11	15
Female	59	2366	38082	100	0	99	531	504	518	5	12	8	10	29	24	75	55	61	10	4	7
Male	66	2401	40166	100	0	99	519	494	507	3	17	14	11	31	26	78	49	54	8	3	6
African American	NC	331	4064	NC	0	100	NC	482	498	NC	17	14	NC	39	29	NC	42	54	NC	3	3
Hispanic	45	2425	29152	100	0	99	522	486	492	7	19	17	18	36	34	68	44	46	7	2	2
Asian/Pacific Islander	NC	122	1746	NC	0	100	NC	533	542	NC	5	5	NC	21	13	NC	64	66	NC	10	16
American Indian/Alaskan Native	NC	198	4993	NC	0	100	NC	486	484	NC	17	19	NC	41	38	NC	40	42	NC	2	1
White	64	1691	38347	100	0	99	534	520	531	2	8	5	3	19	17	84	66	68	11	7	10
Students with Disabilities	22	662	9353	100	0	100	413	416	429	26	46	40	16	36	38	58	18	22	0	0	1
Students without Disabilities	103	4107	69024	100	0	99	546	512	524	0	10	7	10	29	23	80	57	62	11	4	7
Limited English Proficient Students	NC	586	10140	NC	0	100	NC	450	451	NC	27	28	NC	42	43	NC	30	29	NC	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	29	2434	33398	94	0	94	518	488	495	8	20	18	19	39	35	69	40	46	4	1	2
Non-Economically Disadvantaged	96	2335	44979	100	0	100	527	510	525	3	9	6	8	21	18	78	64	66	10	6	10

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	124	4758	78094	99	99	99	556	536	545	1	4	3	5	20	18	92	74	77	2	1	2
All Students (Prior Year)	127	4511	74503	98	97	99	513	485	491	2	10	9	28	34	32	63	50	51	8	6	8
Female	58	2364	38025	98	99	99	573	548	558	0	3	2	2	16	13	93	80	82	5	2	2
Male	66	2393	40013	100	99	99	541	524	534	2	6	5	8	25	23	90	69	71	0	1	1
African American	NC	325	4037	NC	98	99	NC	519	532	NC	7	4	NC	19	22	NC	73	73	NC	1	1
Hispanic	45	2424	29068	100	99	99	559	521	523	0	6	5	11	26	27	86	68	67	2	0	1
Asian/Pacific Islander	NC	122	1743	NC	100	100	NC	574	577	NC	1	2	NC	12	9	NC	78	82	NC	9	8
American Indian/Alaskan Native	NC	198	4981	NC	99	100	NC	527	526	NC	4	4	NC	23	25	NC	72	70	NC	1	0
White	63	1689	38265	98	99	99	563	559	564	0	1	2	2	13	11	95	84	84	3	2	3
Students with Disabilities	22	651	9275	100	100	100	444	433	444	5	17	14	11	44	46	84	39	39	0	1	1
Students without Disabilities	102	4108	68892	99	99	98	577	552	559	0	2	2	4	17	14	93	80	82	3	2	2
Limited English Proficient Students	NC	586	10084	NC	100	100	NC	472	474	NC	11	10	NC	38	39	NC	51	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	29	2424	33296	94	96	94	551	523	527	4	6	5	8	27	27	88	66	67	0	1	0
Non-Economically Disadvantaged	95	2335	44871	100	100	100	558	549	559	0	2	2	4	13	12	93	82	84	3	2	3

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	98	76	45	53	97	74	NA	56	98	64	44	51
	Language	99	72	38	45	97	68	38	48	98	65	41	47
	Mathematics	98	78	52	62	97	80	52	66	98	63	44	52
7	Reading	99	68	44	51	97	75	NA	54	99	65	44	50
	Language	99	77	48	54	97	81	48	58	99	71	48	52
	Mathematics	99	77	47	58	97	81	49	62	99	64	44	50
8	Reading	100	67	49	53	98	67	NA	55	98	63	46	51
	Language	100	71	46	49	98	69	41	52	98	66	47	50
	Mathematics	98	68	53	58	98	71	50	61	98	61	48	53

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."

Ida Flood Dodge Traditional Middle Magnet School

School Site Council

Council Composition

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

Council Duties

- Ü Personnel Hiring Decisions
- Ü Budget Expenditures
- Ü Student Discipline
- Ü Student Dress Code
- Ü Parent/Educator Relations
- Ü Curriculum Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	26.00
Other Professional Staff	6.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	2	0	0
4 to 6 years	1	2	0	0
7 to 9 years	1	1	1	0
10 or more years	4	14	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	94
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Library

Extracurricular Activities

- Ü Student Council
- Ü Science Club
- Ü Cross Country Team
- Ü Gamer's Club
- Ü Builder's Club
- Ü Photography Club
- Ü Chess Club

Social Services

- Ü Clothing Bank
- Ü Counseling Services
- Ü Crisis Intervention
- Ü Recreational Activities
- Ü Health Services

School Achievements/Accomplishments 2004-05

- ü Significant continuous gains on standardized achievement tests.

- ü Top middle school in our district as measured by Reading, Writing, and Math AIMS scores.

- ü High client satisfaction ratings based on our School Quality Survey.

- ü High student attendance rate.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	4	12	12	17
Transfers In Rate ⁶	3	28	28	37
Stability Rate ⁷	95	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

Dodge is a Magnet school. Students and parents sign an agreement to adhere to the policies and procedures in regards to instruction, discipline and dress code. We feel that our structured program creates a safe and orderly climate.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

12

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	Ken Ifkovits	(520) 731-4100
Transportation Policy	Steve Cota-Robles	(520) 731-4100
Community Resources	Donna Sanders	(520) 731-4100
School Nutrition Programs	Cafeteria Manager	(520) 731-4123
Parent Organization	Laura Graham	(520) 731-4100
Student Health/Nurse	Sheri Malekzadeh	(520) 731-4117

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 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.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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 and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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.