



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Excelling
2004-05	Excelling
2003-04	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
 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)

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 / 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, 2005 School Year Student Enrollment : 425
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- ü Traditional Education
- ü Focus on Reading, Writing, and Mathemati
- 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 ride on the TUSD bus system for over an hour to and from 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	2006
ü Veterans Day Essay Winners	2004
ü Public School Essay Winners	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	134	4286	79327	92	94	98	537	500	518	5	28	19	12	24	20	60	39	46	22	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	2076	38961	97	95	98	537	501	520	6	25	16	10	26	20	59	40	48	25	9	16
Male	63	2208	40295	86	94	97	537	499	516	5	31	21	14	22	19	62	38	44	19	10	16
African American	NC	300	4247	NC	95	98	NC	484	499	NC	38	27	NC	25	24	NC	34	41	NC	4	8
Hispanic	48	2354	32327	92	93	98	525	488	499	6	34	27	10	27	25	71	35	41	13	5	8
Asian/Pacific Islander	NC	106	1939	NC	98	99	NC	544	556	NC	11	6	NC	11	10	NC	49	47	NC	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	67	1331	36373	91	95	98	547	524	538	6	15	10	9	19	14	55	48	52	30	19	25
Students with Disabilities	13	539	9321	52	79	87	463	457	467	46	61	54	31	22	22	23	15	21	NA	1	3
Students without Disabilities	121	3747	70006	100	97	100	545	505	524	1	23	14	10	24	19	64	42	49	25	11	18
Limited English Proficient Students	NC	483	9431	NC	88	95	NC	454	466	NC	66	53	NC	23	27	NC	10	18	NC	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	31	2195	37097	84	94	97	522	487	498	13	35	27	10	26	25	61	34	41	16	5	7
Non-Economically Disadvantaged	103	2091	42230	94	95	99	542	512	535	3	20	11	13	22	15	60	44	50	24	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	138	4423	79501	95	97	98	524	485	497	3	15	10	9	31	25	79	52	60	9	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	2144	39062	97	98	99	529	490	502	1	11	8	6	30	23	82	56	64	11	3	5
Male	67	2277	40368	92	97	98	518	480	491	4	18	13	12	31	27	76	49	57	7	2	3
African American	NC	309	4279	NC	97	99	NC	475	485	NC	20	14	NC	32	30	NC	47	54	NC	1	2
Hispanic	49	2452	32389	94	97	98	512	474	478	2	19	16	8	36	34	84	45	48	6	1	1
Asian/Pacific Islander	NC	107	1936	NC	99	99	NC	512	519	NC	3	3	NC	21	14	NC	67	73	NC	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	70	1360	36446	95	97	99	534	506	516	3	7	4	6	21	15	80	68	73	11	5	7
Students with Disabilities	17	601	9411	68	88	88	465	443	453	24	41	36	47	40	36	24	19	26	6	1	1
Students without Disabilities	121	3822	70090	100	99	100	532	491	502	NA	11	7	3	29	24	87	58	65	10	3	5
Limited English Proficient Students	NC	513	9401	NC	94	94	NC	434	443	NC	51	40	NC	39	46	NC	10	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	31	2266	37183	84	97	97	513	473	479	6	19	16	10	36	34	77	44	49	6	1	1
Non-Economically Disadvantaged	107	2157	42318	98	98	99	527	497	513	2	10	5	8	25	17	79	61	70	10	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	134	4464	80000	92	98	99	591	560	564	1	3	3	3	11	11	81	80	75	15	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	2164	39288	96	99	99	604	574	579	NA	2	2	3	6	6	74	83	77	23	9	16
Male	64	2297	40644	88	98	98	576	546	549	3	4	4	3	16	15	88	77	74	6	3	7
African American	NC	315	4307	NC	99	99	NC	539	551	NC	8	4	NC	13	13	NC	74	75	NC	4	7
Hispanic	48	2475	32672	92	98	99	586	553	548	NA	3	4	2	13	14	85	81	76	13	4	6
Asian/Pacific Islander	NC	106	1945	NC	98	99	NC	596	592	NC	1	1	NC	4	4	NC	70	69	NC	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	68	1370	36602	92	98	99	593	575	579	3	2	2	4	7	7	74	80	75	19	11	16
Students with Disabilities	13	640	9919	52	93	93	510	504	505	15	10	9	15	34	35	69	55	54	NA	1	2
Students without Disabilities	121	3824	70081	100	99	100	599	568	571	NA	2	2	2	7	7	82	84	79	17	7	12
Limited English Proficient Students	NC	524	9571	NC	96	96	NC	498	502	NC	11	10	NC	31	29	NC	57	60	NC	0	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	33	2296	37534	89	98	98	571	548	547	6	4	4	NA	14	15	91	78	76	3	4	5
Non-Economically Disadvantaged	101	2168	42466	93	98	100	597	572	578	NA	2	2	4	8	7	77	82	75	19	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	135	4399	78546	94	97	97	570	528	543	4	22	15	6	21	18	65	48	52	24	9	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	2183	38645	95	97	98	581	531	545	3	20	13	5	20	18	58	51	54	34	9	15
Male	73	2209	39792	94	96	97	560	526	542	5	25	17	7	22	17	71	44	50	16	9	15
African American	NC	289	4205	NC	97	97	NC	518	524	NC	26	22	NC	24	22	NC	45	49	NC	4	7
Hispanic	52	2347	31177	95	97	97	554	516	524	6	27	22	6	24	23	79	44	48	10	4	7
Asian/Pacific Islander	NC	113	1940	NC	98	99	NC	560	580	NC	9	5	NC	13	9	NC	57	53	NC	21	33
American Indian/Alaskan Native	NC	193	4689	NC	96	95	NC	511	515	NC	34	28	NC	23	25	NC	39	43	NC	4	4
White	65	1448	36450	96	97	97	582	550	563	3	13	7	6	16	12	54	54	57	37	18	23
Students with Disabilities	15	530	8093	65	84	82	497	480	489	33	58	50	7	24	24	60	18	23	NA	1	2
Students without Disabilities	120	3869	70453	100	99	100	578	534	549	1	17	11	6	21	17	66	52	56	28	10	16
Limited English Proficient Students	NC	584	9323	NC	95	94	NC	483	491	NC	56	47	NC	25	28	NC	19	24	NC	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	39	2090	34694	91	96	96	545	516	524	10	28	23	8	25	23	74	43	48	8	5	7
Non-Economically Disadvantaged	96	2309	43852	96	98	99	579	539	559	2	17	10	5	17	13	61	52	56	31	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	135	4467	79045	94	98	98	536	501	512	1	14	10	17	31	25	62	51	58	19	5	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	2206	38860	95	98	98	547	509	519	2	9	7	8	28	22	63	57	62	27	6	8
Male	73	2254	40075	94	98	97	526	493	505	1	18	12	25	34	28	62	45	54	12	4	6
African American	NC	295	4250	NC	99	98	NC	494	500	NC	16	12	NC	33	31	NC	50	54	NC	1	3
Hispanic	51	2386	31314	93	98	98	513	488	493	2	18	16	22	36	34	71	45	48	6	2	2
Asian/Pacific Islander	NC	114	1949	NC	99	99	NC	523	536	NC	6	4	NC	19	15	NC	62	66	NC	12	15
American Indian/Alaskan Native	NC	196	4719	NC	98	96	NC	490	489	NC	13	15	NC	38	39	NC	48	45	NC	1	2
White	65	1467	36730	96	98	98	554	521	532	NA	7	4	14	22	16	55	60	68	31	11	12
Students with Disabilities	15	588	8552	65	93	87	477	455	463	13	43	35	40	37	40	47	19	23	NA	1	1
Students without Disabilities	120	3879	70493	100	99	100	542	507	517	NA	9	7	14	30	24	64	56	62	22	5	8
Limited English Proficient Students	NC	602	9355	NC	98	95	NC	450	456	NC	44	37	NC	44	48	NC	11	15	NC	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	39	2126	34922	91	98	96	517	489	493	3	17	15	21	36	34	69	44	48	8	3	3
Non-Economically Disadvantaged	96	2341	44123	96	99	99	543	511	527	1	10	6	16	26	18	59	57	66	24	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	132	4459	79657	92	98	99	593	569	566	1	2	3	2	8	8	95	89	87	2	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	2207	39120	94	98	99	599	582	580	NA	1	2	2	4	4	97	93	92	2	1	2
Male	71	2245	40423	91	98	98	588	557	553	1	4	5	1	12	12	94	84	83	3	0	1
African American	NC	296	4290	NC	99	99	NC	566	560	NC	4	4	NC	7	9	NC	87	86	NC	1	1
Hispanic	51	2371	31642	93	98	99	587	561	552	NA	3	5	2	10	11	98	87	84	NA	0	0
Asian/Pacific Islander	NC	115	1948	NC	100	99	NC	588	589	NC	1	1	NC	4	3	NC	90	91	NC	4	4
American Indian/Alaskan Native	NC	200	4760	NC	100	97	NC	560	547	NC	3	5	NC	7	14	NC	91	81	NC	NA	0
White	63	1468	36929	93	98	99	596	582	579	2	1	2	NA	5	5	94	92	91	5	2	2
Students with Disabilities	12	583	9069	52	92	92	539	517	508	8	10	11	17	28	30	75	61	58	NA	1	1
Students without Disabilities	120	3876	70588	100	99	100	597	576	573	NA	1	2	NA	5	5	98	93	91	3	1	1
Limited English Proficient Students	NC	594	9521	NC	96	96	NC	518	507	NC	9	13	NC	23	24	NC	67	63	NC	0	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	39	2116	35341	91	97	97	582	560	551	3	3	5	3	12	12	95	86	83	NA	0	0
Non-Economically Disadvantaged	93	2343	44316	93	99	100	597	577	578	NA	2	2	1	5	5	96	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	127	4533	78400	94	96	97	591	545	554	5	26	21	8	21	19	65	44	47	23	9	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	2289	38686	97	97	98	585	544	554	6	24	20	10	22	20	64	45	49	19	8	12
Male	60	2240	39636	91	95	96	597	545	554	3	28	23	5	19	18	65	42	46	27	11	13
African American	NC	339	4193	NC	96	97	NC	527	533	NC	35	32	NC	24	23	NC	37	40	NC	5	5
Hispanic	54	2362	30732	98	95	97	578	531	534	7	33	31	6	24	24	74	39	40	13	5	5
Asian/Pacific Islander	NC	117	1827	NC	98	99	NC	584	594	NC	9	8	NC	17	12	NC	46	49	NC	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	59	1534	37038	91	96	97	603	570	575	3	14	11	8	15	14	56	54	56	32	17	19
Students with Disabilities	12	520	7840	60	76	81	532	494	498	33	63	60	17	18	18	50	17	20	NA	1	2
Students without Disabilities	115	4013	70560	100	99	99	596	551	560	2	21	17	7	21	19	66	47	50	25	10	14
Limited English Proficient Students	NC	533	8956	NC	93	95	NC	498	502	NC	62	56	NC	20	25	NC	17	18	NC	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	31	2056	33014	91	94	95	575	531	534	10	33	31	NA	24	24	81	39	40	10	4	5
Non-Economically Disadvantaged	96	2477	45386	95	97	99	596	556	569	3	21	15	10	18	15	59	47	52	27	14	18

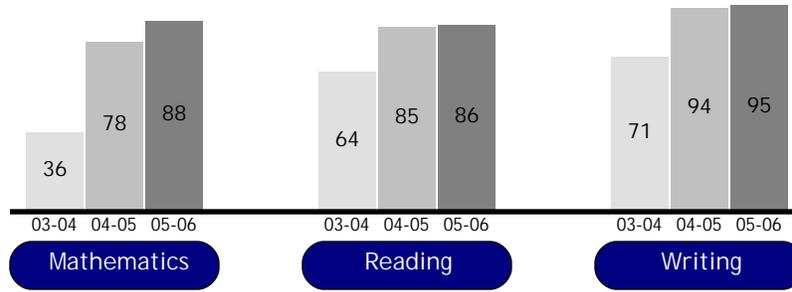
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	127	4640	79179	94	98	98	549	509	519	2	14	11	13	31	27	79	52	58	7	3	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	2327	38974	97	98	99	547	514	524	1	11	8	12	29	25	84	57	61	3	4	5
Male	60	2309	40124	91	98	97	551	504	513	2	16	13	13	33	28	73	48	54	12	3	4
African American	NC	348	4243	NC	98	98	NC	499	506	NC	20	14	NC	31	32	NC	45	51	NC	3	3
Hispanic	54	2414	30987	98	97	98	537	497	498	2	17	17	15	37	36	81	45	45	2	1	1
Asian/Pacific Islander	NC	118	1832	NC	99	99	NC	530	543	NC	4	4	NC	25	17	NC	62	69	NC	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	59	1574	37467	91	99	98	562	530	539	2	7	5	10	21	17	76	66	70	12	6	8
Students with Disabilities	12	626	8567	60	91	88	498	462	467	8	41	39	33	42	38	58	17	22	NA	0	1
Students without Disabilities	115	4014	70612	100	99	99	554	516	524	1	9	7	10	29	25	81	58	62	8	4	5
Limited English Proficient Students	NC	546	9013	NC	95	95	NC	457	461	NC	43	40	NC	47	48	NC	10	12	NC	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	32	2108	33345	94	97	96	537	496	499	3	18	17	16	37	36	78	43	46	3	2	1
Non-Economically Disadvantaged	95	2532	45834	94	99	99	553	520	533	1	10	7	12	25	19	79	60	67	8	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	125	4654	79734	93	98	99	584	555	554	NA	3	3	5	18	19	94	79	78	1	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	2341	39243	97	99	99	590	568	568	NA	2	2	3	11	12	96	87	85	1	0	1
Male	58	2309	40413	88	98	98	576	542	541	NA	3	4	7	25	26	93	72	70	NA	0	0
African American	NC	350	4285	NC	99	99	NC	544	548	NC	6	3	NC	19	22	NC	75	74	NC	0	0
Hispanic	54	2433	31254	98	98	99	579	547	539	NA	3	5	6	22	25	93	75	70	2	0	0
Asian/Pacific Islander	NC	118	1837	NC	99	99	NC	580	579	NC	NA	1	NC	8	9	NC	91	87	NC	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	57	1568	37668	88	98	99	587	571	569	NA	1	1	5	11	13	95	88	85	NA	0	1
Students with Disabilities	10	627	8943	50	91	92	NA	499	495	NA	10	11	NA	49	51	NA	40	38	NA	1	1
Students without Disabilities	115	4027	70791	100	100	100	586	563	561	NA	1	2	3	13	15	97	85	83	NA	0	0
Limited English Proficient Students	NC	551	9138	NC	96	97	NC	492	492	NC	13	13	NC	45	46	NC	42	40	NC	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	30	2117	33718	88	97	97	581	545	538	NA	4	5	7	23	26	90	73	69	3	0	0
Non-Economically Disadvantaged	95	2537	46016	94	100	100	585	564	567	NA	2	2	4	14	14	96	84	84	NA	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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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	97	74	NA	56	98	64	44	51	95	73	46	56
	Language	97	68	38	48	98	65	41	47	92	73	41	50
	Mathematics	97	80	52	66	98	63	44	52	92	72	44	58
7	Reading	97	75	NA	54	99	65	44	50	93	67	44	54
	Language	97	81	48	58	99	71	48	52	91	76	50	58
	Mathematics	97	81	49	62	99	64	44	50	93	72	44	54
8	Reading	98	67	NA	55	98	63	46	51	93	75	50	58
	Language	98	69	41	52	98	66	47	50	91	72	50	56
	Mathematics	98	71	50	61	98	61	48	53	93	75	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."

Ida Flood Dodge Traditional Middle Magnet School

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 7 Teacher(s)
- 7 Parent(s)
- 0 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	25.00
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	1	1	0	0
4 to 6 years	3	4	0	0
7 to 9 years	1	1	1	0
10 or more years	4	14	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	94
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	7%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library

Extracurricular Activities

- Ü Student Council
- Ü Science Club
- Ü Builder's Club
- Ü Gamer's Club
- Ü String Ensemble
- Ü Jazz Band

Social Services

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

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	97	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

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 2005-06 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	Mary Anderson	(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	Z King	(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 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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