



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

501 E 6th St, Tucson, AZ 85705

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	Performing
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Mr. Maria Marin
 Schedule : 08:00 AM to 05:00 PM
 Grades : K-8
 2005 Enrollment : 192
 Web Address : maria.marin@tusd.k12.az.us
 Phone Number : (520) 225-2900
 Fax Number : (520) 225-2901
 E-mail : maria.marin@tusd.k12.az.us

Mission

Roskruge is committed to high academic achievement, development of student self concept in a safe environment that meets our students' unique cultural, linguistic and physical needs through a comprehensive academic bilingual program.

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 Roskruge will increase student achievement in reading, writing and mathematics by focusing on daily rigorous instruction. Achievement will be measured by quarterly assessments in all three areas.
- Ü Roskruge School is committed to delivering sound curriculum and instruction by providing research based professional development, continuous data analysis, teacher collaboration and student academic interventions.
- Ü Roskruge School will provide differentiated instruction so that each student will meet or exceed the State Standards.
- Ü Roskruge School will increase opportunities for parents to monitor their students' achievement.

Enrollment

October 1, 2004 School Year Student Enrollment : 222
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 67

Instructional Programs

- ü ESL/Bilingual Education
- ü Gifted and Talented Program
- ü On-Site Special Education
- ü Tutoring
- ü Cross-Catagorical Bilingual Classroom
- ü 90 minute literacy block
- ü 30 minute literacy intervention

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 10 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Roskruge provides a safe learning environment for all students and personnel. Responsible for teaching the AZ. State Standards. We support all TUSD policies. Newsletters, phone calls and email are emphasized to maintain 2-way communication with the principal and personnel

Parents

Make sure that your child is at school prepared and ready to learn. Schedule a regular time for homework in a distraction free environment. Communicate with the teacher and administrators. Praise your child for his/her efforts. Take your child to the library. Attend student presentations, attend School Council/PTSA meetings and volunteer in your child's classroom.

Transportation Policy

Transportation is provided to and from school for the entire magnet middle school. Students are picked up from one to four city blocks from their home. Students are also provided transportation if they stay for extracurricular activities.

School Honors

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

Award/Honor	Year
ü GATE Research Project Award - Stock Market Competition	2004
ü MESA Students Honored	2004
ü Arizona State Torneo de Ortografia M.S. Champion	2004
ü So. AZ. Eng. Competition Award Winners	2004

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	--	4755	79306	--	99	99	--	436	445	--	15	10	--	21	18	--	49	51	--	15	20
All Students (Prior Year)	--	4633	75509	--	98	100	--	513	521	--	16	13	--	26	23	--	32	33	--	26	31
Female	--	2272	38691	--	100	99	--	438	446	--	13	10	--	20	18	--	51	52	--	15	20
Male	--	2483	40583	--	99	99	--	433	445	--	16	11	--	22	18	--	46	50	--	16	21
African American	--	317	4041	--	98	99	--	417	426	--	22	17	--	22	23	--	47	50	--	9	10
Hispanic	--	2608	32869	--	99	99	--	426	429	--	17	15	--	25	25	--	48	51	--	10	10
Asian/Pacific Islander	--	124	1935	--	100	99	--	467	474	--	5	3	--	10	9	--	45	48	--	40	40
American Indian/Alaskan Native	--	222	4264	--	98	100	--	410	419	--	30	19	--	28	30	--	38	45	--	5	6
White	--	1484	36197	--	100	99	--	457	463	--	8	5	--	14	11	--	52	53	--	26	31
Students with Disabilities	--	602	10321	--	100	100	--	374	389	--	36	30	--	29	27	--	31	34	--	5	9
Students without Disabilities	--	4154	69060	--	99	98	--	445	454	--	12	7	--	20	17	--	51	54	--	17	22
Limited English Proficient Students	--	730	15509	--	100	100	--	400	406	--	23	20	--	30	30	--	41	45	--	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	--	2845	39415	--	97	96	--	428	431	--	18	15	--	25	25	--	48	50	--	9	10
Non-Economically Disadvantaged	--	1911	39966	--	100	100	--	447	459	--	10	6	--	16	12	--	50	52	--	24	30

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	--	4759	79395	--	0	99	--	436	446	--	13	9	--	28	25	--	50	55	--	8	11
All Students (Prior Year)	--	4638	75492	--	98	100	--	514	519	--	16	12	--	19	16	--	44	47	--	21	24
Female	--	2273	38743	--	0	100	--	444	451	--	10	7	--	25	24	--	55	57	--	10	12
Male	--	2486	40618	--	0	99	--	428	440	--	16	11	--	31	27	--	47	53	--	6	9
African American	--	319	4052	--	0	100	--	421	434	--	17	11	--	30	29	--	47	54	--	5	6
Hispanic	--	2612	32915	--	0	99	--	425	426	--	16	15	--	33	35	--	46	47	--	5	4
Asian/Pacific Islander	--	125	1936	--	0	99	--	457	468	--	6	3	--	16	14	--	68	63	--	10	19
American Indian/Alaskan Native	--	223	4271	--	0	100	--	418	420	--	19	15	--	36	42	--	44	41	--	2	2
White	--	1480	36221	--	0	99	--	459	465	--	7	4	--	20	15	--	58	63	--	15	17
Students with Disabilities	--	601	10331	--	0	100	--	371	388	--	35	25	--	34	37	--	28	34	--	3	4
Students without Disabilities	--	4159	69139	--	0	99	--	445	454	--	10	7	--	27	24	--	54	58	--	9	11
Limited English Proficient Students	--	734	15545	--	0	100	--	392	399	--	25	21	--	39	42	--	34	35	--	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	--	2855	39484	--	0	96	--	426	429	--	17	14	--	33	35	--	46	47	--	4	4
Non-Economically Disadvantaged	--	1905	39986	--	0	100	--	449	461	--	8	4	--	21	16	--	57	63	--	14	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	--	4735	78869	--	99	99	--	439	442	--	6	6	--	22	21	--	63	63	--	9	10
All Students (Prior Year)	--	4606	75053	--	97	99	--	612	597	--	6	7	--	11	12	--	73	72	--	11	9
Female	--	2264	38536	--	99	99	--	457	458	--	4	4	--	15	15	--	69	67	--	12	14
Male	--	2471	40302	--	99	99	--	423	428	--	9	8	--	28	26	--	58	60	--	6	7
African American	--	316	4015	--	98	99	--	422	430	--	8	8	--	19	24	--	67	61	--	6	7
Hispanic	--	2602	32606	--	99	98	--	432	426	--	7	8	--	24	27	--	62	60	--	7	5
Asian/Pacific Islander	--	125	1925	--	100	99	--	466	471	--	4	3	--	11	11	--	67	64	--	19	22
American Indian/Alaskan Native	--	222	4245	--	98	100	--	422	423	--	8	9	--	28	26	--	61	61	--	4	4
White	--	1470	36078	--	99	99	--	454	459	--	5	4	--	18	16	--	64	66	--	13	14
Students with Disabilities	--	597	10246	--	100	100	--	354	367	--	20	18	--	40	39	--	38	40	--	2	4
Students without Disabilities	--	4139	68697	--	98	98	--	451	454	--	4	4	--	19	18	--	67	67	--	10	11
Limited English Proficient Students	--	730	15339	--	100	100	--	398	399	--	11	11	--	30	31	--	55	54	--	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	--	2835	39106	--	97	95	--	430	427	--	8	8	--	25	28	--	62	59	--	5	5
Non-Economically Disadvantaged	--	1901	39837	--	100	100	--	452	457	--	4	4	--	16	14	--	65	67	--	14	15

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	--	4852	78906	--	100	99	--	488	498	--	17	13	--	22	19	--	46	48	--	15	20
All Students (Prior Year)	--	4819	76019	--	98	100	--	490	499	--	19	14	--	40	39	--	13	14	--	28	33
Female	--	2352	38644	--	100	99	--	491	500	--	15	12	--	23	19	--	48	49	--	15	19
Male	--	2500	40236	--	99	99	--	485	497	--	19	15	--	21	19	--	45	46	--	15	20
African American	--	322	4087	--	98	99	--	473	481	--	26	20	--	27	24	--	38	45	--	9	11
Hispanic	--	2621	31938	--	99	99	--	477	481	--	21	19	--	26	25	--	44	46	--	9	10
Asian/Pacific Islander	--	117	1805	--	100	98	--	532	536	--	6	5	--	8	8	--	50	45	--	36	42
American Indian/Alaskan Native	--	218	4593	--	99	100	--	461	467	--	30	26	--	29	29	--	38	39	--	3	6
White	--	1574	36483	--	100	99	--	509	517	--	8	7	--	14	13	--	53	51	--	25	30
Students with Disabilities	--	717	10664	--	100	100	--	421	430	--	47	42	--	24	27	--	24	26	--	4	5
Students without Disabilities	--	4135	68310	--	98	98	--	499	509	--	12	9	--	21	18	--	50	51	--	17	22
Limited English Proficient Students	--	557	12573	--	100	100	--	449	454	--	29	27	--	28	30	--	38	38	--	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	2872	38679	--	98	96	--	478	483	--	22	20	--	26	25	--	44	45	--	8	10
Non-Economically Disadvantaged	--	1980	40295	--	100	100	--	501	513	--	9	7	--	17	13	--	50	50	--	25	30

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	--	4853	78908	--	0	99	--	475	484	--	12	10	--	27	23	--	54	58	--	7	9
All Students (Prior Year)	--	4829	76020	--	98	100	--	498	503	--	33	25	--	24	23	--	34	40	--	9	12
Female	--	2351	38648	--	0	99	--	482	489	--	9	8	--	24	22	--	60	61	--	7	10
Male	--	2502	40233	--	0	99	--	469	479	--	15	12	--	30	25	--	49	55	--	6	8
African American	--	322	4092	--	0	99	--	468	473	--	13	12	--	32	28	--	52	54	--	4	5
Hispanic	--	2622	31940	--	0	99	--	464	465	--	15	16	--	33	32	--	49	49	--	3	3
Asian/Pacific Islander	--	116	1805	--	0	98	--	509	507	--	6	4	--	10	13	--	64	65	--	19	18
American Indian/Alaskan Native	--	217	4569	--	0	100	--	455	457	--	20	18	--	39	39	--	39	41	--	3	2
White	--	1576	36502	--	0	99	--	495	502	--	6	4	--	17	14	--	64	67	--	13	15
Students with Disabilities	--	719	10665	--	0	100	--	413	423	--	38	30	--	35	36	--	25	31	--	2	2
Students without Disabilities	--	4134	68312	--	0	98	--	486	493	--	7	7	--	26	21	--	59	62	--	7	10
Limited English Proficient Students	--	558	12556	--	0	100	--	436	436	--	22	24	--	41	40	--	36	35	--	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	2873	38662	--	0	96	--	467	468	--	16	16	--	33	32	--	47	49	--	3	3
Non-Economically Disadvantaged	--	1980	40315	--	0	100	--	486	498	--	6	5	--	20	15	--	63	66	--	11	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	--	4839	78750	--	99	99	--	499	500	--	6	6	--	28	29	--	64	63	--	2	2
All Students (Prior Year)	--	4790	75673	--	97	100	--	526	530	--	12	12	--	27	25	--	57	58	--	3	4
Female	--	2350	38586	--	100	99	--	515	515	--	4	4	--	20	22	--	72	71	--	3	3
Male	--	2489	40135	--	99	99	--	484	486	--	8	8	--	36	35	--	55	56	--	1	1
African American	--	321	4081	--	98	99	--	488	488	--	10	8	--	30	32	--	59	59	--	1	2
Hispanic	--	2615	31841	--	99	99	--	489	483	--	7	8	--	32	36	--	60	55	--	1	1
Asian/Pacific Islander	--	117	1802	--	100	98	--	540	533	--	3	2	--	13	16	--	79	75	--	6	7
American Indian/Alaskan Native	--	217	4586	--	99	100	--	480	481	--	7	8	--	43	37	--	49	54	--	1	1
White	--	1569	36440	--	100	99	--	517	516	--	3	3	--	22	22	--	71	71	--	4	4
Students with Disabilities	--	710	10622	--	100	100	--	414	415	--	21	21	--	51	50	--	28	28	--	1	1
Students without Disabilities	--	4129	68196	--	98	98	--	514	513	--	3	3	--	24	25	--	70	69	--	2	3
Limited English Proficient Students	--	553	12504	--	100	100	--	453	451	--	13	12	--	39	44	--	47	43	--	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	2862	38558	--	98	96	--	490	485	--	8	8	--	33	37	--	57	54	--	1	1
Non-Economically Disadvantaged	--	1977	40260	--	100	100	--	511	514	--	3	3	--	21	21	--	72	72	--	4	4

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	90	4765	78250	100	99	99	519	536	548	25	26	21	27	21	18	43	45	48	5	8	13
All Students (Prior Year)	89	4553	75001	100	98	99	440	455	468	61	46	37	31	35	36	8	12	16	0	7	10
Female	43	2364	38071	100	99	99	520	537	549	20	24	20	37	23	19	41	45	49	2	8	12
Male	47	2400	40126	100	99	99	517	534	547	30	28	23	19	19	17	45	45	46	6	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	66	2423	29129	100	99	99	502	521	527	30	32	32	32	24	23	35	40	40	3	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	11	1692	38320	100	99	99	594	560	568	0	14	12	0	15	14	80	56	55	20	15	19
Students with Disabilities	14	659	9329	100	100	100	385	445	454	50	65	64	36	17	18	14	16	16	0	1	2
Students without Disabilities	76	4107	68996	100	99	99	544	550	561	20	20	16	26	22	18	49	49	52	5	9	14
Limited English Proficient Students	16	587	10133	100	100	100	476	485	488	32	43	45	43	28	25	22	28	28	3	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	63	2431	33388	95	96	94	531	525	530	31	35	32	26	24	22	40	37	40	3	4	5
Non-Economically Disadvantaged	27	2335	44937	100	100	100	490	546	561	12	17	13	31	18	15	50	52	54	8	13	18

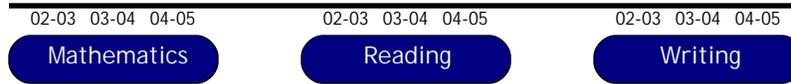
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	4767	78302	100	0	99	470	499	512	19	15	11	41	30	25	39	52	57	1	4	7
All Students (Prior Year)	89	4522	74918	100	97	99	472	485	497	56	41	32	15	19	19	26	29	35	3	11	15
Female	43	2366	38082	100	0	99	480	504	518	17	12	8	34	29	24	46	55	61	2	4	7
Male	47	2401	40166	100	0	99	462	494	507	21	17	14	47	31	26	32	49	54	0	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	66	2425	29152	100	0	99	455	486	492	24	19	17	45	36	34	29	44	46	2	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	11	1691	38347	100	0	99	542	520	531	0	8	5	0	19	17	100	66	68	0	7	10
Students with Disabilities	14	662	9353	100	0	100	340	416	429	50	46	40	43	36	38	7	18	22	0	0	1
Students without Disabilities	76	4107	69024	100	0	99	495	512	524	14	10	7	41	29	23	45	57	62	1	4	7
Limited English Proficient Students	16	586	10140	100	0	100	438	450	451	22	27	28	51	42	43	24	30	29	3	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	63	2434	33398	95	0	94	480	488	495	24	20	18	44	39	35	31	40	46	2	1	2
Non-Economically Disadvantaged	27	2335	44979	100	0	100	448	510	525	8	9	6	35	21	18	58	64	66	0	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	90	4758	78094	100	99	99	508	536	545	2	4	3	35	20	18	63	74	77	0	1	2
All Students (Prior Year)	88	4511	74503	99	97	99	454	485	491	15	10	9	43	34	32	40	50	51	2	6	8
Female	43	2364	38025	100	99	99	522	548	558	2	3	2	29	16	13	68	80	82	0	2	2
Male	47	2393	40013	100	99	99	496	524	534	2	6	5	40	25	23	57	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	66	2424	29068	100	99	99	489	521	523	3	6	5	44	26	27	53	68	67	0	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	11	1689	38265	100	99	99	568	559	564	0	1	2	0	13	11	100	84	84	0	2	3
Students with Disabilities	14	651	9275	100	100	100	361	433	444	7	17	14	79	44	46	14	39	39	0	1	1
Students without Disabilities	76	4108	68892	100	99	98	536	552	559	1	2	2	27	17	14	72	80	82	0	2	2
Limited English Proficient Students	16	586	10084	100	100	100	459	472	474	5	11	10	49	38	39	46	51	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	63	2424	33296	95	96	94	515	523	527	3	6	5	39	27	27	58	66	67	0	1	0
Non-Economically Disadvantaged	27	2335	44871	100	100	100	492	549	559	0	2	2	27	13	12	73	82	84	0	2	3

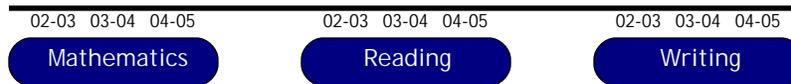
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

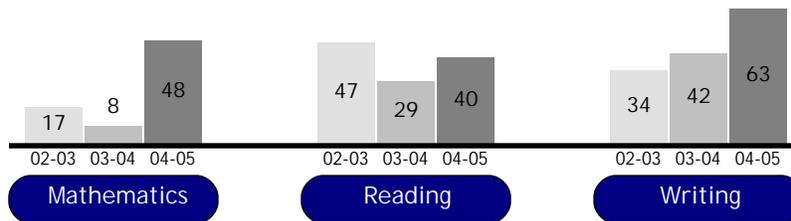
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	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
2	Reading	NC	NC	42	50	--	--	NA	58	--	--	43	47
	Language	NC	NC	39	43	--	--	45	50	--	--	42	47
	Mathematics	NC	NC	49	57	--	--	56	64	--	--	48	50
3	Reading	--	--	41	47	--	--	NA	55	--	--	41	44
	Language	--	--	48	54	--	--	56	61	--	--	40	44
	Mathematics	--	--	46	54	--	--	53	61	--	--	47	51
4	Reading	NC	NC	47	52	--	--	NA	56	--	--	43	48
	Language	NC	NC	44	48	--	--	45	52	--	--	44	49
	Mathematics	NC	NC	49	57	--	--	50	61	--	--	48	53
5	Reading	NC	NC	45	50	--	--	NA	55	--	--	46	50
	Language	NC	NC	41	46	--	--	41	49	--	--	46	50
	Mathematics	NC	NC	49	57	--	--	53	63	--	--	45	49
6	Reading	96	35	45	53	99	40	NA	56	96	38	44	51
	Language	95	29	38	45	97	32	38	48	96	35	41	47
	Mathematics	94	34	52	62	96	47	52	66	100	40	44	52
7	Reading	100	37	44	51	94	30	NA	54	97	45	44	50
	Language	100	46	48	54	96	38	48	58	97	48	48	52
	Mathematics	100	35	47	58	96	37	49	62	97	47	44	50
8	Reading	100	43	49	53	99	39	NA	55	97	39	46	51
	Language	100	43	46	49	99	33	41	52	97	39	47	50
	Mathematics	99	47	53	58	99	35	50	61	97	43	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."

School Site Council

Council Composition

Council Duties

2 School Administrator(s)	Ü Curriculum Development
1 Non-certified Employee(s)	Ü School Safety
4 Teacher(s)	Ü Student Academic Achievement
4 Parent(s)	Ü Academic Programs
1 Community Member(s)	Ü School/Community Relations
1 Student(s)	Ü Magnet Program

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	24.00
Other Professional Staff	4.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	1	2	0	0
7 to 9 years	2	0	0	0
10 or more years	10	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	14
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	8%
Percent of core classes not taught by Hightly Qualified Teachers	35%

Resources Available at School Site

Special Facilities

- Ü 2 Computer Labs
- Ü Auditorium
- Ü Art Room
- Ü Technology lab

Extracurricular Activities

- Ü MathTutoring
- Ü Schoolwide snack time
- Ü Reading Tutoring
- Ü Interscholastic Sports
- Ü After School Recreation

Social Services

- Ü After School Programs
- Ü Counseling Services
- Ü Pima Prevention
- Ü Clothing Bank

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Roskruge Elementary School improved on the AIMS in the area of reading by 26.3%.

- ü Roskruge Elementary School improved on the AIMS in the area of writing by 37%.

- ü Roskruge Elementary School improved on the AIMS in the area of mathematics by 34.9%.

- ü Roskruge Middle School improved on the AIMS in the area of mathematics by 45.8%.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	4	12	12	17
Transfers In Rate ⁶	7	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

Tucson Police collaborates with Roskruge and provides students a forum to discuss and provide solutions to student concerns. Peer Coaching- students deal with consequences of violations of school and district rules and help to monitor the cafeteria, hallways and playground to assist students with problem solving. The Great program is taught at sixth grade with emphasis on drug and violence prevention.

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) :

45

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	Maria Marin	(520) 225-2900
Transportation Policy	Ron Stacy	(520) 225-4800
Community Resources	Norma Otero	(520) 225-2900
School Nutrition Programs	Lori Encinas	(520) 225-4731
Parent Organization	Office Ricardo Gomez	(520) 225-2900
Student Health/Nurse	Kim Fenderson	(520) 225-2900

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