

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing
2003-04	Performing

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

### School Overview

Principal/Administrator : Ms. Maria Marin  
 Schedule : 08:00 AM to 05:00 PM  
 Grades : 6-8  
 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)

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 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 by keeping the TUSD parent access page updated.

### Enrollment

October 1, 2005 School Year Student Enrollment : 191  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 67

Instructional Programs

- ü CORE SUBJECTS-Math,Rdg, Wrt,Sci,SS,
- ü ESL/Bilingual Education-Dual Language
- ü On-Site Special Education
- ü Tutoring
- ü Cross-Catagorical Bilingual Classroom
- ü Mariachi/Band/Orchestra/Folklorico Arts
- ü Physical Education
- ü CORE SUBJECTS-Math,Rdg, Wrt,Sci,SS,

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

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	68	4286	79327	100	94	98	496	500	518	25	28	19	24	24	20	47	39	46	4	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	2076	38961	100	95	98	498	501	520	27	25	16	17	26	20	57	40	48	NA	9	16
Male	38	2208	40295	100	94	97	494	499	516	24	31	21	29	22	19	39	38	44	8	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	41	2354	32327	100	93	98	493	488	499	24	34	27	32	27	25	41	35	41	2	5	8
Asian/Pacific Islander	--	106	1939	--	98	99	--	544	556	--	11	6	--	11	10	--	49	47	--	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	21	1331	36373	100	95	98	509	524	538	19	15	10	14	19	14	57	48	52	10	19	25
Students with Disabilities	13	539	9321	100	79	87	443	457	467	69	61	54	8	22	22	23	15	21	NA	1	3
Students without Disabilities	55	3747	70006	100	97	100	507	505	524	15	23	14	27	24	19	53	42	49	5	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	40	2195	37097	100	94	97	486	487	498	28	35	27	30	26	25	43	34	41	NA	5	7
Non-Economically Disadvantaged	28	2091	42230	100	95	99	510	512	535	21	20	11	14	22	15	54	44	50	11	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	68	4423	79501	100	97	98	483	485	497	15	15	10	32	31	25	51	52	60	1	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	2144	39062	100	98	99	492	490	502	13	11	8	33	30	23	50	56	64	3	3	5
Male	38	2277	40368	100	97	98	477	480	491	16	18	13	32	31	27	53	49	57	NA	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	41	2452	32389	100	97	98	480	474	478	12	19	16	37	36	34	51	45	48	NA	1	1
Asian/Pacific Islander	--	107	1936	--	99	99	--	512	519	--	3	3	--	21	14	--	67	73	--	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	21	1360	36446	100	97	99	498	506	516	14	7	4	19	21	15	62	68	73	5	5	7
Students with Disabilities	13	601	9411	100	88	88	434	443	453	62	41	36	23	40	36	15	19	26	NA	1	1
Students without Disabilities	55	3822	70090	100	99	100	494	491	502	4	11	7	35	29	24	60	58	65	2	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	40	2266	37183	100	97	97	475	473	479	20	19	16	38	36	34	43	44	49	NA	1	1
Non-Economically Disadvantaged	28	2157	42318	100	98	99	497	497	513	7	10	5	25	25	17	64	61	70	4	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	68	4464	80000	100	98	99	568	560	564	NA	3	3	18	11	11	75	80	75	7	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	2164	39288	100	99	99	575	574	579	NA	2	2	17	6	6	73	83	77	10	9	16
Male	38	2297	40644	100	98	98	562	546	549	NA	4	4	18	16	15	76	77	74	5	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	41	2475	32672	100	98	99	565	553	548	NA	3	4	17	13	14	83	81	76	NA	4	6
Asian/Pacific Islander	--	106	1945	--	98	99	--	596	592	--	1	1	--	4	4	--	70	69	--	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	21	1370	36602	100	98	99	577	575	579	NA	2	2	14	7	7	62	80	75	24	11	16
Students with Disabilities	13	640	9919	100	93	93	519	504	505	NA	10	9	54	34	35	46	55	54	NA	1	2
Students without Disabilities	55	3824	70081	100	99	100	578	568	571	NA	2	2	9	7	7	82	84	79	9	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	40	2296	37534	100	98	98	564	548	547	NA	4	4	20	14	15	80	78	76	NA	4	5
Non-Economically Disadvantaged	28	2168	42466	100	98	100	574	572	578	NA	2	2	14	8	7	68	82	75	18	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	52	4399	78546	100	97	97	522	528	543	27	22	15	13	21	18	50	48	52	10	9	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	2183	38645	100	97	98	533	531	545	15	20	13	19	20	18	52	51	54	15	9	15
Male	25	2209	39792	100	96	97	510	526	542	40	25	17	8	22	17	48	44	50	4	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	36	2347	31177	100	97	97	511	516	524	33	27	22	17	24	23	44	44	48	6	4	7
Asian/Pacific Islander	--	113	1940	--	98	99	--	560	580	--	9	5	--	13	9	--	57	53	--	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	11	1448	36450	100	97	97	553	550	563	9	13	7	9	16	12	55	54	57	27	18	23
Students with Disabilities	NC	530	8093	NC	84	82	NC	480	489	NC	58	50	NC	24	24	NC	18	23	NC	1	2
Students without Disabilities	44	3869	70453	100	99	100	531	534	549	18	17	11	16	21	17	55	52	56	11	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	30	2090	34694	100	96	96	518	516	524	30	28	23	17	25	23	43	43	48	10	5	7
Non-Economically Disadvantaged	22	2309	43852	100	98	99	527	539	559	23	17	10	9	17	13	59	52	56	9	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	52	4467	79045	100	98	98	496	501	512	15	14	10	37	31	25	46	51	58	2	5	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	2206	38860	100	98	98	511	509	519	7	9	7	26	28	22	67	57	62	NA	6	8
Male	25	2254	40075	100	98	97	479	493	505	24	18	12	48	34	28	24	45	54	4	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	36	2386	31314	100	98	98	484	488	493	19	18	16	44	36	34	36	45	48	NA	2	2
Asian/Pacific Islander	--	114	1949	--	99	99	--	523	536	--	6	4	--	19	15	--	62	66	--	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	11	1467	36730	100	98	98	532	521	532	NA	7	4	18	22	16	73	60	68	9	11	12
Students with Disabilities	NC	588	8552	NC	93	87	NC	455	463	NC	43	35	NC	37	40	NC	19	23	NC	1	1
Students without Disabilities	44	3879	70493	100	99	100	501	507	517	14	9	7	32	30	24	52	56	62	2	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	30	2126	34922	100	98	96	489	489	493	17	17	15	47	36	34	33	44	48	3	3	3
Non-Economically Disadvantaged	22	2341	44123	100	99	99	504	511	527	14	10	6	23	26	18	64	57	66	NA	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	51	4459	79657	98	98	99	554	569	566	4	2	3	10	8	8	86	89	87	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	2207	39120	96	98	99	580	582	580	NA	1	2	4	4	4	96	93	92	NA	1	2
Male	25	2245	40423	100	98	98	526	557	553	8	4	5	16	12	12	76	84	83	NA	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	35	2371	31642	97	98	99	554	561	552	6	3	5	11	10	11	83	87	84	NA	0	0
Asian/Pacific Islander	--	115	1948	--	100	99	--	588	589	--	1	1	--	4	3	--	90	91	--	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	11	1468	36929	100	98	99	560	582	579	NA	1	2	NA	5	5	100	92	91	NA	2	2
Students with Disabilities	NC	583	9069	NC	92	92	NC	517	508	NC	10	11	NC	28	30	NC	61	58	NC	1	1
Students without Disabilities	43	3876	70588	98	99	100	562	576	573	2	1	2	9	5	5	88	93	91	NA	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	30	2116	35341	100	97	97	551	560	551	7	3	5	7	12	12	87	86	83	NA	0	0
Non-Economically Disadvantaged	21	2343	44316	95	99	100	558	577	578	NA	2	2	14	5	5	86	92	90	NA	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	72	4533	78400	100	96	97	543	545	554	21	26	21	26	21	19	49	44	47	4	9	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	2289	38686	100	97	98	551	544	554	15	24	20	26	22	20	54	45	49	5	8	12
Male	33	2240	39636	100	95	96	533	545	554	27	28	23	27	19	18	42	42	46	3	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	57	2362	30732	100	95	97	540	531	534	21	33	31	28	24	24	47	39	40	4	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	10	1534	37038	100	96	97	NA	570	575	NA	14	11	NA	15	14	NA	54	56	NA	17	19
Students with Disabilities	10	520	7840	100	76	81	NA	494	498	NA	63	60	NA	18	18	NA	17	20	NA	1	2
Students without Disabilities	62	4013	70560	100	99	99	554	551	560	10	21	17	29	21	19	56	47	50	5	10	14
Limited English Proficient Students	13	533	8956	100	93	95	498	498	502	62	62	56	31	20	25	8	17	18	NA	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	46	2056	33014	100	94	95	538	531	534	24	33	31	28	24	24	43	39	40	4	4	5
Non-Economically Disadvantaged	26	2477	45386	100	97	99	551	556	569	15	21	15	23	18	15	58	47	52	4	14	18

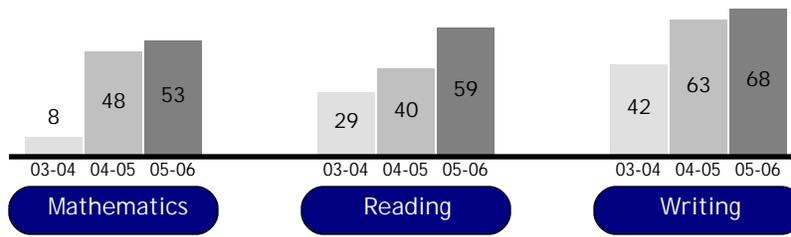
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	4640	79179	100	98	98	507	509	519	15	14	11	26	31	27	56	52	58	3	3	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	2327	38974	100	98	99	519	514	524	8	11	8	31	29	25	56	57	61	5	4	5
Male	33	2309	40124	100	98	97	493	504	513	24	16	13	21	33	28	55	48	54	NA	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	57	2414	30987	100	97	98	507	497	498	14	17	17	26	37	36	56	45	45	4	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	10	1574	37467	100	99	98	NA	530	539	NA	7	5	NA	21	17	NA	66	70	NA	6	8
Students with Disabilities	10	626	8567	100	91	88	NA	462	467	NA	41	39	NA	42	38	NA	17	22	NA	0	1
Students without Disabilities	62	4014	70612	100	99	99	519	516	524	3	9	7	29	29	25	65	58	62	3	4	5
Limited English Proficient Students	13	546	9013	100	95	95	451	457	461	54	43	40	38	47	48	8	10	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	46	2108	33345	100	97	96	502	496	499	22	18	17	28	37	36	46	43	46	4	2	1
Non-Economically Disadvantaged	26	2532	45834	100	99	99	515	520	533	4	10	7	23	25	19	73	60	67	NA	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	72	4654	79734	100	98	99	536	555	554	8	3	3	24	18	19	68	79	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	2341	39243	100	99	99	559	568	568	5	2	2	13	11	12	82	87	85	NA	0	1
Male	33	2309	40413	100	98	98	510	542	541	12	3	4	36	25	26	52	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	57	2433	31254	100	98	99	534	547	539	11	3	5	23	22	25	67	75	70	NA	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	10	1568	37668	100	98	99	NA	571	569	NA	1	1	NA	11	13	NA	88	85	NA	0	1
Students with Disabilities	10	627	8943	100	91	92	NA	499	495	NA	10	11	NA	49	51	NA	40	38	NA	1	1
Students without Disabilities	62	4027	70791	100	100	100	554	563	561	2	1	2	19	13	15	79	85	83	NA	0	0
Limited English Proficient Students	13	551	9138	100	96	97	448	492	492	38	13	13	46	45	46	15	42	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	46	2117	33718	100	97	97	533	545	538	11	4	5	24	23	26	65	73	69	NA	0	0
Non-Economically Disadvantaged	26	2537	46016	100	100	100	542	564	567	4	2	2	23	14	14	73	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.

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
6	Reading	99	40	NA	56	96	38	44	51	99	44	46	56
	Language	97	32	38	48	96	35	41	47	99	41	41	50
	Mathematics	96	47	52	66	100	40	44	52	99	41	44	58
7	Reading	94	30	NA	54	97	45	44	50	100	37	44	54
	Language	96	38	48	58	97	48	48	52	100	46	50	58
	Mathematics	96	37	49	62	97	47	44	50	100	39	44	54
8	Reading	99	39	NA	55	97	39	46	51	100	50	50	58
	Language	99	33	41	52	97	39	47	50	100	46	50	56
	Mathematics	99	35	50	61	97	43	48	53	100	43	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/](http://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

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

Council Duties

- Ü Curriculum Development
- Ü School Safety
- Ü Student Academic Achievement
- Ü Academic Programs
- Ü School/Community Relations
- 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 Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	8%
Percent of core classes not taught by Highly Qualified Teachers	35%

Resources Available at School Site

Special Facilities

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

Extracurricular Activities

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

Social Services

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

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	93	95	94	95
Promotion Rate <sup>5</sup>	97	89	88	73
Graduation Rate <sup>6</sup>	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

Tucson Police collaborates with Roskrige 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. We are also using LINKS funding to promote a Positive Behavior Support Program.

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) :

45
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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	Anne Peralta-facilitator	(520) 225-2900
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Norma Otero	(520) 225-2900
School Nutrition Programs	Flor Gomez	(520) 225-2900
Parent Organization	PTO President 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](http://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.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

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](http://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.