



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2122 East Pueblo Ave, Mesa, AZ 85204

Mesa 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 Highly Performing
2003-04 Performing

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

School Overview

Principal/Administrator : Ms. Jane D. Carretta
Schedule : 07:30 AM to 04:00 PM
Grades : K-6
Web Address : www.mpsaz.org/robson
Phone Number : (480) 472-6600
Fax Number : (480) 472-6660
E-mail : jdcarret@mpsaz.org

Mission

We are dedicated to improving the educational process by which all children achieve their highest potential socially, emotionally, physically, artistically and academically. Skills are built on academic standards, diversity and personal well-being.

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

- The average percent correct of students Meeting or Exceeding the Standard on the AIMS test will improve by 1% in reading in grades 3,4,5, & 6.
The average percent correct of students Meeting or Exceeding the Standard on the AIMS test will improve by 1% in writing in grades 3,4,5, & 6.
The average percent correct of students Meeting or Exceeding the Standard on the AIMS test will improve by 1% in math in grades 3,4,5, & 6.
The average percentile rank on the Terra Nova test will improve by 1% in reading, language & math in grade 2.

Enrollment

October 1, 2005 School Year Student Enrollment : 612
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 99

Instructional Programs

- ü Harcourt Trophies Reading Program
- ü Accelerated Reader
- ü Six Traits Writing Instruction
- ü START Phonics Program
- ü Scott Foresman/Addison Wesley Math
- ü Excel Math; Accelerated Math
- ü District Designed Science Units
- ü Harcourt Brace Social Studies

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

It is the responsibility of the school to provide students with challenging and meaningful curriculum and to set and maintain high standards for academic achievement. A safe and nurturing learning environment is essential to the educational process.

Parents

It is the responsibility of parents to provide for their child's needs in the areas of nutrition, sleep, health care and clothing. Parents must exhibit a positive attitude toward education, see that their child attends school, and expect achievement.

Transportation Policy

Busing is provided for students living more than one mile from their assigned school. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

School Honors

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

Award/Honor	Year
ü AZ Learns Excelling School	2006
ü District Technology Award - Kindergarten	2006
ü City of Mesa Battle of the Books Runner Up's	2005
ü City of Mesa-MLK Jr. writing awards	2005

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	93	5547	80010	96	98	99	445	453	447	11	8	10	18	16	18	56	56	53	15	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	2719	38935	100	98	99	446	452	447	8	8	9	18	17	19	62	56	55	13	19	17
Male	54	2828	40974	93	98	98	445	453	448	13	8	11	19	15	18	52	55	52	17	22	19
African American	NC	236	4201	NC	98	99	NC	437	430	NC	15	17	NC	19	23	NC	56	51	NC	11	9
Hispanic	45	2182	34545	98	98	99	433	434	432	13	12	14	29	23	24	51	56	53	7	8	9
Asian/Pacific Islander	--	119	2068	--	98	99	--	478	474	--	4	4	--	9	10	--	50	50	--	37	36
American Indian/Alaskan Native	NC	226	3979	NC	97	96	NC	436	424	NC	14	17	NC	23	30	NC	51	47	NC	11	6
White	40	2783	35142	95	98	99	464	469	465	8	4	5	5	9	11	60	55	56	28	31	28
Students with Disabilities	15	645	10161	75	90	93	409	419	419	27	27	28	27	30	28	40	36	36	7	7	8
Students without Disabilities	78	4902	69849	100	99	100	452	457	451	8	5	7	17	14	17	59	58	56	17	22	19
Limited English Proficient Students	14	877	14013	88	97	97	402	415	413	21	20	24	57	33	34	21	44	39	NA	2	3
Migrant Students	NC	37	603	NC	93	96	NC	418	417	NC	19	22	NC	43	32	NC	27	42	NC	11	4
Economically Disadvantaged	63	3005	39029	94	97	98	434	437	432	13	11	14	27	22	25	54	57	52	6	10	9
Non-Economically Disadvantaged	30	2542	40981	100	99	100	468	472	462	7	4	6	NA	9	13	60	54	54	33	33	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	5457	79438	96	97	98	456	457	451	8	7	9	23	21	24	57	60	56	13	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	2686	38775	100	97	99	466	463	457	5	5	7	18	19	22	59	62	58	18	14	13
Male	54	2770	40560	93	96	97	448	452	446	9	8	12	26	23	25	56	58	54	9	10	9
African American	NC	235	4178	NC	98	98	NC	445	439	NC	9	13	NC	28	29	NC	55	52	NC	9	6
Hispanic	45	2140	34297	98	96	98	441	437	434	13	11	14	27	31	31	58	54	50	2	4	5
Asian/Pacific Islander	--	119	2063	--	98	99	--	479	475	--	2	3	--	13	15	--	64	63	--	22	20
American Indian/Alaskan Native	NC	218	3940	NC	94	95	NC	443	429	NC	10	14	NC	27	36	NC	57	47	NC	6	3
White	40	2744	34887	95	97	98	476	475	471	NA	3	4	15	13	15	58	65	63	28	19	18
Students with Disabilities	15	557	9588	75	77	88	418	420	416	20	24	30	33	32	32	40	38	34	7	5	5
Students without Disabilities	78	4900	69850	100	99	100	462	461	456	5	5	7	21	20	23	60	62	59	14	13	12
Limited English Proficient Students	14	846	13856	88	93	96	407	411	407	36	22	27	29	44	43	36	34	29	NA	0	1
Migrant Students	NC	35	600	NC	88	96	NC	422	418	NC	17	22	NC	43	38	NC	40	39	NC	NA	2
Economically Disadvantaged	63	2946	38685	94	95	97	447	441	435	10	10	14	25	29	32	59	55	50	6	5	5
Non-Economically Disadvantaged	30	2511	40753	100	98	99	474	477	467	3	3	5	17	12	16	53	65	62	27	20	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	92	5524	79971	95	98	99	416	415	423	9	8	8	43	46	41	45	44	49	3	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	2715	38974	97	98	99	431	429	437	3	5	5	39	40	33	53	53	57	5	2	4
Male	54	2808	40895	93	97	98	406	402	410	13	11	10	46	53	47	39	35	41	2	1	2
African American	NC	235	4203	NC	98	99	NC	408	411	NC	8	11	NC	55	45	NC	34	43	NC	3	2
Hispanic	43	2166	34481	93	97	99	400	399	410	12	12	10	51	53	46	37	35	43	NA	1	1
Asian/Pacific Islander	--	119	2067	--	98	99	--	440	449	--	2	4	--	36	28	--	60	60	--	3	8
American Indian/Alaskan Native	NC	224	3995	NC	97	96	NC	403	409	NC	11	10	NC	50	47	NC	38	42	NC	0	1
White	41	2779	35150	98	98	99	434	429	437	5	5	5	37	41	35	51	52	56	7	2	5
Students with Disabilities	16	645	10258	80	90	94	376	373	377	13	20	23	75	54	51	6	24	25	6	1	1
Students without Disabilities	76	4879	69713	99	99	100	424	420	429	8	6	5	37	45	39	53	46	52	3	2	3
Limited English Proficient Students	14	865	13985	88	95	97	366	371	382	29	22	18	43	56	54	29	22	27	NA	0	0
Migrant Students	NC	37	608	NC	93	97	NC	397	389	NC	8	16	NC	62	50	NC	30	33	NC	NA	0
Economically Disadvantaged	63	2986	38994	94	97	98	407	401	409	13	11	10	44	52	47	40	36	41	3	1	1
Non-Economically Disadvantaged	29	2538	40977	97	99	100	436	432	437	NA	4	5	41	40	34	55	53	56	3	3	5

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

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	5739	80147	97	98	99	508	498	482	4	6	11	9	13	17	52	48	49	35	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	2849	39281	100	99	99	500	498	483	3	5	9	7	13	17	59	49	50	31	33	24
Male	46	2889	40780	96	98	98	512	497	482	4	7	12	11	12	17	48	48	48	37	32	24
African American	NC	252	4249	NC	98	99	NC	478	464	NC	11	17	NC	19	22	NC	51	48	NC	19	13
Hispanic	22	2106	33494	100	98	99	489	479	466	9	9	15	14	18	23	50	55	49	27	18	14
Asian/Pacific Islander	NC	144	2103	NC	100	99	NC	513	515	NC	2	4	NC	12	8	NC	42	44	NC	44	45
American Indian/Alaskan Native	--	239	4117	--	98	96	--	472	456	--	10	19	--	25	27	--	50	46	--	15	8
White	47	2998	36122	96	98	99	522	514	501	2	4	5	4	8	10	51	44	50	43	44	35
Students with Disabilities	NC	657	10295	NC	90	92	NC	451	443	NC	25	33	NC	27	26	NC	38	33	NC	10	8
Students without Disabilities	69	5082	69852	100	99	100	511	503	488	3	4	7	9	11	16	51	50	51	38	35	26
Limited English Proficient Students	NC	640	12722	NC	96	97	NC	449	441	NC	19	27	NC	31	33	NC	45	37	NC	5	3
Migrant Students	--	37	622	--	100	97	--	465	454	--	19	19	--	27	30	--	38	43	--	16	8
Economically Disadvantaged	31	2944	38371	94	97	97	494	480	465	10	9	15	6	18	23	58	52	49	26	20	13
Non-Economically Disadvantaged	44	2795	41776	100	99	100	517	516	498	NA	3	6	11	7	11	48	45	49	41	45	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	5655	79686	97	97	98	495	478	470	4	7	11	9	21	24	73	61	57	13	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	2823	39163	100	98	99	485	482	475	3	6	9	14	19	22	69	63	60	14	12	10
Male	46	2831	40438	96	96	97	501	474	465	4	9	13	7	22	25	76	60	54	13	10	7
African American	NC	248	4228	NC	96	98	NC	465	458	NC	11	15	NC	23	28	NC	61	53	NC	4	4
Hispanic	22	2071	33299	100	96	98	482	458	452	9	12	17	18	30	32	59	54	47	14	4	3
Asian/Pacific Islander	NC	141	2097	NC	98	99	NC	490	490	NC	3	5	NC	18	13	NC	65	68	NC	14	14
American Indian/Alaskan Native	--	236	4087	--	97	96	--	454	446	--	10	16	--	40	38	--	49	44	--	1	2
White	47	2959	35914	96	97	98	504	495	489	2	3	5	6	13	15	77	67	67	15	17	14
Students with Disabilities	NC	571	9808	NC	78	87	NC	440	432	NC	25	35	NC	35	32	NC	35	30	NC	5	3
Students without Disabilities	69	5084	69878	100	99	100	498	482	475	3	5	8	9	19	23	75	64	61	13	12	9
Limited English Proficient Students	NC	617	12594	NC	93	96	NC	425	422	NC	31	34	NC	46	45	NC	23	21	NC	0	0
Migrant Students	--	34	611	--	92	95	--	448	439	--	18	22	--	44	39	--	35	37	--	3	2
Economically Disadvantaged	31	2879	38095	94	95	97	481	462	452	10	11	17	23	29	32	55	55	48	13	5	3
Non-Economically Disadvantaged	44	2776	41591	100	98	99	505	495	486	NA	3	6	NA	13	16	86	67	65	14	17	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	5728	80372	96	98	99	507	476	475	NA	3	4	15	31	30	78	64	64	7	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	2841	39452	97	99	99	515	487	488	NA	2	3	11	22	22	82	73	72	7	3	3
Male	46	2887	40836	96	98	98	502	464	464	NA	4	6	17	39	37	76	56	56	7	1	1
African American	NC	249	4264	NC	97	99	NC	470	465	NC	4	5	NC	38	35	NC	57	59	NC	2	1
Hispanic	21	2102	33608	95	98	99	499	460	462	NA	6	6	14	38	36	86	55	57	NA	1	1
Asian/Pacific Islander	NC	143	2098	NC	99	99	NC	492	500	NC	1	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	--	239	4128	--	98	97	--	462	464	--	3	4	--	48	39	--	49	56	--	NA	1
White	47	2995	36213	96	98	99	512	487	489	NA	2	2	15	24	22	74	72	72	11	3	3
Students with Disabilities	NC	651	10526	NC	89	94	NC	428	427	NC	13	15	NC	53	53	NC	32	31	NC	2	1
Students without Disabilities	68	5077	69846	100	99	100	511	481	482	NA	2	3	12	28	26	82	68	69	6	2	2
Limited English Proficient Students	NC	637	12747	NC	96	97	NC	421	432	NC	16	12	NC	52	52	NC	32	36	NC	NA	0
Migrant Students	--	37	621	--	100	97	--	450	452	--	14	9	--	38	40	--	49	51	--	NA	0
Economically Disadvantaged	31	2941	38521	94	97	98	502	462	461	NA	5	6	13	38	38	81	56	55	6	1	1
Non-Economically Disadvantaged	43	2787	41851	98	99	100	510	491	489	NA	1	3	16	23	22	77	73	72	7	3	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	5603	79306	100	98	99	525	518	504	NA	9	13	16	15	20	59	50	49	26	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	2724	38845	100	98	99	525	518	505	NA	8	11	16	16	20	68	51	50	16	26	18
Male	44	2879	40383	98	97	98	525	517	504	NA	10	14	16	14	19	50	50	47	34	26	19
African American	NC	240	4171	NC	98	98	NC	494	485	NC	15	20	NC	23	26	NC	50	44	NC	12	10
Hispanic	27	2000	32673	100	98	99	508	496	487	NA	14	18	33	22	25	44	52	46	22	12	10
Asian/Pacific Islander	NC	157	2147	NC	99	99	NC	535	539	NC	6	5	NC	6	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	NC	232	4034	NC	98	97	NC	493	479	NC	15	22	NC	27	29	NC	48	43	NC	10	7
White	45	2974	36234	100	98	99	535	535	523	NA	4	6	9	9	13	58	49	52	33	37	28
Students with Disabilities	10	622	10286	100	87	91	NA	469	462	NA	32	41	NA	27	27	NA	34	27	NA	7	5
Students without Disabilities	72	4981	69020	100	99	100	526	523	510	NA	6	9	15	14	18	60	52	52	25	28	21
Limited English Proficient Students	NC	601	10291	NC	95	96	NC	462	458	NC	34	38	NC	33	34	NC	31	26	NC	3	2
Migrant Students	--	33	630	--	100	95	--	486	478	--	27	24	--	18	27	--	48	43	--	6	6
Economically Disadvantaged	40	2874	37437	98	97	97	512	499	486	NA	13	19	23	21	26	63	51	46	15	14	9
Non-Economically Disadvantaged	42	2729	41869	100	98	100	537	538	521	NA	4	7	10	9	14	55	49	51	36	39	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	5547	79000	100	97	98	514	496	489	NA	7	10	9	20	24	80	62	58	11	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	2710	38774	100	98	99	518	501	494	NA	5	7	8	19	22	82	63	61	11	12	10
Male	44	2837	40150	98	96	98	511	492	485	NA	9	12	9	21	25	80	61	55	11	9	8
African American	NC	238	4153	NC	97	98	NC	481	476	NC	11	13	NC	24	30	NC	61	53	NC	4	4
Hispanic	27	1963	32508	100	96	98	496	476	472	NA	12	15	15	31	33	78	53	49	7	4	3
Asian/Pacific Islander	NC	156	2142	NC	99	99	NC	510	510	NC	2	4	NC	17	14	NC	66	67	NC	15	16
American Indian/Alaskan Native	NC	228	4016	NC	97	96	NC	474	467	NC	11	14	NC	32	37	NC	54	46	NC	4	2
White	45	2962	36135	100	97	98	521	513	508	NA	3	4	7	12	14	80	69	67	13	16	15
Students with Disabilities	10	569	9991	100	79	88	NA	456	449	NA	22	33	NA	36	36	NA	39	29	NA	3	2
Students without Disabilities	72	4978	69009	100	99	100	516	500	495	NA	5	6	8	19	22	82	65	62	10	12	10
Limited English Proficient Students	NC	573	10199	NC	91	95	NC	441	439	NC	33	35	NC	46	47	NC	20	18	NC	1	0
Migrant Students	--	33	629	--	100	95	--	456	457	--	24	22	--	42	41	--	33	37	--	NA	1
Economically Disadvantaged	40	2829	37234	98	96	97	498	478	472	NA	11	15	15	29	33	80	55	50	5	4	3
Non-Economically Disadvantaged	42	2718	41766	100	98	99	529	515	505	NA	2	5	2	11	16	81	69	65	17	18	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	82	5609	79611	100	98	99	524	490	496	NA	7	7	21	43	37	77	50	56	2	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	2732	39016	100	98	99	536	505	511	NA	4	4	11	34	29	87	61	66	3	1	1
Male	44	2877	40519	98	97	98	514	476	482	NA	9	10	30	51	44	68	40	46	2	1	0
African American	NC	236	4188	NC	96	98	NC	480	486	NC	9	9	NC	45	40	NC	44	50	NC	2	0
Hispanic	27	2001	32855	100	98	99	524	470	481	NA	11	10	19	51	43	78	37	47	4	0	0
Asian/Pacific Islander	NC	157	2149	NC	99	100	NC	508	519	NC	3	4	NC	31	24	NC	66	70	NC	1	2
American Indian/Alaskan Native	NC	231	3992	NC	98	96	NC	477	478	NC	8	10	NC	52	46	NC	40	44	NC	NA	0
White	45	2984	36380	100	98	99	523	504	511	NA	4	4	24	36	30	76	59	65	NA	1	1
Students with Disabilities	10	639	10664	100	89	94	NA	437	440	NA	21	23	NA	56	54	NA	20	22	NA	4	1
Students without Disabilities	72	4970	68947	100	99	100	526	496	504	NA	5	4	19	41	34	81	54	61	NA	0	1
Limited English Proficient Students	NC	599	10362	NC	95	97	NC	415	438	NC	30	22	NC	56	57	NC	14	21	NC	0	NA
Migrant Students	--	32	636	--	97	96	--	439	467	--	25	14	--	56	47	--	19	38	--	NA	0
Economically Disadvantaged	40	2874	37626	98	97	98	511	472	479	NA	10	10	28	51	45	68	38	45	5	1	0
Non-Economically Disadvantaged	42	2735	41985	100	99	100	536	508	511	NA	3	4	14	34	30	86	63	65	NA	1	1

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

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	69	5505	79327	100	98	98	530	531	518	9	12	19	23	16	20	51	50	46	17	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	2626	38961	100	98	98	522	532	520	15	11	16	23	17	20	54	51	48	8	21	16
Male	43	2875	40295	96	98	97	535	531	516	5	13	21	23	16	19	49	48	44	23	23	16
African American	--	215	4247	--	97	98	--	504	499	--	24	27	--	25	24	--	41	41	--	10	8
Hispanic	27	1926	32327	100	98	98	518	510	499	15	18	27	19	23	25	59	49	41	7	10	8
Asian/Pacific Islander	NC	138	1939	NC	98	99	NC	542	556	NC	9	6	NC	15	10	NC	51	47	NC	25	36
American Indian/Alaskan Native	NC	240	4391	NC	95	96	NC	502	489	NC	25	32	NC	23	27	NC	44	36	NC	8	4
White	40	2984	36373	95	99	98	540	549	538	5	7	10	25	11	14	45	51	52	25	31	25
Students with Disabilities	NC	587	9321	NC	89	87	NC	473	467	NC	44	54	NC	23	22	NC	27	21	NC	5	3
Students without Disabilities	65	4918	70006	100	99	100	531	537	524	9	8	14	22	15	19	51	53	49	18	24	18
Limited English Proficient Students	NC	525	9431	NC	95	95	NC	475	466	NC	40	53	NC	30	27	NC	29	18	NC	1	1
Migrant Students	--	37	635	--	90	94	--	490	488	--	30	31	--	24	29	--	43	36	--	3	4
Economically Disadvantaged	27	2687	37097	96	97	97	526	511	498	11	18	27	15	21	25	59	49	41	15	11	7
Non-Economically Disadvantaged	42	2818	42230	100	99	99	533	550	535	7	6	11	29	11	15	45	50	50	19	32	24

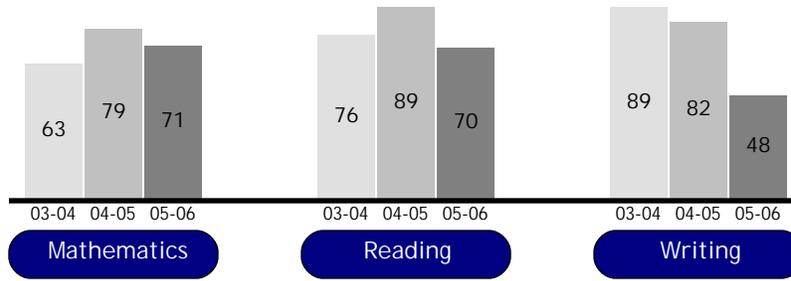
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	5447	79501	100	97	98	511	506	497	6	6	10	17	20	25	71	68	60	6	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	2606	39062	100	98	99	508	510	502	12	5	8	15	19	23	69	70	64	4	6	5
Male	43	2837	40368	96	97	98	513	503	491	2	8	13	19	22	27	72	66	57	7	5	3
African American	--	214	4279	--	97	99	--	492	485	--	11	14	--	30	30	--	56	54	--	3	2
Hispanic	27	1887	32389	100	96	98	502	488	478	11	10	16	15	31	34	74	58	48	NA	2	1
Asian/Pacific Islander	NC	137	1936	NC	97	99	NC	506	519	NC	4	3	NC	24	14	NC	69	73	NC	4	9
American Indian/Alaskan Native	NC	234	4401	NC	93	96	NC	482	473	NC	11	17	NC	36	40	NC	50	43	NC	2	1
White	40	2973	36446	95	98	99	518	521	516	3	4	4	18	12	15	70	76	73	10	8	7
Students with Disabilities	NC	532	9411	NC	80	88	NC	461	453	NC	28	36	NC	34	36	NC	34	26	NC	4	1
Students without Disabilities	65	4915	70090	100	99	100	512	510	502	6	4	7	17	19	24	71	72	65	6	6	5
Limited English Proficient Students	NC	496	9401	NC	90	94	NC	450	443	NC	28	40	NC	51	46	NC	20	14	NC	1	0
Migrant Students	--	35	642	--	85	95	--	475	465	--	11	24	--	43	41	--	43	35	--	3	0
Economically Disadvantaged	27	2646	37183	96	96	97	503	489	479	7	10	16	22	29	34	70	59	49	NA	2	1
Non-Economically Disadvantaged	42	2801	42318	100	98	99	517	522	513	5	3	5	14	12	17	71	76	70	10	9	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	67	5492	80000	97	98	99	574	565	564	NA	3	3	12	10	11	72	77	75	16	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	2626	39288	100	98	99	593	580	579	NA	2	2	8	5	6	63	78	77	29	15	16
Male	43	2862	40644	96	97	98	564	552	549	NA	4	4	14	14	15	77	76	74	9	6	7
African American	--	218	4307	--	99	99	--	550	551	--	6	4	--	11	13	--	75	75	--	8	7
Hispanic	25	1917	32672	100	97	99	577	548	548	NA	4	4	4	13	14	84	77	76	12	6	6
Asian/Pacific Islander	NC	138	1945	NC	98	99	NC	577	592	NC	1	1	NC	10	4	NC	77	69	NC	12	25
American Indian/Alaskan Native	NC	240	4424	NC	95	97	NC	546	549	NC	4	3	NC	15	14	NC	77	77	NC	5	5
White	40	2977	36602	95	98	99	572	578	579	NA	2	2	15	8	7	68	77	75	18	14	16
Students with Disabilities	NC	585	9919	NC	88	93	NC	497	505	NC	11	9	NC	34	35	NC	51	54	NC	5	2
Students without Disabilities	62	4907	70081	98	99	100	575	572	571	NA	2	2	11	7	7	71	80	79	18	11	12
Limited English Proficient Students	NC	517	9571	NC	93	96	NC	490	502	NC	14	10	NC	29	29	NC	56	60	NC	2	1
Migrant Students	--	37	654	--	90	97	--	529	534	--	8	7	--	14	16	--	78	74	--	NA	3
Economically Disadvantaged	28	2675	37534	100	97	98	565	547	547	NA	4	4	11	14	15	82	77	76	7	5	5
Non-Economically Disadvantaged	39	2817	42466	95	99	100	580	582	578	NA	1	2	13	7	7	64	77	75	23	15	16

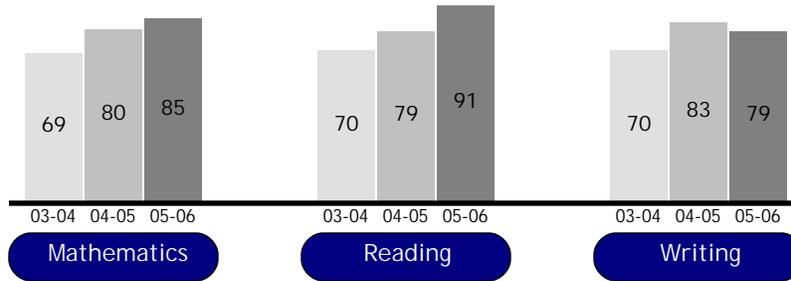
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	90	57	NA	58	95	46	50	47	98	48	50	46
	Language	96	42	53	50	95	42	49	47	98	39	50	48
	Mathematics	98	51	71	64	98	49	54	50	98	48	56	52
3	Reading	100	61	NA	55	94	57	50	44	93	54	52	46
	Language	100	67	63	61	94	50	49	44	94	50	48	46
	Mathematics	100	57	66	61	94	56	55	51	93	59	56	52
4	Reading	96	71	NA	56	94	56	52	48	94	75	58	52
	Language	98	62	55	52	94	58	52	49	94	67	58	52
	Mathematics	98	74	68	61	94	58	59	53	94	70	67	58
5	Reading	92	71	NA	55	96	62	55	50	95	72	61	56
	Language	95	63	55	49	96	63	55	50	95	73	59	54
	Mathematics	98	77	71	63	97	56	54	49	95	63	59	52
6	Reading	96	60	NA	56	96	68	58	51	94	68	63	56
	Language	96	57	55	48	96	62	54	47	96	63	58	50
	Mathematics	96	72	76	66	93	69	62	52	94	65	68	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."

School Site Council

Council Composition

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

Council Duties

- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Student Discipline
- Ü Parent/Educator Relations
- Ü Homework
- Ü SIAC Goals

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	37.00
Other Professional Staff	2.00	Teacher Aide	13.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	2	0	0
4 to 6 years	0	1	0	0
7 to 9 years	3	1	0	0
10 or more years	8	20	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	35
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	5%

Resources Available at School Site

Special Facilities

- Ü Computer Labs (2)
- Ü Media Center
- Ü Multipurpose Room
- Ü Music Room

Extracurricular Activities

- Ü Student Council
- Ü After School Clubs
- Ü After School Sports
- Ü Band/Orchestra/Choir
- Ü All Star Reading-after school program
- Ü Tutoring-after school

Social Services

- Ü Lunch Program
- Ü Parenting Assistance
- Ü Counseling
- Ü After School Child Care
- Ü Breakfast Program
- Ü Before School Child Care
- Ü Spanish Language Interpreter
- Ü Health Services

ü Robson is an AZ Learns excelling school.

ü The majority of Robson teachers and students met or exceeded their 2005-2006 academic goals in reading, writing and mathematics.

ü The staff continued to provide a safe, caring learning environment for Robson students.

Student Activity Rates for School Year 2005-06

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

All regular classes are in the main building. Entrances are locked and visitors must enter through the front door. Adults coming to pick up students are asked to show picture ID. In the event of suspicious activity we lock-down the school. We have a schoolwide emergency/crisis plan.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Jane Carretta	(480) 472-6600
Transportation Policy	Community Relations	(480) 472-0222
Community Resources	Jane Carretta	(480) 472-6600
School Nutrition Programs	Jill Benza	(480) 472-0909
Parent Organization	Jane Carretta	(480) 472-6600
Student Health/Nurse	Mary Haggberg	(480) 472-6650

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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** 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.