



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4355 Calle Aurora, Tucson, AZ 85711

Tucson Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mr. Marcos A. Quijada
Schedule : 07:16 AM to 04:00 PM
Grades : K-5
Web Address : edweb.tusd.k12.az.us/Roberts/
Phone Number : (520) 584-7000
Fax Number : (520) 584-7001
E-mail : marcos.quijada@tusd1.org

Mission

By the year 2012, all students at Roberts Elementary will meet or exceed mastery on the AIMS through instructional expertise.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Not Met

School Improvement Status (b)

2005-06 Corrective Action
2004-05 Corrective Action
2003-04 Corrective Action

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

School / Academic Goals

- Effective instructional practices create a community of learners in which all students meet or exceed Arizona State Standards.
All students will meet or exceed the Arizona State Standards in Reading, Writing, and Math by 2012.
The average attendance rate will be at least 94%.
More parents will be involved in their child's education through direct school contact.

Enrollment

October 1, 2005 School Year Student Enrollment : 497
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 30

Instructional Programs

- Waterford Early Learning
- Academic Full-day Kindergarten
- Reading First
- Supplemental Tech. Driven Curriculum
- 21 Century After School Program
- Success Maker
- Accelerated Reader
- Parent Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 40 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

School personnel have the responsibility to provide a positive, productive, safe and academically challenging environment. Our goal is to be responsive and accountable to our community.

Parents

Parents are responsible for supporting their child in the educational process. Parents are a key partner with the school in education.

Transportation Policy

Students are not generally bused to Roberts as our boundaries are within walking distance. Some exceptions are made for homeless students.

School Honors

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

Award/Honor	Year
• Improved Test Scores in All Subjects on CCSA and AIMS	2004
• Improved Test Scores in Academic Areas on Stanford 9	2004
• Improved Test Scores in Academic Areas on CCSA and AIMS	

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	81	4704	80010	99	99	99	424	443	447	15	11	10	33	20	18	47	54	53	5	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2282	38935	100	99	99	417	444	447	17	9	9	38	20	19	40	57	55	5	14	17
Male	39	2422	40974	95	99	98	432	441	448	13	12	11	28	21	18	54	52	52	5	15	19
African American	13	311	4201	100	98	99	393	426	430	38	20	17	31	23	23	31	49	51	NA	8	9
Hispanic	62	2729	34545	98	99	99	428	435	432	11	12	14	34	24	24	50	54	53	5	10	9
Asian/Pacific Islander	NC	111	2068	NC	97	99	NC	472	474	NC	5	4	NC	12	10	NC	54	50	NC	29	36
American Indian/Alaskan Native	--	182	3979	--	97	96	--	425	424	--	15	17	--	26	30	--	54	47	--	5	6
White	NC	1370	35142	NC	99	99	NC	462	465	NC	6	5	NC	12	11	NC	57	56	NC	26	28
Students with Disabilities	12	594	10161	100	94	93	413	415	419	8	30	28	50	27	28	42	37	36	NA	6	8
Students without Disabilities	69	4110	69849	99	100	100	426	446	451	16	8	7	30	19	17	48	57	56	6	16	19
Limited English Proficient Students	34	739	14013	100	98	97	404	410	413	29	27	24	35	35	34	35	35	39	NA	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	60	2469	39029	98	99	98	425	435	432	10	12	14	37	24	25	50	54	52	3	9	9
Non-Economically Disadvantaged	21	2235	40981	100	99	100	421	451	462	29	9	6	24	16	13	38	54	54	10	20	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	81	4701	79438	99	99	98	429	446	451	14	10	9	38	27	24	46	55	56	2	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2284	38775	100	99	99	428	453	457	10	8	7	50	24	22	36	58	58	5	11	13
Male	39	2417	40560	95	99	97	429	440	446	18	13	12	26	29	25	56	52	54	NA	6	9
African American	13	311	4178	100	98	98	404	436	439	31	16	13	46	30	29	23	50	52	NA	5	6
Hispanic	62	2723	34297	98	99	98	432	438	434	10	12	14	39	30	31	48	52	50	3	5	5
Asian/Pacific Islander	NC	111	2063	NC	97	99	NC	474	475	NC	4	3	NC	14	15	NC	65	63	NC	17	20
American Indian/Alaskan Native	--	186	3940	--	99	95	--	432	429	--	14	14	--	34	36	--	49	47	--	3	3
White	NC	1369	34887	NC	99	98	NC	465	471	NC	5	4	NC	18	15	NC	62	63	NC	15	18
Students with Disabilities	12	585	9588	100	93	88	399	410	416	25	30	30	67	36	32	8	32	34	NA	3	5
Students without Disabilities	69	4116	69850	99	100	100	434	451	456	12	8	7	33	25	23	52	58	59	3	9	12
Limited English Proficient Students	34	734	13856	100	98	96	404	403	407	29	29	27	41	44	43	29	26	29	NA	0	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	60	2460	38685	98	98	97	428	437	435	12	12	14	38	30	32	48	53	50	2	4	5
Non-Economically Disadvantaged	21	2241	40753	100	99	99	429	456	467	19	8	5	38	23	16	38	57	62	5	13	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	82	4706	79971	100	99	99	406	420	423	9	7	8	51	43	41	38	48	49	2	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2287	38974	100	99	99	408	432	437	10	5	5	48	36	33	40	57	57	2	2	4
Male	40	2419	40895	98	99	98	404	408	410	8	9	10	55	50	47	35	40	41	3	1	2
African American	13	311	4203	100	98	99	362	407	411	31	12	11	38	45	45	23	42	43	8	1	2
Hispanic	63	2724	34481	100	99	99	412	416	410	5	7	10	54	46	46	41	46	43	NA	1	1
Asian/Pacific Islander	NC	113	2067	NC	98	99	NC	438	449	NC	6	4	NC	37	28	NC	51	60	NC	5	8
American Indian/Alaskan Native	--	185	3995	--	98	96	--	414	409	--	9	10	--	43	47	--	49	42	--	NA	1
White	NC	1373	35150	NC	99	99	NC	430	437	NC	5	5	NC	38	35	NC	54	56	NC	3	5
Students with Disabilities	12	604	10258	100	96	94	387	373	377	8	22	23	83	55	51	8	23	25	NA	1	1
Students without Disabilities	70	4102	69713	100	99	100	409	426	429	9	5	5	46	41	39	43	52	52	3	2	3
Limited English Proficient Students	35	741	13985	100	99	97	380	378	382	14	19	18	54	56	54	31	25	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	61	2467	38994	100	99	98	411	414	409	7	8	10	52	47	47	39	45	41	2	1	1
Non-Economically Disadvantaged	21	2239	40977	100	99	100	391	427	437	14	6	5	48	39	34	33	53	56	5	2	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	84	4554	80147	99	98	99	442	474	482	20	13	11	42	20	17	33	48	49	5	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	2200	39281	98	98	99	442	475	483	20	11	9	43	22	17	31	48	50	6	19	24
Male	35	2352	40780	100	97	98	442	473	482	20	14	12	40	19	17	37	48	48	3	18	24
African American	15	314	4249	100	97	99	421	463	464	40	18	17	33	19	22	27	49	48	NA	14	13
Hispanic	62	2529	33494	100	98	99	450	466	466	16	15	15	39	24	23	39	47	49	6	14	14
Asian/Pacific Islander	--	109	2103	--	99	99	--	508	515	--	7	4	--	6	8	--	49	44	--	39	45
American Indian/Alaskan Native	NC	219	4117	NC	95	96	NC	447	456	NC	25	19	NC	31	27	NC	37	46	NC	7	8
White	NC	1383	36122	NC	98	99	NC	492	501	NC	7	5	NC	14	10	NC	51	50	NC	28	35
Students with Disabilities	NC	589	10295	NC	88	92	NC	439	443	NC	35	33	NC	26	26	NC	34	33	NC	6	8
Students without Disabilities	75	3965	69852	100	100	100	443	479	488	19	10	7	43	20	16	35	50	51	4	21	26
Limited English Proficient Students	37	669	12722	97	97	97	428	439	441	30	27	27	46	35	33	24	34	37	NA	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	61	2431	38371	98	97	97	443	464	465	20	16	15	44	24	23	31	47	49	5	13	13
Non-Economically Disadvantaged	23	2123	41776	100	98	100	439	485	498	22	9	6	35	16	11	39	49	49	4	25	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	84	4563	79686	99	98	98	435	463	470	25	13	11	44	27	24	27	53	57	4	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	2214	39163	98	99	99	440	468	475	20	10	9	47	25	22	29	57	60	4	8	10
Male	35	2347	40438	100	97	97	429	457	465	31	16	13	40	30	25	26	49	54	3	5	7
African American	15	318	4228	100	98	98	415	454	458	47	19	15	33	27	28	20	49	53	NA	5	4
Hispanic	62	2525	33299	100	98	98	442	454	452	19	16	17	45	32	32	31	48	47	5	4	3
Asian/Pacific Islander	--	109	2097	--	99	99	--	484	490	--	6	5	--	12	13	--	73	68	--	8	14
American Indian/Alaskan Native	NC	223	4087	NC	97	96	NC	445	446	NC	21	16	NC	35	38	NC	43	44	NC	2	2
White	NC	1388	35914	NC	99	98	NC	482	489	NC	6	5	NC	19	15	NC	63	67	NC	12	14
Students with Disabilities	NC	593	9808	NC	88	87	NC	425	432	NC	37	35	NC	32	32	NC	28	30	NC	3	3
Students without Disabilities	75	3970	69878	100	100	100	439	468	475	19	9	8	48	27	23	31	57	61	3	7	9
Limited English Proficient Students	37	666	12594	97	97	96	412	420	422	43	34	34	43	47	45	14	19	21	NA	0	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	61	2438	38095	98	98	97	432	452	452	23	17	17	51	32	32	23	48	48	3	3	3
Non-Economically Disadvantaged	23	2125	41591	100	98	99	444	475	486	30	9	6	26	23	16	39	59	65	4	10	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	84	4592	80372	99	99	99	448	474	475	10	4	4	46	31	30	43	64	64	1	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	2219	39452	98	99	99	454	485	488	8	3	3	35	22	22	55	72	72	2	2	3
Male	35	2371	40836	100	98	98	439	463	464	11	5	6	63	38	37	26	56	56	NA	1	1
African American	15	319	4264	100	98	99	392	459	465	33	8	5	47	33	35	20	57	59	NA	2	1
Hispanic	62	2551	33608	100	99	99	463	469	462	5	5	6	44	33	36	50	61	57	2	1	1
Asian/Pacific Islander	--	110	2098	--	100	99	--	487	500	--	3	2	--	19	16	--	76	75	--	2	7
American Indian/Alaskan Native	NC	224	4128	NC	97	97	NC	462	464	NC	5	4	NC	37	39	NC	58	56	NC	NA	1
White	NC	1388	36213	NC	99	99	NC	486	489	NC	2	2	NC	26	22	NC	69	72	NC	3	3
Students with Disabilities	NC	628	10526	NC	93	94	NC	427	427	NC	14	15	NC	53	53	NC	32	31	NC	1	1
Students without Disabilities	75	3964	69846	100	100	100	449	480	482	11	3	3	41	27	26	47	69	69	1	2	2
Limited English Proficient Students	37	674	12747	97	98	97	415	426	432	22	14	12	57	51	52	22	34	36	NA	0	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	61	2454	38521	98	98	98	448	463	461	8	6	6	48	35	38	43	59	55	2	1	1
Non-Economically Disadvantaged	23	2138	41851	100	99	100	448	485	489	13	2	3	43	26	22	43	69	72	NA	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	74	4552	79306	99	98	99	474	496	504	22	16	13	35	23	20	39	47	49	4	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	2186	38845	94	98	99	474	496	505	26	14	11	32	24	20	35	49	50	6	14	18
Male	43	2365	40383	100	97	98	473	496	504	19	18	14	37	22	19	42	45	47	2	15	19
African American	NC	277	4171	NC	99	98	NC	484	485	NC	21	20	NC	24	26	NC	46	44	NC	9	10
Hispanic	60	2530	32673	98	98	99	474	485	487	20	19	18	38	27	25	37	45	46	5	9	10
Asian/Pacific Islander	NC	131	2147	NC	98	99	NC	532	539	NC	5	5	NC	11	10	NC	49	46	NC	35	40
American Indian/Alaskan Native	--	194	4034	--	100	97	--	469	479	--	31	22	--	27	29	--	41	43	--	2	7
White	NC	1420	36234	NC	97	99	NC	517	523	NC	8	6	NC	16	13	NC	51	52	NC	25	28
Students with Disabilities	NC	573	10286	NC	85	91	NC	456	462	NC	44	41	NC	29	27	NC	23	27	NC	3	5
Students without Disabilities	68	3979	69020	100	100	100	476	501	510	19	12	9	37	22	18	40	50	52	4	16	21
Limited English Proficient Students	26	593	10291	96	96	96	448	456	458	50	41	38	35	32	34	12	26	26	4	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	54	2380	37437	98	98	97	472	484	486	26	20	19	33	26	26	37	45	46	4	9	9
Non-Economically Disadvantaged	20	2172	41869	100	98	100	479	508	521	10	11	7	40	18	14	45	49	51	5	21	27

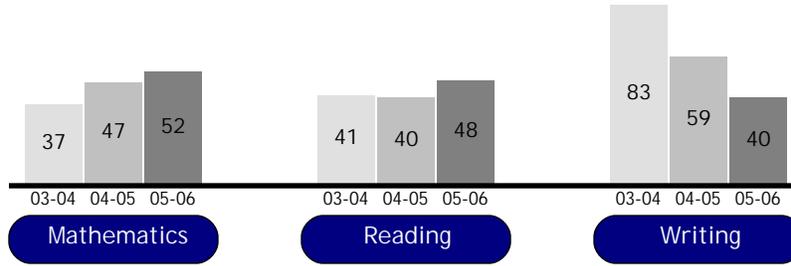
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	4596	79000	99	99	98	466	483	489	12	11	10	41	28	24	45	54	58	3	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	2204	38774	94	99	99	468	488	494	6	7	7	45	27	22	45	57	61	3	8	10
Male	43	2391	40150	100	98	98	464	479	485	16	14	12	37	28	25	44	53	55	2	6	8
African American	NC	279	4153	NC	99	98	NC	477	476	NC	15	13	NC	25	30	NC	53	53	NC	7	4
Hispanic	60	2553	32508	98	99	98	465	473	472	12	13	15	43	34	33	42	49	49	3	4	3
Asian/Pacific Islander	NC	134	2142	NC	100	99	NC	503	510	NC	3	4	NC	21	14	NC	63	67	NC	13	16
American Indian/Alaskan Native	--	195	4016	--	100	96	--	467	467	--	13	14	--	39	37	--	46	46	--	2	2
White	NC	1435	36135	NC	98	98	NC	503	508	NC	6	4	NC	17	14	NC	64	67	NC	13	15
Students with Disabilities	NC	617	9991	NC	91	88	NC	442	449	NC	38	33	NC	37	36	NC	24	29	NC	2	2
Students without Disabilities	68	3979	69009	100	100	100	467	489	495	12	7	6	40	26	22	46	59	62	3	8	10
Limited English Proficient Students	26	604	10199	96	97	95	446	439	439	19	34	35	58	47	47	19	18	18	4	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	54	2403	37234	98	98	97	466	472	472	11	14	15	44	34	33	41	49	50	4	3	3
Non-Economically Disadvantaged	20	2193	41766	100	99	99	465	495	505	15	8	5	30	21	16	55	60	65	NA	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	76	4607	79611	100	99	99	478	500	496	8	5	7	57	36	37	36	58	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	2206	39016	100	99	99	482	514	511	12	3	4	39	26	29	48	70	66	NA	1	1
Male	43	2400	40519	100	99	98	474	488	482	5	7	10	70	44	44	26	48	46	NA	0	0
African American	NC	279	4188	NC	99	98	NC	495	486	NC	6	9	NC	42	40	NC	51	50	NC	0	0
Hispanic	62	2557	32855	100	99	99	478	495	481	8	6	10	55	39	43	37	55	47	NA	0	0
Asian/Pacific Islander	NC	134	2149	NC	100	100	NC	524	519	NC	2	4	NC	28	24	NC	69	70	NC	1	2
American Indian/Alaskan Native	--	192	3992	--	99	96	--	489	478	--	5	10	--	45	46	--	49	44	--	1	0
White	NC	1445	36380	NC	99	99	NC	510	511	NC	4	4	NC	29	30	NC	66	65	NC	1	1
Students with Disabilities	NC	643	10664	NC	95	94	NC	442	440	NC	20	23	NC	57	54	NC	22	22	NC	1	1
Students without Disabilities	68	3964	68947	100	100	100	480	509	504	6	3	4	56	32	34	38	64	61	NA	0	1
Limited English Proficient Students	27	609	10362	100	98	97	445	448	438	15	17	22	67	58	57	19	25	21	NA	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	55	2415	37626	100	99	98	476	492	479	9	6	10	56	41	45	35	52	45	NA	0	0
Non-Economically Disadvantaged	21	2192	41985	100	99	100	482	510	511	5	4	4	57	30	30	38	65	65	NA	1	1

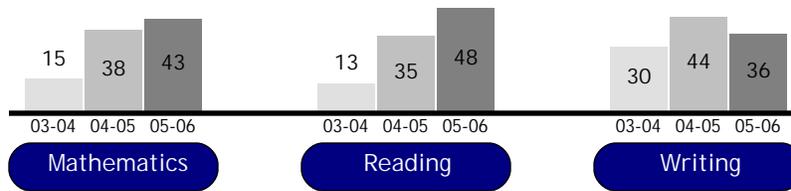
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	43	NA	58	100	37	43	47	100	37	44	46
	Language	98	26	45	50	100	43	42	47	100	41	44	48
	Mathematics	98	65	56	64	100	49	48	50	100	37	50	52
3	Reading	95	34	NA	55	100	28	41	44	100	28	43	46
	Language	97	44	56	61	100	30	40	44	100	25	43	46
	Mathematics	97	33	53	61	100	30	47	51	100	34	48	52
4	Reading	98	26	NA	56	100	32	43	48	99	28	46	52
	Language	98	30	45	52	100	36	44	49	99	28	48	52
	Mathematics	98	34	50	61	100	43	48	53	99	30	52	58
5	Reading	100	26	NA	55	100	30	46	50	97	37	50	56
	Language	100	22	41	49	100	29	46	50	100	34	50	54
	Mathematics	100	22	53	63	100	29	45	49	97	35	48	52

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

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

Council Duties

- Ü Budget
- Ü School Safety Issues/Student Discipline
- Ü Student Achievement
- Ü Parent/Educator Relations
- Ü Curriculum
- Ü Instructional Strategies

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	27.00
Other Professional Staff	9.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	28
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	0%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Literacy Laboratory
- Ü 3 Computer Labs

Extracurricular Activities

- Ü Summer School Enrichment
- Ü Girl Scouts
- Ü After School/Summer KidCo Program
- Ü Parent Computer Classes
- Ü Before and After School Tutoring Program
- Ü Literature Celebrations

Social Services

- Ü Family Education Programs
- Ü Nutrition Classes
- Ü Literacy Classes
- Ü ESL Classes
- Ü Literacy Activities

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Roberts continues to show gains in Reading, Writing, and Math scores in AIMS, CCSA, and Tera Nova.

- ü With the implementation of schoolwide classroom management techniques, Roberts Elementary was able to decrease the number of discipline referrals.

- ü The implementation of Reading First increased reading achievement scores significantly.

- ü Roberts has met all of the goals set by site council and proposition 301.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	87	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

Accomplishments by students, staff and community are recognized and rewarded. Comprehensive counseling program includes the development of life skills, conflict resolution, and promotion of self-responsibility.

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	Stella Levy	(520) 584-7000
Transportation Policy	Luba Wishman	(520) 584-7000
Community Resources	Gloria Cordenner	(520) 584-7000
School Nutrition Programs	Olga Bajorquez	(520) 584-7000
Parent Organization	Luba Wishman	(520) 584-7000
Student Health/Nurse	Jeanne Cozine	(520) 584-7000

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