

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Robins Elementary School

Tucson Unified District
3939 N. Magnetite Lane, Tucson, AZ 85745-9737

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Principal: Mrs. Margaret Rosaria Shafer
Schedule: 7:15 AM to 3:45 PM
Web Address: edweb.tusd.k12.az.us/Robins/
E-mail: Unpublished or Unavailable

Grades: K-5
2002 Enrollment: 422
Phone: (520) 908-4300
Fax: (520) 908-4301

∨ School Overview ∨

Mission

We are a community of learners, and all members of our team (students, parents, community and staff) accept responsibility for directing our own growth and supporting the growth of each other.

Organization and Philosophy

- w Multiage Classroom/Looping
- w Music Instruction Emphasis
- w Brain-based Inquiry Approach
- w Technology Integration

Instructional Programs

- w Full Inclusion/Break Thru Special Ed Pr.
- w Multiple Approach to Assessment
- w Recorder Instruction for All 3rd Graders
- w Violin Instruction for All 4th Graders
- w Instrumental Music for All 5th Graders
- w Standards-based Teaching/Academic Rigor
- w Full-day Kindergarten
- w Balanced Literacy Instruction

School/Academic Goals

- w To increase student achievement in all areas, with a special focus this year on science. The emphasis in our building is a standards-based curriculum of academic rigor.
- w To implement Love and Logic as a student/child behavior management program. Teacher and parent study groups on this topic are scheduled.
- w To provide ongoing music instruction and technology integration as part of the school curriculum.
- w To use state-of-the-art, innovative and research-based instructional approaches to assure that all students will learn state/district objectives in a safe and scholarly environment.

Enrollment

October 1, 2001 School Year Student Enrollment:	405
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	21

¹ For an explanation of the Achievement Profiles, please visit <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.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w Student Achievement Support
- w School Data Analysis
- w Management Assessment Planning
- w Management Plan Monitoring
- w Community Building Activities
- w Parent/Educator/Student Relations

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	20.00
Other Professional Staff	2.70	Teacher Aide	2.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	0	1	0	0
7 to 9 years	1	0	0	0
10 or more years	13	6	0	0

∨ **Shared Responsibilities** ∨

School

Robins Elementary provides all needed materials and experiences to ensure success in a comprehensive program. Our program reflects high academic and social standards. We provide a safe, scholarly environment where student decision making is valued. Students abide by standards of excellence which set forth guidelines for earnest academic effort and exemplary behavior. We are responsible for creating an environment where responsible citizenship and academic rigor is standard.

Parents

Parents are responsible for providing the basic needs for each student. They are also responsible for ensuring regular student attendance and getting students to school on time every day. Beyond the basics, parents are expected to support classroom efforts, communicate regularly with faculty members, volunteer in classrooms, and work with the school PTO and Site Council so that Robins will provide the best education possible for each student.

∨ **Transportation Policy** ∨

Buses are provided for the transportation of students on established routes. For the safety of all school bus riders and others, the good conduct of students riding school buses is expected and required. Students who live 1.5 miles or more from the school are provided bus service to Robins, as are handicapped children (as defined by A.R.S. 15-761). Students who are granted permission to attend Robins, who do not reside within the Robins' boundaries, must provide their own transportation.

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|--|--|
| <p>W Robins has augmented its balanced literacy resource room to provide students with ample independent and instructional reading material. Reading levels are monitored for each student through thorough, ongoing assessment.</p> | <p>W Robins provides music instruction to all students in grades K-5. This instruction includes a special program at each grade level, with all third through fifth graders studying instrumental music.</p> |
| <p>W Robins has established a network of student academic support services which include: Project Breakthru, Lawyers for Literacy, University of Arizona literacy tutors, RISE (Robins Investment in Student Excellence), Learning Assistance Program (LAP).</p> | <p>W Robins has structured student time with specialists in such a way that it provides opportunity for teachers to work with their students in small groups.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	22.0 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	6.3 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	11.0 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	100.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.0 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
All City Student Essay Contest Winner	2000
Educator as Editor of Language Arts	2000
Educator as Sherrill Scholar	2000
Educator as Advisor to Scholastic News	2000

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	57	521	9%	18%	44%	30%
	School State	58840	524	9%	17%	45%	29%
Writing	School	56	548	11%	7%	57%	25%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	55	517	13%	18%	44%	25%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	66	511	8%	24%	44%	24%
	State	61305	505	21%	20%	43%	15%
Writing	School	65	546	12%	14%	35%	38%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	67	530	4%	22%	16%	57%
	State	61760	494	14%	40%	12%	34%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	98	61	60	--	--	--
2	Reading	--	--	--	100	61	50	100	45	52	76	50	53	86	55	57
	Language	--	--	--	100	62	40	100	43	43	81	46	44	83	50	48
	Mathematics	--	--	--	100	47	51	100	38	55	78	54	57	81	61	61
3	Reading	95	54	47	100	49	47	100	55	48	84	54	50	78	56	50
	Language	98	60	49	100	52	51	100	59	54	84	56	56	83	62	57
	Mathematics	96	47	46	100	48	49	100	51	52	84	50	54	83	58	56
4	Reading	95	59	53	100	56	54	89	46	54	94	68	55	83	61	55
	Language	93	51	47	100	52	49	87	41	48	93	63	50	81	48	50
	Mathematics	93	51	51	100	49	54	91	35	55	94	63	57	81	54	58
5	Reading	87	64	51	100	58	51	89	61	51	82	60	51	92	68	53
	Language	87	54	42	100	53	44	91	56	45	82	43	45	91	55	47
	Mathematics	80	72	51	100	58	54	87	62	55	82	46	57	91	71	59

∨ Measure of Academic Progress ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	74	75
Grades 3-4	88	73
Grades 4-5	71	85
Grades 5-6	***	***

*Less than 10 students matched

**No information available

***Not applicable

∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Robins School has Standards of Excellence and playground rules that are taught to students and communicated to parents. These standards form the backbone of our discipline system at the school. Students are held accountable for the responsibilities listed in these standards. Our Robins' students are protected from any outside harm by maintaining a closed campus; enforcing a visitor sign-in system; establishing a lock-down system for emergencies, and providing monitor coverage of our campus.

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

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School uniforms are not required at this school.

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.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$3,422	\$1,283,901
Classroom Supplies	\$45	\$16,746
Administration	\$461	\$172,891
Support Services-Students	\$264	\$99,167
Other Support Services and Operations	\$713	\$267,647
Total Expenditures- All Categories 2000-2001	\$4,905	\$1,840,352

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Kathy DeVinney	(520) 908-4353	
Transportation Policy	Ron Stacy	(520) 225-4800	
Community Resources	Pima County Parks & Rec.	(520) 740-2680	
School Nutrition Programs	TUSD Food Services	(520) 225-4700	
Parent Organization	D. Kincade/S. Liska	(520) 908-4300	
Student Health/Nurse	Michele Bennett	(520) 908-4317	

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.

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