

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Robison Elementary School

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

Tucson Unified District
2745 E. 18th, Tucson, AZ 85716

Principal: Mr. Abraham Aragon
Schedule: 7:30 AM to 4:00 PM
Web Address: Unpublished or Unavailable
E-mail: aaragon@setmms.tusd.k12.az.us

Grades: K-5
2002 Enrollment: 408
Phone: (520) 232-7800
Fax: (520) 232-7801

∨ School Overview ∨

Mission

All faculty and staff members working together as a family, so that every student, especially our at-risk students, can grow academically, physically and socially in a well-integrated, culturally rich and ethnically balanced environment.

Organization and Philosophy

- w Traditional
- w Foster Life Skills
- w Support High Expectations

Instructional Programs

- w Alternative Education
- w Gifted Program
- w 3 Full-day Kindergartens (1 Bilingual)
- w On-site Sp. Ed. K-5 (3 Self-contained)
- w Balanced Literacy Program
- w PeaceBuilders Program
- w Earn To Learn Reading Program
- w Fiesta de las Flores Program

School/Academic Goals

- w Students in grades K-1 learn the basics of good student conduct through the PeaceBuilders Program. It emphasizes good behavior by trying your best; seeking wise people when in trouble; speaking up when it is important and correcting a wrong.
- w Students in grades 2-3 learn that setting goals and accomplishing them will lead to greater successes. Students gain a greater understanding of what it takes to do well in school, at sports, at home and in the community.
- w Students in grades 4-5 gain a greater understanding that they control their own destinies and their own fates. They control future success and failures by setting goals and working towards them.
- w Students continue to steadily increase their test scores across the board to or above district, state, as well as, national averages.

Enrollment

October 1, 2001 School Year Student Enrollment:	398
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	31

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

Council Duties

- w Balanced Literacy Program
- w Science Night
- w School Newsletter
- w Science Program Schoolwide
- w Family Math Program
- w Fund Raising

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	18.00
Other Professional Staff	5.00	Teacher Aide	5.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

Robison's main responsibility is to offer a wide variety of educational opportunities and experiences to students. These opportunities are fostered by teachers who model and explain exploration, patience, intrigue and understanding. Schools are also responsible to keep the community of parents well-informed about the experiences and opportunities students have at school.

Parents

Parents are responsible to work with their children's teacher; to maintain open channels of communication that will empower parents to be well-informed and current about what is happening in their child's classroom. These lines of communication will also allow for parents to be better informed about what the teacher expects from the student and parent.

∨ **Transportation Policy** ∨

Due to the fact that we are a neighborhood school, a large number of students walk to school. For the twenty students who ride the bus, students are required to be on time to catch the bus for school and for home. The bus is responsible for being on time, clean, warm in the winter and safe.

∨ 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 Improved Stanford 9 test scores in the last three years. 2001 test scores surpassed national percentage averages in 100% of the content areas in the third grade; surpassed district averages in 13 out of 28 content areas.</p> | <p>W Earn To Learn Program united 80 plus students with 51 reading mentors boosting everyday reading to new levels for each of the students participating, earning a newfound love for reading. The students earn \$1.00 for each half hour they are mentored.</p> |
| <p>W Improved attendance and tardy percentages on the AIMS, Stanford 9, CCSA.</p> | <p>W Continued elimination of school vandalism and strengthened our school/community relationship. Continue school sponsorship with the local McDonald's store.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	93.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	17.1 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	7.7 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	9.6 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	97.8 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	2.2 %	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
Student won Az.State Spanish Spelling Bee (Primary gr.)	2002
U of A Science Fair (1st Grade) - 1st Place (Again)	2002
Earn To Learn Reading Mentoring #1 in Tucson	2002
Fire Safety Education Program, 1997-2002	2002

∨ 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	45	486	36%	31%	22%	11%
	School State	58840	524	9%	17%	45%	29%
Writing	School	42	506	26%	21%	45%	7%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	45	473	31%	38%	24%	7%
	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	48	492	35%	29%	33%	2%
	State	61305	505	21%	20%	43%	15%
Writing	School	46	487	24%	41%	28%	7%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	48	473	19%	52%	15%	15%
	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	--	--	--	--	--	--	--	--	--	70	46	60	--	--	--
2	Reading	--	--	--	100	34	50	60	35	52	59	21	53	64	46	57
	Language	--	--	--	100	27	40	80	27	43	61	29	44	63	45	48
	Mathematics	--	--	--	100	48	51	80	45	55	64	36	57	65	55	61
3	Reading	82	35	47	100	53	47	91	43	48	61	51	50	69	27	50
	Language	82	38	49	100	59	51	91	55	54	64	61	56	73	39	57
	Mathematics	88	37	46	100	56	49	91	64	52	62	57	54	71	26	56
4	Reading	72	40	53	100	40	54	80	44	54	56	41	55	68	52	55
	Language	72	38	47	100	41	49	81	44	48	56	43	50	68	41	50
	Mathematics	74	39	51	100	45	54	77	50	55	56	47	57	61	52	58
5	Reading	84	31	51	100	34	51	86	40	51	64	37	51	82	35	53
	Language	85	26	42	100	28	44	87	36	45	64	39	45	82	36	47
	Mathematics	85	26	51	100	34	54	89	37	55	66	40	57	81	33	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	64	43
Grades 3-4	83	53
Grades 4-5	81	55
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

In order to promote a safe and orderly climate for learning, Robison Elementary has initiated a Safety, Emergency and Crisis Procedure Plan. All teachers and staff who have been trained on the procedures outlined in the plan are fully aware of what to do in case of emergency. This plan is in accordance with the district and local authorities. We feel we employ a more than adequate number of playground monitors.

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	\$3,221	\$1,290,606
Classroom Supplies	\$25	\$9,844
Administration	\$474	\$189,865
Support Services-Students	\$377	\$150,872
Other Support Services and Operations	\$678	\$271,606
Total Expenditures- All Categories 2000-2001	\$4,774	\$1,912,793

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	Abe Aragon	(520) 232-7800	
Transportation Policy	Ron Stacy	(520) 225-4800	
Community Resources	Kathy Boyd	(520) 225-6437	
School Nutrition Programs	Pam Palmo	(520) 225-4700	
Parent Organization	Parent Teacher School Council	(520) 232-7800	
Student Health/Nurse	Patricia Lamparzyk	(520) 232-7800	

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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