

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Stevenson Elementary School

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

Douglas Unified District
2200 11th Street, Douglas, AZ 85607
Mailing Address: P.O. Box 1237, Douglas, AZ 85607

Principal: Ms. Gail Zamar
Schedule: 7:45 AM to 4:00 PM
Web Address: Unpublished or Unavailable
E-mail: Unpublished or Unavailable

Grades: K-5
2002 Enrollment: 420
Phone: (520) 364-2442
Fax: (520) 805-5535

∨ School Overview ∨

Mission

By applying our school motto, Where Young Minds Soar, our mission is to challenge each student to achieve his/her individual potential through various means. In keeping with this commitment, we provide programs in a traditional, team-teaching and self-contained classroom setting. Children are challenged to soar to their potential in all subject areas as well as in the areas of ESL, gifted and special education.

Organization and Philosophy

- w Traditional
- w Team Teaching
- w Self-contained Classrooms

School/Academic Goals

- w Increase the number of students attaining proficiency level to 90% by 2005 with no students scoring below basic level. Increase writing proficiency skills by constantly monitoring and evaluating teacher strategies and student progress.
- w Increase the number of students attaining proficiency level to 90% by the year 2005, with no students scoring below basic level.
- w Inclusion of first year, new to district ESL students in the reg. class with ESL endorsed teachers (using Spanish reading texts). Continue to offer foreign language (Spanish) to non-Spanish speaking students and enhance Spanish for Spanish speakers.
- w Utilize an ongoing assessment program (ABACUS) and Six Traits Writing Assessment to monitor student learning and modify instructional strategies to meet the student's academic needs and school improvement goals.

Instructional Programs

- w ESL
- w Gifted
- w On-site Special Education
- w Integrated Curriculum/Instruction
- w 21st Century After School Tutoring

Enrollment

October 1, 2001 School Year Student Enrollment:	410
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	15

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)
- 3 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- w Safety Issues/Playground Modifications
- w Extracurricular Activities
- w Parent/Educator Relations
- w Advisory on Various Issues
- w Calendar Input

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	17.00
Other Professional Staff	0.00	Teacher Aide	11.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

We have a responsibility to provide a safe and secure educational environment. This is achieved by means of certified supervision on the playground and as crossguards. The staff is dedicated to helping students attain academic success by providing teaching strategies to meet the individual needs of the students, by communicating with parents on the progress of the child and by making parents an integral partner in the education of the child.

Parents

Parents have a prime responsibility to provide proper and adequate clothing and nourishment for their children. Secondly, parents must be willing to become actively involved with their child's educational program by communicating with the school about their child's progress; attending activities and performances at school; providing a home environment conducive to, and supportive of, education; and by supporting the direction and philosophy of the school via the PTSO and the school site council.

∨ **Transportation Policy** ∨

The responsibility of transportation is vested in the Governing Board #SS500. Reasonable efforts shall be made to eliminate & particular hazards that might adversely affect the safety and welfare of any student. Bus transportation to/from school is provided to special education students whose handicapping condition requires transportation, to students living within a 1-mile radius of the school where hazardous/difficult routes exist and to K-8 students who live more than 1 mile from school.

∨ Calendar Information ∨

Number of Instruction Days: 178 **First Day of School:** 8/14/02
Average Daily Instruction Time: 5 hrs. 30 min. **Last Day of School:** 5/22/03
Operates on Traditional Schedule

Report Card Release Dates

10/16/02 12/20/02 3/12/03 5/22/03

Additional Calendar/Report Card Information

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Classroom Computers
W Cafetorium

W Library with Computer Center

Extracurricular Activities

W Track
W Basketball
W Swimming
W Volleyball/Golf

W Physical Fitness Program
W Homework Club
W 100th Day Food Drive
W Stanford 9 and AIMS Blitz Week

School/Community Resources

W Peer Mediation
W Counseling Services
W Parenting Classes
W 21st Century Afterschool Program

W Clothing/Food Banks
W Crisis Intervention
W Health Service

∨ 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

W NDS

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	11.2 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.2 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	7.9 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.4 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.6 %	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
21st Century Grant Recipient	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	School 67	532	0%	13%	57%	30%
	State	58840	524	9%	17%	45%	29%
Writing	School	67	574	0%	4%	69%	27%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	67	546	0%	16%	40%	43%
	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	52	504	17%	19%	58%	6%
	State	61305	505	21%	20%	43%	15%
Writing	School	52	510	10%	33%	48%	10%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	52	517	2%	31%	19%	48%
	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	--	--	--	--	--	--	--	--	--	95	59	60	--	--	--
2	Reading	--	--	--	98	29	50	100	55	52	90	54	53	46	69	57
	Language	--	--	--	100	24	40	100	52	43	90	56	44	47	54	48
	Mathematics	--	--	--	100	46	51	100	61	55	96	67	57	45	66	61
3	Reading	100	33	47	100	38	47	92	30	48	90	44	50	82	59	50
	Language	100	39	49	100	45	51	95	40	54	89	54	56	82	69	57
	Mathematics	100	47	46	100	52	49	100	51	52	91	72	54	84	79	56
4	Reading	100	47	53	100	36	54	100	43	54	95	36	55	77	48	55
	Language	100	45	47	100	44	49	100	42	48	95	41	50	77	55	50
	Mathematics	100	45	51	100	54	54	100	51	55	97	50	57	82	60	58
5	Reading	100	53	51	100	45	51	90	39	51	88	51	51	83	46	53
	Language	100	46	42	100	42	44	90	40	45	89	46	45	82	52	47
	Mathematics	100	58	51	100	57	54	89	51	55	89	61	57	86	67	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	73	82
Grades 3-4	80	58
Grades 4-5	85	94
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

We have initiated a Safety Committee comprised of certified and classified staff. The committee meets on a monthly basis and is responsible for reporting, prioritizing and remediating any safety issues which are brought to the table. Parents are informed of issues and remedies via the site council and PTSO group. Input from parents and students is encouraged and appreciated.

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).

0

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	\$1,880	\$764,816
Classroom Supplies	\$19	\$7,838
Administration	\$492	\$200,135
Support Services-Students	\$195	\$79,442
Other Support Services and Operations	\$595	\$241,912
Total Expenditures- All Categories 2000-2001	\$3,181	\$1,294,143

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	Gloria Arzate	(520) 364-2442	
Transportation Policy	Don Huish	(520) 364-2447	
Community Resources	Gloria Arzate	(520) 364-2442	
School Nutrition Programs	Mike Lozano	(520) 364-5641	
Parent Organization	Alvina Hoyack	(480) 364-5417	
Student Health/Nurse	Yolanda Caruso	(520) 364-3462	

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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