

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2200 11th Street, Douglas, AZ 85607

Douglas 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 LEARNS<sup>1</sup>

#### 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 : Mrs. Lina L Susee  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : K-5  
 Web Address : [www.dusd.k12.az.us/stevenson/](http://www.dusd.k12.az.us/stevenson/)  
 Phone Number : (520) 364-2442  
 Fax Number : (520) 364-6492  
 E-mail : [l.susee@dusd.k12.az.us](mailto:l.susee@dusd.k12.az.us)

### Mission

It is the mission of Stevenson Elementary School to provide our students with many opportunities to meet their individual needs and reach their highest potential. Through mutual respect and cooperation among staff, parents, students and community our children will grow and learn in a safe, supportive and positive environment.

### 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

- ü Student achievement in reading, writing, and math will improve each year so that students are proficient in the state's academic standards.
- ü Reduce the number of students 'falling far below' in reading, writing, and math.
- ü Improve students skills by utilizing innovative programs and effective teaching strategies and practices.

### Enrollment

October 1, 2005 School Year Student Enrollment : 441  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 8

Instructional Programs

- ü Integrated Curriculum/Instruction
- ü Gifted
- ü On-site Special Education
- ü Structured English Immersion
- ü All Day Kindergarten (two classrooms)
- ü Tutorial

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

We are responsible for providing a safe, educational environment. We provide supervision on the playground/crosswalks. We are dedicated in helping students attain academic success, and making parents an integral partner in the education of the child.

Parents

Parents have a responsibility in providing a home environment that is conducive to, and supportive of, education. They must also be actively involved with their child's education by communicating with the school, and attending school functions.

Transportation Policy

Bus transportation to/from school is provided to special education students whose handicapping condition requires transportation. There is no bus transportation for students in our regular education program.

School Honors

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

Award/Honor	Year
ü 21st Century Grant Recipient	2000
ü Literacy Grant -Through the Evelyn Jay Fund	2004

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	72	291	80010	100	98	99	470	448	447	1	5	10	14	21	18	56	56	53	29	17	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	150	38935	100	99	99	474	455	447	NA	3	9	9	18	19	57	58	55	34	21	17
Male	28	141	40974	100	97	98	462	442	448	4	8	11	21	25	18	54	55	52	21	13	19
African American	--	NC	4201	--	NC	99	--	NC	430	--	NC	17	--	NC	23	--	NC	51	--	NC	9
Hispanic	71	286	34545	100	99	99	470	448	432	1	6	14	14	22	24	55	56	53	30	16	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	--	--	3979	--	--	96	--	--	424	--	--	17	--	--	30	--	--	47	--	--	6
White	NC	NC	35142	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	11	NC	NC	56	NC	NC	28
Students with Disabilities	NC	32	10161	NC	89	93	NC	415	419	NC	25	28	NC	41	28	NC	28	36	NC	6	8
Students without Disabilities	67	259	69849	100	100	100	474	452	451	NA	3	7	10	19	17	58	60	56	31	18	19
Limited English Proficient Students	15	107	14013	100	96	97	443	425	413	7	11	24	27	36	34	53	50	39	13	3	3
Migrant Students	NC	18	603	NC	82	96	NC	427	417	NC	17	22	NC	33	32	NC	44	42	NC	6	4
Economically Disadvantaged	52	247	39029	100	98	98	463	446	432	2	6	14	17	22	25	56	56	52	25	16	9
Non-Economically Disadvantaged	20	44	40981	100	98	100	486	462	462	NA	NA	6	5	18	13	55	59	54	40	23	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	69	278	79438	96	94	98	467	449	451	1	6	9	16	29	24	71	56	56	12	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	145	38775	100	96	99	473	459	457	2	3	7	9	23	22	73	61	58	16	12	13
Male	25	133	40560	89	92	97	458	438	446	NA	8	12	28	36	25	68	51	54	4	5	9
African American	--	NC	4178	--	NC	98	--	NC	439	--	NC	13	--	NC	29	--	NC	52	--	NC	6
Hispanic	68	273	34297	96	94	98	467	448	434	1	6	14	16	30	31	71	56	50	12	8	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	--	--	3940	--	--	95	--	--	429	--	--	14	--	--	36	--	--	47	--	--	3
White	NC	NC	34887	NC	NC	98	NC	NC	471	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	18
Students with Disabilities	NC	18	9588	NC	50	88	NC	388	416	NC	28	30	NC	44	32	NC	28	34	NC	NA	5
Students without Disabilities	67	260	69850	100	100	100	470	452	456	NA	4	7	15	28	23	73	58	59	12	9	12
Limited English Proficient Students	13	98	13856	87	88	96	443	419	407	NA	12	27	38	48	43	62	40	29	NA	NA	1
Migrant Students	NC	19	600	NC	86	96	NC	422	418	NC	11	22	NC	47	38	NC	42	39	NC	NA	2
Economically Disadvantaged	49	234	38685	94	93	97	457	445	435	2	6	14	22	31	32	67	55	50	8	8	5
Non-Economically Disadvantaged	20	44	40753	100	98	99	492	467	467	NA	2	5	NA	20	16	80	66	62	20	11	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	71	294	79971	99	99	99	472	434	423	1	5	8	13	35	41	76	57	49	10	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	150	38974	100	99	99	483	447	437	NA	3	5	11	31	33	75	63	57	14	4	4
Male	27	144	40895	96	99	98	453	421	410	4	8	10	15	40	47	78	51	41	4	1	2
African American	--	NC	4203	--	NC	99	--	NC	411	--	NC	11	--	NC	45	--	NC	43	--	NC	2
Hispanic	70	288	34481	99	99	99	472	435	410	1	6	10	13	35	46	76	57	43	10	2	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	--	--	3995	--	--	96	--	--	409	--	--	10	--	--	47	--	--	42	--	--	1
White	NC	NC	35150	NC	NC	99	NC	NC	437	NC	NC	5	NC	NC	35	NC	NC	56	NC	NC	5
Students with Disabilities	NC	34	10258	NC	94	94	NC	369	377	NC	24	23	NC	59	51	NC	18	25	NC	NA	1
Students without Disabilities	67	260	69713	100	100	100	478	442	429	NA	3	5	10	32	39	79	62	52	10	3	3
Limited English Proficient Students	14	109	13985	93	98	97	451	408	382	NA	11	18	29	50	54	64	39	27	7	1	0
Migrant Students	NC	21	608	NC	95	97	NC	392	389	NC	14	16	NC	48	50	NC	38	33	NC	NA	0
Economically Disadvantaged	51	249	38994	98	99	98	465	430	409	2	6	10	16	38	47	73	54	41	10	2	1
Non-Economically Disadvantaged	20	45	40977	100	100	100	490	459	437	NA	NA	5	5	22	34	85	73	56	10	4	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	74	313	80147	100	99	99	480	474	482	7	11	11	16	22	17	54	49	49	23	18	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	163	39281	100	98	99	479	475	483	9	12	9	21	25	17	40	42	50	30	21	24
Male	31	150	40780	100	100	98	480	473	482	3	9	12	10	19	17	74	57	48	13	15	24
African American	--	NC	4249	--	NC	99	--	NC	464	--	NC	17	--	NC	22	--	NC	48	--	NC	13
Hispanic	74	307	33494	100	99	99	480	473	466	7	11	15	16	22	23	54	50	49	23	17	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	--	NC	36122	--	NC	99	--	NC	501	--	NC	5	--	NC	10	--	NC	50	--	NC	35
Students with Disabilities	NC	38	10295	NC	100	92	NC	422	443	NC	42	33	NC	26	26	NC	29	33	NC	3	8
Students without Disabilities	69	275	69852	100	99	100	484	480	488	4	7	7	16	21	16	55	52	51	25	20	26
Limited English Proficient Students	21	123	12722	100	98	97	451	449	441	10	18	27	29	35	33	62	39	37	NA	8	3
Migrant Students	--	13	622	--	100	97	--	457	454	--	8	19	--	38	30	--	54	43	--	NA	8
Economically Disadvantaged	57	273	38371	100	99	97	475	470	465	9	12	15	21	25	23	49	48	49	21	15	13
Non-Economically Disadvantaged	17	40	41776	100	100	100	496	500	498	NA	5	6	NA	5	11	71	55	49	29	35	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	74	301	79686	100	95	98	471	458	470	9	12	11	26	37	24	57	46	57	8	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	160	39163	100	96	99	474	462	475	7	10	9	30	34	22	53	49	60	9	6	10
Male	31	141	40438	100	94	97	466	453	465	13	13	13	19	40	25	61	43	54	6	4	7
African American	--	NC	4228	--	NC	98	--	NC	458	--	NC	15	--	NC	28	--	NC	53	--	NC	4
Hispanic	74	295	33299	100	95	98	471	457	452	9	12	17	26	38	32	57	46	47	8	5	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	--	NC	35914	--	NC	98	--	NC	489	--	NC	5	--	NC	15	--	NC	67	--	NC	14
Students with Disabilities	NC	25	9808	NC	66	87	NC	420	432	NC	32	35	NC	52	32	NC	16	30	NC	NA	3
Students without Disabilities	69	276	69878	100	99	100	477	460	475	4	10	8	26	36	23	61	49	61	9	6	9
Limited English Proficient Students	21	112	12594	100	90	96	436	428	422	14	23	34	57	54	45	29	23	21	NA	NA	0
Migrant Students	--	13	611	--	100	95	--	441	439	--	23	22	--	38	39	--	38	37	--	NA	2
Economically Disadvantaged	57	261	38095	100	95	97	464	453	452	12	13	17	28	39	32	51	43	48	9	4	3
Non-Economically Disadvantaged	17	40	41591	100	100	99	493	489	486	NA	NA	6	18	23	16	76	65	65	6	13	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	313	80372	100	99	99	488	475	475	1	3	4	22	32	30	74	64	64	3	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	164	39452	100	99	99	500	487	488	NA	3	3	14	22	22	84	74	72	2	1	3
Male	31	149	40836	100	99	98	471	462	464	3	3	6	32	43	37	61	53	56	3	1	1
African American	--	NC	4264	--	NC	99	--	NC	465	--	NC	5	--	NC	35	--	NC	59	--	NC	1
Hispanic	74	307	33608	100	99	99	488	475	462	1	3	6	22	32	36	74	64	57	3	1	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	--	NC	36213	--	NC	99	--	NC	489	--	NC	2	--	NC	22	--	NC	72	--	NC	3
Students with Disabilities	NC	36	10526	NC	95	94	NC	433	427	NC	14	15	NC	53	53	NC	33	31	NC	NA	1
Students without Disabilities	69	277	69846	100	100	100	490	479	482	1	2	3	19	29	26	77	68	69	3	1	2
Limited English Proficient Students	21	122	12747	100	98	97	471	453	432	NA	5	12	33	47	52	67	48	36	NA	NA	0
Migrant Students	--	13	621	--	100	97	--	476	452	--	NA	9	--	38	40	--	62	51	--	NA	0
Economically Disadvantaged	57	273	38521	100	99	98	484	473	461	2	3	6	23	34	38	74	62	55	2	0	1
Non-Economically Disadvantaged	17	40	41851	100	100	100	499	491	489	NA	3	3	18	15	22	76	78	72	6	5	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	83	334	79306	100	98	99	496	486	504	6	15	13	31	28	20	51	49	49	12	8	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	146	38845	100	98	99	502	487	505	7	14	11	24	32	20	52	45	50	17	10	18
Male	41	188	40383	98	98	98	490	486	504	5	15	14	39	26	19	49	53	47	7	6	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	77	320	32673	100	98	99	497	486	487	6	15	18	29	28	25	52	49	46	13	8	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	NC	11	36234	NC	100	99	NC	496	523	NC	NA	6	NC	27	13	NC	73	52	NC	NA	28
Students with Disabilities	NC	33	10286	NC	85	91	NC	446	462	NC	52	41	NC	21	27	NC	27	27	NC	NA	5
Students without Disabilities	76	301	69020	100	100	100	500	490	510	4	11	9	29	29	18	54	52	52	13	9	21
Limited English Proficient Students	11	79	10291	100	95	96	464	455	458	18	34	38	45	42	34	36	24	26	NA	NA	2
Migrant Students	NC	22	630	NC	96	95	NC	460	478	NC	27	24	NC	45	27	NC	27	43	NC	NA	6
Economically Disadvantaged	58	274	37437	100	98	97	495	484	486	7	17	19	33	29	26	48	47	46	12	7	9
Non-Economically Disadvantaged	25	60	41869	100	100	100	498	499	521	4	5	7	28	25	14	56	58	51	12	12	27

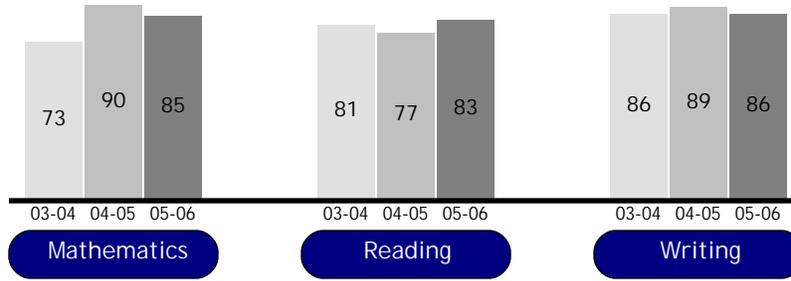
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	322	79000	100	95	98	486	472	489	4	11	10	20	35	24	73	52	58	2	2	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	144	38774	100	97	99	493	475	494	2	9	7	14	33	22	79	54	61	5	3	10
Male	41	178	40150	98	93	98	478	470	485	5	12	12	27	36	25	68	51	55	NA	1	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	77	308	32508	100	95	98	486	472	472	4	11	15	22	36	33	71	51	49	3	2	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	NC	11	36135	NC	100	98	NC	482	508	NC	NA	4	NC	9	14	NC	91	67	NC	NA	15
Students with Disabilities	NC	22	9991	NC	56	88	NC	441	449	NC	36	33	NC	36	36	NC	27	29	NC	NA	2
Students without Disabilities	76	300	69009	100	100	100	490	474	495	3	9	6	17	35	22	78	54	62	3	2	10
Limited English Proficient Students	11	71	10199	100	86	95	436	437	439	27	34	35	55	58	47	18	8	18	NA	NA	0
Migrant Students	NC	21	629	NC	91	95	NC	451	457	NC	19	22	NC	48	41	NC	33	37	NC	NA	1
Economically Disadvantaged	58	263	37234	100	94	97	482	469	472	5	13	15	26	37	33	67	49	50	2	2	3
Non-Economically Disadvantaged	25	59	41766	100	98	99	494	486	505	NA	2	5	8	25	16	88	69	65	4	3	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	83	337	79611	100	99	99	503	490	496	6	8	7	30	39	37	63	52	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	147	39016	100	99	99	521	506	511	2	5	4	26	31	29	69	64	66	2	1	1
Male	41	190	40519	98	99	98	485	477	482	10	11	10	34	46	44	56	43	46	NA	1	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	77	322	32855	100	99	99	503	490	481	6	8	10	30	39	43	62	53	47	1	1	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	NC	11	36380	NC	100	99	NC	493	511	NC	NA	4	NC	55	30	NC	45	65	NC	NA	1
Students with Disabilities	NC	36	10664	NC	92	94	NC	420	440	NC	39	23	NC	42	54	NC	17	22	NC	3	1
Students without Disabilities	76	301	68947	100	100	100	505	497	504	7	4	4	28	39	34	64	56	61	1	0	1
Limited English Proficient Students	11	80	10362	100	96	97	434	449	438	18	16	22	55	59	57	27	25	21	NA	NA	NA
Migrant Students	NC	22	636	NC	96	96	NC	458	467	NC	23	14	NC	27	47	NC	50	38	NC	NA	0
Economically Disadvantaged	58	277	37626	100	99	98	506	488	479	5	9	10	31	40	45	62	51	45	2	1	0
Non-Economically Disadvantaged	25	60	41985	100	100	100	497	497	511	8	5	4	28	37	30	64	58	65	NA	NA	1

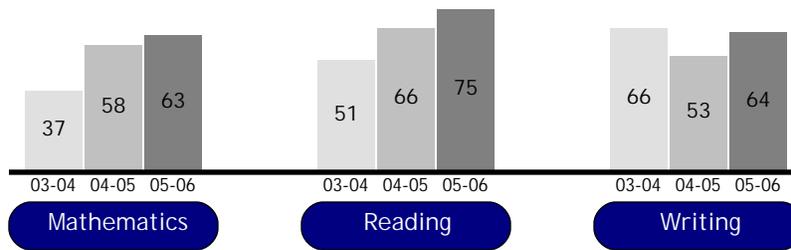
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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	97	66	NA	58	100	52	39	47	99	39	35	46
	Language	100	45	38	50	100	54	49	47	99	54	50	48
	Mathematics	100	62	60	64	100	49	45	50	100	48	44	52
3	Reading	96	56	NA	55	99	45	36	44	96	50	41	46
	Language	96	63	54	61	99	50	38	44	99	50	41	46
	Mathematics	96	76	65	61	99	57	46	51	100	70	54	52
4	Reading	100	53	NA	56	99	51	40	48	100	48	43	52
	Language	100	52	43	52	99	45	39	49	100	54	48	52
	Mathematics	100	66	57	61	99	52	46	53	100	59	52	58
5	Reading	99	50	NA	55	100	48	42	50	100	54	41	56
	Language	99	55	45	49	100	48	43	50	100	52	39	54
	Mathematics	99	62	57	63	100	43	44	49	100	46	39	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/](http://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)
- 2 Teacher(s)
- 4 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Safety Issues/Playground Modifications
- Ü Funding Issues
- Ü Parent/Educator Relations
- Ü Health Issues Advisory on Various Issues
- Ü School Improvement
- Ü Advisory on Various Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	18.00
Other Professional Staff	.50	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	5
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 Classroom Computers
- Ü Multi-Purpose Building
- Ü Library with Computer Center

Extracurricular Activities

- Ü Physical Fitness Program
- Ü Basketball
- Ü Student Council

Social Services

- Ü Peer Mediation
- Ü Breakfast /Lunch Programs
- Ü Clothing/Food Banks
- Ü Off Campus Counseling Services (SEABHS)
- Ü Counseling Services
- Ü Crisis Intervention

Ü The Elementary Achievement Profile for Stevenson was labled as a 'Performing' school, and adademic progress was made for the 2004-2005 academic year.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	95	89	88	73
Graduation Rate <sup>6</sup>	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

We have a Safety Committee comprised of certified and classified staff. The committee meets monthly and is responsible for reporting and mediating safety issues. Parents are informed via the site council and PTSO group. Surveys are also distributed to students, parents, and staff at the end of the school year to assess the needs of the school and make modifications if necessary. The school has a bullying committee comprised of certified staff. Students are informed on bullying and reporting.

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) :

5
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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	Lina Susee	(520) 364-2442
Transportation Policy	Gilbert Gutierrez	(520) 364-8476
Community Resources	Lina Susee	(520) 364-2442
School Nutrition Programs	Mr. Natividad	(520) 364-5641
Parent Organization	Alvina Hoyack	(520) 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](http://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](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.

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](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 0 Copies = \$0.00

\*\* 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.