

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

25475 N. Stetson Hills Loop, Glendale, AZ 85310

Deer Valley 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)

2003-04	Performing
2002-03	New School
2001-02	N/A

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

School Overview

Principal/Administrator : Mrs. Billie Jeanne Walmer
 Schedule : 7:30 AM to 4:30 PM
 Grades : Pre-K-8
 2004 Enrollment : 1177
 Web Address : www.dvUSD.org/schools/sh.htm/
 Phone Number : (623) 445-5300
 Fax Number : (623) 445-5380
 E-mail : bwalmer@sh.dvUSD.org

Mission

The Stetson Hills school community is committed to success for all students. Student success will be supported by a safe and positive environment, clear communication of expectations, diverse curriculum, and differentiated instruction to enhance learning and promote citizenship.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

School / Academic Goals

- ü The number of students meeting or exceeding proficiency on AIMS writing will increase.
- ü The number of students meeting or exceeding proficiency on AIMS math will increase.
- ü The number of students meeting or exceeding proficiency on AIMS reading will increase.
- ü Students who are not meeting the standards will have increased learning opportunities.

Enrollment

October 1, 2003 School Year Student Enrollment : 1128
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 33

Instructional Programs

- ü Gifted Program
- ü Six Trait Writing School Wide
- ü Departmentalization Grades 6-8
- ü Special Education Programs
- ü Character Counts
- ü Supplemental Reading Programs
- ü Prevention Programs
- ü Summer School

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/19/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Stetson Hills has high academic and behavioral standards to prepare the students for success in meeting the choices and challenges of today and tomorrow. Regular communication is provided to parents through handbooks, newsletters, PTSA meetings and conferences.

Parents

Parents should provide for the physical and emotional well-being of their children; provide a home environment that supports good study habits and the completion of homework; and support daily attendance, appropriate behavior and school policies. Parents are also encouraged to join PTSA, attend parent-teacher conferences and curriculum nights, and to volunteer when possible.

Transportation Policy

Grades 1-6 students are transported if they live over a mile from the school; Kindergarten students are transported if they live over one-half mile from the school; Grades 7-8 students are transported if they live over one and one-half miles away.

School Honors

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

Award/Honor	Year
ü First & Second Place in Real Heroes Essay Contest	2004
ü Four students selected All State Band	2004
ü Six students selected All State Chorus	2004
ü Seventh & eighth grade Girls Volleyball Champions	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	111	2528	75509	100	99	100	533	532	521	3	7	13	22	19	23	39	38	33	36	36	31
All Students (Prior Year)	137	2543	75372	100	100	100	530	538	523	3	2	9	27	19	25	33	40	36	37	39	30
Female	59	1212	37013	100	99	100	530	530	522	3	7	12	26	19	24	33	39	33	38	35	31
Male	52	1311	38430	100	99	99	537	533	521	2	7	14	17	18	22	47	37	33	34	37	31
African American	NC	92	3660	NC	100	99	NC	515	496	NC	13	24	NC	28	31	NC	31	28	NC	28	18
Hispanic	NC	360	30486	NC	98	99	NC	519	505	NC	10	18	NC	23	29	NC	39	32	NC	28	21
Asian/Pacific Islander	NC	90	1780	NC	97	98	NC	542	549	NC	3	5	NC	14	13	NC	44	33	NC	39	50
American Indian/Alaskan Native	NC	19	4075	NC	86	100	NC	509	486	NC	19	28	NC	31	34	NC	25	26	NC	25	12
White	94	1956	35192	100	99	99	532	534	534	3	6	8	20	18	19	39	38	35	37	38	39
Students with Disabilities	NC	347	9708	NC	100	100	NC	499	489	NC	24	32	NC	26	27	NC	29	24	NC	21	17
Students without Disabilities	102	2181	65801	99	99	98	534	535	525	3	5	11	23	18	23	37	39	34	38	38	33
Limited English Proficient Students	NC	133	16928	NC	80	100	NC	485	485	NC	31	29	NC	31	33	NC	23	26	NC	15	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	604	36411				NC	513	503	NC	16	19	NC	25	29	NC	32	32	NC	27	20
Non-Economically Disadvantaged	102	1924	39040				535	537	534	3	5	8	20	17	19	38	40	34	39	39	39

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	111	2538	75492	100	100	100	532	528	519	2	7	12	11	12	16	48	52	47	39	30	24
All Students (Prior Year)	136	2540	75221	100	100	100	526	532	523	5	2	8	12	11	16	67	60	56	16	27	21
Female	59	1215	37014	100	99	100	537	531	523	2	6	10	9	10	15	41	52	48	48	33	27
Male	52	1317	38400	100	99	99	526	525	516	2	8	14	15	13	17	55	53	47	28	27	21
African American	NC	91	3665	NC	100	99	NC	519	505	NC	11	20	NC	18	22	NC	45	43	NC	27	14
Hispanic	NC	363	30438	NC	99	99	NC	520	508	NC	11	17	NC	14	21	NC	53	47	NC	22	15
Asian/Pacific Islander	NC	90	1773	NC	97	98	NC	532	534	NC	1	4	NC	11	10	NC	65	50	NC	23	36
American Indian/Alaskan Native	NC	19	4081	NC	86	100	NC	516	498	NC	19	25	NC	13	26	NC	44	40	NC	25	8
White	94	1956	35177	100	99	99	533	529	528	2	6	8	10	11	13	46	52	49	42	31	31
Students with Disabilities	NC	347	9707	NC	100	100	NC	502	495	NC	25	33	NC	25	21	NC	36	33	NC	14	13
Students without Disabilities	102	2191	65785	99	99	98	532	530	522	2	5	10	12	11	16	48	53	49	39	31	26
Limited English Proficient Students	NC	133	16905	NC	80	100	NC	484	489	NC	23	34	NC	46	28	NC	31	32	NC	0	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	606	36302				NC	515	507	NC	15	18	NC	17	21	NC	48	46	NC	20	14
Non-Economically Disadvantaged	102	1932	39164				533	531	528	2	4	8	11	10	13	47	53	48	40	32	31

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	111	2525	75053	100	99	99	630	625	597	2	4	7	7	8	12	79	76	72	12	12	9
All Students (Prior Year)	136	2511	73654	100	99	99	536	542	530	3	3	9	12	7	13	78	79	70	7	11	7
Female	59	1212	36872	100	99	99	657	651	621	2	3	5	2	6	9	79	75	74	17	16	12
Male	52	1310	38109	100	99	99	596	600	573	2	6	10	13	9	14	79	76	69	6	8	6
African American	NC	91	3636	NC	100	99	NC	634	568	NC	6	12	NC	8	16	NC	71	67	NC	15	6
Hispanic	NC	362	30235	NC	99	98	NC	609	575	NC	4	9	NC	9	14	NC	79	70	NC	8	6
Asian/Pacific Islander	NC	89	1768	NC	96	98	NC	663	651	NC	0	3	NC	1	5	NC	79	72	NC	20	19
American Indian/Alaskan Native	NC	19	4044	NC	86	99	NC	584	550	NC	13	13	NC	13	17	NC	69	66	NC	6	4
White	94	1948	35028	100	99	99	633	626	613	2	5	6	6	8	10	80	75	73	12	12	11
Students with Disabilities	NC	343	9625	NC	100	100	NC	551	530	NC	12	21	NC	21	21	NC	63	55	NC	4	4
Students without Disabilities	102	2182	65428	99	99	98	632	631	604	2	4	6	7	6	11	78	77	73	13	13	10
Limited English Proficient Students	NC	132	16765	NC	79	100	NC	546	525	NC	8	17	NC	0	20	NC	92	60	NC	0	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	601	36077				NC	590	566	NC	8	10	NC	13	16	NC	70	69	NC	8	5
Non-Economically Disadvantaged	102	1924	38950				627	634	618	2	4	5	7	6	9	80	77	73	11	13	12

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	127	2572	76019	100	100	100	519	517	499	2	5	14	34	33	39	20	18	14	44	44	33
All Students (Prior Year)	156	2489	76230	100	100	100	528	516	498	1	4	12	26	32	38	16	14	12	57	50	37
Female	68	1284	37207	100	100	100	516	515	499	0	5	12	40	36	41	22	18	14	38	41	33
Male	59	1284	38677	100	100	100	522	519	498	4	5	15	28	30	38	18	18	13	51	47	34
African American	NC	73	3817	NC	97	100	NC	494	475	NC	10	23	NC	41	47	NC	25	11	NC	24	18
Hispanic	10	299	29458	100	100	100	483	502	480	14	10	20	71	40	48	0	23	12	14	28	20
Asian/Pacific Islander	NC	79	1673	NC	99	99	NC	547	531	NC	1	4	NC	19	29	NC	15	14	NC	65	53
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	504	466	NC	13	28	NC	29	49	NC	13	10	NC	46	13
White	107	2080	35880	100	99	100	520	518	515	1	4	7	33	33	32	20	17	16	46	46	45
Students with Disabilities	NC	338	9786	NC	100	100	NC	482	457	NC	19	39	NC	43	40	NC	13	7	NC	25	13
Students without Disabilities	121	2234	66233	98	99	99	521	519	503	1	4	11	34	33	39	20	18	14	45	46	35
Limited English Proficient Students	NC	99	15206	NC	79	100	NC	476	459	NC	25	31	NC	42	53	NC	25	7	NC	8	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	12	532	35714				487	495	480	14	10	20	43	45	47	14	20	12	29	26	20
Non-Economically Disadvantaged	115	2040	40266				521	522	513	1	4	9	34	31	33	20	17	15	45	48	43

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	127	2572	76020	100	100	100	512	510	503	8	14	25	23	21	23	51	50	40	18	15	12
All Students (Prior Year)	155	2490	76202	100	100	100	510	510	505	6	10	19	16	21	24	67	57	46	12	12	11
Female	68	1284	37213	100	100	100	514	510	504	5	12	22	22	22	23	54	52	42	19	15	13
Male	59	1284	38666	100	100	100	510	510	501	11	17	29	23	19	22	48	49	38	18	15	12
African American	NC	74	3819	NC	99	100	NC	500	494	NC	24	37	NC	28	26	NC	41	31	NC	7	6
Hispanic	10	298	29442	100	100	99	496	500	494	29	19	37	43	26	26	29	48	31	0	7	6
Asian/Pacific Islander	NC	79	1672	NC	99	99	NC	516	513	NC	6	12	NC	12	19	NC	54	49	NC	28	20
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	510	489	NC	22	48	NC	9	25	NC	65	24	NC	4	3
White	107	2081	35890	100	100	100	513	511	511	7	14	15	21	20	20	51	51	48	20	16	18
Students with Disabilities	NC	339	9784	NC	100	100	NC	492	485	NC	43	58	NC	19	19	NC	33	19	NC	6	4
Students without Disabilities	121	2233	66236	98	99	99	513	511	504	6	12	23	23	21	23	52	52	42	19	15	13
Limited English Proficient Students	NC	99	15198	NC	79	100	NC	489	483	NC	58	59	NC	0	25	NC	42	14	NC	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	12	533	35703				498	499	494	14	25	37	57	26	26	14	42	31	14	7	6
Non-Economically Disadvantaged	115	2039	40274				513	512	509	7	12	17	21	19	20	54	52	47	19	16	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	127	2565	75673	100	100	100	583	553	530	1	7	12	21	20	25	67	66	58	11	6	4
All Students (Prior Year)	155	2460	74692	100	100	99	522	518	502	4	8	18	21	23	27	67	59	47	8	10	8
Female	68	1281	37099	100	100	100	607	570	548	0	5	8	16	15	22	70	71	64	14	8	6
Male	59	1280	38441	100	100	99	556	536	513	2	10	16	27	25	29	64	60	52	7	4	3
African American	NC	74	3791	NC	99	99	NC	509	506	NC	15	18	NC	32	29	NC	50	50	NC	3	3
Hispanic	10	298	29305	100	100	99	610	537	507	0	8	16	29	27	31	57	61	51	14	5	2
Asian/Pacific Islander	NC	79	1665	NC	99	99	NC	597	573	NC	6	6	NC	12	16	NC	65	67	NC	18	10
American Indian/Alaskan Native	NC	27	4707	NC	100	100	NC	535	492	NC	4	19	NC	21	33	NC	75	46	NC	0	1
White	107	2074	35760	100	99	99	580	556	550	1	7	9	19	19	21	71	67	64	9	6	6
Students with Disabilities	NC	339	9706	NC	100	100	NC	488	462	NC	26	36	NC	31	32	NC	40	31	NC	2	1
Students without Disabilities	121	2226	65967	98	98	99	585	558	536	1	6	10	19	19	25	69	68	60	11	7	5
Limited English Proficient Students	NC	98	15115	NC	78	100	NC	420	471	NC	50	26	NC	17	38	NC	33	35	NC	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	12	532	35541				501	519	504	14	14	17	43	26	31	43	57	50	0	4	2
Non-Economically Disadvantaged	115	2033	40091				588	561	550	0	6	9	20	19	21	69	68	64	12	7	6

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

8th 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	188	2538	75001	99	100	99	494	482	468	15	24	37	43	43	36	23	19	16	19	14	10
All Students (Prior Year)	119	2430	71167	100	100	99	467	476	463	31	24	38	47	49	41	19	19	14	3	8	7
Female	88	1205	36846	99	99	99	495	482	468	14	23	36	43	44	38	25	20	16	19	13	10
Male	100	1328	37974	99	100	99	493	483	467	16	24	39	43	42	34	22	18	16	19	16	11
African American	NC	73	3720	NC	97	98	NC	467	446	NC	35	53	NC	40	33	NC	19	9	NC	5	4
Hispanic	11	282	26675	92	99	98	482	468	448	0	33	52	80	47	34	20	13	10	0	8	4
Asian/Pacific Islander	NC	75	1575	NC	95	99	NC	500	504	NC	17	18	NC	36	33	NC	21	20	NC	26	29
American Indian/Alaskan Native	NC	28	4731	NC	100	98	NC	455	438	NC	33	61	NC	54	30	NC	8	7	NC	4	2
White	165	2074	37785	99	100	99	495	484	482	17	22	25	40	43	39	23	19	21	20	15	15
Students with Disabilities	13	332	8802	93	100	100	433	430	418	50	67	79	50	29	16	0	3	3	0	1	1
Students without Disabilities	175	2206	66199	99	99	99	495	486	472	15	21	34	43	44	38	23	20	17	19	15	11
Limited English Proficient Students	NC	69	11710	NC	81	100	NC	436	429	NC	61	70	NC	39	25	NC	0	4	NC	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	23	464	29814				462	466	448	37	34	53	42	45	33	21	15	10	0	7	4
Non-Economically Disadvantaged	165	2074	45170				498	485	479	12	22	28	43	43	38	23	19	20	21	16	14

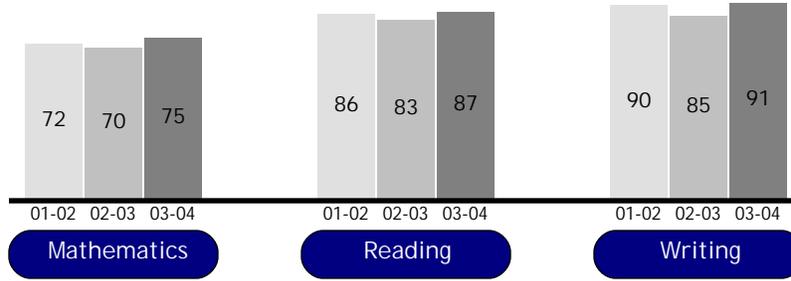
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	188	2537	74918	99	100	99	521	509	497	12	21	32	16	20	19	41	40	35	31	19	15
All Students (Prior Year)	119	2423	71100	100	99	99	501	514	502	22	14	25	20	18	21	44	49	40	13	19	15
Female	88	1205	36805	99	99	99	518	512	501	10	17	28	20	20	19	48	44	37	22	20	16
Male	100	1327	37936	99	100	99	524	506	493	14	25	35	13	20	18	35	38	33	38	18	14
African American	NC	73	3719	NC	97	98	NC	501	481	NC	29	43	NC	16	21	NC	43	29	NC	13	7
Hispanic	11	282	26645	92	99	98	512	496	478	10	29	46	40	26	20	30	35	27	20	10	6
Asian/Pacific Islander	NC	75	1571	NC	95	99	NC	518	521	NC	9	18	NC	26	15	NC	41	38	NC	24	30
American Indian/Alaskan Native	NC	27	4729	NC	100	98	NC	481	468	NC	48	57	NC	22	19	NC	22	19	NC	9	4
White	165	2074	37773	99	100	99	521	511	511	13	20	20	14	19	18	41	41	41	31	20	21
Students with Disabilities	13	333	8801	93	100	100	391	460	448	100	64	75	0	23	13	0	10	10	0	3	2
Students without Disabilities	175	2204	66117	99	99	99	522	512	501	12	18	28	16	20	19	41	43	37	31	20	16
Limited English Proficient Students	NC	69	11706	NC	81	100	NC	455	454	NC	76	71	NC	24	16	NC	0	12	NC	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	23	465	29785				482	493	477	33	30	47	33	26	20	22	33	26	11	11	6
Non-Economically Disadvantaged	165	2072	45115				525	512	508	10	19	23	14	19	18	43	42	39	33	20	20

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	186	2525	74503	98	99	99	509	515	491	1	3	9	33	29	32	63	56	51	3	11	8
All Students (Prior Year)	117	2388	69001	100	98	96	493	499	490	10	9	17	41	36	37	49	54	45	0	1	1
Female	87	1202	36686	98	99	99	523	532	506	0	2	5	28	22	29	68	62	57	5	14	9
Male	99	1318	37644	98	99	98	497	499	476	1	5	13	38	36	36	59	51	45	2	8	6
African American	NC	73	3677	NC	97	97	NC	513	475	NC	2	12	NC	35	36	NC	54	46	NC	10	5
Hispanic	11	281	26500	92	99	97	491	498	467	0	3	13	60	41	39	40	48	44	0	8	4
Asian/Pacific Islander	NC	75	1566	NC	95	99	NC	535	537	NC	2	5	NC	24	23	NC	59	55	NC	15	18
American Indian/Alaskan Native	NC	28	4695	NC	100	97	NC	475	464	NC	13	14	NC	33	39	NC	46	44	NC	8	3
White	163	2062	37606	98	99	99	511	517	508	1	3	6	32	28	28	64	57	56	4	11	10
Students with Disabilities	12	327	8662	86	100	100	388	447	409	0	18	37	100	48	42	0	31	20	0	3	1
Students without Disabilities	174	2198	65841	99	99	98	510	519	499	1	3	7	33	28	32	63	58	53	4	12	8
Limited English Proficient Students	NC	69	11608	NC	81	100	NC	423	430	NC	18	23	NC	65	47	NC	18	28	NC	0	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	23	461	29587				470	502	465	0	6	14	56	37	40	44	47	43	0	11	4
Non-Economically Disadvantaged	163	2064	44898				514	517	507	1	3	7	31	28	28	65	58	55	4	11	10

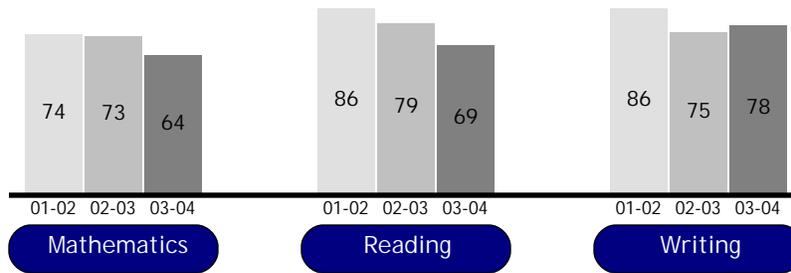
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

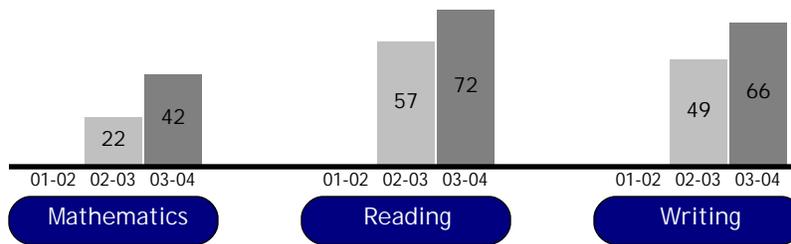
3rd Grade Proficiency



5th Grade Proficiency



8th 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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	59	54	44	96	64	63	50	100	63	NA	58
	Language	95	59	54	39	99	60	58	43	100	62	61	50
	Mathematics	99	57	60	52	98	76	70	57	100	65	72	64
3	Reading	98	49	53	43	100	63	61	47	98	64	NA	55
	Language	99	54	61	50	98	66	67	54	99	68	70	61
	Mathematics	99	50	61	50	99	64	66	54	99	74	69	61
4	Reading	100	66	57	47	99	70	66	52	100	74	NA	56
	Language	99	55	54	45	100	64	61	48	95	72	63	52
	Mathematics	99	73	64	52	99	76	73	57	98	83	74	61
5	Reading	97	65	57	46	99	67	62	50	100	69	NA	55
	Language	97	56	52	43	99	58	57	46	100	66	60	49
	Mathematics	99	77	68	54	99	78	73	57	100	81	75	63
6	Reading	99	60	57	49	100	68	66	53	100	65	NA	56
	Language	99	57	52	42	100	61	60	45	100	66	60	48
	Mathematics	99	77	68	58	100	85	79	62	100	83	79	66
7	Reading	95	54	60	48	97	67	62	51	99	64	NA	54
	Language	95	54	65	51	98	71	66	54	99	75	69	58
	Mathematics	98	61	66	54	99	81	71	58	99	79	76	62
8	Reading	--	--	58	49	100	59	64	53	97	66	NA	55
	Language	--	--	58	46	96	60	63	49	98	72	61	52
	Mathematics	--	--	62	54	98	60	72	58	98	77	70	61

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

Council Duties

- Ü Student Achievement
- Ü Instructional Programs/Strategies
- Ü School Safety
- Ü Staff Development
- Ü School/Parent/Community Relations

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	51.50
Other Professional Staff	3.20	Teacher Aide	2.60

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	1	0	1
4 to 6 years	12	3	0	0
7 to 9 years	5	4	0	0
10 or more years	9	13	1	1

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	46
Core academic classes taught by Highly Qualified (NCLB) teachers.	90
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer lab/32 stations
- Ü Library with school wide access
- Ü Mobile computer carts
- Ü Multi-purpose gym/stage/cafeteria

Extracurricular Activities

- Ü Girls/Boys Athletics
- Ü National Junior Honor Society
- Ü Chess Club
- Ü Drama Club
- Ü Chorus
- Ü Band
- Ü After School Sports Club
- Ü Dance

Social Services

- Ü Fire Pal Robert
- Ü Drug and Alcohol Prevention
- Ü YMCA - Before and After School Care
- Ü Counselor
- Ü Breakfast Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü AIMS scores at this time are unavailable. We expect that the number of students meeting proficiency on AIMS writing has increased.
- ü AIMS scores at this time are unavailable. We expect that the number of students meeting proficiency on AIMS math has increased.
- ü AIMS scores at this time are unavailable. We expect that the number of students meeting proficiency on AIMS reading has increased.
- ü Students had increased learning opportunities through the implementation of the Stetson Hills summer school program.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	57	60
Grades 3-4	83	90
Grades 4-5	57	76
Grades 5-6	63	75
Grades 6-7	66	69
Grades 7-8	69	70

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 2003-04. 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 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

School Safety

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

Stetson Hills continuous improvement goals in this area are:

Students' awareness of drug and chemical effects and their awareness of tobacco useage and effects will increase. The pro-social choices of students related to bullying, threats and intimidation will increase.

Prevention and character education have and will continue to be integrated into the curriculum through staff development and teacher collaborative teams.

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) :

2

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.

Contacts

	Name	Phone Number
School Site Council	Billie Jeanne Walmer	(623) 445-5304
Transportation Policy	Nick Portonova	(602) 467-5090
Community Resources	Tim Tait	(623) 445-5016
School Nutrition Programs	Geoff Habgood	(623) 445-4984
Parent Organization	Joan Keffeler	(623) 445-5378
Student Health/Nurse	Cheryl Obde	(623) 445-5311

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled 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. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 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 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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 and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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