

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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)

2004-05	Highly Performing
2003-04	Performing
2002-03	New School

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School Overview

Principal/Administrator : Mrs. Billie Jeanne Walmer
 Schedule : 07:30 AM to 04:30 PM
 Grades : Pre-K-8
 2005 Enrollment : 1200
 Web Address : www.dvUSD.org/schools/sh.htm/
 Phone Number : (623) 445-5300
 Fax Number : (623) 445-5380
 E-mail : billie.walmer@sh.dvUSD.org

Mission

The Stetson Hills community is committed to the belief that all children can succeed. Student success will be promoted and supported by a safe and positive environment, clear communication of expectations, and an eclectic approach to instruction to ensure the development of the young citizens it serves.

School / Academic Goals

- ü Stetson Hills school will continue to increase the percentage of students who meet and exceed on the AIMS test.
- ü Stetson Hills school will continue to set high standards for special education students to assist with meeting IEP goals.
- ü Stetson Hills school will continue to encourage teachers to build individual teacher websites as a tool for communication with students and parents and to transition current hardware when needed.
- ü Stetson Hills will recruit and utilize volunteers to increase achievement in all academic areas.

Enrollment

October 1, 2004 School Year Student Enrollment : 1165
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 30

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 :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

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 one 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	126	2698	79306	100	99	99	463	462	445	5	6	10	13	12	18	45	54	51	37	29	20
All Students (Prior Year)	111	2528	75509	100	99	100	533	532	521	3	7	13	22	19	23	39	38	33	36	36	31
Female	64	1299	38691	100	99	99	463	462	446	3	5	10	12	12	18	49	55	52	36	28	20
Male	62	1398	40583	100	99	99	463	462	445	7	6	11	14	12	18	40	52	50	39	30	21
African American	NC	85	4041	NC	98	99	NC	449	426	NC	7	17	NC	16	23	NC	57	50	NC	20	10
Hispanic	11	374	32869	92	100	99	461	442	429	9	11	15	9	21	25	45	55	51	36	13	10
Asian/Pacific Islander	10	110	1935	100	100	99	468	477	474	0	2	3	14	6	9	57	53	48	29	39	40
American Indian/Alaskan Native	--	19	4264	--	95	100	--	443	419	--	11	19	--	26	30	--	42	45	--	21	6
White	103	2110	36197	100	99	99	464	465	463	5	5	5	13	10	11	44	53	53	39	31	31
Students with Disabilities	14	411	10321	100	100	100	364	411	389	43	24	30	14	24	27	29	39	34	14	13	9
Students without Disabilities	112	2289	69060	98	98	98	477	471	454	0	2	7	13	10	17	47	56	54	40	31	22
Limited English Proficient Students	NC	157	15509	NC	100	100	NC	396	406	NC	18	20	NC	28	30	NC	45	45	NC	10	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	257	39415	NC	88	96	NC	445	431	NC	9	15	NC	22	25	NC	54	50	NC	16	10
Non-Economically Disadvantaged	117	2443	39966	100	100	100	465	463	459	4	5	6	14	11	12	43	54	52	39	30	30

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	126	2697	79395	100	0	99	458	465	446	6	4	9	19	17	25	59	63	55	16	17	11
All Students (Prior Year)	111	2538	75492	100	100	100	532	528	519	2	7	12	11	12	16	48	52	47	39	30	24
Female	64	1298	38743	100	0	100	465	471	451	7	3	7	14	14	24	58	64	57	22	20	12
Male	62	1395	40618	100	0	99	450	459	440	5	5	11	25	19	27	61	62	53	9	14	9
African American	NC	85	4052	NC	0	100	NC	454	434	NC	4	11	NC	33	29	NC	54	54	NC	9	6
Hispanic	11	375	32915	92	0	99	462	447	426	0	7	15	27	28	35	55	57	47	18	8	4
Asian/Pacific Islander	10	110	1936	100	0	99	442	473	468	14	1	3	29	11	14	57	68	63	0	20	19
American Indian/Alaskan Native	--	19	4271	--	0	100	--	447	420	--	5	15	--	26	42	--	58	41	--	11	2
White	103	2108	36221	100	0	99	459	468	465	6	3	4	16	14	15	61	64	63	17	18	17
Students with Disabilities	14	412	10331	100	0	100	351	413	388	36	16	25	36	38	37	29	37	34	0	8	4
Students without Disabilities	112	2287	69139	98	0	99	472	474	454	2	2	7	17	13	24	64	67	58	18	18	11
Limited English Proficient Students	NC	157	15545	NC	0	100	NC	392	399	NC	16	21	NC	38	42	NC	44	35	NC	3	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	258	39484	NC	0	96	NC	445	429	NC	8	14	NC	28	35	NC	57	47	NC	7	4
Non-Economically Disadvantaged	117	2441	39986	100	0	100	458	466	461	5	4	4	20	16	16	60	63	63	16	17	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	125	2692	78869	100	99	99	455	460	442	4	3	6	18	15	21	63	67	63	14	14	10
All Students (Prior Year)	111	2525	75053	100	99	99	630	625	597	2	4	7	7	8	12	79	76	72	12	12	9
Female	63	1299	38536	98	99	99	467	476	458	5	2	4	12	10	15	66	68	67	17	20	14
Male	62	1392	40302	100	99	99	443	445	428	4	4	8	25	20	26	61	67	60	11	8	7
African American	NC	85	4015	NC	98	99	NC	455	430	NC	4	8	NC	20	24	NC	63	61	NC	13	7
Hispanic	11	372	32606	92	99	98	474	441	426	0	6	8	9	23	27	91	63	60	0	8	5
Asian/Pacific Islander	10	110	1925	100	100	99	415	477	471	29	2	3	0	8	11	71	69	64	0	21	22
American Indian/Alaskan Native	--	19	4245	--	95	100	--	447	423	--	5	9	--	32	26	--	53	61	--	11	4
White	102	2106	36078	100	99	99	457	462	459	3	3	4	20	14	16	60	68	66	17	15	14
Students with Disabilities	14	409	10246	100	100	100	342	392	367	14	12	18	57	38	39	29	46	40	0	4	4
Students without Disabilities	111	2285	68697	97	98	98	471	472	454	3	2	4	13	11	18	68	71	67	16	16	11
Limited English Proficient Students	NC	156	15339	NC	100	100	NC	385	399	NC	11	11	NC	35	31	NC	47	54	NC	7	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	255	39106	NC	88	95	NC	438	427	NC	8	8	NC	24	28	NC	59	59	NC	10	5
Non-Economically Disadvantaged	116	2439	39837	100	100	100	454	461	457	5	3	4	18	15	14	63	68	67	14	14	15

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	134	2877	78906	100	100	99	504	510	498	4	6	13	14	14	19	69	58	48	13	22	20
All Students (Prior Year)	127	2572	76019	100	100	100	519	517	499	2	5	14	34	33	39	20	18	14	44	44	33
Female	74	1429	38644	100	100	99	503	511	500	3	4	12	17	14	19	69	60	49	11	22	19
Male	60	1450	40236	100	100	99	504	509	497	5	7	15	11	14	19	68	56	46	16	23	20
African American	NC	97	4087	NC	100	99	NC	500	481	NC	11	20	NC	19	24	NC	56	45	NC	14	11
Hispanic	14	402	31938	100	99	99	510	492	481	0	10	19	15	22	25	85	56	46	0	13	10
Asian/Pacific Islander	NC	84	1805	NC	100	98	NC	542	536	NC	3	5	NC	9	8	NC	43	45	NC	45	42
American Indian/Alaskan Native	--	26	4593	--	100	100	--	451	467	--	13	26	--	25	29	--	54	39	--	8	6
White	107	2268	36483	100	100	99	504	513	517	3	5	7	14	12	13	67	59	51	16	24	30
Students with Disabilities	17	412	10664	100	100	100	412	442	430	19	28	42	31	27	27	44	39	26	6	6	5
Students without Disabilities	117	2467	68310	99	98	98	518	522	509	2	2	9	11	12	18	72	61	51	14	25	22
Limited English Proficient Students	NC	152	12573	NC	100	100	NC	411	454	NC	20	27	NC	29	30	NC	44	38	NC	6	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	235	38679	NC	90	96	NC	496	483	NC	8	20	NC	27	25	NC	51	45	NC	14	10
Non-Economically Disadvantaged	127	2644	40295	100	100	100	504	511	513	4	6	7	14	13	13	69	59	50	14	23	30

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	134	2878	78908	100	0	99	494	497	484	2	4	10	15	16	23	72	69	58	11	11	9
All Students (Prior Year)	127	2572	76020	100	100	100	512	510	503	8	14	25	23	21	23	51	50	40	18	15	12
Female	74	1429	38648	100	0	99	497	502	489	2	3	8	11	13	22	78	71	61	9	13	10
Male	60	1451	40233	100	0	99	490	492	479	4	5	12	19	19	25	65	67	55	12	9	8
African American	NC	97	4092	NC	0	99	NC	486	473	NC	4	12	NC	29	28	NC	58	54	NC	10	5
Hispanic	14	403	31940	100	0	99	501	478	465	0	9	16	8	25	32	85	61	49	8	4	3
Asian/Pacific Islander	NC	84	1805	NC	0	98	NC	513	507	NC	4	4	NC	9	13	NC	69	65	NC	18	18
American Indian/Alaskan Native	--	26	4569	--	0	100	--	444	457	--	8	18	--	29	39	--	54	41	--	8	2
White	107	2268	36502	100	0	99	494	501	502	3	3	4	13	14	14	72	71	67	12	12	15
Students with Disabilities	17	412	10665	100	0	100	396	432	423	13	17	30	50	40	36	31	39	31	6	3	2
Students without Disabilities	117	2468	68312	99	0	98	509	508	493	1	2	7	10	12	21	78	74	62	11	13	10
Limited English Proficient Students	NC	152	12556	NC	0	100	NC	394	436	NC	19	24	NC	40	40	NC	39	35	NC	3	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	234	38662	NC	0	96	NC	484	468	NC	9	16	NC	26	32	NC	59	49	NC	5	3
Non-Economically Disadvantaged	127	2646	40315	100	0	100	494	498	498	3	4	5	14	15	15	72	69	66	11	12	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	134	2869	78750	100	100	99	502	514	500	2	3	6	28	23	29	66	70	63	3	4	2
All Students (Prior Year)	127	2565	75673	100	100	100	583	553	530	1	7	12	21	20	25	67	66	58	11	6	4
Female	74	1424	38586	100	100	99	519	530	515	2	2	4	16	14	22	80	78	71	3	6	3
Male	60	1447	40135	100	99	99	483	498	486	4	5	8	42	32	35	51	62	56	4	2	1
African American	NC	96	4081	NC	99	99	NC	506	488	NC	4	8	NC	28	32	NC	66	59	NC	3	2
Hispanic	14	402	31841	100	99	99	490	493	483	0	8	8	54	34	36	46	55	55	0	3	1
Asian/Pacific Islander	NC	84	1802	NC	100	98	NC	551	533	NC	0	2	NC	11	16	NC	78	75	NC	11	7
American Indian/Alaskan Native	--	26	4586	--	100	100	--	466	481	--	8	8	--	25	37	--	67	54	--	0	1
White	107	2261	36440	100	100	99	504	517	516	3	3	3	24	21	22	69	72	71	4	4	4
Students with Disabilities	17	408	10622	100	100	100	393	432	415	6	14	21	56	47	50	31	37	28	6	2	1
Students without Disabilities	117	2463	68196	99	98	98	519	528	513	2	2	3	24	19	25	71	75	69	3	4	3
Limited English Proficient Students	NC	151	12504	NC	100	100	NC	401	451	NC	13	12	NC	46	44	NC	40	43	NC	2	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	234	38558	NC	90	96	NC	493	485	NC	7	8	NC	34	37	NC	58	54	NC	1	1
Non-Economically Disadvantaged	127	2637	40260	100	100	100	504	516	514	2	3	3	29	22	21	66	71	72	3	4	4

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	130	2785	78250	99	100	99	582	566	548	8	13	21	8	13	18	59	55	48	25	19	13
All Students (Prior Year)	188	2538	75001	99	100	99	494	482	468	15	24	37	43	43	36	23	19	16	19	14	10
Female	60	1375	38071	98	100	99	586	566	549	6	11	20	9	13	19	56	58	49	30	18	12
Male	70	1409	40126	100	100	99	579	566	547	11	14	23	6	13	17	63	53	46	20	21	14
African American	NC	87	4058	NC	99	99	NC	547	523	NC	24	32	NC	19	22	NC	47	41	NC	10	5
Hispanic	NC	343	29129	NC	100	99	NC	541	527	NC	25	32	NC	15	23	NC	50	40	NC	10	6
Asian/Pacific Islander	11	103	1747	100	100	100	609	586	589	11	6	9	0	10	9	56	54	50	33	30	32
American Indian/Alaskan Native	NC	20	4996	NC	100	100	NC	558	518	NC	12	36	NC	12	25	NC	65	36	NC	12	4
White	109	2232	38320	100	100	99	582	570	568	8	11	12	8	12	14	59	56	55	25	20	19
Students with Disabilities	NC	402	9329	NC	100	100	NC	475	454	NC	58	64	NC	20	18	NC	19	16	NC	3	2
Students without Disabilities	122	2385	68996	99	99	99	587	582	561	5	5	16	6	12	18	63	61	52	26	22	14
Limited English Proficient Students	NC	100	10133	NC	100	100	NC	446	488	NC	38	45	NC	23	25	NC	33	28	NC	5	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	197	33388	NC	85	94	NC	545	530	NC	22	32	NC	22	22	NC	48	40	NC	8	5
Non-Economically Disadvantaged	123	2590	44937	100	100	100	585	568	561	6	12	13	7	12	15	61	56	54	26	20	18

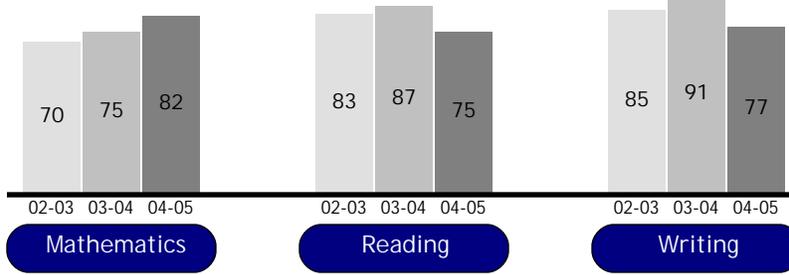
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	130	2792	78302	99	0	99	535	526	512	3	6	11	19	19	25	69	67	57	8	9	7
All Students (Prior Year)	188	2537	74918	99	100	99	521	509	497	12	21	32	16	20	19	41	40	35	31	19	15
Female	60	1377	38082	98	0	99	537	530	518	2	4	8	17	16	24	76	71	61	6	9	7
Male	70	1414	40166	100	0	99	533	523	507	3	7	14	22	21	26	64	63	54	11	8	6
African American	NC	89	4064	NC	0	100	NC	514	498	NC	12	14	NC	27	29	NC	55	54	NC	5	3
Hispanic	NC	343	29152	NC	0	99	NC	502	492	NC	15	17	NC	24	34	NC	58	46	NC	3	2
Asian/Pacific Islander	11	103	1746	100	0	100	547	534	542	0	6	5	22	10	13	67	73	66	11	11	16
American Indian/Alaskan Native	NC	20	4993	NC	0	100	NC	505	484	NC	6	19	NC	47	38	NC	41	42	NC	6	1
White	109	2237	38347	100	0	99	535	530	531	3	4	5	18	18	17	71	68	68	8	9	10
Students with Disabilities	NC	407	9353	NC	0	100	NC	450	429	NC	26	40	NC	46	38	NC	27	22	NC	1	1
Students without Disabilities	122	2387	69024	99	0	99	539	539	524	3	3	7	15	14	23	74	74	62	9	10	7
Limited English Proficient Students	NC	100	10140	NC	0	100	NC	407	451	NC	27	28	NC	37	43	NC	34	29	NC	2	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	197	33398	NC	0	94	NC	509	495	NC	12	18	NC	29	35	NC	55	46	NC	4	2
Non-Economically Disadvantaged	123	2597	44979	100	0	100	538	527	525	2	6	6	17	18	18	73	68	66	9	9	10

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	130	2785	78094	99	100	99	576	560	545	0	2	3	13	14	18	80	81	77	8	3	2
All Students (Prior Year)	186	2525	74503	98	99	99	509	515	491	1	3	9	33	29	32	63	56	51	3	11	8
Female	60	1374	38025	98	100	99	590	572	558	0	1	2	4	9	13	87	86	82	9	3	2
Male	70	1410	40013	100	100	99	563	549	534	0	3	5	20	19	23	73	76	71	6	2	1
African American	NC	88	4037	NC	100	99	NC	560	532	NC	4	4	NC	14	22	NC	81	73	NC	1	1
Hispanic	NC	342	29068	NC	100	99	NC	527	523	NC	5	5	NC	24	27	NC	70	67	NC	1	1
Asian/Pacific Islander	11	103	1743	100	100	100	589	572	577	0	1	2	11	11	9	78	84	82	11	4	8
American Indian/Alaskan Native	NC	20	4981	NC	100	100	NC	550	526	NC	0	4	NC	12	25	NC	88	70	NC	0	0
White	109	2232	38265	100	100	99	576	564	564	0	2	2	12	13	11	80	83	84	8	3	3
Students with Disabilities	NC	403	9275	NC	100	100	NC	466	444	NC	11	14	NC	42	46	NC	47	39	NC	0	1
Students without Disabilities	122	2384	68892	99	99	98	580	576	559	0	1	2	10	9	14	82	87	82	8	3	2
Limited English Proficient Students	NC	100	10084	NC	100	100	NC	418	474	NC	11	10	NC	41	39	NC	48	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	195	33296	NC	84	94	NC	540	527	NC	4	5	NC	21	27	NC	72	67	NC	3	0
Non-Economically Disadvantaged	123	2592	44871	100	100	100	579	561	559	0	2	2	10	13	12	82	82	84	8	3	3

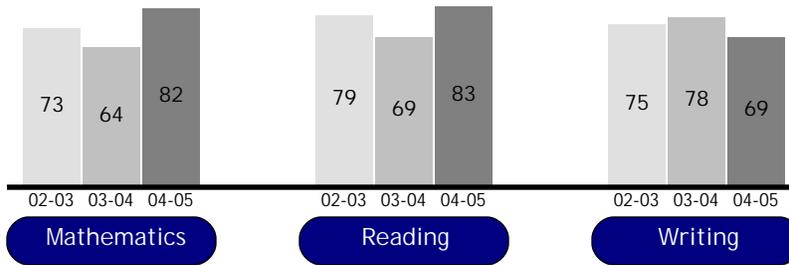
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

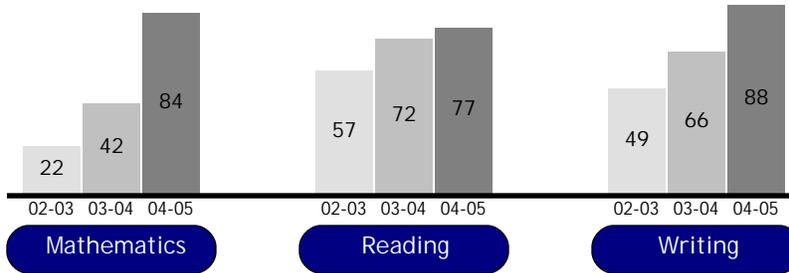
3rd Grade Proficiency



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.

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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	64	63	50	100	63	NA	58	99	61	57	47
	Language	99	60	58	43	100	62	61	50	99	57	58	47
	Mathematics	98	76	70	57	100	65	72	64	100	61	62	50
3	Reading	100	63	61	47	98	64	NA	55	99	53	55	44
	Language	98	66	67	54	99	68	70	61	99	53	53	44
	Mathematics	99	64	66	54	99	74	69	61	99	62	60	51
4	Reading	99	70	66	52	100	74	NA	56	99	59	57	48
	Language	100	64	61	48	95	72	63	52	99	62	59	49
	Mathematics	99	76	73	57	98	83	74	61	99	71	63	53
5	Reading	99	67	62	50	100	69	NA	55	100	57	60	50
	Language	99	58	57	46	100	66	60	49	100	59	59	50
	Mathematics	99	78	73	57	100	81	75	63	100	58	58	49
6	Reading	100	68	66	53	100	65	NA	56	99	63	61	51
	Language	100	61	60	45	100	66	60	48	99	59	58	47
	Mathematics	100	85	79	62	100	83	79	66	99	73	66	52
7	Reading	97	67	62	51	99	64	NA	54	100	59	59	50
	Language	98	71	66	54	99	75	69	58	100	59	61	52
	Mathematics	99	81	71	58	99	79	76	62	100	67	60	50
8	Reading	100	59	64	53	97	66	NA	55	99	60	58	51
	Language	96	60	63	49	98	72	61	52	99	55	57	50
	Mathematics	98	60	72	58	98	77	70	61	99	67	62	53

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/

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)
- 2 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
- Ü Continuous Improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	57.00
Other Professional Staff	3.50	Teacher Aide	2.60

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	7	5	0	0
7 to 9 years	7	5	0	0
10 or more years	11	15	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	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 Computer lab/36 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 Spanish

Social Services

- Ü Fire Pal John
- Ü Drug and Alcohol Prevention
- Ü YMCA - Before and After School Care
- Ü Counselor
- Ü Breakfast Program
- Ü Nurse
- Ü Free and Reduced Lunch
- Ü Escape Schools Training

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Boy's baseball team won the "D.V.U.S.D. K-8 Boys Baseball Conference Championship".

- ü Fourth through eighth grade choir students were chosen to sing at the State Capital.

- ü The fifth and sixth grade Intermediate Band students went to the Pageant of Bands and received a 'Superior With Distinction' rating.

- ü Seventh and eighth grade band students performed at the Large Group Festival and received an 'Excellent' rating.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	6	12	12	17
Transfers In Rate ⁶	15	28	28	37
Stability Rate ⁷	93	87	87	82
Promotion Rate ⁸	99	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

Stetson Hills continuous improvement goals in this area are:
 Students' awareness of drug and chemical effects and their awareness of tobacco usage 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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

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	Billie Jeanne Walmer	(623) 445-5304
Transportation Policy	Nick Portonova	(623) 467-5090
Community Resources	Sandi Hicks	(623) 445-5011
School Nutrition Programs	Geoff Habgood	(623) 445-4984
Parent Organization	Joan Keffeler	(623) 445-5363
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.

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.

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 16 Pages X .0318 Per page X 1200 Copies = \$611.00

** 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.