

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06	Excelling
2004-05	Highly Performing
2003-04	Performing

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

### School Overview

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

### 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 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, 2005 School Year Student Enrollment : 1194  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 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 Program of Excellence Award in Parent Involvement	2005

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	138	2658	80010	100	99	99	469	460	447	1	5	10	9	11	18	64	61	53	27	23	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	69	1252	38935	100	99	99	463	458	447	1	4	9	12	12	19	65	63	55	22	21	17
Male	69	1406	40974	100	99	98	476	462	448	NA	5	11	6	11	18	62	59	52	32	25	19
African American	NC	84	4201	NC	99	99	NC	439	430	NC	11	17	NC	21	23	NC	60	51	NC	8	9
Hispanic	18	406	34545	100	97	99	464	441	432	NA	11	14	11	19	24	72	57	53	17	14	9
Asian/Pacific Islander	NC	97	2068	NC	100	99	NC	473	474	NC	2	4	NC	8	10	NC	55	50	NC	35	36
American Indian/Alaskan Native	NC	18	3979	NC	90	96	NC	434	424	NC	11	17	NC	17	30	NC	67	47	NC	6	6
White	107	2053	35142	100	99	99	469	465	465	1	4	5	9	10	11	62	62	56	28	25	28
Students with Disabilities	15	327	10161	100	92	93	443	430	419	7	21	28	27	23	28	53	46	36	13	10	8
Students without Disabilities	123	2331	69849	100	100	100	473	464	451	NA	3	7	7	10	17	65	63	56	28	25	19
Limited English Proficient Students	NC	134	14013	NC	92	97	NC	409	413	NC	25	24	NC	37	34	NC	39	39	NC	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	261	39029	NC	95	98	NC	441	432	NC	11	14	NC	20	25	NC	54	52	NC	15	9
Non-Economically Disadvantaged	130	2397	40981	100	99	100	471	462	462	1	4	6	8	10	13	63	61	54	28	24	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	138	2643	79438	100	98	98	469	470	451	1	4	9	17	14	24	65	65	56	17	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	69	1248	38775	100	99	99	468	475	457	1	3	7	14	12	22	68	66	58	16	19	13
Male	69	1395	40560	100	98	97	470	465	446	1	5	12	19	16	25	62	65	54	17	14	9
African American	NC	83	4178	NC	98	98	NC	454	439	NC	6	13	NC	18	29	NC	66	52	NC	10	6
Hispanic	18	402	34297	100	96	98	461	449	434	NA	10	14	28	23	31	61	54	50	11	12	5
Asian/Pacific Islander	NC	98	2063	NC	100	99	NC	483	475	NC	1	3	NC	11	15	NC	63	63	NC	24	20
American Indian/Alaskan Native	NC	18	3940	NC	90	95	NC	445	429	NC	NA	14	NC	39	36	NC	61	47	NC	NA	3
White	107	2042	34887	100	99	98	469	474	471	2	3	4	16	12	15	64	68	63	19	17	18
Students with Disabilities	15	311	9588	100	88	88	445	437	416	7	14	30	33	32	32	47	47	34	13	7	5
Students without Disabilities	123	2332	69850	100	100	100	472	474	456	1	2	7	15	12	23	67	68	59	17	18	12
Limited English Proficient Students	NC	134	13856	NC	92	96	NC	402	407	NC	27	27	NC	47	43	NC	26	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	261	38685	NC	95	97	NC	445	435	NC	11	14	NC	25	32	NC	55	50	NC	10	5
Non-Economically Disadvantaged	130	2382	40753	100	99	99	471	472	467	1	3	5	15	13	16	66	66	62	18	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	136	2647	79971	99	98	99	450	437	423	1	4	8	29	34	41	68	59	49	2	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	1251	38974	99	99	99	462	451	437	NA	3	5	21	25	33	76	67	57	3	5	4
Male	68	1396	40895	99	98	98	437	425	410	1	5	10	37	42	47	60	51	41	1	2	2
African American	NC	84	4203	NC	99	99	NC	426	411	NC	5	11	NC	42	45	NC	52	43	NC	1	2
Hispanic	17	403	34481	94	96	99	423	422	410	6	7	10	29	39	46	65	52	43	NA	2	1
Asian/Pacific Islander	NC	98	2067	NC	100	99	NC	449	449	NC	3	4	NC	31	28	NC	56	60	NC	10	8
American Indian/Alaskan Native	NC	19	3995	NC	95	96	NC	416	409	NC	11	10	NC	37	47	NC	53	42	NC	NA	1
White	106	2043	35150	99	99	99	452	440	437	NA	3	5	30	33	35	67	60	56	3	4	5
Students with Disabilities	15	328	10258	100	92	94	431	398	377	NA	14	23	53	53	51	47	31	25	NA	2	1
Students without Disabilities	121	2319	69713	98	99	100	452	442	429	1	3	5	26	31	39	71	63	52	2	4	3
Limited English Proficient Students	NC	132	13985	NC	91	97	NC	383	382	NC	16	18	NC	57	54	NC	27	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	258	38994	NC	93	98	NC	414	409	NC	11	10	NC	38	47	NC	50	41	NC	2	1
Non-Economically Disadvantaged	129	2389	40977	99	99	100	451	440	437	1	3	5	27	33	34	70	60	56	2	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	135	2846	80147	100	98	99	512	499	482	1	5	11	7	11	17	50	50	49	41	33	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	1403	39281	100	99	99	513	497	483	2	5	9	6	11	17	48	53	50	45	31	24
Male	70	1443	40780	100	98	98	511	501	482	1	6	12	9	11	17	51	47	48	39	36	24
African American	NC	84	4249	NC	99	99	NC	486	464	NC	8	17	NC	15	22	NC	50	48	NC	26	13
Hispanic	11	405	33494	100	96	99	487	474	466	NA	11	15	NA	20	23	91	54	49	9	16	14
Asian/Pacific Islander	10	116	2103	100	98	99	NA	520	515	NA	1	4	NA	3	8	NA	50	44	NA	46	45
American Indian/Alaskan Native	--	25	4117	--	96	96	--	474	456	--	16	19	--	24	27	--	36	46	--	24	8
White	111	2215	36122	100	98	99	515	503	501	2	4	5	8	9	10	45	50	50	45	36	35
Students with Disabilities	12	362	10295	100	89	92	486	458	443	8	22	33	17	29	26	58	34	33	17	15	8
Students without Disabilities	123	2484	69852	100	100	100	515	505	488	1	3	7	7	8	16	49	53	51	44	36	26
Limited English Proficient Students	NC	107	12722	NC	94	97	NC	438	441	NC	30	27	NC	30	33	NC	38	37	NC	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	11	291	38371	100	95	97	465	479	465	9	11	15	18	18	23	73	51	49	NA	21	13
Non-Economically Disadvantaged	124	2555	41776	100	99	100	516	501	498	1	5	6	6	10	11	48	50	49	45	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	135	2836	79686	100	98	98	492	488	470	1	5	11	15	15	24	69	67	57	15	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	1404	39163	100	99	99	496	491	475	2	4	9	14	14	22	65	68	60	20	15	10
Male	70	1432	40438	100	97	97	489	485	465	1	6	13	16	16	25	73	67	54	10	11	7
African American	NC	82	4228	NC	96	98	NC	479	458	NC	5	15	NC	16	28	NC	74	53	NC	5	4
Hispanic	11	405	33299	100	96	98	471	467	452	NA	9	17	36	26	32	55	59	47	9	6	3
Asian/Pacific Islander	10	115	2097	100	97	99	NA	498	490	NA	3	5	NA	10	13	NA	69	68	NA	19	14
American Indian/Alaskan Native	--	24	4087	--	92	96	--	461	446	--	13	16	--	33	38	--	50	44	--	4	2
White	111	2209	35914	100	98	98	497	492	489	1	4	5	13	13	15	69	69	67	17	15	14
Students with Disabilities	12	350	9808	100	86	87	451	449	432	8	22	35	25	31	32	67	41	30	NA	6	3
Students without Disabilities	123	2486	69878	100	100	100	496	493	475	1	2	8	14	13	23	69	71	61	16	14	9
Limited English Proficient Students	NC	106	12594	NC	93	96	NC	421	422	NC	31	34	NC	46	45	NC	23	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	11	289	38095	100	94	97	471	468	452	9	9	17	27	24	32	55	62	48	9	6	3
Non-Economically Disadvantaged	124	2547	41591	100	98	99	494	490	486	1	4	6	14	14	16	70	68	65	15	14	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	135	2871	80372	100	99	99	504	490	475	NA	2	4	13	20	30	79	75	64	8	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	1417	39452	100	100	99	508	501	488	NA	1	3	14	13	22	74	81	72	12	4	3
Male	70	1454	40836	100	99	98	500	479	464	NA	3	6	13	26	37	83	70	56	4	2	1
African American	NC	86	4264	NC	100	99	NC	489	465	NC	1	5	NC	19	35	NC	80	59	NC	NA	1
Hispanic	11	408	33608	100	97	99	496	477	462	NA	4	6	9	25	36	91	70	57	NA	1	1
Asian/Pacific Islander	10	116	2098	100	98	99	NA	509	500	NA	NA	2	NA	13	16	NA	78	75	NA	9	7
American Indian/Alaskan Native	--	25	4128	--	96	97	--	462	464	--	4	4	--	32	39	--	64	56	--	NA	1
White	111	2235	36213	100	99	99	507	491	489	NA	2	2	12	19	22	79	76	72	9	3	3
Students with Disabilities	12	385	10526	100	94	94	469	446	427	NA	9	15	33	46	53	67	43	31	NA	1	1
Students without Disabilities	123	2486	69846	100	100	100	507	496	482	NA	1	3	11	16	26	80	80	69	9	3	2
Limited English Proficient Students	NC	108	12747	NC	95	97	NC	434	432	NC	13	12	NC	48	52	NC	39	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	11	295	38521	100	96	98	502	477	461	NA	3	6	9	27	38	91	68	55	NA	1	1
Non-Economically Disadvantaged	124	2576	41851	100	99	100	504	491	489	NA	2	3	14	19	22	77	76	72	9	3	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	132	2780	79306	99	98	99	530	517	504	2	7	13	8	13	20	64	58	49	25	22	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	1359	38845	100	98	99	532	516	505	NA	5	11	7	14	20	72	62	50	21	19	18
Male	65	1416	40383	98	98	98	527	518	504	5	8	14	9	13	19	57	55	47	29	25	19
African American	NC	109	4171	NC	98	98	NC	505	485	NC	8	20	NC	22	26	NC	54	44	NC	16	10
Hispanic	NC	398	32673	NC	98	99	NC	498	487	NC	11	18	NC	23	25	NC	51	46	NC	15	10
Asian/Pacific Islander	NC	102	2147	NC	100	99	NC	537	539	NC	1	5	NC	12	10	NC	56	46	NC	31	40
American Indian/Alaskan Native	NC	15	4034	NC	100	97	NC	488	479	NC	13	22	NC	20	29	NC	60	43	NC	7	7
White	115	2153	36234	99	98	99	529	521	523	3	6	6	8	11	13	65	60	52	24	23	28
Students with Disabilities	14	350	10286	100	91	91	488	472	462	14	29	41	43	30	27	36	36	27	7	5	5
Students without Disabilities	118	2430	69020	99	100	100	535	523	510	1	3	9	4	11	18	68	61	52	27	24	21
Limited English Proficient Students	NC	92	10291	NC	92	96	NC	462	458	NC	34	38	NC	41	34	NC	20	26	NC	5	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	263	37437	NC	95	97	NC	499	486	NC	13	19	NC	21	26	NC	51	46	NC	15	9
Non-Economically Disadvantaged	124	2517	41869	99	99	100	531	519	521	2	6	7	7	13	14	65	59	51	25	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	132	2775	79000	99	98	98	510	505	489	4	5	10	10	15	24	73	68	58	14	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	1360	38774	100	98	99	521	510	494	NA	4	7	7	12	22	75	70	61	18	14	10
Male	65	1411	40150	98	98	98	498	500	485	8	6	12	12	17	25	71	65	55	9	11	8
African American	NC	111	4153	NC	100	98	NC	493	476	NC	5	13	NC	23	30	NC	68	53	NC	4	4
Hispanic	NC	398	32508	NC	98	98	NC	483	472	NC	12	15	NC	25	33	NC	56	49	NC	6	3
Asian/Pacific Islander	NC	101	2142	NC	100	99	NC	511	510	NC	NA	4	NC	14	14	NC	72	67	NC	14	16
American Indian/Alaskan Native	NC	15	4016	NC	100	96	NC	478	467	NC	13	14	NC	40	37	NC	40	46	NC	7	2
White	115	2148	36135	99	98	98	510	509	508	4	4	4	8	12	14	74	70	67	14	14	15
Students with Disabilities	14	347	9991	100	90	88	457	460	449	29	21	33	43	40	36	21	35	29	7	4	2
Students without Disabilities	118	2428	69009	99	100	100	516	511	495	1	2	6	6	11	22	79	72	62	14	14	10
Limited English Proficient Students	NC	91	10199	NC	91	95	NC	439	439	NC	38	35	NC	45	47	NC	14	18	NC	2	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	260	37234	NC	94	97	NC	488	472	NC	9	15	NC	28	33	NC	55	50	NC	8	3
Non-Economically Disadvantaged	124	2515	41766	99	99	99	511	507	505	3	4	5	10	13	16	73	69	65	15	13	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	130	2787	79611	98	99	99	533	515	496	1	3	7	18	26	37	80	70	56	2	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	1367	39016	100	99	99	548	528	511	NA	2	4	4	17	29	93	80	66	3	1	1
Male	63	1415	40519	95	98	98	518	503	482	2	4	10	32	36	44	67	60	46	NA	0	0
African American	NC	111	4188	NC	100	98	NC	508	486	NC	6	9	NC	23	40	NC	71	50	NC	NA	0
Hispanic	NC	402	32855	NC	99	99	NC	498	481	NC	6	10	NC	35	43	NC	58	47	NC	1	0
Asian/Pacific Islander	NC	103	2149	NC	100	100	NC	519	519	NC	4	4	NC	24	24	NC	71	70	NC	1	2
American Indian/Alaskan Native	NC	15	3992	NC	100	96	NC	507	478	NC	7	10	NC	40	46	NC	53	44	NC	NA	0
White	113	2153	36380	97	98	99	532	518	511	1	2	4	18	25	30	80	72	65	2	1	1
Students with Disabilities	14	360	10664	100	94	94	502	468	440	7	11	23	50	56	54	36	32	22	7	1	1
Students without Disabilities	116	2427	68947	97	99	100	537	521	504	NA	2	4	14	22	34	85	76	61	1	1	1
Limited English Proficient Students	NC	96	10362	NC	96	97	NC	453	438	NC	18	22	NC	59	57	NC	23	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	265	37626	NC	96	98	NC	493	479	NC	8	10	NC	32	45	NC	60	45	NC	NA	0
Non-Economically Disadvantaged	122	2522	41985	98	99	100	533	517	511	1	2	4	18	26	30	80	71	65	2	1	1

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

6th 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	2934	79327	100	99	98	557	537	518	4	9	19	8	13	20	52	56	46	35	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	74	1475	38961	100	99	98	561	540	520	4	8	16	5	13	20	50	56	48	41	24	16
Male	60	1456	40295	100	98	97	553	534	516	5	11	21	12	13	19	55	55	44	28	21	16
African American	NC	98	4247	NC	100	98	NC	508	499	NC	23	27	NC	19	24	NC	48	41	NC	9	8
Hispanic	15	430	32327	100	99	98	553	515	499	7	19	27	7	19	25	53	50	41	33	12	8
Asian/Pacific Islander	NC	91	1939	NC	100	99	NC	575	556	NC	1	6	NC	5	10	NC	47	47	NC	46	36
American Indian/Alaskan Native	--	22	4391	--	85	96	--	521	489	--	14	32	--	18	27	--	59	36	--	9	4
White	110	2288	36373	100	98	98	559	541	538	4	7	10	7	12	14	55	57	52	35	24	25
Students with Disabilities	15	345	9321	100	91	87	485	486	467	27	39	54	40	24	22	27	31	21	7	6	3
Students without Disabilities	119	2589	70006	100	100	100	567	543	524	2	6	14	4	11	19	55	59	49	39	24	18
Limited English Proficient Students	--	91	9431	--	98	95	--	473	466	--	56	53	--	21	27	--	18	18	--	5	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	263	37097	NC	93	97	NC	513	498	NC	21	27	NC	17	25	NC	50	41	NC	12	7
Non-Economically Disadvantaged	129	2671	42230	100	99	99	558	539	535	5	8	11	7	13	15	53	56	50	35	23	24

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	2939	79501	100	99	98	516	514	497	6	5	10	13	16	25	72	73	60	9	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	74	1477	39062	100	99	99	520	522	502	4	3	8	11	12	23	76	76	64	9	8	5
Male	60	1458	40368	100	99	98	512	507	491	8	6	13	15	20	27	68	69	57	8	5	3
African American	NC	97	4279	NC	99	99	NC	496	485	NC	7	14	NC	26	30	NC	63	54	NC	4	2
Hispanic	15	423	32389	100	97	98	516	496	478	7	11	16	13	24	34	67	62	48	13	3	1
Asian/Pacific Islander	NC	91	1936	NC	100	99	NC	531	519	NC	NA	3	NC	14	14	NC	71	73	NC	14	9
American Indian/Alaskan Native	--	23	4401	--	88	96	--	499	473	--	13	17	--	13	40	--	70	43	--	4	1
White	110	2300	36446	100	99	99	518	518	516	5	3	4	12	14	15	74	75	73	9	7	7
Students with Disabilities	15	350	9411	100	93	88	452	469	453	47	25	36	27	38	36	27	35	26	NA	3	1
Students without Disabilities	119	2589	70090	100	100	100	524	520	502	1	2	7	11	13	24	78	78	65	10	7	5
Limited English Proficient Students	--	87	9401	--	94	94	--	445	443	--	41	40	--	43	46	--	16	14	--	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	263	37183	NC	93	97	NC	493	479	NC	11	16	NC	25	34	NC	62	49	NC	2	1
Non-Economically Disadvantaged	129	2676	42318	100	99	99	517	517	513	6	4	5	12	15	17	72	74	70	9	7	7

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	133	2943	80000	99	99	99	592	582	564	1	2	3	3	6	11	74	76	75	22	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	73	1484	39288	99	99	99	607	597	579	NA	2	2	NA	2	6	70	72	77	30	25	16
Male	60	1455	40644	100	98	98	572	566	549	2	2	4	7	9	15	80	79	74	12	9	7
African American	NC	98	4307	NC	100	99	NC	569	551	NC	4	4	NC	6	13	NC	74	75	NC	15	7
Hispanic	15	429	32672	100	98	99	586	564	548	NA	5	4	NA	10	14	93	75	76	7	11	6
Asian/Pacific Islander	NC	91	1945	NC	100	99	NC	599	592	NC	1	1	NC	1	4	NC	69	69	NC	29	25
American Indian/Alaskan Native	--	23	4424	--	88	97	--	592	549	--	NA	3	--	9	14	--	78	77	--	13	5
White	109	2297	36602	99	99	99	596	585	579	NA	1	2	4	5	7	72	76	75	25	18	16
Students with Disabilities	15	358	9919	100	95	93	527	530	505	7	7	9	NA	23	35	93	67	54	NA	4	2
Students without Disabilities	118	2585	70081	99	100	100	600	588	571	NA	1	2	3	3	7	72	77	79	25	19	12
Limited English Proficient Students	--	88	9571	--	95	96	--	503	502	--	13	10	--	26	29	--	60	60	--	1	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	265	37534	NC	94	98	NC	559	547	NC	5	4	NC	11	15	NC	74	76	NC	10	5
Non-Economically Disadvantaged	128	2678	42466	99	99	100	595	584	578	NA	2	2	3	5	7	75	76	75	22	18	16

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

7th 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	152	2859	78546	99	99	97	570	561	543	5	7	15	11	12	18	57	60	52	27	22	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	82	1428	38645	99	99	98	565	562	545	4	5	13	12	11	18	67	63	54	17	21	15
Male	70	1419	39792	99	99	97	575	560	542	6	9	17	10	12	17	46	57	50	39	23	15
African American	NC	90	4205	NC	100	97	NC	541	524	NC	12	22	NC	18	22	NC	58	49	NC	12	7
Hispanic	13	344	31177	100	99	97	524	539	524	31	13	22	8	18	23	62	57	48	NA	12	7
Asian/Pacific Islander	NC	91	1940	NC	99	99	NC	593	580	NC	2	5	NC	8	9	NC	48	53	NC	42	33
American Indian/Alaskan Native	NC	32	4689	NC	97	95	NC	550	515	NC	3	28	NC	19	25	NC	69	43	NC	9	4
White	125	2291	36450	98	99	97	575	564	563	1	6	7	13	11	12	57	60	57	30	23	23
Students with Disabilities	NC	297	8093	NC	95	82	NC	506	489	NC	37	50	NC	25	24	NC	34	23	NC	4	2
Students without Disabilities	146	2562	70453	99	100	100	572	567	549	3	4	11	12	10	17	58	63	56	28	24	16
Limited English Proficient Students	NC	58	9323	NC	100	94	NC	502	491	NC	34	47	NC	28	28	NC	36	24	NC	2	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	12	257	34694	92	97	96	530	536	524	25	13	23	NA	23	23	75	54	48	NA	10	7
Non-Economically Disadvantaged	140	2602	43852	99	99	99	573	564	559	3	7	10	12	11	13	56	60	56	29	23	22

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	152	2862	79045	99	99	98	529	527	512	5	5	10	15	17	25	72	69	58	8	9	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	82	1430	38860	99	99	98	538	534	519	4	4	7	10	13	22	74	72	62	12	12	8
Male	70	1419	40075	99	99	97	517	520	505	7	7	12	21	20	28	69	66	54	3	7	6
African American	NC	90	4250	NC	100	98	NC	514	500	NC	6	12	NC	21	31	NC	70	54	NC	3	3
Hispanic	13	344	31314	100	99	98	500	506	493	15	13	16	23	24	34	62	58	48	NA	5	2
Asian/Pacific Islander	NC	91	1949	NC	99	99	NC	551	536	NC	2	4	NC	12	15	NC	66	66	NC	20	15
American Indian/Alaskan Native	NC	32	4719	NC	97	96	NC	518	489	NC	NA	15	NC	13	39	NC	88	45	NC	NA	2
White	125	2293	36730	98	99	98	533	530	532	3	4	4	14	16	16	74	70	68	9	10	12
Students with Disabilities	NC	300	8552	NC	96	87	NC	473	463	NC	27	35	NC	40	40	NC	30	23	NC	4	1
Students without Disabilities	146	2562	70493	99	100	100	531	532	517	3	3	7	14	14	24	75	73	62	8	10	8
Limited English Proficient Students	NC	58	9355	NC	100	95	NC	452	456	NC	43	37	NC	45	48	NC	12	15	NC	NA	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	12	257	34922	92	97	96	505	508	493	17	10	15	25	28	34	58	56	48	NA	7	3
Non-Economically Disadvantaged	140	2605	44123	99	99	99	531	529	527	4	5	6	14	16	18	73	70	66	9	10	11

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	152	2858	79657	99	99	99	593	582	566	1	1	3	2	4	8	95	93	87	3	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	82	1429	39120	99	99	99	599	593	580	1	0	2	1	2	4	95	95	92	2	2	2
Male	70	1416	40423	99	98	98	586	571	553	NA	2	5	3	7	12	94	90	83	3	1	1
African American	NC	90	4290	NC	100	99	NC	575	560	NC	2	4	NC	2	9	NC	94	86	NC	1	1
Hispanic	13	343	31642	100	99	99	574	567	552	NA	2	5	NA	8	11	100	89	84	NA	1	0
Asian/Pacific Islander	NC	91	1948	NC	99	99	NC	594	589	NC	1	1	NC	1	3	NC	95	91	NC	3	4
American Indian/Alaskan Native	NC	33	4760	NC	100	97	NC	581	547	NC	NA	5	NC	3	14	NC	97	81	NC	NA	0
White	125	2289	36929	98	99	99	596	584	579	NA	1	2	2	4	5	94	93	91	3	2	2
Students with Disabilities	NC	298	9069	NC	96	92	NC	533	508	NC	6	11	NC	21	30	NC	71	58	NC	2	1
Students without Disabilities	146	2560	70588	99	99	100	595	587	573	1	1	2	1	3	5	95	95	91	3	2	1
Limited English Proficient Students	NC	58	9521	NC	100	96	NC	518	507	NC	5	13	NC	36	24	NC	59	63	NC	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	12	256	35341	92	96	97	580	565	551	NA	2	5	NA	9	12	100	88	83	NA	1	0
Non-Economically Disadvantaged	140	2602	44316	99	99	100	594	584	578	1	1	2	2	4	5	94	93	90	3	2	2

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	144	2776	78400	100	99	97	584	572	554	6	11	21	14	14	19	58	56	47	22	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	1346	38686	100	99	98	583	575	554	8	10	20	15	14	20	55	58	49	22	19	12
Male	79	1429	39636	100	99	96	585	570	554	5	13	23	13	14	18	61	55	46	22	17	13
African American	NC	80	4193	NC	100	97	NC	549	533	NC	20	32	NC	21	23	NC	49	40	NC	10	5
Hispanic	16	384	30732	100	98	97	554	550	534	19	21	31	31	23	24	38	45	40	13	11	5
Asian/Pacific Islander	NC	85	1827	NC	100	99	NC	595	594	NC	7	8	NC	11	12	NC	53	49	NC	29	31
American Indian/Alaskan Native	--	30	4536	--	97	95	--	556	528	--	23	35	--	17	25	--	50	37	--	10	4
White	121	2196	37038	100	99	97	587	576	575	5	9	11	12	12	14	62	59	56	21	19	19
Students with Disabilities	10	304	7840	100	95	81	NA	510	498	NA	51	60	NA	20	18	NA	27	20	NA	1	2
Students without Disabilities	134	2472	70560	100	100	99	589	580	560	3	6	17	15	14	19	59	60	50	23	20	14
Limited English Proficient Students	NC	80	8956	NC	95	95	NC	507	502	NC	55	56	NC	26	25	NC	15	18	NC	4	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	NC	221	33014	NC	96	95	NC	546	534	NC	23	31	NC	19	24	NC	51	40	NC	6	5
Non-Economically Disadvantaged	136	2555	45386	100	99	99	585	575	569	6	10	15	14	14	15	59	57	52	21	19	18

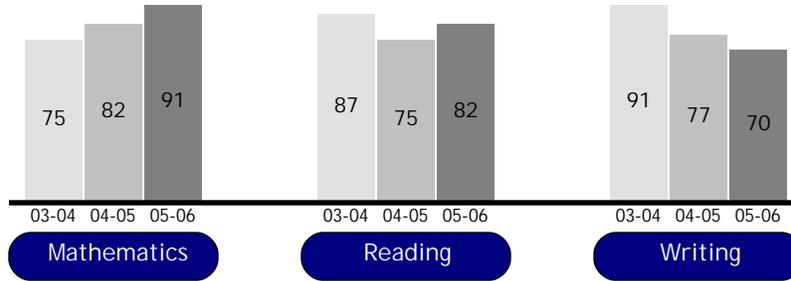
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	144	2795	79179	100	100	98	544	535	519	4	5	11	14	19	27	73	70	58	9	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	1349	38974	100	100	99	557	542	524	5	3	8	5	15	25	80	74	61	11	8	5
Male	79	1445	40124	100	100	97	534	527	513	4	7	13	22	22	28	67	66	54	8	5	4
African American	NC	80	4243	NC	100	98	NC	528	506	NC	10	14	NC	25	32	NC	55	51	NC	10	3
Hispanic	16	385	30987	100	98	98	526	512	498	13	11	17	19	32	36	63	53	45	6	4	1
Asian/Pacific Islander	NC	85	1832	NC	100	99	NC	547	543	NC	4	4	NC	12	17	NC	76	69	NC	8	10
American Indian/Alaskan Native	--	31	4573	--	100	96	--	512	494	--	13	16	--	32	41	--	52	42	--	3	1
White	121	2213	37467	100	100	98	546	539	539	2	4	5	13	16	17	76	74	70	8	6	8
Students with Disabilities	10	321	8567	100	100	88	NA	477	467	NA	26	39	NA	46	38	NA	27	22	NA	1	1
Students without Disabilities	134	2474	70612	100	100	99	550	542	524	1	2	7	13	15	25	76	76	62	10	7	5
Limited English Proficient Students	NC	80	9013	NC	95	95	NC	461	461	NC	38	40	NC	48	48	NC	15	12	NC	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	NC	223	33345	NC	97	96	NC	509	499	NC	11	17	NC	35	36	NC	52	46	NC	2	1
Non-Economically Disadvantaged	136	2572	45834	100	100	99	546	537	533	4	4	7	12	17	19	75	72	67	9	7	7

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	142	2797	79734	99	100	99	572	565	554	NA	1	3	8	14	19	91	84	78	1	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	1344	39243	98	99	99	590	580	568	NA	0	2	3	7	12	94	92	85	3	1	1
Male	78	1452	40413	99	100	98	557	552	541	NA	1	4	12	21	26	88	77	70	NA	0	0
African American	NC	80	4285	NC	100	99	NC	560	548	NC	1	3	NC	16	22	NC	83	74	NC	NA	0
Hispanic	16	387	31254	100	98	99	564	550	539	NA	1	5	19	23	25	75	75	70	6	1	0
Asian/Pacific Islander	NC	85	1837	NC	100	99	NC	579	579	NC	NA	1	NC	9	9	NC	89	87	NC	1	2
American Indian/Alaskan Native	--	32	4613	--	100	97	--	528	535	--	6	4	--	22	29	--	72	67	--	NA	0
White	119	2212	37668	98	100	99	574	568	569	NA	1	1	6	13	13	93	86	85	1	0	1
Students with Disabilities	NC	327	8943	NC	100	92	NC	512	495	NC	3	11	NC	53	51	NC	44	38	NC	0	1
Students without Disabilities	133	2470	70791	99	100	100	574	572	561	NA	0	2	5	9	15	93	90	83	2	0	0
Limited English Proficient Students	NC	82	9138	NC	98	97	NC	505	492	NC	2	13	NC	55	46	NC	41	40	NC	1	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	NC	224	33718	NC	97	97	NC	542	538	NC	2	5	NC	26	26	NC	72	69	NC	NA	0
Non-Economically Disadvantaged	134	2573	46016	99	100	100	573	567	567	NA	1	2	7	13	14	91	85	84	1	1	1

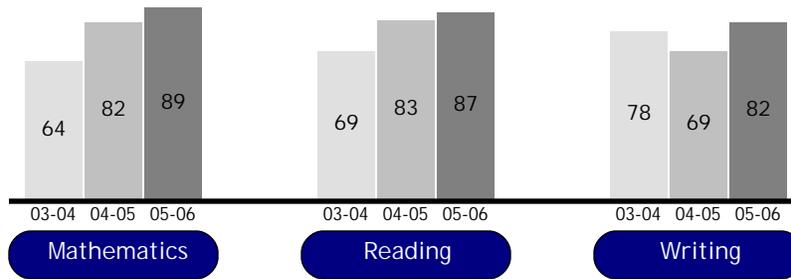
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

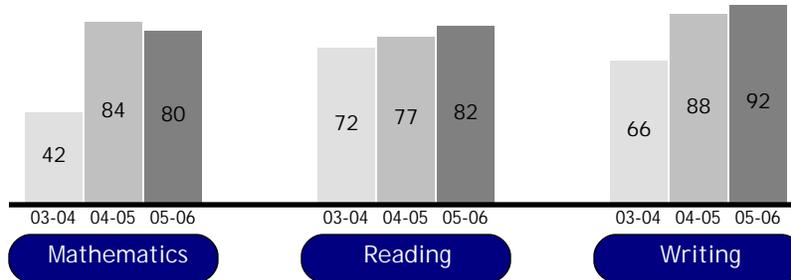
3rd Grade Proficiency



5th Grade Proficiency



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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	63	NA	58	99	61	57	47	99	58	59	46
	Language	100	62	61	50	99	57	58	47	99	52	63	48
	Mathematics	100	65	72	64	100	61	62	50	99	63	65	52
3	Reading	98	64	NA	55	99	53	55	44	100	59	59	46
	Language	99	68	70	61	99	53	53	44	100	59	58	46
	Mathematics	99	74	69	61	99	62	60	51	100	75	65	52
4	Reading	100	74	NA	56	99	59	57	48	100	70	63	52
	Language	95	72	63	52	99	62	59	49	100	72	65	52
	Mathematics	98	83	74	61	99	71	63	53	100	78	70	58
5	Reading	100	69	NA	55	100	57	60	50	100	68	67	56
	Language	100	66	60	49	100	59	59	50	100	70	65	54
	Mathematics	100	81	75	63	100	58	58	49	100	72	63	52
6	Reading	100	65	NA	56	99	63	61	51	100	63	67	56
	Language	100	66	60	48	99	59	58	47	100	61	61	50
	Mathematics	100	83	79	66	99	73	66	52	100	78	70	58
7	Reading	99	64	NA	54	100	59	59	50	99	65	65	54
	Language	99	75	69	58	100	59	61	52	99	68	67	58
	Mathematics	99	79	76	62	100	67	60	50	99	70	65	54
8	Reading	97	66	NA	55	99	60	58	51	100	72	68	58
	Language	98	72	61	52	99	55	57	50	100	67	61	56
	Mathematics	98	77	70	61	99	67	62	53	100	72	68	58

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

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 3 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	58.00
Other Professional Staff	4.00	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 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 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 Internet Safety/Drug Awareness training

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Boy's baseball team placed runner up in the D.V.U.S.D. K-8 Boys Baseball Conference.
  
- ü Girl's Softball team won the D.V.U.S.D. K-8 Girls Softball Conference Championship.
  
- ü The fifth and sixth grade Mustang Band received a rating of Superior with Distinction at Pageant of Bands Festival.
  
- ü Seventh and eighth grade Stallion Band received a rating of Superior at the ABODA Large Group Festival.

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>	97	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

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 2005-06 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](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).

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\*\* 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.