

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

Hillcrest Middle School

Deer Valley Unified District
22833 N. 71st Avenue, Glendale, AZ 85310

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

Principal: Mr. Quinn R. Kellis
Schedule: 7:00 AM to 4:15 PM
Web Address: www.hillcrest.dvusd.org
E-mail: cpaul@hm.dvusd.org

Grades: 7, 8
2002 Enrollment: 1052
Phone: (623) 376-3300
Fax: (623) 376-3380

∨ School Overview ∨

Mission

Our staff, parents and community believe in the development of middle-level learning experiences which cultivate the qualities of good citizenship, academic achievement and respect in our students. This commitment to excellence will be achieved through teamwork in skills and curricular integration, interdisciplinary teams, exploratory area and support programs. All students will learn and achieve at their maximum potential to promote skill development for the 21st Century.

Organization and Philosophy

- w Academic Cohort Scheduling
- w Curricular Outcomes and Integration
- w Exploratory Life Skills Programs
- w Interdisciplinary Instruction

Instructional Programs

- w Interdisciplinary Core Teams
- w School-to-Work/Exploratory Areas
- w Computer/Technology Classes
- w Special Education/Support Programs
- w Advanced Placement Preparation
- w Gifted Classes
- w Lifelong PE Development Programs
- w Extended Opportunity Classes

School/Academic Goals

- w Students will meet or exceed standards as determined by the state and district, and be prepared for future learning requirements.
- w Students will achieve their maximum potential through high academic expectations and multi-learning strategies that support success in standards achievement.
- w Students will be encouraged to foster the development of total self via self-esteem enrichment, resiliency skills, extracurricular activities, tutorial opportunities, leadership programs and service learning projects.
- w Students will utilize academic curriculum standards and outcomes through integrated thematic units, technological integration and career-related learning activities.

Enrollment

October 1, 2001 School Year Student Enrollment:	1149
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	No
Number of Students Attending Under Open Enrollment in 2001-02:	0

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

∨ **School Site Council** ∨

Council Composition

2 School Administrator(s)
 1 Non-certified Employee(s)
 7 Teacher(s)
 5 Parent(s)
 2 Community Member(s)
 0 Student(s)

Council Duties

w Continuous Campus Improvement Plan
 w Technology Proficiency/Expertise
 w Achievement/Assessment
 w Curriculum Integration
 w Safe Schools
 w Community Involvement

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	44.00
Other Professional Staff	7.00	Teacher Aide	2.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

High academic expectations for all students are established and maintained by providing integrated curriculum, and a home set of textbooks. Open communication is promoted through Parent Action Team, Open House Nights, volunteer programs, bimonthly GradeBusters, hand-books, newsletters, conferences, report cards, teacher web sites, school web site, and voice mail systems. A safe and orderly environment is provided by a zero-tolerance policy and attendance monitoring.

Parents

Parent responsibilities to the school involve commitment and a variety of ongoing supports. Parents need to ensure their child is in an environment which supports good study habits and completion of homework through the use of the Falcon Weekly Planner. Parents should support daily attendance, appropriate behavior, school policies and academic programs. Parental involvement by having open communication with the school, volunteering and attending conferences is needed.

∨ **Transportation Policy** ∨

Students enrolled at Hillcrest reside in a 60-square-mile area and approximately 95 percent are bused daily. Two activity buses transport students at 4:45 P.M. following afterschool activities. All students are expected to comply with bus expectations and procedures.

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|---|--|
| <p>w Hillcrest received A+ recognition in 1998 as one of the top three secondary schools in Arizona. Hillcrest will continue this A+ status until 2003. Kiwanis Club partnered with Hillcrest to honor students who exhibit character, ethics, and good grades.</p> | <p>w Hillcrest Girls and Boys Cross Country team was North Valley Conference Champs in 2001. Ten students on to the State meet. 8th Grade Spirit Line earned highest awards at the UCA Cheer Camp.</p> |
| <p>w The school and community rallied together to raise money for Hillcrest student born without arms or legs. Enough funds were raised to buy a prosthetic arm. The family has subsequently launched a statewide effort to assist other children in need.</p> | <p>w Scholastic Bowl team took 1st Place as eleven students excelled through rigorous competition. Hillcrest was named one of the top 100 Middle Schools by the National Association of Secondary School Principals.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	11.2 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.9 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	3.5 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.0 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
A+ School	1998
2 Recipients of Teacher of the Year	2002
2 Academic Teams Nominated for National Award	2002
Central Az. Middle Level Assoc. Teacher of the Year	2002

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	587	527	6%	16%	51%	27%
	State	57484	504	24%	20%	40%	16%
Writing	School	565	509	4%	35%	59%	2%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	588	479	22%	49%	20%	9%
	State	57734	459	39%	40%	14%	7%

Legend

MS	- The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
FFB	- Percent of students who Fell Far Below the standard
A	- Percent of students who Approached the standard
M	- Percent of students who Met the standard
E	- Percent of students who Exceeded the standard

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
7	Reading	99	71	52	100	71	53	98	74	52	94	70	53	87	71	55
	Language	97	74	52	100	71	54	98	75	54	94	73	55	91	75	58
	Mathematics	99	73	53	100	77	55	98	79	56	95	73	58	91	77	60
8	Reading	97	70	54	100	72	54	94	72	53	94	71	55	88	69	56
	Language	96	66	46	100	69	49	94	71	49	95	71	50	91	71	52
	Mathematics	97	73	52	100	72	54	94	75	56	94	75	58	90	73	59

∨ Measure of Academic Progress ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 6-7	72	64
Grades 7-8	75	75
*Less than 10 students matched	**No information available	***Not applicable

∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

Two of our school goals involve the implementation of a comprehensive Safe Schools Plan and Parent Involvement. A uniformed Police Officer assists the staff and administration in maintaining a safe and orderly environment. Our Prevention Plan includes programs to support student resiliency skills, parenting strategies, student support groups and advisory units. Our Renaissance student recognition/reward program celebrates academics and attendance.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,819	\$3,273,719
Classroom Supplies	\$15	\$17,737
Administration	\$430	\$499,605
Support Services-Students	\$312	\$362,808
Other Support Services and Operations	\$667	\$774,675
Total Expenditures- All Categories 2000-2001	\$4,245	\$4,928,544

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Deb Crocker	(623) 376-3339	
Transportation Policy	Tamera Teague	(602) 467-5090	
Community Resources	Chris Harmonson	(623) 376-3316	
School Nutrition Programs	Renee Flagler	(623) 376-3314	
Parent Organization	Patty Rivard	(623) 376-3300	
Student Health/Nurse	Mike Gierke	(623) 376-3310	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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