



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

22833 N. 71st Ave., Glendale, AZ 85310

Deer Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Excelling
2002-03 Excelling
2001-02 Improving

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

School Overview

Principal/Administrator : Mr. Quinn R. Kellis
Schedule : 7:00 AM to 4:00 PM
Grades : 7-8
2004 Enrollment : 1006
Web Address : hillcrest.dvUSD.org/
Phone Number : (623) 376-3300
Fax Number : (623) 376-3380
E-mail : qkellis@hm.dvUSD.org

Mission

Our staff, parents and community believe in the development of middle level learning experiences which cultivate the qualities of good citizenship, respect and academic achievement. This will be achieved through a commitment to excellence.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- Students will meet or exceed standards as determined by the state and district, and be prepared for future learning requirements.
Students will achieve their maximum potential through high academic expectations and multi- learning strategies that support success in standards achievement.

Enrollment

October 1, 2003 School Year Student Enrollment : 1015
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 No
Number of Students Attending Under Open Enrollment in 2003-04 : 13

Instructional Programs

- Ü Interdisciplinary Core Teams
- Ü School-to-Work/Exploratory Areas
- Ü Computer/Technology Classes
- Ü Special Education/Support Programs

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/19/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

High academic expectations for all students are established and maintained by providing integrated curriculum, and a home set of textbooks. A safe and orderly environment is provided by a zero-tolerance policy and attendance monitoring.

Parents

Parents need to ensure that their child is in a home environment which supports good study habits and completion of homework by utilizing the Falcon Weekly Planner. Parents should support daily attendance, appropriate behavior and academic programs.

Transportation Policy

Students enrolled at Hillcrest reside in a 10.5 square mile area. Buses are provided for students who live further than 1.5 miles. Approximately 68% are bused daily. Two activity buses transport students at 4:45 P.M. following afterschool activities.

School Honors

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

Award/Honor	Year
Ü A+ School	1998
Ü 'Excelling' School Label from Arizona Department of Ed.	2003
Ü 2 Academic Teams Nominated for National Award	2002
Ü Central AZ Middle Level Assn Teacher of the Year	2002

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	509	2538	75001	100	100	99	482	482	468	25	24	37	43	43	36	16	19	16	16	14	10
All Students (Prior Year)	535	2430	71167	95	100	99	483	476	463	20	24	38	50	49	41	20	19	14	10	8	7
Female	239	1205	36846	100	99	99	485	482	468	21	23	36	46	44	38	16	20	16	18	13	10
Male	269	1328	37974	100	100	99	479	483	467	28	24	39	40	42	34	16	18	16	15	16	11
African American	NC	73	3720	NC	97	98	NC	467	446	NC	35	53	NC	40	33	NC	19	9	NC	5	4
Hispanic	35	282	26675	100	99	98	467	468	448	49	33	52	31	47	34	9	13	10	11	8	4
Asian/Pacific Islander	14	75	1575	100	95	99	502	500	504	29	17	18	29	36	33	7	21	20	36	26	29
American Indian/Alaskan Native	NC	28	4731	NC	100	98	NC	455	438	NC	33	61	NC	54	30	NC	8	7	NC	4	2
White	443	2074	37785	100	100	99	483	484	482	23	22	25	44	43	39	17	19	21	17	15	15
Students with Disabilities	58	332	8802	100	100	100	432	430	418	63	67	79	33	29	16	4	3	3	0	1	1
Students without Disabilities	451	2206	66199	100	99	99	488	486	472	20	21	34	44	44	38	18	20	17	18	15	11
Limited English Proficient Students	--	69	11710	--	81	100	--	436	429	--	61	70	--	39	25	--	0	4	--	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	35	464	29814				463	466	448	26	34	53	57	45	33	11	15	10	6	7	4
Non-Economically Disadvantaged	474	2074	45170				483	485	479	25	22	28	42	43	38	16	19	20	17	16	14

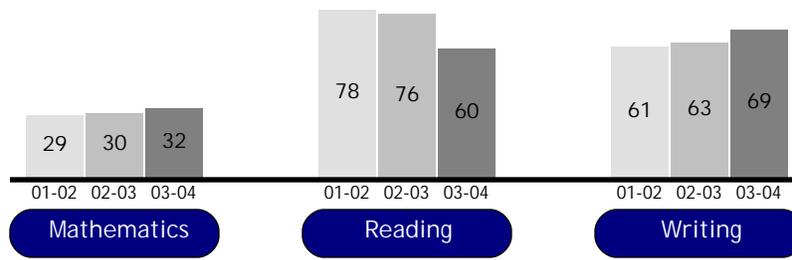
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	508	2537	74918	100	100	99	511	509	497	21	21	32	18	20	19	39	40	35	21	19	15
All Students (Prior Year)	535	2423	71100	95	99	99	522	514	502	7	14	25	17	18	21	54	49	40	22	19	15
Female	239	1205	36805	100	99	99	519	512	501	14	17	28	16	20	19	45	44	37	26	20	16
Male	268	1327	37936	100	100	99	504	506	493	27	25	35	21	20	18	35	38	33	18	18	14
African American	NC	73	3719	NC	97	98	NC	501	481	NC	29	43	NC	16	21	NC	43	29	NC	13	7
Hispanic	35	282	26645	100	99	98	505	496	478	31	29	46	20	26	20	29	35	27	20	10	6
Asian/Pacific Islander	14	75	1571	100	95	99	516	518	521	7	9	18	29	26	15	50	41	38	14	24	30
American Indian/Alaskan Native	NC	27	4729	NC	100	98	NC	481	468	NC	48	57	NC	22	19	NC	22	19	NC	9	4
White	442	2074	37773	100	100	99	511	511	511	21	20	20	18	19	18	40	41	41	22	20	21
Students with Disabilities	58	333	8801	100	100	100	463	460	448	56	64	75	35	23	13	7	10	10	2	3	2
Students without Disabilities	450	2204	66117	100	99	99	517	512	501	17	18	28	16	20	19	43	43	37	24	20	16
Limited English Proficient Students	--	69	11706	--	81	100	--	455	454	--	76	71	--	24	16	--	0	12	--	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	35	465	29785				500	493	477	31	30	47	11	26	20	40	33	26	17	11	6
Non-Economically Disadvantaged	473	2072	45115				511	512	508	20	19	23	19	19	18	39	42	39	22	20	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	506	2525	74503	100	99	99	517	515	491	3	3	9	28	29	32	59	56	51	10	11	8
All Students (Prior Year)	532	2388	69001	95	98	96	504	499	490	6	9	17	31	36	37	62	54	45	1	1	1
Female	238	1202	36686	100	99	99	543	532	506	1	2	5	18	22	29	67	62	57	14	14	9
Male	267	1318	37644	99	99	98	495	499	476	5	5	13	36	36	36	52	51	45	7	8	6
African American	NC	73	3677	NC	97	97	NC	513	475	NC	2	12	NC	35	36	NC	54	46	NC	10	5
Hispanic	35	281	26500	100	99	97	500	498	467	3	3	13	40	41	39	51	48	44	6	8	4
Asian/Pacific Islander	14	75	1566	100	95	99	542	535	537	0	2	5	21	24	23	64	59	55	14	15	18
American Indian/Alaskan Native	NC	28	4695	NC	100	97	NC	475	464	NC	13	14	NC	33	39	NC	46	44	NC	8	3
White	440	2062	37606	100	99	99	518	517	508	3	3	6	26	28	28	60	57	56	10	11	10
Students with Disabilities	57	327	8662	100	100	100	454	447	409	13	18	37	50	48	42	36	31	20	2	3	1
Students without Disabilities	449	2198	65841	99	99	98	525	519	499	2	3	7	25	28	32	61	58	53	12	12	8
Limited English Proficient Students	--	69	11608	--	81	100	--	423	430	--	18	23	--	65	47	--	18	28	--	0	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	33	461	29587				501	502	465	9	6	14	30	37	40	48	47	43	12	11	4
Non-Economically Disadvantaged	473	2064	44898				519	517	507	3	3	7	28	28	28	59	58	55	10	11	10

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

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

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

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

School Improvement - Year 2:

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

Corrective Action:

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

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

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	99	62	60	48	93	70	62	51	98	70	NA	54
	Language	99	71	65	51	96	74	66	54	100	78	69	58
	Mathematics	99	72	66	54	93	81	71	58	99	83	76	62
8	Reading	100	63	58	49	93	71	64	53	98	65	NA	55
	Language	100	68	58	46	95	73	63	49	100	68	61	52
	Mathematics	100	70	62	54	92	78	72	58	98	74	70	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Continuous Campus Improvement Plan
- Ü Technology Proficiency/Expertise
- Ü Achievement/Assessment
- Ü Curriculum Integration
- Ü Safe Schools
- Ü Community-based Instruction

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	35.80
Other Professional Staff	7.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	2	0	0
4 to 6 years	7	0	0	0
7 to 9 years	5	4	0	0
10 or more years	12	7	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	27
Core academic classes taught by Highly Qualified (NCLB) teachers.	146
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Mobile Technology Centers
- Ü Broadcast Studio

Extracurricular Activities

- Ü Student Council Leadership
- Ü National Junior Honor Society
- Ü Yearbook
- Ü North Valley Conference Athletics
- Ü Peer Mediators

Social Services

- Ü Community Classes
- Ü Jump Start
- Ü Prime Time Tutoring
- Ü Counseling Resource Lists

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- Ü Kiwanis Club partnered to honor students who exhibit character, ethics, and good grades through the Renaissance Assembly. Proactive programs have been implemented such as, Peer Mediation, No Cut sports, homework help and gradelevel teacher teaming.
- Ü In athletics, Spiritline finished first in state, eighth grade boys basketball finished first in state, and six regional championships in volleyball, basketball, softball and baseball.

Student Activity Rates for School Year 2003-04

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

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 6-7	62	68
Grades 7-8	66	66

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

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

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

School Safety

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

Two school goals involve the implementation of a comprehensive Safe Schools plan. A police officer assists on campus three days a week. Video surveillance is used. A prevention plan includes proactive programs about violence and tobacco prevention.

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) :

4

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

Contacts

	Name	Phone Number
School Site Council	Quinn Kellis	(623) 376-3304
Transportation Policy	Tamera Teague	(623) 467-5090
Community Resources	Renea Herold	(623) 376-3316
School Nutrition Programs	Renee Flagler	(623) 376-3314
Parent Organization	Candace Isherwood	(623) 376-3300
Student Health/Nurse	Joan Lapre	(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. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

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

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

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

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

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

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

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

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

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

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

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

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

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

Total cost of printing: 12 Pages X .0318 Per page X 1006 Copies = \$384.00

** 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.