



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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)

2004-05 Excelling
2003-04 Excelling
2002-03 Excelling

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

School Overview

Principal/Administrator : Ms. Dannene K Truett
Schedule : 07:00 AM to 04:00 PM
Grades : 7-8
2005 Enrollment : 1071
Web Address : hillcrest.dvusd.org/
Phone Number : (623) 376-3300
Fax Number : (623) 376-3380
E-mail : dannene.truett@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)

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 / 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, 2004 School Year Student Enrollment : 1022
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 No
Number of Students Attending Under Open Enrollment in 2004-05 : 16

Instructional Programs

- Ü Interdisciplinary Core Teams
- Ü Exploratory Areas
- Ü Computer/Technology Classes
- Ü Special Education/Support Programs
- Ü Career Explorations
- Ü AIMS tutoring
- Ü Math/LA tutoring

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/15/2005
Last Day of School :	5/26/2006

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. Parents should assure that their child completes homework by utilizing the Student Agenda that is provided by Hillcrest. 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 Teacher of the Year	2005
Ü 'Excelling' School Label from Arizona Department of Ed.	2004
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	2785	78250	99	100	99	582	566	548	9	13	21	9	13	18	58	55	48	24	19	13
All Students (Prior Year)	509	2538	75001	100	100	99	482	482	468	25	24	37	43	43	36	16	19	16	16	14	10
Female	260	1375	38071	99	100	99	578	566	549	9	11	20	9	13	19	62	58	49	20	18	12
Male	249	1409	40126	98	100	99	586	566	547	9	14	23	8	13	17	54	53	46	29	21	14
African American	11	87	4058	92	99	99	561	547	523	11	24	32	22	19	22	56	47	41	11	10	5
Hispanic	39	343	29129	98	100	99	566	541	527	22	25	32	11	15	23	50	50	40	17	10	6
Asian/Pacific Islander	22	103	1747	100	100	100	563	586	589	5	6	9	5	10	9	70	54	50	20	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	435	2232	38320	99	100	99	585	570	568	8	11	12	8	12	14	59	56	55	25	20	19
Students with Disabilities	74	402	9329	100	100	100	509	475	454	51	58	64	19	20	18	24	19	16	6	3	2
Students without Disabilities	435	2385	68996	98	99	99	594	582	561	2	5	16	7	12	18	64	61	52	27	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	15	197	33388	88	85	94	569	545	530	8	22	32	17	22	22	58	48	40	17	8	5
Non-Economically Disadvantaged	494	2590	44937	99	100	100	582	568	561	9	12	13	8	12	15	58	56	54	24	20	18

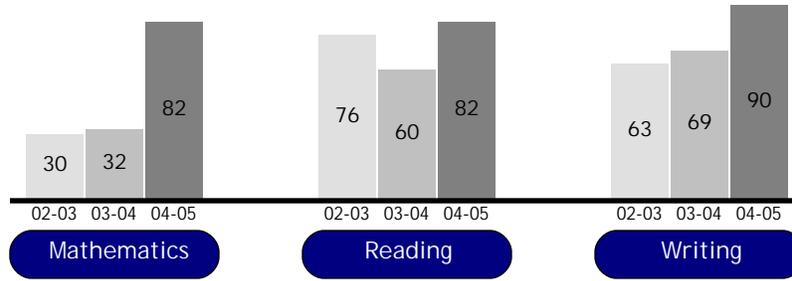
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	514	2792	78302	100	0	99	541	526	512	4	6	11	13	19	25	68	67	57	14	9	7
All Students (Prior Year)	508	2537	74918	100	100	99	511	509	497	21	21	32	18	20	19	39	40	35	21	19	15
Female	261	1377	38082	99	0	99	543	530	518	4	4	8	13	16	24	69	71	61	15	9	7
Male	253	1414	40166	100	0	99	539	523	507	5	7	14	14	21	26	68	63	54	13	8	6
African American	12	89	4064	100	0	100	553	514	498	0	12	14	30	27	29	40	55	54	30	5	3
Hispanic	39	343	29152	98	0	99	524	502	492	11	15	17	19	24	34	61	58	46	8	3	2
Asian/Pacific Islander	22	103	1746	100	0	100	523	534	542	0	6	5	15	10	13	75	73	66	10	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	439	2237	38347	100	0	99	544	530	531	4	4	5	12	18	17	69	68	68	14	9	10
Students with Disabilities	79	407	9353	100	0	100	480	450	429	24	26	40	41	46	38	32	27	22	3	1	1
Students without Disabilities	435	2387	69024	98	0	99	552	539	524	1	3	7	8	14	23	75	74	62	16	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	15	197	33398	88	0	94	534	509	495	0	12	18	25	29	35	58	55	46	17	4	2
Non-Economically Disadvantaged	499	2597	44979	100	0	100	541	527	525	4	6	6	13	18	18	69	68	66	14	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	513	2785	78094	99	100	99	579	560	545	1	2	3	9	14	18	86	81	77	4	3	2
All Students (Prior Year)	506	2525	74503	100	99	99	517	515	491	3	3	9	28	29	32	59	56	51	10	11	8
Female	261	1374	38025	99	100	99	584	572	558	1	1	2	6	9	13	88	86	82	4	3	2
Male	252	1410	40013	100	100	99	573	549	534	1	3	5	12	19	23	85	76	71	3	2	1
African American	12	88	4037	100	100	99	573	560	532	0	4	4	10	14	22	80	81	73	10	1	1
Hispanic	39	342	29068	98	100	99	570	527	523	3	5	5	8	24	27	89	70	67	0	1	1
Asian/Pacific Islander	22	103	1743	100	100	100	561	572	577	0	1	2	10	11	9	85	84	82	5	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	438	2232	38265	99	100	99	581	564	564	1	2	2	9	13	11	86	83	84	4	3	3
Students with Disabilities	79	403	9275	100	100	100	507	466	444	7	11	14	39	42	46	55	47	39	0	0	1
Students without Disabilities	434	2384	68892	98	99	98	592	576	559	0	1	2	4	9	14	92	87	82	4	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	15	195	33296	88	84	94	565	540	527	0	4	5	8	21	27	92	72	67	0	3	0
Non-Economically Disadvantaged	498	2592	44871	100	100	100	579	561	559	1	2	2	9	13	12	86	82	84	4	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)

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
7	Reading	93	70	62	51	98	70	NA	54	100	64	59	50
	Language	96	74	66	54	100	78	69	58	100	65	61	52
	Mathematics	93	81	71	58	99	83	76	62	100	68	60	50
8	Reading	93	71	64	53	98	65	NA	55	99	64	58	51
	Language	95	73	63	49	100	68	61	52	99	61	57	50
	Mathematics	92	78	72	58	98	74	70	61	98	68	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

- 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 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	44.50
Other Professional Staff	7.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	147
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 Mobile Technology Centers
- Ü Broadcast Studio
- Ü Media Center/Library
- Ü Two Technology labs

Extracurricular Activities

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

Social Services

- Ü Community Classes
- Ü Jump Start
- Ü Prime Time Tutoring & Homework Club
- Ü Counseling Resource Lists
- Ü Fulltime Registered Nurse
- Ü Anger and Bullying Management Groups
- Ü District Parent University
- Ü Study Skills Class

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- 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 Award-winning Spiritline; 7 grade girls softball conference title; 7 grade baseball conference title; 8 grade baseball 7 conference titles in a row; Boys/girls track teams won conference titles; Boys track-3rd in state. Girls track-6th in state.
- ü Character Counts initiated 04-05 school year. Each of 6 academic teams is named after one of the six pillars of character. Special emphasis on producing students of high character.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	5	12	12	17
Transfers In Rate ⁶	8	28	28	37
Stability Rate ⁷	94	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

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. Safe School Committee meets monthly. City of Glendale Safe Route to School participant.

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) :

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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Dannene Truett	(623) 376-3304
Transportation Policy	Tamara Teague	(602) 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.

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: 12 Pages X .0318 Per page X 1071 Copies = \$409.00

** 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.