



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06 Excelling
2004-05 Excelling
2003-04 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
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)

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

- 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, 2005 School Year Student Enrollment : 1066
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 No
Number of Students Attending Under Open Enrollment in 2005-06 : 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 04, 05, 06	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

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	536	2859	78546	99	99	97	573	561	543	4	7	15	7	12	18	61	60	52	28	22	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	249	1428	38645	99	99	98	571	562	545	3	5	13	9	11	18	63	63	54	25	21	15
Male	286	1419	39792	99	99	97	574	560	542	5	9	17	6	12	17	58	57	50	31	23	15
African American	13	90	4205	100	100	97	543	541	524	8	12	22	15	18	22	69	58	49	8	12	7
Hispanic	42	344	31177	100	99	97	557	539	524	12	13	22	14	18	23	52	57	48	21	12	7
Asian/Pacific Islander	20	91	1940	100	99	99	606	593	580	NA	2	5	5	8	9	40	48	53	55	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	457	2291	36450	99	99	97	574	564	563	3	6	7	7	11	12	62	60	57	28	23	23
Students with Disabilities	53	297	8093	91	95	82	514	506	489	30	37	50	26	25	24	36	34	23	8	4	2
Students without Disabilities	483	2562	70453	100	100	100	579	567	549	1	4	11	5	10	17	63	63	56	30	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	18	257	34694	95	97	96	559	536	524	NA	13	23	28	23	23	50	54	48	22	10	7
Non-Economically Disadvantaged	518	2602	43852	99	99	99	573	564	559	4	7	10	7	11	13	61	60	56	28	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	537	2862	79045	99	99	98	537	527	512	2	5	10	13	17	25	74	69	58	11	9	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	250	1430	38860	99	99	98	542	534	519	3	4	7	11	13	22	72	72	62	14	12	8
Male	286	1419	40075	99	99	97	532	520	505	2	7	12	15	20	28	74	66	54	8	7	6
African American	13	90	4250	100	100	98	515	514	500	8	6	12	15	21	31	69	70	54	8	3	3
Hispanic	42	344	31314	100	99	98	525	506	493	10	13	16	14	24	34	71	58	48	5	5	2
Asian/Pacific Islander	20	91	1949	100	99	99	551	551	536	NA	2	4	10	12	15	75	66	66	15	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	458	2293	36730	99	99	98	538	530	532	2	4	4	13	16	16	74	70	68	11	10	12
Students with Disabilities	54	300	8552	93	96	87	482	473	463	17	27	35	50	40	40	33	30	23	NA	4	1
Students without Disabilities	483	2562	70493	100	100	100	543	532	517	1	3	7	9	14	24	78	73	62	12	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	18	257	34922	95	97	96	519	508	493	NA	10	15	22	28	34	78	56	48	NA	7	3
Non-Economically Disadvantaged	519	2605	44123	99	99	99	537	529	527	3	5	6	13	16	18	73	70	66	11	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	539	2858	79657	99	99	99	591	582	566	1	1	3	2	4	8	95	93	87	3	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	250	1429	39120	99	99	99	602	593	580	NA	0	2	1	2	4	95	95	92	4	2	2
Male	288	1416	40423	99	98	98	581	571	553	1	2	5	3	7	12	94	90	83	1	1	1
African American	13	90	4290	100	100	99	567	575	560	8	2	4	NA	2	9	92	94	86	NA	1	1
Hispanic	42	343	31642	100	99	99	593	567	552	NA	2	5	2	8	11	98	89	84	NA	1	0
Asian/Pacific Islander	20	91	1948	100	99	99	604	594	589	NA	1	1	NA	1	3	95	95	91	5	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	459	2289	36929	99	99	99	591	584	579	0	1	2	2	4	5	95	93	91	3	2	2
Students with Disabilities	56	298	9069	97	96	92	544	533	508	4	6	11	13	21	30	84	71	58	NA	2	1
Students without Disabilities	483	2560	70588	100	99	100	597	587	573	0	1	2	1	3	5	96	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	18	256	35341	95	96	97	588	565	551	NA	2	5	NA	9	12	100	88	83	NA	1	0
Non-Economically Disadvantaged	521	2602	44316	100	99	100	591	584	578	1	1	2	2	4	5	95	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	513	2776	78400	98	99	97	589	572	554	6	11	21	11	14	19	58	56	47	26	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	252	1346	38686	100	99	98	589	575	554	6	10	20	10	14	20	60	58	49	25	19	12
Male	261	1429	39636	97	99	96	590	570	554	6	13	23	12	14	18	56	55	46	26	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	42	384	30732	95	98	97	588	550	534	7	21	31	12	23	24	57	45	40	24	11	5
Asian/Pacific Islander	25	85	1827	100	100	99	606	595	594	4	7	8	12	11	12	48	53	49	36	29	31
American Indian/Alaskan Native	NC	30	4536	NC	97	95	NC	556	528	NC	23	35	NC	17	25	NC	50	37	NC	10	4
White	436	2196	37038	98	99	97	589	576	575	5	9	11	11	12	14	58	59	56	26	19	19
Students with Disabilities	42	304	7840	84	95	81	521	510	498	43	51	60	21	20	18	36	27	20	NA	1	2
Students without Disabilities	471	2472	70560	100	100	99	595	580	560	3	6	17	10	14	19	59	60	50	28	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	15	221	33014	88	96	95	558	546	534	13	23	31	20	19	24	67	51	40	NA	6	5
Non-Economically Disadvantaged	498	2555	45386	99	99	99	590	575	569	6	10	15	11	14	15	57	57	52	27	19	18

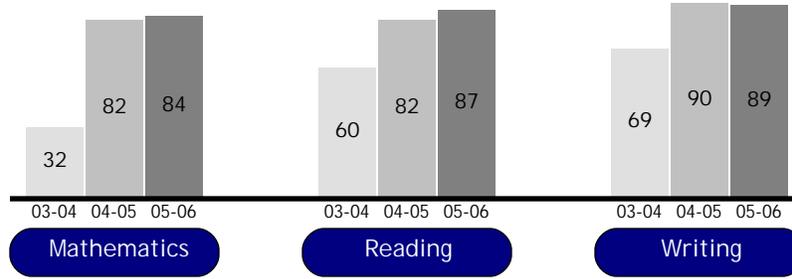
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	514	2795	79179	98	100	98	550	535	519	1	5	11	12	19	27	78	70	58	9	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	252	1349	38974	100	100	99	556	542	524	NA	3	8	9	15	25	82	74	61	9	8	5
Male	262	1445	40124	97	100	97	545	527	513	2	7	13	15	22	28	74	66	54	10	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	42	385	30987	95	98	98	551	512	498	2	11	17	17	32	36	62	53	45	19	4	1
Asian/Pacific Islander	25	85	1832	100	100	99	551	547	543	4	4	4	8	12	17	84	76	69	4	8	10
American Indian/Alaskan Native	NC	31	4573	NC	100	96	NC	512	494	NC	13	16	NC	32	41	NC	52	42	NC	3	1
White	437	2213	37467	99	100	98	551	539	539	1	4	5	11	16	17	80	74	70	9	6	8
Students with Disabilities	43	321	8567	86	100	88	490	477	467	12	26	39	51	46	38	37	27	22	NA	1	1
Students without Disabilities	471	2474	70612	100	100	99	556	542	524	0	2	7	8	15	25	81	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	15	223	33345	88	97	96	524	509	499	NA	11	17	27	35	36	73	52	46	NA	2	1
Non-Economically Disadvantaged	499	2572	45834	99	100	99	551	537	533	1	4	7	11	17	19	78	72	67	10	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	524	2797	79734	100	100	99	572	565	554	1	1	3	10	14	19	88	84	78	1	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	252	1344	39243	100	99	99	586	580	568	0	0	2	4	7	12	94	92	85	1	1	1
Male	272	1452	40413	100	100	98	560	552	541	1	1	4	16	21	26	83	77	70	1	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	43	387	31254	98	98	99	567	550	539	NA	1	5	14	23	25	84	75	70	2	1	0
Asian/Pacific Islander	25	85	1837	100	100	99	583	579	579	NA	NA	1	12	9	9	84	89	87	4	1	2
American Indian/Alaskan Native	NC	32	4613	NC	100	97	NC	528	535	NC	6	4	NC	22	29	NC	72	67	NC	NA	0
White	445	2212	37668	100	100	99	574	568	569	0	1	1	9	13	13	90	86	85	1	0	1
Students with Disabilities	53	327	8943	100	100	92	510	512	495	4	3	11	47	53	51	49	44	38	NA	0	1
Students without Disabilities	471	2470	70791	100	100	100	579	572	561	0	0	2	6	9	15	93	90	83	1	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	17	224	33718	100	97	97	547	542	538	NA	2	5	18	26	26	82	72	69	NA	NA	0
Non-Economically Disadvantaged	507	2573	46016	100	100	100	573	567	567	1	1	2	10	13	14	89	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)

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
7	Reading	98	70	NA	54	100	64	59	50	99	72	65	54
	Language	100	78	69	58	100	65	61	52	99	72	67	58
	Mathematics	99	83	76	62	100	68	60	50	99	72	65	54
8	Reading	98	65	NA	55	99	64	58	51	99	75	68	58
	Language	100	68	61	52	99	61	57	50	100	70	61	56
	Mathematics	98	74	70	61	98	68	62	53	98	76	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/

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 Certification.	12
Percent of teachers in the school with Emergency/Provisional Certification	25%
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 2005-06

School Achievements/Accomplishments 2005-06

- 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 7 Gr. Boys Vball Champ.
 7 Gr. Girls Vball Champ.
 8 Gr. Girls Vball Champ.
 7 Gr. Boys BB Conf.Runners Up
 8 Gr. Boys BB Conf.Runners Up
 7 & 8 Gr. Baseball Champ.
 8 Gr. Softball Conf.Runners Up
 Girls Track Champions
 Boy Track Conf. Runners Up
- 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 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	97	89	88	73
Graduation Rate ⁶	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

Two school goals involve the implementation of a comprehensive Safe Schools plan. A police officer assists on campus daily. 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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

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 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.

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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.