Hillcrest Academy

Hillcrest Academy, formerly Destiny Community School, went through a major shift in January of 2013 when the charter was transferred to our current charter holder and Governing Board. The previous administration was forced to combine grade levels due to low enrollment and budgetary considerations in the end of the 2011-2012 school year and continued with that model during the first half of the 2012-2013 school year. While Destiny Community School earned a letter grade of 'B', the Academic Performance Rating (Dashboard) for 2012 showed an overall rating of 61.25 (Does Not Meet Standard). When the new administration came on in January of 2013 our immediate concern was to separate the grade levels into individual classrooms with a teacher for each grade level. Academic performance and growth was the driving force of our new administration. By the end of the 2012-2013 school year Hillcrest Academy remained with a letter grade of 'B', but the Dashboard for 2013 showed a significant increase to 83.12 (Meets Standard), less than 6 points from an 'Exceeds Standard' overall rating. Our school maintained a B for the 2013-2014 school year. In an effort to improve in the upcoming school year we have purchased Beyond Textbooks from the Vail School District. Beyond Textbooks (BT) is a Scope and Sequence and calendar based on a standards-first approach and developed by teachers. BT utilizes an 'Unwrapped Document' which outlines the standard being taught, duration and rigor, utilizes student-friendly language, and what mastery of a standard means. Once a standard has been taught BT also uses formative assessments to check for mastery and outlines a 'Reteach and Enrich' program. BT also partners with Galileo, which we currently use, for summative assessments that are aligned with the BT calendar to ensure long-term retention of the standard-based curriculum.

Growth

1a. SGP Math and Reading

The Academic Performance Rating for 2012 showed growth in Math but insufficient growth in Reading. The previous administration did not address this insufficient growth but when we shifted administration in January 2013 it became a priority for us. Our reading curriculum was examined and updated to ensure alignment with Arizona's College and Career Ready Standards (ACCRS). Even with sufficient growth in Math we also examined our math curriculum. A comprehensive system to monitor the instructional practices of our teachers was instituted in January of 2013. The use of assessments to monitor student progress was fragmented under the previous administration so this was another of our priorities that was addressed. An in-depth Professional Development (PD) plan was designed to ensure that our teachers have access to the resources they need to increase their own knowledge for implementation into classroom instruction. These changes led to an increase on our 2013 Dashboard to a measure of 63 (+9.5) in Math and 70 (+22.5) in Reading. The Student Growth Percentile for 2014 dropped to 51 (-19) in Math and 42 (-21) in Reading. This lack of growth is of great concern and prompted our decision to adopt BT.

Curriculum

Grades K through 8th Math:

Destiny Community School utilized Saxon Math prior to the shift in administration in January 2013. As part of our priority for academic integrity we formed Professional Learning Communities (PLC's) comprised of teacher from various grade levels and tasked these PLC's with critiquing our current

curriculum. Saxon Math uses an incremental, distributed, cumulative approach to student learning. With Sufficient Growth shown on the 2012 Dashboard we determined that we would continue with Saxon Math for the remainder of the 2012-2013 school year and our students showed even more Sufficient Growth on the 2013 Dashboard (+9.5 over 2012). With two years of sufficient growth Saxon Math continued to be utilized as our basic math curriculum. For the 2014-2015 school year we have partnered with Beyond Textbooks, from the Vail school district, and adopted a completely ACCRS-aligned scope and sequence. Beyond Textbooks includes calendar maps as well as formative assessments to ensure mastery of each standard as it is covered. If mastery is not shown, based on less than 4 out of 5 on the formative assessment, the student is placed in a re-teach group for twenty minutes a day while those that showed mastery are challenged with an enrichment activity.

Grades K through 4th Reading:

Prior to our administration in January of 2013, the curriculum for reading was fragmented at best. Some teachers were using Spalding, others Reading Street, and still others were building lessons using supplemental materials from various online sources. Our newly formed PLC's, with several new teachers from separating grade levels, were also tasked with critiquing our various reading curriculum to determine a plan to finish the year. Reading Street was decided on as our primary instructional material so that some sense of continuity between grade level progressions could be established. Another reason for the choice of Reading Street as primary instructional material was the ability to upgrade to the new Common Core aligned version of Reading Street available from Pearson for the 2013-2014 school year. Reading Street Common Core will continue to be our primary resource for reading for K-3 for the 2014 school year while still adhering to Scope and Sequence outlined by BT.

Grades 4th through 8th Reading:

After January of 2013 we, the administration and the PLC for grades 5th through 8th, decided that additional instruction materials were needed for the upper grades. For the remainder of the 2013 school year the use of rich literature was an emphasis with supplemental materials pulled together by our PLC to address any gaps that may have occurred when the grade levels were combined in the first half of the year. For the 2013-2014 school year we decided to add some additional instructional material for grades 4 through 8. While continuing to emphasize rich literature for grades 5th through 8th we added an intensive Grammar and Writing textbook from Hake Publishing. Grammar and Writing by Hake employs a similar incremental, distributed, cumulative, approach that showed such good results from Saxon Math. We purchased Grammar and Writing for grades 4th through 8th. Rich literature, chosen from the suggested chapter books in the appendix for Common Core Standards will continue to be utilized as a resource in reading, again aligned with the BT Scope and Sequence.

<u>Instruction</u>

When our new administration took over in January of 2013 there was not an apparent system in place to monitor the integration of ACCRS at Destiny Community School. It didn't help that the Principal for Destiny Community School was also a classroom teacher with little time to monitor and guide instruction in other classrooms. Along with the separation of grade levels we brought in a new Principal as well. A plan was designed and implemented by the Principal and Curriculum Director, with input from our

current and new teachers, to evaluate instructional effectiveness and integration of ACCRS at Hillcrest Academy. Formation of PLC's with dedicated time set aside for their collaboration allowed for teachers to review individual students' strengths and weaknesses. This collaboration allowed our new teachers to gain insight into the levels of their new students and formulate plans to ensure that the year finished with adequate emphasis on the appropriate standards. Requirements for turning in Lesson Plans were previously in place, but with the old Principal also teaching classes, it's unclear whether or not these plans were being reviewed with any frequency.

Starting in January 2013 our Principal and Curriculum Director were able to monitor classroom instruction through weekly review of lesson plans. The Principal and Curriculum Director also began a number of informal (drive-by) evaluations and formal, end-of-year, evaluations were performed. With the beginning of a new school year under our new administration a formal method for documenting lesson plans digitally was installed. Along with informal evaluations done by our Principal and Curriculum Director we also required that each teacher spend ten minutes in their peers classroom for additional informal evaluations. This method of peer review was started to gain additional data for the formal evaluations at the end of each semester as well as allow teachers to 'steal' teaching techniques and classroom management skills that they observe in other effective teachers.

For the 2014-2015 school year all of our administration attended a training offered by the Arizona Department of Education to learn about the 'Arizona Framework for Measuring Educator Effectiveness'. This year we will be using the Framework developed by the Department of Education for observation and determination of Highly Effective Teachers and Leaders.

Assessment

In January of 2013 the only data that our new administration had from the previous year was the Arizona Instrument to Measure Standards (AIMS) from the Spring of 2012 as well as the Dashboard from 2012 (61.23 Overall Rating, Does Not Meet Standard). The previous administration began the year with an assessment from *Spectrum* but the entire school was not assessed. Some grade levels didn't even do the beginning of the year Pre-Test until our new administration tried looking for data and discovered that entire classes hadn't been assessed. Any attempts by us to glean useful information from the *Spectrum* assessment were futile. When AIMS results were published after the 2012-2013 school year we had some data to compare growth between the 2012 and 2013 AIMS results. When the 2013 Dashboard was published we were finally able to see that the dedicated work by our teachers had paid off. The overall Rating for Hillcrest Academy was 83.12 (+21.87 from 2012).

While the Dashboard showed improvement from 2012, waiting until the end of the year to determine if student growth occurred was not optimal. We researched various external assessment options, while keeping in mind that assessment can guide instruction (formative), evaluate our curriculum, demonstrate effective instruction techniques, and gauge student growth (summative). Our formative assessments include, but are not limited to, observations, questioning, discussion, graphic organizers, peer/self assessment, quizzes, and kinesthetic (lab) assessments. The purpose of Formative assessment is to give relative, continual, explicit feedback to students allowing them to determine the gap between what they know and where they are going. The summative assessments that we decided to adopt for the 2013-2014 school year include Chapter Exams, *Galileo* Benchmarks, and the end-of-year AIMS assessment. *Galileo* by Assessment Technology Incorporated (ATI) allowed us to schedule periodic benchmarks in

association with the Arizona Charter School Association's (ACSA) Quality Schools Program so that growth could be continually tracked through the year rather than waiting for AIMS results when it may be too late.

For the 2014-2015 school year, with the adoption of Beyond Textbooks, formative assessments will be given after the completion of each standard for math and reading. Five questions, three multiple choice and two extended response, are used to gauge mastery. If a student correctly answers 4 questions they will be placed in to an enrichment activity while those who answers fewer attend a 're-teaching' of that standard. Summative assessments given every quarter using the *Galileo* software cover the standards taught during that quarter.

Results of the Analysis of AIMS are attached.

Professional Development

For the first half of the 2011-2012 school year the academic calendar had an early-release schedule for each Friday so that Teachers could engage in Professional Development (PD). There exists no evidence that any PD was occurring on these early release days. Beginning in January of 2013, with our new administration, we used these early-release Friday's to train our teachers in the new expectations for Hillcrest Academy. The most effective PD that we implemented over the last half of the year involved the creation of our PLC's. These PLC's allowed us to evaluate our current curriculum, identify gaps in instruction, identify individual student needs, and collaborate to increase instructional effectiveness.

In the summer before the 2012-2013 school year we were able to schedule several curriculum trainings with the appropriate providers to ensure the integrity of our curriculum as well as its alignment with ACCRS. Also during the 2013-2014 school year we have implemented our new assessment plan utilizing *Galileo*. With this new assessment tool several PD days were scheduled to introduce the program, schedule assessments, and train our teachers how to analyze the data from the *Galileo* assessments.

In June of 2014 our administration attended an Introduction to Beyond Textbooks called 'Gaining the Vision'. In July our administration and key teachers attended the same workshop to ensure that BT would be compatible with our current mission and vision. Having decided to adopt BT, our faculty for this year attended a 'BT 101' training to learn how to navigate the system. Additional training with BT will continue throughout the year.

1b. SGP bottom 25% Math and Reading

On the 2012 Dashboard Destiny Community School showed sufficient growth in math for their bottom 25% but fell short in Reading. On the Dashboard for 2013 neither the math nor reading SGP for the bottom 25% was rated. The six students who were at Hillcrest Academy when our new administration moved in have been analyzed from their 2012 to 2013 AIMS results. Three out of these six bottom 25% in reading MET on 2013 AIMS for reading with all but one showing in increase in scale score from 2012-2013 (Table 1.). The six students identified as bottom 25% in math also showed an increase in scale score from 2012 to 2013 (Table 2.), however only one of these six MET on 2013 AIMS for math. The median growth percentile for the 2013-2014 school decreased to 56.5 (-5) from the previous year.

Curriculum

Reading and Math supplements are included with the math curriculum from Saxon and Reading Street. Reading is taught from the curriculum maps and chapter books can be replaced for lower level readers. Our strategy is to challenge all students at the same level and "fill in the gaps" academically with any supplemental concepts

Instruction

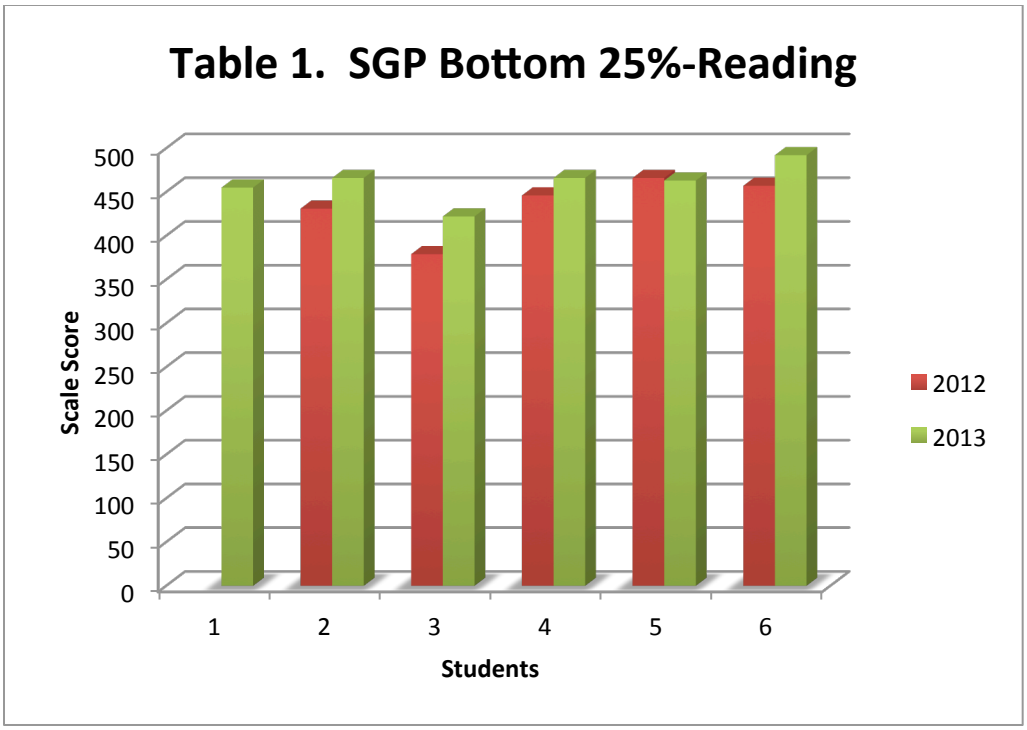
The identified students in the bottom 25% for both math and reading are continually monitored now that we can use *Galileo* to track their progress. Teachers now have the ability to address specific deficiencies that are identified by our current assessment model.

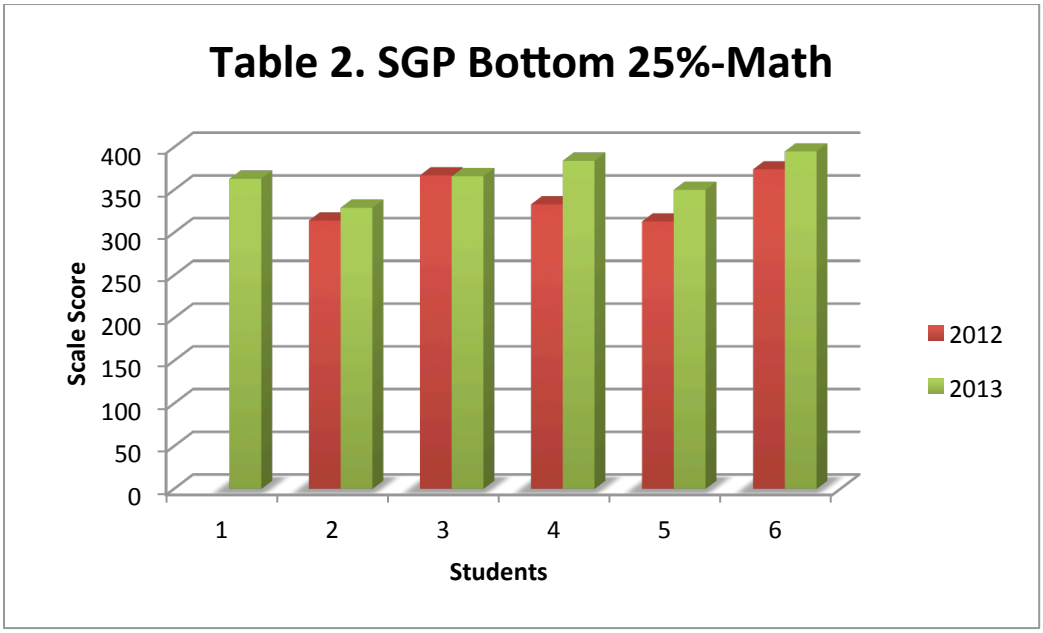
Assessment

The *Galileo* benchmark assessments for the current 2013-2014 school year have been analyzed for all of our students, but special interest is paid to monitor the continued growth of our students identified as bottom 25% in reading and math. Three of the six students identified for reading are trending to Meet the Standard according to *Galileo's* Developmental Level Score, with two Approaching. Four students show a significant increase from the Pre-Test to their latest Benchmark at grade level. Four of the five students for math show improvement as well.

Professional Development

One of our priorities that our new administration has committed resources to is 'Data-Driven Decision Making'. Several PD days were dedicated to learning the *Galileo* program and how to interpret the data generated and how to effectively use the data to drive lesson-planning to increase the success of all our students, bottom 25% included.





Proficiency

2a. Percent Passing

From the 2012 Dashboard where Math (60) and Reading (72) were both measured as Does Not Meet Standard, the changes that were implemented after January of 2013 led to a 2013 Dashboard measure for Math of 71 (+11) and Reading of 82 (+10) both of which measured as Meets Standard. The narratives above for Growth can be repeated to account for the increase in Percent Passing. The results from AIMS

2014 saw a drop of 12% passing, down to 65%, for all students reading and math. This decrease in percent passing was an additional reason Beyond Textbooks was purchase for the upcoming school year.

2b. Composite School Comparison

Composite School comparison from the 2012 Dashboard to our 2013 Dashboard also show an increase from Does Not Meet Standard to Meets Standard. Math increased by 9.6 (-3.3 to 6.3) while Reading increased by 6.6 (-4.3 to 2.3). We believe that the reasons stated in the narrative for growth are also responsible for our increase in Composite School Comparison. With better data to critique and adjust our instructional effectiveness we expect a continual increase in the coming years Dashboard as well.

2c. Subgroup ELL

We only have three ELL students currently enrolled at Hillcrest Academy. One of these three is in second grade so there is no AIMS data available, however Galileo predicts approaching the standards for both reading and math. The other two students are both in the 5th grade and show an increase in AIMS scale score for the last two years. Galileo predicts both approaching and meeting for this current year.

Curriculum

Supplemental materials from curriculum providers specifically for ELL have been adopted and are used on an as-needed basis. Beyond Textbooks includes additional materials for ELL.

Instruction

With only three ELL students, monitoring instruction for these students is not much different than monitoring instruction for all students as addressed previously in the narrative.

Assessment

Our current ELL students are tested twice a year using AZELLA to monitor their growth towards moving out of the ELL program. Galileo is used to assess their academic growth.

Professional Development

Before the school year began curriculum providers did additional training for using ELL materials. Our PLC's also discuss the needs of at-risk groups, including ELL, at their meetings.

2c. Subgroup FRL

Currently 52% of our students qualify for Free or Reduced Lunch. When our current administration came into the school in January of 2012 there were no programs in place to address at-risk groups. After school clubs and activities were started to allow students to spend additional time in an academic atmosphere. We also instituted a teacher-led tutoring program (JOLT) for students determined by their classroom teacher to be below expectations. Monthly activities and events were also planned to promote parent involvement in our school.

2c. Subgroup SPED

We have two students currently receiving services through our special education department. One of these students has MET the requirements on AIMS in both reading and math for several years and EXCELLED in both last year. The other student is APPROACHING in reading and MET in math with Galileo showing that both math and reading are trending towards MEETING this year.

Curriculum

The special education department uses a variety of recourses for reading and math. Due to the number of students serviced in reading and math (2 total), the variety of ages, and scope of IEP goals, various instructional supports are used by the special education teacher to target IEP goals in reading and math. All materials use in the teaching processed are aligned to instruction standards and checked through the submission of lesson plans every week. The Special Education teacher has access to all sped student scores and can create materials to supplement instruction. The Special education department also meets with the general education teachers to verify what standards are being focused on in the classroom. Special education staff then plans lessons that support the general education teacher and align what is being taught in the classroom. The special education department also reviews grade level curriculum maps and pacing guides to help keep them closely aligned to the general education classroom. Assignments are modified to the student's ability level and special need.

Instruction

Currently special education department is servicing two students. Our School embraces the philosophy of full inclusion, believing that special education students can best be educated in the regular classroom. Our teachers accept responsibility for all students in their classroom and modify, accommodate and adjust teaching techniques and classroom activities to meet the unique learning abilities of all students. Special education staff supports the regular classroom teacher with this process. There are not two distinctly different types of students, e.g. "special" and "regular". All students are individuals with their own unique set of physical, intellectual and psychological characteristics that influence their instructional needs. There are not two discrete sets of instructional methods – one set for "special" students and another for "regular" students. Individualized instructional programs are designed for each student.

- Inclusion is the underlying philosophy by which all students are educated.
- All students are educated with chronologically age appropriate peers.
- All students are educated full time in the general education classroom.
- All students learn and develop individually and the curriculum is modified or adapted to allow students to progress at their individual rates. Students are not penalized for the inability to progress at grade level.

• General education teachers assume responsibility to teach and meet the cognitive, affective and social needs of all students with special education teachers and staff providing support.

Assessment

IEP Goals and State Standards--The Special Education teacher uses the Individual Education Plan to develop student goals. These goals selected are aligned with the State Standards and Common Core. The state standards were used when writing the goals for the 2013-2014 school year that make up the current Individual Education Plans (IEP's). The Special Education department will change to Common Core in the next school year.

3. State Accountability

3a. Our letter grade for the 2013 year was a 'B' and we maintained a 'B' in the 2014 year as well. Our current Governing Board and Administration will not settle on a 'B' and continue to investigate methods and curriculum to continually grow.

Aims Test Spring 2013

3rd Grade Reading

Strands/Concepts	Number Possible	Average	Percent Average
Strand 1: Reading Process	24	18.1	75%
Concept 1: Print Concepts	4	2.4	60%
Concept 3: Phonics	5	4.1	82%
Concept 4: Vocabulary	6	4.6	77%
Concept 6: Comprehension	9	7	78%
Strand 2: Comprehending Literary Text	12	7.1	59%
Concept 1: Elements of Literature	12	8.1	68%
Strand 3: Comprehending Informational Text	18	13.5	75%
Concept 1: Expository Text	6	4.5	75%
Concept 2: Functional Text	6	4.3	72%
Concept 3: Persuasive Text	6	4.8	80%
Total	**54**		**72%**

4th Grade Reading

Strands/Concepts	Number Possible	Average	Average Percentage
Strand 1: Reading Process	12	6.8	57%
Concept 4: Vocabulary	4	2.2	55%
Concept 6: Comprehension	8	4.7	59%
Strand 2: Comprehending Literary Text	17	8.5	50%
Concept 1: Elements of Literature	17	8.5	50%
Strand 3: Comprehending Informational Text	25	14.0	56%
Concept 1: Expository Text	13	6.2	48%
Concept 2: Functional Text	6	3.3	55%
Concept 3: Persuasive Text	6	4.5	75%
Total	**54**		**54%**

5th Grade Reading

Strands/Concepts	Number Possible	Average	Percent Average
Strand 1: Reading Process	12	8.4	70%
Concept 4: Vocabulary	6	4.5	75%
Concept 6: Comprehension	6	3.9	65%
Strand 2: Comprehending Literary Text	17	10.0	59%
Concept 1: Elements of Literature	17	10.0	59%
Strand 3: Comprehending Informational Text	25	17.1	68%
Concept 1: Expository Text	13	8.8	68%
Concept 2: Functional Text	6	3.8	63%
Concept 3: Persuasive Text	6	4.5	75%
Total	**54**		**66%**

6th grade Reading

Strands/Concepts	Number Possible	Average	Percent Average
Strand 1: Reading Process	12	8.8	73%
Concept 4: Vocabulary	6	4.1	68%
Concept 6: Comprehension	6	4.6	77%
Strand 2: Comprehending Literary Text	17	13.0	76%
Concept 1: Elements of Literature	17	13.0	76%
Strand 3: Comprehending Informational Text	25	16.5	66%
Concept 1: Expository Text	13	7.5	58%
Concept 2: Functional Text	6	4.5	75%
Concept 3: Persuasive Text	6	4.5	75%
Total	**54**		**72%**

7th Grade Reading

Strands/Concepts	Number Possible	Average	Percent Average
Strand 1: Reading Process	12	8.60	72%
Concept 4: Vocabulary	6	4.10	68%
Concept 6: Comprehension	6	4.50	75%
Strand 2: Comprehending Literary Text	17	10.50	62%
Concept 1: Elements of Literature	13	8.10	62%
Concept 2: Historical and Cultural Aspects of Literature	4	2.40	60%
Strand 3: Comprehending Informational Text	25	17.60	70%
Concept 1: Expository Text	12	9.00	75%
Concept 2: Functional Text	7	5.30	76%
Concept 3: Persuasive Text	6	3.40	57%
Total	**54**		**68%**

8th Grade Reading

Strands/Concepts	Number Possible	Average	Percent Average
Strand 1: Reading Process	9	6.7	74%
Concept 4: Vocabulary	3	2.7	90%
Concept 6: Comprehension	6	4	67%
Strand 2: Comprehending Literary Text	18	12.3	68%
Concept 1: Elements of Literature	14	8.8	63%
Concept 2: Historicl and Cultural Aspects of Literature	4	3.5	88%
Strand 3: Comprehending Informational Text	27	21.7	80%
Concept 1: Expository Text	13	11	85%
Concept 2: Functional Text	8	6.2	78%
Concept 3: Persuasive Text	6	4.5	75%
Total	**54**		**74%**

3rd Grade Math

Strands /Concepts	Number Possible	Average	Percent Average
Strand 1: Number and Operations	**28**	21.1	75%
Concept 1: Number Sense	11	8.3	75%
Concept 2: Numerical Operations	13	9.9	76%
Concept 3: Estimation	4	3.0	75%
Strand 2: Data Analysis, Probability, And Discrete Mathematics	8	5.9	74%
Concept 1: Data Analysis	4	3.6	90%
Concept 3/4: Systematic Listing and Countin/Vertex-Edge Graphs	4	2.3	58%
Strand 3: Patterns, Algebra and Functions	11	8.4	76%
Concept 1: Patterns	4	3.3	83%
Concept 3/4: Alegebraic Representations/Analysis of Change	7	5.1	73%
Strand 4: Geometry and Measurement	12	9.3	78%
Concept 1/2: Geometric Properties/Transformation of Shapes	6	5.1	85%
Concept 4: Measurement	6	4.1	68%
Strand 5: Structure and Logic	7	5.0	71%
Concepte 2: Logic, Reasoning, Problem Solving, Proof	7	5.0	71%
Total	**66**		**75%**

4th Grade Math

Strands /Concepts	Number Possible	Average	Percent Average
Strand 1: Number and Operations	27	16.8	62%
Concept 1: Number Sense	11	6.3	57%
Concept 2: Numerical Operations	12	7.7	64%
Concept 3: Estimation	4	2.8	70%
Strand 2: Data Analysis, Probability, And Discrete Mathematics	8	3.8	48%
Concept 1: Data Analysis	4	3.0	75%
Concept 2/3/4: Probability/Countin/Vertex-Edge Graphs	4	0.8	20%
Strand 3: Patterns, Algebra and Functions	12	6.8	57%
Concept 1: Patterns	5	3.0	60%
Concept 3/4: Alegebraic Representations/Analysis of Change	7	3.8	54%
Strand 4: Geometry and Measurement	13	5.2	40%
Concept 1: Geometric Properties	5	1.2	24%
Concept 3: Coordinate Geometry	4	2.0	50%
Concept 4: Measurement	5	2.0	40%
Strand 5: Structure and Logic	8	4.7	59%
Concepte 1/2: Algorithms/Logic, Reasonin, Problem Solving, Proof	8	4.7	59%
Total	**68**		**53%**

5th Grade Math

Strands /Concepts	Number Possible	Average	Percent Average
Strand 1: Number and Operations	**25**	16.7	67%
Concept 1: Number Sense	11	6.9	63%
Concept 2: Numerical Operations	10	7.4	74%
Concept 3: Estimation	4	2.5	63%
Strand 2: Data Analysis, Probability, And Discrete Mathematics	12	8.1	68%
Concept 1: Data Analysis	4	2.4	60%
Concept 2: Probability	4	3.0	75%
Concept 3/4: Systematic Listing and Countin/Vertex-Edge Graphs	4	2.7	68%
Strand 3: Patterns, Algebra and Functions	11	6.1	55%
Concept 1: Patterns	4	2.1	53%
Concept 3/4: Alegebraic Representations/Analysis of Change	7	4.0	57%
Strand 4: Geometry and Measurement	10	6.4	64%
Concept 1: Geometric Properties	5	3.5	70%
Concept 4: Measurement	5	2.8	56%
Strand 5: Structure and Logic	9	5.5	61%
Concepte 1/2: Algorithms/Logic, Reasonin, Problem Solving, Proof	9	5.5	61%
Total	**67**		**63%**

6th Grade Math

Strands /Concepts	Number Possible	Average	Percent Average
Strand 1: Number and Operations	**23**	15.0	65%
Concept 1: Number Sense	9	5.4	60%
Concept 2: Numerical Operations	10	6.1	61%
Concept 3: Estimation	4	2.5	63%
Strand 2: Data Analysis, Probability, And Discrete Mathematics	12	8.9	74%
Concept 1: Data Analysis	4	3.3	83%
Concept 2: Probability	4	2.4	60%
Concept 3/4: Systematic Listing and Countin/Vertex-Edge Graphs	4	3.3	83%
Strand 3: Patterns, Algebra and Functions	11	7.6	69%
Concept 1/2: Patterns/ Functions and Relationships	4	3.6	90%
Concept 3/4: Alegebraic Representations/Analysis of Change	7	4.0	57%
Strand 4: Geometry and Measurement	13	8.0	62%
Concept 1/2: Geometric Properties/ Transformation of Shapes	4	2.3	58%
Concept 3: Coordinate Geometry	4	2.9	73%
Concept 4: Measurement	5	2.9	58%
Strand 5: Structure and Logic	9	5.1	57%
Concepte 1/2: Algorithms/Logic, Reasonin, Problem Solving, Proof	9	5.1	57%
Total	**68**		**65%**

7th Grade Math

Strands /Concepts	Number Possible	Average	Percent Average
Strand 1: Number and Operations	**17**	10.8	64%
Concept 1: Number Sense	5	3.0	60%
Concept 2: Numerical Operations	8	4.9	61%
Concept 3: Estimation	4	2.9	73%
Strand 2: Data Analysis, Probability, And Discrete Mathematics	13	8.8	68%
Concept 1: Data Analysis	4	2.9	73%
Concept 2: Probability	5	3.4	68%
Concept 3/4: Systematic Listing and Countin/Vertex-Edge Graphs	4	2.5	63%
Strand 3: Patterns, Algebra and Functions	13	9.0	69%
Concept 1/2: Patterns/ Functions and Relationships	4	3.0	75%
Concept 3/4: Alegebraic Representations/Analysis of Change	9	6.0	67%
Strand 4: Geometry and Measurement	15	10.3	69%
Concept 1/2: Geometric Properties/ Transformation of Shapes	9	6.3	70%
Concept 4: Measurement	6	4.0	67%
Strand 5: Structure and Logic	10	6.6	66%
Concepte 1/2: Algorithms/Logic, Reasonin, Problem Solving, Proof	10	6.6	66%
Total	**68**		**67%**

8th Grade Math

Strands /Concepts	Number Possible	Average	Percent Average
Strand 1: Number and Operations	12	8.7	73%
Concept 1: Number Sense	4	2.7	68%
Concept 2: Numerical Operations	4	3.0	75%
Concept 3: Estimation	4	3.0	75%
Strand 2: Data Analysis, Probability, And Discrete Mathematics	12	8.2	68%
Concept 1: Data Analysis	4	3.0	75%
Concept 2: Probability	4	3.2	80%
Concept 3/4: Systematic Listing and Countin/Vertex-Edge Graphs	4	2.0	50%
Strand 3: Patterns, Algebra and Functions	18	12.7	71%
Concept 1/2: Patterns/ Functions and Relationships	6	4.8	80%
Concept 3: Alegebraic Representations	8	6.2	78%
Concept 4: Analysis of Change	4	1.7	43%
Strand 4: Geometry and Measurement	16	10.5	66%
Concept 1: Geometric Properties	4	2.5	63%
Concept 2: Transformation of Shapes	4	2.8	70%
Concept 3: Coordinate Geometry	4	2.7	68%
Concept 4: Measurement	4	2.5	63%
Strand 5: Structure and Logic	10	8.2	82%
Concepte 1/2: Algorithms/Logic, Reasonin, Problem Solving, Proof	10	8.2	82%
Total	**68**		**72%**

Hillcrest Academy
Demonstration of Sufficient Progress

		2012 Traditional Elementary School (K-8)			2013 Traditional Elementary School (K-8)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	53.5	75	12.5	63	75	25
	Reading	47.5	50	12.5	70	100	25
1b. SGP Bottom 25%	Math	58.5	75	12.5	NR	0	0
	Reading	47.5	50	12.5	NR	0	0
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	60 / 64.2	50	7.5	71 / 63.3	75	7.5
	Reading	72 / 77.3	50	7.5	82 / 78.2	75	7.5
2b. Composite School Comparison	Math	-3.3	50	7.5	6.3	75	7.5
	Reading	-4.3	50	7.5	2.3	75	7.5
2c. Subgroup ELL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	65 / 54.6	75	3.75	88 / 54.2	100	7.5
	Reading	69 / 68.8	75	3.75	82 / 71.2	75	7.5
2c. Subgroup SPED	Math	46 / 26.6	75	3.75	NR	0	0
	Reading	62 / 37	75	3.75	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		B	75	5	B	75	5
Overall Rating		Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		61.25		100	83.12		100