

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Greenway Elementary School

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

Bisbee Unified District

98 Cole Avenue, Bisbee, AZ 85603-0028

Mailing Address: 100 Old Douglas Road, Bisbee, AZ 85603-1038

Principal: Mr. John Taylor

Schedule: 7:30 AM to 3:30 PM

Web Address: busd.k12.az.us

E-mail: jtaylor@busd.k12.az.us

Grades: Pre-K-3

2002 Enrollment: 323

Phone: (520) 432-4361

Fax: (520) 432-6121

∨ School Overview ∨

Mission

The mission of the Bisbee Unified School District is to produce literate, productive, cultured and responsible citizens who will demonstrate a love of learning and the abilities to think critically and solve problems creatively. The staff of the Bisbee School District is committed to excellence in education and will provide high-quality, comprehensive programs based on sound, current educational theory and aligned with the Arizona Academic Standards.

Organization and Philosophy

- w Balanced Literacy Focus
- w Low Student/Teacher Ratio
- w Full-day Kindergarten
- w Parental Involvement

Instructional Programs

- w Schoolwide Balanced Literacy Program
- w Everyday Math Series
- w On-site Special Education
- w Title I Reading/Language Arts
- w At-risk/Special Education Preschool
- w Full-day Kindergarten
- w Music/Choir Program
- w Physical Education

School/Academic Goals

- w Students will demonstrate reading and writing proficiency at or above grade level, as well as show growth on NCE scores from year-to-year on the Stanford 9.
- w Students will demonstrate problem-solving and mathematical concepts at or above grade level, as well as show growth on NCE scores from year-to-year on the Stanford 9.
- w Provide a safe and structured learning environment.
- w To improve communication between the school and the community.

Enrollment

October 1, 2001 School Year Student Enrollment:	292
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	17

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

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

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w Extracurricular Activities
- w School Site Improvement
- w School Safety Issues
- w Parent/School Relations

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	15.50
Other Professional Staff	2.00	Teacher Aide	10.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	1	0	0	0
7 to 9 years	1	1	0	0
10 or more years	2	9	0	0

∨ **Shared Responsibilities** ∨

School

Provide a safe environment conducive to emotional and educational growth. Maintain open lines of communication with both parents and student. Provide quality teaching that reflects the Arizona Academic Standards. Monitor for growth throughout the year and report to families. Foster a sense of student responsibility through classroom management.

Parents

Send students to school daily in a clean, well-rested state. Ensure that the nutritional needs of the student are met either at home or through the school nutrition program. Read to/with students for 20 minutes daily. Find out how students are doing by attending conferences, looking at his/her schoolwork, or calling the school. Recognize that the school values active parent involvement.

∨ **Transportation Policy** ∨

Students are transported by school bus throughout the district in approximately a 12-mile radius. The primary goal is to ensure the safety of students as they ride to and from school. School bus rules and regulations are included in the Parent/Student Handbook and are distributed to all students.

∨ Calendar Information ∨

Number of Instruction Days:	178	First Day of School:	8/7/02
Average Daily Instruction Time:	5 hrs. 0 min.	Last Day of School:	5/22/03

Operates on Extended Schedule

Report Card Release Dates

10/11/02	12/20/02	3/7/03	5/22/03
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Additional Calendar/Report Card Information

In addition to report cards, Parent/Teacher Conferences are held twice per year and progress reports are sent out as needed.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Auditorium	W Cafeteria
W Computer Lab	W Library

Extracurricular Activities

W 100th Day Events/Love of Learning Week	W Red Ribbon Week
W Greenway Music & Choir Program	W Fire Prevention Program
W Santa's Secret Workshop	W Book Fairs
W Grandparents Day	

School/Community Resources

W PTO Programs	W DES Services
W Crisis Intervention	W Health Services
W Child Advocacy Team	

∨ Indicators of Success ∨

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

2001-02 School Achievements/Accomplishments

- W Students have scored above the national average in reading and writing on the Stanford 9 test. Eighty-six percent (86%) of the third graders met or exceeded the state standards in reading.
- W Eighty-seven and one-half percent (87.5%) of the third graders met or exceeded the state standards in writing.

- W Students have scored above the national average in problem-solving and mathematical concepts on the Stanford 9 test. Seventy-six and seven-tenths percent (76.7%) of the third graders met or exceeded the state standards in math.

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	93.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	16.5 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.3 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	6.3 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	97.2 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	2.8 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

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

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.
⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.
⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.
⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.
⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.
⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

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

Award/Honor	Year
NDS	

∨ Academic Achievement Indicators ∨

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

AIMS Results ¹, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	47	534	2%	9%	49%	40%
	State	58840	524	9%	17%	45%	29%
Writing	School	38	570	0%	8%	63%	29%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	41	534	2%	17%	54%	27%
	State	59030	517	11%	27%	35%	27%

Legend

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

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

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

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

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

∨ Mathematics Education and AIMS ∨

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

∨ Academic Achievement Indicators ∨

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

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

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	93	55	60	--	--	--
2	Reading	--	--	--	100	47	50	100	53	52	81	62	53	75	67	57
	Language	--	--	--	100	32	40	100	48	43	82	50	44	80	54	48
	Mathematics	--	--	--	100	55	51	100	67	55	82	72	57	84	81	61
3	Reading	77	44	47	100	42	47	83	42	48	83	53	50	83	57	50
	Language	79	48	49	100	48	51	85	43	54	83	58	56	81	59	57
	Mathematics	93	28	46	100	35	49	92	41	52	83	53	54	89	60	56

∨ Measure of Academic Progress ∨

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

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

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

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	56	57
Grades 3-4	***	***

*Less than 10 students matched

**No information available

***Not applicable

∨ School Safety ∨

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

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

To create a safe environment, there are monthly fire drills, Fire Prevention Week, Red Ribbon Week, stranger danger programs and teacher training in school safety and first aid. There is a schoolwide Discipline Plan. All visitors are required to check-in at the office before they visit classrooms, and all staff are on the lookout for guests that are not carrying a visitor's pass. We also have an Emergency Response Plan in place.

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

0

School uniforms are not required at this school.

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

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

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,220	\$675,005
Classroom Supplies	\$74	\$22,533
Administration	\$566	\$172,237
Support Services-Students	\$103	\$31,274
Other Support Services and Operations	\$657	\$199,928
Total Expenditures- All Categories 2000-2001	\$3,620	\$1,100,977

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

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

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

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	John Taylor	(520) 432-4361	
Transportation Policy	Lupe Silva	(520) 432-6612	
Community Resources	NDS		
School Nutrition Programs	Beverly Jackson	(520) 432-6110	
Parent Organization	Jim McEntee	(520) 432-6691	
Student Health/Nurse	S. Jones/T. Vertrees	(520) 432-6117	

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

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