

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Greenfield Junior High School

Gilbert Unified District
101 S. Greenfield Road, Gilbert, AZ 85296

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

Principal: Ms. Jill Bowers
Schedule: 7:00 AM to 4:30 PM
Web Address: www.grjhs.gilbert.k12.az.us
E-mail: Jill_Bowers@gilbert.k12.az.us

Grades: 7, 8
2002 Enrollment: 1457
Phone: (480) 813-1770
Fax: (480) 813-7279

∨ School Overview ∨

Mission

It is the mission of Greenfield Junior High School to create a community of lifelong learners, responsible decision makers and productive citizens who are able to work cooperatively in a rapidly changing world.

Organization and Philosophy

- w Traditional
- w Self-contained Classrooms
- w Departmentalized Classrooms
- w Team Teaching

School/Academic Goals

- w Students will complete core curriculum and pass the district exams with a competency of 80% or above.
- w Students will be responsible learners by being on time to class.

Instructional Programs

- w Alternative Education
- w Honors Classes
- w On-site Special Education
- w Elective Program
- w Computerized Instruction
- w Saturday School / Remediation Classes

- w Students will have all necessary materials when they come to class.
- w Students will complete all assigned homework 100% of the time.

Enrollment

October 1, 2001 School Year Student Enrollment:	1311
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	No
Number of Students Attending Under Open Enrollment in 2001-02:	0

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

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

Council Duties

- w Textbook Selection
- w Student Discipline
- w Curriculum Development
- w Extracurricular Activities
- w School Improvement Plan
- w Pay For Performance

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	3.00	Teacher	81.00
Other Professional Staff	4.00	Teacher Aide	20.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	31	5	0	0
4 to 6 years	12	6	0	0
7 to 9 years	6	5	0	0
10 or more years	6	12	0	0

∨ **Shared Responsibilities** ∨

School

Greenfield adheres to high academic standards for all students and assists them in reaching these goals through various programs. A yearly school calendar, course description books and student handbooks are available for all parents. Greenfield Junior High School provides a safe environment with supervision before, during and after school hours. All Board of Education disciplinary policies are mailed to each household to help ensure student safety.

Parents

Parents are responsible to see that students report to school on time and ready to learn, with appropriate materials and completed homework. Parents are responsible for the health and well-being of their children and for reporting any health issues to the school that might impact the child's ability to learn.

∨ **Transportation Policy** ∨

Students may ride a bus if they live one and one half (1.5) miles or more from Greenfield Junior High School (44 square miles; 22 buses are provided.) Boundaries are Guadalupe east to Higley; Higley south to Greenfield; Greenfield south to Germann; Germann west to Gilbert; Gilbert north to Ray; Ray east to Cooper; Cooper north to Warner; Warner east to Lindsay; Lindsay north to Guadalupe.

∨ 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 Seventh and eighth grade students achieved above the 76th percentile in math, 69th percentile in reading and 70th percentile in language on the 2002 Stanford 9 tests.
- W The five junior high schools in Gilbert lead the East Valley in achieving the top scores on the reading, math and writing Stanford 9 tests.
- W Our school has developed a campus plan to incorporate character education through the teaching of the six pillars of the Character Counts program.

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	7.1 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.8 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	8.2 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	100.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.0 %	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
Tribute to Spec/Ed Teacher of the Year-Ron Schoenwetter	2002
CMLA Teacher of the Year 1994-2002	2002

∨ 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 8		Number Tested	MS	FFB	A	M	E
Reading	School	538	523	8%	18%	52%	23%
	State	57484	504	24%	20%	40%	16%
Writing	School	541	510	2%	38%	58%	2%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	543	491	11%	52%	25%	12%
	State	57734	459	39%	40%	14%	7%

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												
7	Reading	98	70	52	100	70	53	97	73	52	89	71	53	90	74	55
	Language	97	73	52	100	74	54	96	77	54	88	74	55	88	77	58
	Mathematics	98	66	53	100	69	55	98	75	56	87	72	58	89	77	60
8	Reading	99	70	54	100	67	54	90	66	53	91	69	55	86	69	56
	Language	97	69	46	100	69	49	93	68	49	92	68	50	85	69	52
	Mathematics	98	67	52	100	64	54	94	70	56	93	76	58	86	76	59

∨ 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 6-7	73	61
Grades 7-8	69	83
*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

We currently have a full-time School Resource Officer on our campus. Emergency and Crisis Plans are in place for our school. We also have a protective Schools Coordinator, Transition Specialist and part-time Social Worker on our campus. In addition, many drills for safety and/or fire alarm procedures are held to assure safety remains a priority.

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).

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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	\$2,339	\$2,905,612
Classroom Supplies	\$26	\$32,182
Administration	\$334	\$414,672
Support Services-Students	\$182	\$225,657
Other Support Services and Operations	\$676	\$840,246
Total Expenditures- All Categories 2000-2001	\$3,557	\$4,418,369

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	Debbie Robson	(480) 813-1770	
Transportation Policy	Jay Morris	(480) 497-3314	
Community Resources	Barb Venard	(480) 497-3351	
School Nutrition Programs	Debbie McCarron	(480) 497-3370	
Parent Organization	Debbie Robson	(480) 813-1770	
Student Health/Nurse	Carri Wright	(480) 813-1770	

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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