

Greenway Middle School

ARIZONA SCHOOL REPORT CARD 2003-04

3002 E. Nisbet Road, Phoenix, AZ 85032

Paradise 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 *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly Progress***

Not Met

School Improvement Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Jesse Acosta
Schedule : 7:00 AM to 3:30 PM
Grades : 7-8
2003 Enrollment : 775
Web Address : greenway@pvusd.k12.az.us
Phone Number : (602) 493-6300
Fax Number : (602) 971-6385
E-mail : jacosta@pvusd.k12.az.us

Mission

Greenway Middle will provide instruction that is driven by the Arizona Standards. We will strive to create a family environment that respects diversity and encourages parent participation. Through a team effort, our students will achieve and excel.

School / Academic Goals

Ü Continue to develop a positive, supportive learning environment as indicated by student pass/failure rates, teacher recommendations, Stanford 9 scores, and AIMS data.

Ü Improve reading, writing and math skills in all our students.

Instructional Programs

Ü Curriculum Integration & Alignment
Ü English Language Learners (ELL)
Ü Honors Core & Gifted Classes
Ü Homework Club

Enrollment

October 1, 2002 School Year Student Enrollment : 819
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 38

Calendar Information

Number of Instruction Days : 180
Average Daily Instruction Time : 5 hours 56 minutes
First Day of School : 8/18/2003
Last Day of School : 5/27/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- Ü Evaluate Ongoing Program
- Ü School Safety Issues
- Ü Community Outreach Programs
- Ü Extracurricular Activities
- Ü Parent/Educator Relations

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	51.00
Other Professional Staff	6.00	Teacher Aide	8.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	7	0	0
4 to 6 years	5	7	0	0
7 to 9 years	0	6	0	0
10 or more years	0	19	1	0

Shared Responsibilities

School

Our responsibility is to prepare our students to function in the real world. We must communicate with parents regularly and help them become part of the educational process. We must establish a cooperative bond that fosters growth and success.

Parents

Parents are an integral part of our learning process. A successful educational team includes the teacher, the student and the parent. We want parents to send the student prepared to learn and we want parents to become involved in school activities.

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü School Television Network (GTV)

Extracurricular Activities

- Ü Student Council
- Ü National Junior Honor Society
- Ü Intramural/SportsProgram/Interscholastic
- Ü Extended Title I School Day

Social Services

- Ü Counseling Services
- Ü Crisis Intervention/Crisis Management
- Ü After School Program

Transportation Policy

Students who live one and one-half miles from school may ride the bus. Transfer students who live outside the above radius must provide their own transportation. Special education students are accommodated according to the requirements of their IEPs.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

Greenway Middle School is a winner of the 1998 A+ Secondary School of the Arizona Educational Foundation Recognition Program.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor Year

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	95	95	94	96
Transfers Out ³	13	20	20	20
Transfers In ⁴ (Within District)	2	2	2	2
Transfers In ⁵ (Out of District)	7	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 6-7	61	56
Grades 7-8	69	72

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 2002-03. 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 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

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	396	2739	71167	99	99	99	454	477	463	43	25	38	48	45	41	7	19	14	2	11	7
All Students (Prior Year)	336	2556	66213	NA	NA	NA	451	475	459	41	26	39	46	44	40	10	19	14	3	10	7
Female	197	1336	34825	98	100	99	449	474	462	47	26	38	48	48	42	4	17	14	1	9	6
Male	194	1383	36047	97	97	99	460	481	464	39	25	38	48	41	39	10	20	15	3	14	8
African American	NC	65	3225	NC	96	95	NC	457	441	NC	47	57	NC	38	34	NC	10	6	NC	5	2
Hispanic	161	390	23643	96	99	97	435	445	445	65	51	53	35	39	37	0	7	8	0	3	2
Asian/Pacific Islander	NC	65	1503	NC	100	100	NC	493	493	NC	23	18	NC	37	40	NC	18	23	NC	22	19
American Indian/Alaskan Native	11	36	5161	92	100	103	451	450	435	50	45	63	50	52	30	0	0	5	0	3	2
White	206	2156	35245	98	98	95	463	482	476	33	21	26	54	46	45	10	21	19	3	12	10
Students with Disabilities	49	289	8095	98	92	104	435	432	426	71	65	69	21	28	25	7	4	5	0	2	1
Students without Disabilities	347	2450	63072	99	100	99	455	480	464	42	23	37	50	45	41	7	19	15	2	12	7
Limited English Proficient Students	109	199	10317	90	107	111	417	415	426	86	84	72	14	13	25	0	3	2	0	0	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	54	98	17057				418	426	440	88	75	58	13	25	34	0	0	6	0	0	2
Non-Economically Disadvantaged	342	2641	54110				458	479	468	38	24	33	53	45	43	7	19	16	2	12	8

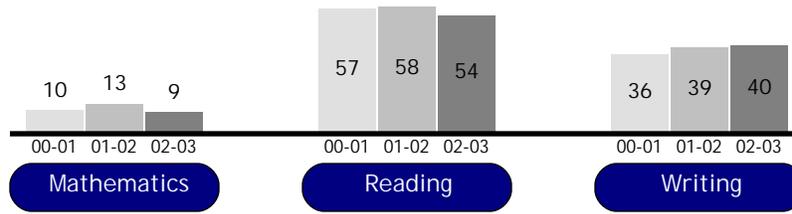
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	392	2728	71100	98	99	99	503	516	502	22	14	25	25	18	21	41	46	40	13	22	15
All Students (Prior Year)	336	2557	66144	NA	NA	NA	501	517	504	26	13	24	16	17	20	43	48	40	15	22	16
Female	190	1318	34801	94	98	99	502	517	505	20	12	21	30	19	22	37	48	42	13	22	15
Male	194	1386	36010	97	97	99	503	515	499	24	16	28	19	17	20	45	45	38	13	22	14
African American	NC	66	3219	NC	97	95	NC	498	486	NC	31	38	NC	22	24	NC	37	31	NC	10	7
Hispanic	160	387	23630	95	98	96	482	491	485	41	33	37	28	25	25	26	33	32	5	9	6
Asian/Pacific Islander	NC	64	1509	NC	98	100	NC	533	522	NC	8	12	NC	14	14	NC	41	46	NC	37	28
American Indian/Alaskan Native	NC	34	5144	NC	94	102	NC	495	478	NC	11	46	NC	48	24	NC	37	25	NC	4	5
White	198	2133	35198	94	97	95	512	520	515	13	11	15	23	17	18	48	49	47	16	24	21
Students with Disabilities	46	288	8121	92	92	105	468	477	470	75	54	55	13	20	20	13	24	21	0	3	4
Students without Disabilities	346	2440	62979	99	100	99	504	518	503	20	12	23	25	18	21	42	47	41	13	23	15
Limited English Proficient Students	108	196	10304	89	105	110	458	458	462	71	69	63	24	20	23	6	11	13	0	0	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	49	93	17040				458	471	483	78	57	40	15	24	25	7	16	29	0	3	6
Non-Economically Disadvantaged	343	2635	54060				507	517	507	16	13	20	26	18	20	44	47	43	14	22	17

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	366	2662	69001	91	96	96	484	498	490	21	11	17	39	35	37	40	54	45	0	1	1
All Students (Prior Year)	322	2514	63579	NA	NA	NA	489	502	493	15	9	15	46	38	42	36	50	41	3	3	2
Female	180	1295	34086	89	97	97	487	503	496	16	7	13	40	32	36	43	60	51	1	1	1
Male	180	1348	34644	90	95	95	480	493	484	25	14	22	38	37	39	37	49	38	0	0	0
African American	NC	61	3115	NC	90	92	NC	486	478	NC	25	25	NC	20	44	NC	55	31	NC	0	0
Hispanic	152	370	22656	90	94	92	462	475	476	35	27	27	47	41	43	18	31	30	0	0	0
Asian/Pacific Islander	NC	63	1472	NC	97	98	NC	512	507	NC	5	8	NC	26	30	NC	67	60	NC	2	2
American Indian/Alaskan Native	NC	33	4940	NC	92	98	NC	486	469	NC	8	34	NC	52	43	NC	40	23	NC	0	0
White	185	2090	34501	88	95	93	493	501	500	14	8	10	36	34	34	49	57	55	1	1	1
Students with Disabilities	38	266	7386	76	85	95	436	459	459	67	41	46	22	46	37	11	13	17	0	0	0
Students without Disabilities	328	2396	61615	93	98	97	485	500	491	19	9	16	39	34	37	41	56	45	0	1	1
Limited English Proficient Students	101	179	9662	83	96	104	443	445	454	64	61	51	31	33	40	6	6	9	0	0	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	51	93	16383				440	453	472	63	50	30	37	42	43	0	8	26	0	0	0
Non-Economically Disadvantaged	315	2569	52618				489	499	494	16	10	14	39	34	36	45	55	49	0	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?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	No

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	86	50	64	53	91	44	60	48	97	35	60	51
	Language	86	55	66	55	91	57	66	51	96	42	64	54
	Mathematics	86	56	69	57	91	48	66	54	97	41	70	58
8	Reading	86	54	64	55	92	45	59	49	97	40	60	53
	Language	87	45	62	50	92	46	59	46	97	41	59	49
	Mathematics	88	54	68	57	92	51	64	54	99	45	67	58

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 Safety

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

GMS participates in a positive self-esteem program that places ownership on the students. The students must satisfy certain criteria to earn distinction. Those who fulfill the requirements are named Students of the Year.

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) :

5

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.

Contacts

	Name	Phone Number
School Site Council	Jesse Acosta	(602) 493-6300
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Karen Hearn	(602) 867-5110
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Office	(602) 493-6300
Student Health/Nurse	Genie Trotter	(602) 493-6300

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 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 2002-03 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 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled 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. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards