



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

3002 E Nisbet, 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 (a)

2003-04 Performing
2002-03 Performing
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Jesse Acosta
Schedule : 7:00 AM to 3:30 PM
Grades : 7-8
2004 Enrollment : 750
Web Address : epage.pvUSD.k12.az.us/gmsweb/
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.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Not Met
2002-03 Not Met
2001-02 N/A

School Improvement Status (b)

2003-04 Year 1
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- Continue to develop a positive, supportive learning environment as indicated by student pass/failure rates, teacher recommendations, Stanford 9 scores, and AIMS data.
Improve reading, writing and math skills in all our students.
Provide before and after school homework classes to help students with homework assignments and class work.
Expand our counseling program to provide more services for our students and parents.

Enrollment

October 1, 2003 School Year Student Enrollment : 761
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 46

Instructional Programs

- Curriculum Integration & Alignment
- English Language Learners (ELL)
- Honors Core & Gifted Classes
- Homework Club
- Title 1 Services in Math and Reading

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 58 minutes
First Day of School :	8/16/2004
Last Day of School :	5/26/2005

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.

Transportation Policy

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

School Honors

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

Award/Honor

Year

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	375	2804	75001	100	100	99	450	481	468	49	26	37	37	39	36	8	20	16	5	15	10
All Students (Prior Year)	396	2739	71167	99	99	99	454	477	463	43	25	38	48	45	41	7	19	14	2	11	7
Female	192	1352	36846	100	100	99	452	480	468	49	25	36	34	41	38	11	20	16	5	14	10
Male	183	1442	37974	100	100	99	448	482	467	50	27	39	41	37	34	5	20	16	5	17	11
African American	12	86	3720	100	100	98	435	464	446	73	38	53	9	37	33	18	15	9	0	10	4
Hispanic	182	437	26675	100	100	98	432	450	448	71	52	52	25	33	34	3	10	10	1	5	4
Asian/Pacific Islander	NC	78	1575	NC	98	99	NC	507	504	NC	11	18	NC	37	33	NC	26	20	NC	26	29
American Indian/Alaskan Native	NC	29	4731	NC	97	98	NC	452	438	NC	42	61	NC	46	30	NC	8	7	NC	4	2
White	171	2156	37785	100	100	99	462	486	482	37	22	25	45	40	39	11	21	21	7	17	15
Students with Disabilities	44	308	8802	100	100	100	418	421	418	75	77	79	25	17	16	0	5	3	0	1	1
Students without Disabilities	331	2496	66199	100	100	99	453	487	472	47	21	34	38	41	38	9	21	17	5	17	11
Limited English Proficient Students	165	325	11710	100	100	100	436	437	429	70	63	70	22	31	25	4	4	4	4	2	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	229	652	29814				440	453	448	60	47	53	30	36	33	8	12	10	1	5	4
Non-Economically Disadvantaged	146	2152	45170				462	488	479	37	21	28	46	40	38	9	22	20	9	18	14

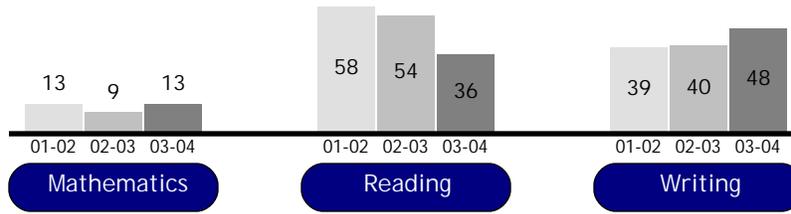
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	374	2801	74918	100	100	99	484	511	497	43	20	32	21	17	19	28	43	35	8	20	15
All Students (Prior Year)	392	2728	71100	98	99	99	503	516	502	22	14	25	25	18	21	41	46	40	13	22	15
Female	191	1349	36805	100	100	99	492	513	501	36	18	28	22	17	19	32	44	37	10	21	16
Male	183	1442	37936	100	100	99	476	509	493	51	23	35	20	16	18	24	41	33	5	20	14
African American	12	86	3719	100	100	98	502	504	481	50	24	43	10	21	21	30	40	29	10	15	7
Hispanic	181	436	26645	100	100	98	465	481	478	61	44	46	21	18	20	16	32	27	2	6	6
Asian/Pacific Islander	NC	77	1571	NC	96	99	NC	527	521	NC	13	18	NC	19	15	NC	37	38	NC	31	30
American Indian/Alaskan Native	NC	29	4729	NC	97	98	NC	483	468	NC	50	57	NC	8	19	NC	42	19	NC	0	4
White	171	2155	37773	100	100	99	495	515	511	33	17	20	21	16	18	35	45	41	11	22	21
Students with Disabilities	44	310	8801	100	100	100	455	455	448	68	68	75	21	17	13	11	12	10	0	2	2
Students without Disabilities	330	2491	66117	100	100	99	486	516	501	42	16	28	21	16	19	30	45	37	8	22	16
Limited English Proficient Students	164	324	11706	100	100	100	465	467	454	61	56	71	19	22	16	16	18	12	4	4	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	229	651	29785				472	485	477	55	41	47	19	20	20	22	32	26	4	7	6
Non-Economically Disadvantaged	145	2150	45115				499	517	508	30	16	23	23	16	18	35	45	39	12	23	20

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	372	2793	74503	100	100	99	474	507	491	11	7	9	41	27	32	44	57	51	4	9	8
All Students (Prior Year)	366	2662	69001	91	96	96	484	498	490	21	11	17	39	35	37	40	54	45	0	1	1
Female	189	1346	36686	100	100	99	498	520	506	4	4	5	31	22	29	58	63	57	7	11	9
Male	183	1437	37644	100	100	98	448	494	476	18	10	13	50	32	36	30	50	45	2	8	6
African American	12	84	3677	100	99	97	464	505	475	20	10	12	40	24	36	30	56	46	10	9	5
Hispanic	179	430	26500	100	99	97	451	469	467	13	13	13	49	37	39	37	45	44	1	4	4
Asian/Pacific Islander	NC	78	1566	NC	98	99	NC	538	537	NC	1	5	NC	27	23	NC	59	55	NC	13	18
American Indian/Alaskan Native	NC	29	4695	NC	97	97	NC	461	464	NC	9	14	NC	43	39	NC	48	44	NC	0	3
White	171	2154	37606	100	100	99	487	511	508	9	6	6	36	25	28	49	58	56	6	10	10
Students with Disabilities	44	308	8662	100	100	100	436	429	409	19	25	37	50	48	42	31	26	20	0	2	1
Students without Disabilities	328	2485	65841	100	100	98	476	513	499	10	5	7	40	25	32	45	59	53	5	10	8
Limited English Proficient Students	162	320	11608	100	100	100	452	449	430	15	15	23	45	47	47	38	37	28	1	1	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	228	648	29587				466	469	465	14	14	14	38	36	40	45	47	43	3	4	4
Non-Economically Disadvantaged	144	2145	44898				482	516	507	7	5	7	44	25	28	44	59	55	6	11	10

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

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	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	91	44	60	48	97	35	60	51	100	39	NA	54
	Language	91	57	66	51	96	42	64	54	100	54	69	58
	Mathematics	91	48	66	54	97	41	70	58	100	50	73	62
8	Reading	92	45	59	49	97	40	60	53	98	40	NA	55
	Language	92	46	59	46	97	41	59	49	97	44	62	52
	Mathematics	92	51	64	54	99	45	67	58	97	47	71	61

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

- 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 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	48.87
Other Professional Staff	6.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	6	0	0
4 to 6 years	5	1	0	0
7 to 9 years	1	8	0	0
10 or more years	10	10	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	45
Core academic classes taught by Highly Qualified (NCLB) teachers.	190
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

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

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
- Ü Parent Resource Center

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

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

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 6-7	60	56
Grades 7-8	69	70

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 2003-04. 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 2004. 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. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. 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).

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) :

7

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 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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. 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

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 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 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/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.