



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

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

### School Overview

Principal/Administrator : Mr. Jesse Acosta  
 Schedule : 07:00 AM to 03:30 PM  
 Grades : 7-8  
 2005 Enrollment : 735  
 Web Address : [epage.pvUSD.k12.az.us/gmsweb/](http://epage.pvUSD.k12.az.us/gmsweb/)  
 Phone Number : (602) 493-6300  
 Fax Number : (602) 971-6385  
 E-mail : [jacosta@pvUSD.k12.az.us](mailto: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)

2004-05	Met
2003-04	Not Met
2002-03	Not Met

#### School Improvement Status (b)

2004-05	SI Year 1
2003-04	Year 1
2002-03	N/A

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

### 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.
- ü Provide before school homework classes to help students with homework assignments and class work. Provide after school AIMS support for students who struggled on the test.
- ü Expand our counseling program to provide more services for our students and parents.

### Enrollment

October 1, 2004 School Year Student Enrollment : 740  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 35

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 58 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Our responsibility is to prepare our students to function in the real world. We will communicate with parents regularly and help them become part of the educational process. We will 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
ü John Hopkins Summer Institute (two students selected)	
ü Silver Trowel Lodge Essay Contest (2nd place in state))	
ü Valley of the Sun Youth Volunteer Award	

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	347	2777	78250	99	100	99	540	570	548	22	12	21	26	14	18	46	53	48	6	20	13
All Students (Prior Year)	375	2804	75001	100	100	99	450	481	468	49	26	37	37	39	36	8	20	16	5	15	10
Female	169	1332	38071	99	100	99	534	568	549	24	12	20	32	15	19	40	55	49	4	19	12
Male	178	1443	40126	99	99	99	545	571	547	21	13	23	20	13	17	52	52	46	8	22	14
African American	19	89	4058	95	99	99	550	536	523	15	21	32	15	21	22	62	55	41	8	4	5
Hispanic	175	453	29129	98	98	99	524	535	527	31	26	32	30	24	23	37	44	40	2	6	6
Asian/Pacific Islander	NC	79	1747	NC	98	100	NC	597	589	NC	8	9	NC	5	9	NC	54	50	NC	32	32
American Indian/Alaskan Native	NC	33	4996	NC	100	100	NC	553	518	NC	11	36	NC	30	25	NC	48	36	NC	11	4
White	141	2123	38320	100	100	99	554	577	568	15	10	12	22	12	14	54	55	55	10	23	19
Students with Disabilities	39	289	9329	100	100	100	466	477	454	77	59	64	14	16	18	9	21	16	0	4	2
Students without Disabilities	308	2488	68996	99	99	99	549	580	561	15	7	16	27	14	18	51	57	52	7	22	14
Limited English Proficient Students	104	187	10133	100	100	100	507	480	488	41	41	45	28	24	25	30	33	28	0	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	199	586	33388	95	91	94	535	539	530	28	26	32	25	22	22	42	46	40	4	6	5
Non-Economically Disadvantaged	148	2191	44937	100	100	100	546	578	561	14	9	13	27	12	15	52	55	54	8	24	18

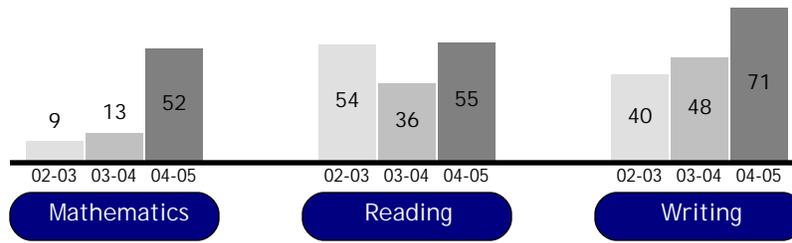
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	347	2777	78302	99	0	99	500	530	512	18	7	11	27	17	25	53	66	57	2	10	7
All Students (Prior Year)	374	2801	74918	100	100	99	484	511	497	43	20	32	21	17	19	28	43	35	8	20	15
Female	169	1332	38082	99	0	99	500	535	518	17	4	8	28	15	24	53	70	61	2	10	7
Male	178	1443	40166	99	0	99	499	524	507	19	9	14	26	19	26	52	62	54	3	10	6
African American	19	89	4064	95	0	100	517	508	498	15	12	14	8	21	29	77	64	54	0	3	3
Hispanic	175	453	29152	98	0	99	481	496	492	28	18	17	32	31	34	39	48	46	0	2	2
Asian/Pacific Islander	NC	79	1746	NC	0	100	NC	544	542	NC	7	5	NC	9	13	NC	62	66	NC	22	16
American Indian/Alaskan Native	NC	33	4993	NC	0	100	NC	519	484	NC	4	19	NC	33	38	NC	59	42	NC	4	1
White	141	2123	38347	100	0	99	519	537	531	7	4	5	21	14	17	67	70	68	4	12	10
Students with Disabilities	39	288	9353	100	0	100	434	450	429	54	31	40	34	41	38	11	25	22	0	3	1
Students without Disabilities	308	2489	69024	99	0	99	508	539	524	14	4	7	26	14	23	58	71	62	3	11	7
Limited English Proficient Students	104	187	10140	100	0	100	460	439	451	39	33	28	39	40	43	23	24	29	0	2	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	199	586	33398	95	0	94	491	501	495	24	17	18	31	31	35	44	49	46	2	3	2
Non-Economically Disadvantaged	148	2191	44979	100	0	100	511	537	525	10	4	6	22	13	18	65	71	66	3	12	10

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	343	2772	78094	98	99	99	532	560	545	6	2	3	22	13	18	71	84	77	0	2	2
All Students (Prior Year)	372	2793	74503	100	100	99	474	507	491	11	7	9	41	27	32	44	57	51	4	9	8
Female	166	1327	38025	97	99	99	543	571	558	5	1	2	16	7	13	79	90	82	0	2	2
Male	177	1443	40013	99	99	99	522	549	534	8	2	5	27	18	23	65	78	71	1	2	1
African American	19	89	4037	95	99	99	552	533	532	0	5	4	15	22	22	85	71	73	0	1	1
Hispanic	173	450	29068	97	98	99	503	524	523	10	5	5	37	26	27	53	68	67	0	1	1
Asian/Pacific Islander	NC	80	1743	NC	99	100	NC	585	577	NC	0	2	NC	8	9	NC	87	82	NC	5	8
American Indian/Alaskan Native	NC	33	4981	NC	100	100	NC	569	526	NC	0	4	NC	7	25	NC	93	70	NC	0	0
White	139	2120	38265	99	100	99	561	567	564	3	1	2	8	10	11	89	87	84	1	2	3
Students with Disabilities	38	288	9275	97	100	100	450	470	444	18	9	14	56	44	46	26	45	39	0	2	1
Students without Disabilities	305	2484	68892	98	99	98	543	570	559	5	1	2	18	9	14	77	88	82	0	2	2
Limited English Proficient Students	103	186	10084	99	100	100	484	467	474	13	10	10	45	40	39	42	48	50	0	2	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	198	584	33296	94	91	94	520	533	527	7	5	5	31	24	27	62	71	67	0	0	0
Non-Economically Disadvantaged	145	2188	44871	100	100	100	551	567	559	5	1	2	10	10	12	85	87	84	1	2	3

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?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

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 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 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.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	97	35	60	51	100	39	NA	54	99	39	57	50
	Language	96	42	64	54	100	54	69	58	99	44	61	52
	Mathematics	97	41	70	58	100	50	73	62	99	45	59	50
8	Reading	97	40	60	53	98	40	NA	55	99	43	59	51
	Language	97	41	59	49	97	44	62	52	99	45	58	50
	Mathematics	99	45	67	58	97	47	71	61	99	49	63	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

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 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	48.67
Other Professional Staff	6.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	6	0	0
4 to 6 years	5	3	0	0
7 to 9 years	1	9	0	0
10 or more years	7	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	264
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	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 AIMS Support Classes
- Ü Before School Homework Club

Social Services

- Ü Counseling Services
- Ü Crisis Intervention/Crisis Management
- Ü After School Program
- Ü Parent Resource Center

## School Achievements/Accomplishments 2004-05

ü 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 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Transfers Out Rates <sup>5</sup>	13	12	12	17
Transfers In Rate <sup>6</sup>	30	28	28	37
Stability Rate <sup>7</sup>	86	87	87	82
Promotion Rate <sup>8</sup>	95	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	3	0	1	6
Status Unknown <sup>11</sup>	1	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

4
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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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Jesse Acosta	(602) 493-6300
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Karen Hearn	(602) 867-5109
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Natalia Cirincione	(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](http://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."

ACHIEVEMENT PROFILES

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.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](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.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. 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. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* 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.