

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Greenbrier Elementary School

Deer Valley Unified District
6150 W. Greenbriar, Glendale, AZ 85308-3724

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

Principal: Ms. Jody J. Brammer

Schedule: 7:30 AM to 4:30 PM

Web Address: www.dvusd.k12.az.us/greenbrier/index.html

E-mail: jsimo@gb.dvusd.org

Grades: Pre-K-6

2002 Enrollment: 604

Phone: (602) 467-5500

Fax: (602) 467-5580

∨ School Overview ∨

Mission

Greenbrier Elementary will provide a safe learning environment where every child has the opportunity to learn the academic and social skills deemed necessary to succeed in the future. Greenbrier will provide an atmosphere which fosters cooperation, respect and responsibility, and which challenges and encourages students to learn a balanced, sequential and integrated curriculum. Greenbrier will also encourage staff, student and community commitment to goals of academic excellence.

Organization and Philosophy

- w Sequential/Integrated Curriculum
- w Safe Learning Environment
- w Goals of Academic Excellence
- w Focused Instruction

School/Academic Goals

- w Greenbrier will develop and implement age-appropriate strategies/programs that ensure lifelong learning. In addition, students will be provided with a safe/secure environment.
- w Greenbrier students will meet or exceed the Arizona Academic Standards in using written language for a variety of purposes and with a variety of audiences.
- w Greenbrier students will meet or exceed the Arizona Academic Standards in applying a variety of reading strategies for comprehending, interpreting and evaluating a wide range of texts.
- w Students will meet or exceed the Arizona Academic Standards in mathematics in the following: number sense; data analysis & probability; patterns, algebra and functions; geometry; measurement and discrete mathematics and mathematical structure/logic.

Instructional Programs

- w Developmental Kindergarten and Preschool
- w Special Education
- w Art
- w Music
- w Physical Education
- w Reading Specialists (2)
- w Gifted
- w English Language Learners

Enrollment

October 1, 2001 School Year Student Enrollment:	630
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	41

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)
- 5 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- w No Child Left Behind
- w Campus Goals
- w Continuous Improvement Plan
- w Parent/Educator Relations
- w Curriculum Development
- w Instructional Strategies

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	43.00
Other Professional Staff	5.00	Teacher Aide	14.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	6	0	0	0
7 to 9 years	20	6	0	0
10 or more years	8	8	0	0

∨ **Shared Responsibilities** ∨

School

Communication is done with a monthly school newsletter, teacher newsletters, parent handbook, PTA meetings, community meetings, homework assignment notebooks, phone calls, letters, progress reports, report cards, conferences. Safe learning environment: The Discipline Committee revises the Discipline Plan yearly. Safety procedures in all areas are monitored on a continuing basis. High academic standards: Goals and activities are set each year to increase/maintain student achievement.

Parents

Parents are expected to get healthy students to school every day on time. Parents are to monitor students doing their nightly homework, help when needed and sign their homework assignment notebook. Parents are to be involved by attending school meetings, helping in classrooms, serving on committees and discussing student concerns with teachers and Principal. Parents are a vital link with the school. Communication between school and home is essential.

∨ **Transportation Policy** ∨

Bus transportation is provided for students in first through sixth grades living beyond one mile from school and for Kindergarten students living beyond one-half mile from school. School boundaries are from 59th Avenue to 71st Avenue, north of Bell Road and south of Union Hills.

∨ Calendar Information ∨

Number of Instruction Days: 177 **First Day of School:** 8/22/02
Average Daily Instruction Time: 6 hrs. 30 min. **Last Day of School:** 5/29/03
Operates on Traditional Schedule

Report Card Release Dates

10/24/02 1/9/03 3/27/03 5/29/03

Additional Calendar/Report Card Information

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

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 One 32-station Computer Lab W Art/Music Facilities
W Physical Ed/Multipurpose Facility W Media Center

Extracurricular Activities

W Band/Chorus W DARE
W Student Council W Peer Tutoring
W Homework Club W Computer Club
W Boy Scouts/Girl Scouts/Brownies W After School Dance Classes

School/Community Resources

W YMCA (Before/After School) W Afterschool Programs (Community Schools)
W Breakfast Program W Lunch Program
W Recreational Activities-Glendale Pks/Rec W Kindergarten Enrichment
W Pre-School W Summer School

∨ 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

- | | |
|---|---|
| <p>W One of the top schools in the district with math scores (grades two, three, four, five, six) on Stanford 9 (Spring 2002).</p> | <p>W One of the top schools in the district with reading scores (grades two, three, four, five, six) on Stanford 9 (Spring 2002).</p> |
| <p>W One of the top scores in the district with language scores (grades two, three, four, five, six) on Stanford 9 (Spring 2002).</p> | <p>W Over 75% of all students in grades three and five met or exceeded the Arizona Academic Standards on AIMS. (2002).</p> |

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	20.4 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.1 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	7.1 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.9 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.1 %	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
Wells Fargo Grants	2001
PTA/District Grants	2001
District Teacher of the Year	2001
District Pride Award Winners	2001

∨ 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

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	82	542	1%	4%	46%	49%
	School State	58840	524	9%	17%	45%	29%
Writing	School	80	573	0%	1%	76%	22%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	80	547	0%	12%	39%	49%
	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

Grade 5

Reading	School	87	521	5%	11%	49%	34%
	State	61305	505	21%	20%	43%	15%
Writing	School	84	544	4%	13%	56%	27%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	91	534	2%	16%	14%	67%
	State	61760	494	14%	40%	12%	34%

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	--	--	--	--	--	--	--	--	--	82	79	60	--	--	--
2	Reading	--	--	--	100	76	50	91	71	52	85	73	53	100	67	57
	Language	--	--	--	100	69	40	92	67	43	87	62	44	100	60	48
	Mathematics	--	--	--	100	74	51	92	69	55	85	74	57	100	67	61
3	Reading	99	74	47	100	71	47	94	69	48	83	64	50	92	65	50
	Language	99	78	49	100	74	51	95	73	54	83	76	56	92	75	57
	Mathematics	100	87	46	100	82	49	94	82	52	83	86	54	93	84	56
4	Reading	97	81	53	100	77	54	82	72	54	90	71	55	87	71	55
	Language	97	77	47	100	74	49	82	69	48	90	65	50	85	68	50
	Mathematics	98	89	51	100	84	54	83	78	55	91	74	57	86	74	58
5	Reading	100	73	51	100	76	51	88	71	51	85	64	51	85	73	53
	Language	100	66	42	100	72	44	88	71	45	85	64	45	85	73	47
	Mathematics	100	84	51	100	88	54	85	84	55	86	79	57	85	81	59
6	Reading	100	77	53	100	73	54	98	76	53	80	70	54	82	69	56
	Language	100	71	41	100	68	44	98	71	44	79	74	45	83	68	47
	Mathematics	100	90	57	100	86	59	98	89	60	80	86	63	83	88	65

∨ 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	46	81
Grades 3-4	89	58
Grades 4-5	76	83
Grades 5-6	81	95
Grades 6-7	***	***

*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

Safe Schools Plan is revised and monitored on a continuing basis. The staff has received training on campus lock-down and evacuation procedures. Monthly Fire Drill and Lock-down Drills completed.

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).

1

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	\$3,339	\$2,311,045
Classroom Supplies	\$8	\$5,579
Administration	\$435	\$301,061
Support Services-Students	\$209	\$144,818
Other Support Services and Operations	\$637	\$440,670
Total Expenditures- All Categories 2000-2001	\$4,629	\$3,203,173

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	Jody Brammer	(602) 467-5500	
Transportation Policy	Kent Davis	(602) 445-4951	
Community Resources	Jody Brammer	(602) 467-5500	
School Nutrition Programs	Sheila Munn	(602) 467-5514	
Parent Organization	Tish Herman	(602) 467-5512	
Student Health/Nurse	Raianne Hodges-Melton	(602) 467-5510	

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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