

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Greenway High School

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

Glendale Union High School District
3930 W. Greenway Road, Phoenix, AZ 85053-3799

Principal: Mr. Warren K. Jacobson
Schedule: 7:00 AM to 4:30 PM
Web Address: guhsd.k12.az.us/~greenway/
E-mail: wkjacobs@smtp.guhsd.k12.az.us

Grades: 9-12
2002 Enrollment: 1654
Phone: (623) 915-8500
Fax: (623) 915-8560

∨ School Overview ∨

Mission

The mission of Greenway High School is to empower all students for the choices and challenges of the 21st Century. Graduates will set and meet high standards; communicate effectively; respect self, others and the environment; apply problem-solving processes; participate productively in a rapidly changing society and use cooperative and independent learning strategies. We seek to advance lifelong learning through growth in academics, social responsibility and physical well-being.

Organization and Philosophy

- w Comprehensive Secondary School
- w Accountable for Student Learning
- w High Expectations for Students and Staff
- w Safe and Positive Campus

Instructional Programs

- w Advanced Placement/Honors Courses
- w Cisco Network Academy On-site
- w Culinary Arts Program
- w Certified Nursing Assistant Program
- w Auto/Tech Partnership w/Glendale CC
- w School-to-Career Preparation
- w Community College/Business Partnerships
- w Navy Junior ROTC

School/Academic Goals

- w Increase student achievement on district criterion-referenced tests and performance-based assessments. These assessment tools are used to measure each student's academic progress in all core subjects.
- w Prepare students for successful performance on Arizona's Instrument to Measure Standards (AIMS). Increase student achievement and performance in all subjects on College Board/Advanced Placement examinations.
- w Students/faculty/support staff will demonstrate respect for each other, using positive and appropriate language which builds self-esteem, promotes positive self-image, builds confidence and helps create a campus climate conducive to learning.
- w Teachers will assist students in the use of appropriate software, hardware, materials and sources to plan, produce, complete and deliver assignments or presentations created through the use of technology.

Enrollment

October 1, 2001 School Year Student Enrollment:	1575
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	230

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

- 4 School Administrator(s)
- 5 Non-certified Employee(s)
- 30 Teacher(s)
- 10 Parent(s)
- 2 Community Member(s)
- 5 Student(s)

Council Duties

- w Establishing Yearly Goals
- w Assessing Progress Toward Goals
- w Promoting School Safety
- w Improving Communication with Parents
- w Promoting Academic Success for Students
- w Increasing Graduation Rate

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	4.00	Teacher	78.80
Other Professional Staff	7.00	Teacher Aide	5.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	2	0	0
4 to 6 years	7	1	0	1
7 to 9 years	3	0	0	0
10 or more years	34	21	0	0

∨ **Shared Responsibilities** ∨

School

School counselors involve parents in developing a four-year education plan for each new ninth grade student. Highlights, a quarterly newsletter, contains articles and calendars of special interest to parents. Students' academic progress reports are mailed to parents every 4.5 weeks. Parents are also kept informed of students' attendance and disciplinary problems through phone calls and conferences. Student scores on statewide tests are mailed home with explanations of the results.

Parents

Each student at Greenway High School has the right to a quality education. To make certain that every student enjoys that right, the district has established policies and procedures regarding student attendance, tardiness and disruptive behavior. High school attendance is ultimately the responsibility of the student and his/her family. If a student is absent for more than 12 class periods or tardy more than 6 times in any particular class in a semester, the student may lose academic credits.

∨ **Transportation Policy** ∨

The Greenway attendance area consists of 6.75 square miles in northwest Phoenix bounded by Bell Road to the north, the Black Canyon Freeway to the east, 51st Avenue to the west and Thunderbird Road to the south between the freeway and 39th Avenue, and Sweetwater to the south between 39th Avenue and 51st Avenue. Students who live more than 1.5 miles from the school within this attendance area are provided bus service by the district.

∨ Calendar Information ∨

Number of Instruction Days:	180	First Day of School:	8/19/02
Average Daily Instruction Time:	6 hrs. 0 min.	Last Day of School:	5/29/03

Operates on Traditional Schedule

Report Card Release Dates

10/18/02	12/20/02	3/14/03	5/29/03
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Additional Calendar/Report Card Information

Interim reports (student progress reports) are mailed home every 4.5 weeks in addition to sending report cards home at the conclusion of each nine-week grading period. Progress reports may be arranged every other week for those students whose parents prefer a more frequent form of communication regarding their child's academic status.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - No Lunch - No 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 Five Computer Laboratories	W Cisco Network Academy On-site
W Introtech and CAD Laboratories	W Culinary Arts Lab

Extracurricular Activities

W Interscholastic Athletics	W Student Government
W National Honor Society	W Vocal/Instrumental Music Programs
W Theater/Dance Programs	W DECA/FBLA Programs
W Academic Decathlon Team	W 45 Student Clubs on Campus

School/Community Resources

W Counseling Services	W Crisis Intervention
W Health Center Services	W Social Worker/School Psychologist
W Student Assistance Programs	W Breakfast/Lunch Programs
W Community College Partnerships	W Active Parent Booster Clubs

∨ 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 The Greenway staff and community have continued to work together to keep students in school. The dropout rate has been reduced eight consecutive years. The 2002 dropout rate was 3.2%, well below the state and national averages.</p> | <p>W The Greenway staff recognizes and celebrates the worth of each individual. The development of a Unitown program has helped focus our collective attention upon an appreciation for ethnic, cultural and religious diversity.</p> |
| <p>W Greenway students benefit from our business partnerships with Banner Health Systems, Thunderbird Medical Center and Glendale Community College. Students have the opportunity to earn college credits prior to graduation from our school.</p> | <p>W Greenway students benefit from the partnership with Cisco Systems, an international leader in the field of computer networks. Students have the opportunity to receive academic and practical training leading to certification as a network technician.</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	15.6 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.8 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	1.8 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.8 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.2 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	3.2 %			9.5 %
Status Unknown ⁹	0.1 %			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
Arizona A+ School (2nd time to be honored)	2001
Presidential Scholar Award	2002
Class of 2002: \$4,916,860 in Scholarships	2002
Co-host for The International Conference on Thinking	2002

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 10 (Class of 2003) ²		Number Tested	MS	FFB	A	M	E
Reading	School	342	533	6%	16%	55%	23%
	State	49803	512	15%	23%	48%	14%
Writing	School	353	498	7%	13%	79%	1%
	State	50471	477	17%	23%	59%	1%
Mathematics	School	345	505	22%	21%	35%	22%
	State	50429	480	48%	19%	22%	10%

Legend

MS	- The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
FFB	- Percent of students who Fell Far Below the standard
A	- Percent of students who Approached the standard
M	- Percent of students who Met the standard
E	- Percent of students who Exceeded the standard

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
9	Reading	93	56	44	95	53	43	94	55	43	86	52	43	87	54	43
	Language	94	56	39	96	53	39	94	51	40	86	52	41	89	57	42
	Mathematics	94	73	57	96	75	57	94	76	59	87	74	61	90	75	62
10	Reading	90	53	42	90	56	42	94	55	42	--	--	--	--	--	--
	Language	90	55	43	90	59	44	93	57	44	--	--	--	--	--	--
	Mathematics	90	59	47	90	64	49	92	66	50	--	--	--	--	--	--
11	Reading	86	57	46	89	55	44	88	57	45	--	--	--	--	--	--
	Language	88	54	43	89	52	42	88	57	44	--	--	--	--	--	--
	Mathematics	88	63	51	89	67	52	87	71	55	--	--	--	--	--	--

∨ 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;
therefore, no data to report.**

∨ 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

The staff at Greenway has a true sense of ownership for our school. Teachers and administrators maintain a high degree of visibility on campus. Additionally, all students, teachers, administrators and visitors wear visible ID badges while on the school grounds. Finally, school rules and expectations for appropriate behaviors are communicated to students and parents. Rules are enforced consistently, fairly and swiftly. We are committed to maintaining a safe and positive school.

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	\$3,104	\$5,019,710
Classroom Supplies	\$42	\$67,613
Administration	\$544	\$879,964
Support Services-Students	\$211	\$340,639
Other Support Services and Operations	\$1,085	\$1,754,726
Total Expenditures- All Categories 2000-2001	\$4,986	\$8,062,652

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	Warren Jacobson	(623) 915-8505	
Transportation Policy	Kathy Vogt	(623) 915-8512	
Community Resources	Michael Dellisanti	(623) 915-8514	
School Nutrition Programs	Linda Vallee	(623) 915-8516	
Parent Organization	Fred Bland	(623) 915-8500	
Student Health/Nurse	Charlene Saeva	(623) 915-8503	

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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