

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Bellair Elementary School

Deer Valley Unified District
4701 W. Grovers, Glendale, AZ 85308-3460

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

Principal: Mrs. Patricia R. Mourtada
Schedule: 7:30 AM to 4:00 PM
Web Address: www.dvUSD.org
E-mail: pmourtada@be.dvUSD.org

Grades: Pre-K-6
2002 Enrollment: 708
Phone: (602) 467-5700
Fax: (602) 467-5780

∨ School Overview ∨

Mission

The Bellair staff's mission and philosophy is to provide an educational environment that ensures teaching for learning for all and promotes positive student growth in social and emotional behavior. Our ultimate goal is to develop productive citizens for our ever-changing society. Students receive an educational experience acquiring basic skills through a thematic/eclectic approach fostering their love for learning. Specialized programs and full inclusion meet individual student needs.

Organization and Philosophy

- w Self-contained Classrooms
- w Consistent Decoding Program
- w Multiage Classrooms
- w Cooperative Learning

School/Academic Goals

- w To improve student self-esteem and respectful behavior.
- w To enhance student learning and achievement through instructional strategies.

Instructional Programs

- w On-site Special Education
- w Gifted Program
- w Special Education Preschool
- w Kindergarten Enrichment Program
- w Reading Recovery Program
- w Learning Strategies Program
- w Accelerated Reader Program
- w Computer Enrichment Program

- w To utilize taught methods to avoid violence.

Enrollment

October 1, 2001 School Year Student Enrollment:	732
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	98

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)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- w Raising Expectations
- w Alternatives/Options/Choices
- w School Image
- w Parental/Community Involvement

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	46.00
Other Professional Staff	21.00	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	6	2	0	0
4 to 6 years	9	1	0	0
7 to 9 years	0	4	0	0
10 or more years	11	14	0	0

∨ **Shared Responsibilities** ∨

School

It is the school's responsibility to communicate to parents its policies, procedures and discipline program to maintain a safe and orderly environment. School goals are focused on maintaining high expectations and high academic standards. This information is disseminated in our handbook, weekly newsletters and during curriculum nights.

Parents

It is the parents' responsibility to provide their children with the proper home environment so they can be physically and mentally prepared to learn once they arrive at school. Consistent attendance and punctuality is critical. Parents following through with homework and checking assignment calendars demonstrate their commitment to the importance of education.

∨ **Transportation Policy** ∨

Students in grades 1-6 living beyond one mile from our school attendance area are bused, as well as all Kindergarten students living more than 1/2 mile. Special Education and 504 students are bused when appropriate.

∨ 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 Successful 'No Tolerance For Violence' policy where children are taught to recognize violent situations before they occur and to use taught techniques to avoid violence.</p> | <p>w Literature-based reading program to include a strong decoding component and emphasis on comprehension and writing skills.</p> |
| <p>w Many teaching style choices from traditional classrooms to multiage classrooms.</p> | <p>w Comprehensive technology program which is integrated throughout the content areas.</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	16.1 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	3.2 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.9 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.1 %	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
\$20,000 Learn and Serve Grant	2000
Artist-in-Residence Grant	2000
Artist-in-Residence Grant	2001
Wells Fargo Grant	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	96	526	7%	12%	51%	29%
	School State	58840	524	9%	17%	45%	29%
Writing	School	95	549	4%	13%	67%	16%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	96	523	3%	27%	45%	25%
	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	99	512	10%	18%	53%	19%
	State	61305	505	21%	20%	43%	15%
Writing	School	100	513	11%	28%	49%	12%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	102	497	8%	49%	10%	33%
	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	--	--	--	--	--	--	--	--	--	89	53	60	--	--	--
2	Reading	--	--	--	100	63	50	95	69	52	85	59	53	89	59	57
	Language	--	--	--	100	59	40	99	54	43	88	48	44	89	53	48
	Mathematics	--	--	--	100	63	51	96	66	55	88	51	57	90	59	61
3	Reading	93	57	47	100	64	47	93	61	48	94	58	50	76	50	50
	Language	97	60	49	100	70	51	92	68	54	94	65	56	85	53	57
	Mathematics	92	68	46	100	79	49	92	72	52	93	65	54	84	45	56
4	Reading	100	59	53	100	60	54	100	64	54	99	59	55	87	67	55
	Language	99	53	47	100	57	49	100	56	48	98	52	50	87	56	50
	Mathematics	99	62	51	100	65	54	100	70	55	99	63	57	89	66	58
5	Reading	100	74	51	100	62	51	97	61	51	86	59	51	88	63	53
	Language	100	61	42	100	56	44	98	51	45	87	52	45	87	52	47
	Mathematics	100	77	51	100	71	54	97	65	55	88	68	57	86	70	59
6	Reading	96	71	53	100	59	54	100	68	53	90	65	54	77	59	56
	Language	98	64	41	100	60	44	100	56	44	89	49	45	82	48	47
	Mathematics	98	64	57	100	68	59	100	71	60	88	62	63	84	66	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	63	71
Grades 3-4	85	78
Grades 4-5	78	75
Grades 5-6	68	57
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

We are a No Tolerance For Violence school. We use a positive system for students to learn ways to avoid violence. Teachers reinforce morning announcement themes which will support our students to learn to function as good citizens. We are a Kids At Hope school. All of our students have potential for academics and positive behavior. We use the philosophy of Character Counts. We teach Get Real About Violence and Get Real About Tobacco curricula.

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).

0

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	\$2,024	\$1,529,525
Classroom Supplies	\$9	\$7,167
Administration	\$404	\$305,655
Support Services-Students	\$183	\$138,387
Other Support Services and Operations	\$632	\$477,579
Total Expenditures- All Categories 2000-2001	\$3,253	\$2,458,313

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	Patricia R. Mourtada	(602) 467-5721	
Transportation Policy	Bill Kohn	(602) 467-5090	
Community Resources	Patricia R. Mourtada	(602) 467-5721	
School Nutrition Programs	Elizabeth Lewis	(602) 467-5714	
Parent Organization	Cheryl Robertson	(602) 938-5954	
Student Health/Nurse	Andrea Gearing	(602) 467-5710	

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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