

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

Balsz School

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

Balsz Elementary District
4309 E. Belleview, Phoenix, AZ 85008

Principal: Ms. Roxanne Motre nec
Schedule: 7:30 AM to 4:30 PM
Web Address: www.balsz.k12.az.us
E-mail: Unpublished or Unavailable

Grades: K-8
2002 Enrollment: 1032
Phone: (602) 629-6500
Fax: (602) 629-6504

∨ School Overview ∨

Mission

The mission of Balsz School is to provide a challenging, creative, motivating and caring environment where all students can acquire skills and knowledge for lifelong learning. All students will learn to be productive, responsible and culturally enriched citizens through the cooperative efforts of a professional, self-renewing staff, an involved family and a supportive community.

Organization and Philosophy

- w Self-contained Classrooms
- w Full Inclusion Special Education/Title I
- w Standards-based Instruction/Assessment
- w ELL Based on Inclusion Model

Instructional Programs

- w Six Traits Writing Model
- w McGraw-Hill Math (K-5)
- w Learning Network Literacy Model
- w Three Full-day Kindergartens
- w ELL
- w Gifted Program
- w Inclusion Special Education
- w At-risk Preschool

School/Academic Goals

- w To increase reading and math achievement as measured by the Stanford 9 and AIMS.
- w To develop a partnership between school and home by providing classes in ELL and parenting skills for parents. Gateway Community College will provide the classes on the Balsz campus taught by Balsz teachers.
- w To challenge all students by implementing standards-based, hands-on instructional programs stressing problem solving and critical thinking.
- w To keep students in an academic setting by utilizing alternative settings like Success Room or PASS vs. suspending out of school.

Enrollment

October 1, 2001 School Year Student Enrollment:	1074
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	6

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

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 3 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- w Parent/Educator Relations
- w Community Safety
- w Extracurricular Activities
- w Agencies/Community Relations
- w School Safety
- w School/Business/Community Relations

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	62.00
Other Professional Staff	8.00	Teacher Aide	17.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	2	1	0
4 to 6 years	4	16	0	0
7 to 9 years	1	5	0	0
10 or more years	6	8	1	0

∨ **Shared Responsibilities** ∨

School

We will provide a nurturing environment where all children are expected to learn. A safe environment will be provided and no class shall be disturbed by unruly children. All students will be challenged to their full potential. A bimonthly, bilingual newsletter will be sent home. Multicultural parenting groups will be offered. Rules, policies and procedures are sent home for parent signature. Biannual conferences are held to discuss student progress. An emergency procedures plan is in place.

Parents

Balsz parents need to communicate with the teacher about student progress and behavior, attend conferences and read with their child 20 minutes each night. Balsz parents should ensure regular and timely attendance for their child. Parents should, in partnership with the school, communicate the value of getting an education.

∨ **Transportation Policy** ∨

Regular school bus transportation to and from school is provided for the following: students with disabilities who require transportation, as indicated in their IEP; students in grades Kindergarten through three who live farther than one-half mile from school; students in grades four through eight who live more than one mile from school. Further, the district recognizes certain traffic hazards as additional reasons for providing transportation.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	7/22/02
Average Daily Instruction Time:	6 hrs. 15 min.	Last Day of School:	6/6/03

Operates on Extended Schedule

Report Card Release Dates

9/27/02	12/20/02	3/14/03	6/7/03
---------	----------	---------	--------

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 - Yes

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 2 Computer Labs	W Library/Resource Room
W Gym	W Indoor/Outdoor Stage

Extracurricular Activities

W Student Council	W Afterschool Sports
W City of Phoenix Activity City--2:30-6:00	W Wake-Up Club
W ASU Afterschool Program	W National Junior Honor Society
W Drama Club	W Extended Day Tutoring Opportunities

School/Community Resources

W Day Care	W Afterschool Programs
W Adult Education ESL	W Clothing/Food Banks
W Health Services	W Welcome Center
W Valley Big Brother/Sister Mentor Site	W Junior Achievement

∨ 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 Significant increase in Stanford 9 scores for the fourth grade math in the 2001-02 school year.</p> | <p>W Continuing to make gains in standardized test scores.</p> |
| <p>W The Learning Network Conference on literacy learning invited three teachers and two administrators to present at the July 1999 National Conference in Springfield, Massachusetts.</p> | <p>W During the spring of 1999, Balsz hosted a Literacy Awareness Session sponsored by Richard C. Owens Publishing Co. Representatives from seven Arizona school districts attended the event. This provided an opportunity for Balsz to showcase its success.</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	29.4 %	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	20.2 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.2 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.8 %	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 Grant Teacher	2002
Mason Lodge Essay Contest Winners	2001
Tony Womack Readers Club	2002
Wal-Mart Teacher of the Year	2000

∨ 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	78	509	17%	24%	40%	19%
	School State	58840	524	9%	17%	45%	29%
Writing	School	77	519	21%	16%	56%	8%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	79	497	18%	37%	34%	11%
	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	85	491	39%	34%	26%	1%
	State	61305	505	21%	20%	43%	15%
Writing	School	82	477	34%	34%	26%	6%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	81	466	20%	57%	7%	16%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	45	489	40%	18%	38%	4%
	State	57484	504	24%	20%	40%	16%
Writing	School	44	483	27%	45%	25%	2%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	46	454	39%	43%	15%	2%
	State	57734	459	39%	40%	14%	7%

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	--	--	--	--	--	--	--	--	--	33	54	60	--	--	--
2	Reading	--	--	--	97	29	50	46	23	52	46	41	53	49	39	57
	Language	--	--	--	96	32	40	49	19	43	46	40	44	51	28	48
	Mathematics	--	--	--	97	40	51	47	18	55	47	47	57	51	49	61
3	Reading	100	30	47	89	23	47	72	26	48	48	22	50	61	34	50
	Language	100	36	49	89	29	51	72	39	54	47	31	56	64	37	57
	Mathematics	100	34	46	90	25	49	78	33	52	47	29	54	66	40	56
4	Reading	100	32	53	100	33	54	59	32	54	56	34	55	67	28	55
	Language	100	34	47	100	30	49	60	39	48	57	39	50	68	30	50
	Mathematics	100	32	51	100	22	54	57	35	55	62	51	57	67	37	58
5	Reading	97	26	51	100	24	51	90	28	51	79	25	51	73	25	53
	Language	97	29	42	100	23	44	89	27	45	79	26	45	73	26	47
	Mathematics	97	39	51	100	27	54	90	29	55	82	28	57	73	34	59
6	Reading	100	32	53	100	26	54	84	30	53	83	26	54	67	33	56
	Language	100	21	41	100	20	44	85	24	44	86	19	45	68	27	47
	Mathematics	100	33	57	100	41	59	84	35	60	85	36	63	68	37	65
7	Reading	100	27	52	100	39	53	84	28	52	79	32	53	53	39	55
	Language	100	34	52	100	34	54	86	32	54	78	39	55	55	43	58
	Mathematics	100	47	53	100	41	55	87	46	56	78	42	58	61	50	60
8	Reading	100	47	54	100	44	54	80	47	53	77	37	55	59	33	56
	Language	100	36	46	100	39	49	80	46	49	75	40	50	56	34	52
	Mathematics	100	49	52	100	47	54	80	43	56	76	49	58	58	39	59

∨ **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	65	72
Grades 3-4	66	83
Grades 4-5	87	52
Grades 5-6	84	93
Grades 6-7	80	80
Grades 7-8	83	53

*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 have an SRO on campus. The SRO teaches several classes to educate the students on violence. We also have a CASA grant that allows a trainer to work with students in a violence prevention program.

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 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	\$2,457	\$2,534,973
Classroom Supplies	\$33	\$34,543
Administration	\$387	\$398,959
Support Services-Students	\$193	\$199,456
Other Support Services and Operations	\$658	\$679,397
Total Expenditures- All Categories 2000-2001	\$3,729	\$3,847,328

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	Roxanne Motrenec	(602) 629-6500	
Transportation Policy	Office	(602) 629-6481	
Community Resources	Office	(602) 629-6500	
School Nutrition Programs	Kendall Paty	(602) 629-6400	
Parent Organization	Taime Bengochea	(602) 629-6500	
Student Health/Nurse	L. Personne	(602) 629-6511	

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."