

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4309 E Belleview St., Phoenix, AZ 85008

Balsz Elementary 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 LEARNS¹

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 : Ms. Roxanne Motre nec
Schedule : 07:30 AM to 04:30 PM
Grades : K-8
2005 Enrollment : 790
Web Address : www.balsz.k12.az.us
Phone Number : (602) 629-6500
Fax Number : (602) 629-6504
E-mail : rmotre nec@balsz.k12.az.us

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.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 Out of Improvement
2002-03 Year 1

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

School / Academic Goals

- ü To increase reading achievement in 2nd - 8th grades as measured by the AIMS/DPA.
- ü To develop a partnership between school and home by providing classes in ELL and basic computer skills for parents.
- ü To create a partnership between local businesses and the school to benefit the students academically.

Enrollment

October 1, 2004 School Year Student Enrollment : 780
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 31

Instructional Programs

- Ü Six Traits Writing Model
- Ü McGraw-Hill Math (K-6)
- Ü Learning Network Literacy Model
- Ü Full-day Kindergarten
- Ü Harcourt Reading K-6
- Ü SRA Corrective Reading 7-8
- Ü Block Language Arts Scheduling

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/1/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

We will provide an environment where all children are expected to learn. A bimonthly, bilingual newsletter will be sent home. Rules, policies and procedures are sent home for parent signature. Conferences are held to discuss student progress twice a year.

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.

Transportation Policy

Regular school bus transportation to and from school is provided for the following; students with disabilities who require transportation. Further, the district recognizes certain traffic hazards as additional reasons for providing transportation.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Wells Fargo Grant Teacher	2004
Ü Desert Schools Partnership	2005
Ü Diamondback's Cover to Cover	2005
Ü Rodel Foundation MacRo	2004

3rd 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	76	436	79306	99	99	99	432	426	445	20	16	10	16	20	18	53	55	51	11	9	20
All Students (Prior Year)	74	401	75509	100	99	100	510	507	521	8	17	13	42	27	23	31	34	33	19	22	31
Female	40	230	38691	98	99	99	429	424	446	24	16	10	18	22	18	52	54	52	6	8	20
Male	36	206	40583	100	99	99	434	427	445	16	15	11	13	18	18	55	57	50	16	10	21
African American	NC	42	4041	NC	100	99	NC	428	426	NC	23	17	NC	12	23	NC	58	50	NC	8	10
Hispanic	69	315	32869	100	99	99	434	426	429	19	16	15	15	22	25	54	54	51	12	9	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	NC	33	4264	NC	100	100	NC	441	419	NC	18	19	NC	6	30	NC	71	45	NC	6	6
White	NC	38	36197	NC	90	99	NC	424	463	NC	10	5	NC	13	11	NC	60	53	NC	17	31
Students with Disabilities	13	44	10321	100	100	100	360	314	389	64	38	30	18	36	27	18	23	34	0	3	9
Students without Disabilities	63	392	69060	94	98	98	447	440	454	11	13	7	15	18	17	60	59	54	13	10	22
Limited English Proficient Students	42	174	15509	98	100	100	421	404	406	23	18	20	17	27	30	54	51	45	6	3	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	75	422	39415	97	96	96	439	437	431	19	15	15	16	19	25	54	56	50	11	9	10
Non-Economically Disadvantaged	NC	14	39966	NC	0	100	NC	82	459	NC	27	6	NC	45	12	NC	27	52	NC	0	30

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	76	438	79395	99	0	99	426	418	446	16	13	9	31	36	25	50	47	55	3	3	11
All Students (Prior Year)	75	400	75492	100	99	100	492	504	519	31	23	12	35	24	16	27	39	47	8	15	24
Female	40	230	38743	98	0	100	427	422	451	12	12	7	45	39	24	39	45	57	3	4	12
Male	36	208	40618	100	0	99	425	414	440	19	15	11	16	33	27	61	50	53	3	2	9
African American	NC	42	4052	NC	0	100	NC	426	434	NC	15	11	NC	27	29	NC	54	54	NC	4	6
Hispanic	69	317	32915	100	0	99	426	417	426	15	15	15	32	38	35	49	44	47	3	2	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	NC	33	4271	NC	0	100	NC	437	420	NC	0	15	NC	41	42	NC	53	41	NC	6	2
White	NC	38	36221	NC	0	99	NC	426	465	NC	0	4	NC	23	15	NC	70	63	NC	7	17
Students with Disabilities	13	45	10331	100	0	100	365	316	388	36	23	25	36	36	37	27	41	34	0	0	4
Students without Disabilities	63	393	69139	94	0	99	438	431	454	11	12	7	30	36	24	55	48	58	4	3	11
Limited English Proficient Students	42	174	15545	98	0	100	408	389	399	20	23	21	40	46	42	40	31	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	75	424	39484	97	0	96	433	429	429	14	13	14	32	37	35	51	47	47	3	3	4
Non-Economically Disadvantaged	NC	14	39986	NC	0	100	NC	87	461	NC	27	4	NC	18	16	NC	55	63	NC	0	17

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	77	438	78869	100	99	99	421	418	442	14	9	6	23	22	21	60	64	63	3	5	10
All Students (Prior Year)	75	400	75053	100	99	99	555	567	597	12	9	7	4	16	12	77	71	72	8	4	9
Female	40	230	38536	98	99	99	434	430	458	9	6	4	24	23	15	64	65	67	3	6	14
Male	37	208	40302	100	100	99	407	405	428	19	12	8	22	22	26	56	63	60	3	3	7
African American	NC	41	4015	NC	98	99	NC	408	430	NC	12	8	NC	38	24	NC	46	61	NC	4	7
Hispanic	70	316	32606	100	99	98	423	416	426	13	10	8	22	22	27	62	64	60	3	4	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	NC	33	4245	NC	100	100	NC	452	423	NC	0	9	NC	24	26	NC	76	61	NC	0	4
White	NC	40	36078	NC	95	99	NC	430	459	NC	6	4	NC	13	16	NC	71	66	NC	10	14
Students with Disabilities	13	44	10246	100	100	100	328	270	367	45	31	18	36	26	39	9	41	40	9	3	4
Students without Disabilities	64	394	68697	96	98	98	440	436	454	7	6	4	20	22	18	70	67	67	2	5	11
Limited English Proficient Students	43	173	15339	100	100	100	401	384	399	17	13	11	28	30	31	53	56	54	3	2	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	76	424	39106	99	96	95	427	429	427	13	9	8	23	23	28	61	64	59	3	5	5
Non-Economically Disadvantaged	NC	14	39837	NC	0	100	NC	91	457	NC	18	4	NC	9	14	NC	73	67	NC	0	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th 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	72	378	78906	100	99	99	471	476	498	25	18	13	32	25	19	40	49	48	4	8	20
All Students (Prior Year)	71	372	76019	100	98	100	467	485	499	31	17	14	50	47	39	8	17	14	12	19	33
Female	32	176	38644	100	98	99	475	471	500	26	17	12	26	25	19	41	51	49	7	7	19
Male	40	201	40236	100	99	99	467	480	497	23	19	15	37	25	19	40	47	46	0	9	20
African American	12	44	4087	100	98	99	435	458	481	56	29	20	44	19	24	0	45	45	0	6	11
Hispanic	56	285	31938	98	98	99	477	474	481	19	19	19	30	26	25	47	47	46	4	8	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	NC	15	4593	NC	94	100	NC	493	467	NC	0	26	NC	36	29	NC	64	39	NC	0	6
White	--	28	36483	--	100	99	--	510	517	--	0	7	--	18	13	--	71	51	--	12	30
Students with Disabilities	NC	54	10664	NC	100	100	NC	403	430	NC	48	42	NC	20	27	NC	30	26	NC	2	5
Students without Disabilities	63	324	68310	98	97	98	472	488	509	24	13	9	30	26	18	42	52	51	4	9	22
Limited English Proficient Students	31	128	12573	100	100	100	447	450	454	42	29	27	42	32	30	17	37	38	0	2	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	71	370	38679	99	97	96	471	484	483	25	18	20	32	25	25	40	49	45	4	8	10
Non-Economically Disadvantaged	--	NC	40295	--	NC	100	--	NC	513	--	NC	7	--	NC	13	--	NC	50	--	NC	30

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	72	378	78908	100	0	99	457	455	484	25	19	10	30	33	23	44	45	58	2	2	9
All Students (Prior Year)	71	373	76020	100	99	100	488	496	503	48	33	25	23	23	23	23	37	40	6	8	12
Female	32	176	38648	100	0	99	462	453	489	22	18	8	33	32	22	41	47	61	4	2	10
Male	40	201	40233	100	0	99	453	457	479	27	20	12	27	34	25	47	43	55	0	2	8
African American	12	44	4092	100	0	99	420	435	473	56	35	12	22	23	28	22	42	54	0	0	5
Hispanic	56	285	31940	98	0	99	465	454	465	19	19	16	30	36	32	49	43	49	2	1	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	NC	15	4569	NC	0	100	NC	462	457	NC	9	18	NC	55	39	NC	36	41	NC	0	2
White	--	28	36502	--	0	99	--	497	502	--	0	4	--	6	14	--	76	67	--	18	15
Students with Disabilities	NC	54	10665	NC	0	100	NC	401	423	NC	30	30	NC	36	36	NC	30	31	NC	5	2
Students without Disabilities	63	324	68312	98	0	98	454	465	493	26	18	7	30	33	21	44	48	62	0	2	10
Limited English Proficient Students	31	128	12556	100	0	100	430	428	436	50	31	24	33	41	40	17	27	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	71	370	38662	99	0	96	457	463	468	25	19	16	30	33	32	44	45	49	2	2	3
Non-Economically Disadvantaged	--	NC	40315	--	NC	100	--	NC	498	--	NC	5	--	NC	15	--	NC	66	--	NC	14

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	74	381	78750	100	99	99	489	486	500	10	6	6	42	36	29	47	58	63	0	1	2
All Students (Prior Year)	70	370	75673	100	98	100	502	524	530	19	15	12	40	30	25	37	52	58	4	3	4
Female	32	176	38586	100	98	99	514	498	515	4	2	4	33	29	22	63	68	71	0	1	3
Male	42	204	40135	100	100	99	467	476	486	16	9	8	50	41	35	34	49	56	0	1	1
African American	12	44	4081	100	98	99	419	451	488	33	13	8	44	45	32	22	42	59	0	0	2
Hispanic	58	287	31841	100	99	99	502	487	483	6	6	8	41	35	36	53	59	55	0	0	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	16	4586	NC	100	100	NC	501	481	NC	0	8	NC	36	37	NC	64	54	NC	0	1
White	--	28	36440	--	100	99	--	524	516	--	0	3	--	24	22	--	65	71	--	12	4
Students with Disabilities	10	55	10622	100	100	100	465	407	415	25	13	21	38	58	50	38	27	28	0	2	1
Students without Disabilities	64	326	68196	100	98	98	493	500	513	8	4	3	43	32	25	49	63	69	0	0	3
Limited English Proficient Students	32	128	12504	100	100	100	447	456	451	16	9	12	72	51	44	12	40	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	73	373	38558	100	98	96	489	494	485	10	6	8	42	35	37	47	58	54	0	1	1
Non-Economically Disadvantaged	--	NC	40260	--	NC	100	--	NC	514	--	NC	3	--	NC	21	--	NC	72	--	NC	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	104	305	78250	100	100	99	554	536	548	25	29	21	14	19	18	48	43	48	14	9	13
All Students (Prior Year)	101	306	75001	100	100	99	467	470	468	34	33	37	40	40	36	15	17	16	12	10	10
Female	51	137	38071	100	100	99	558	537	549	16	25	20	16	23	19	58	46	49	11	6	12
Male	53	168	40126	100	99	99	550	535	547	33	33	23	12	15	17	38	40	46	17	12	14
African American	15	37	4058	100	95	99	519	500	523	40	35	32	40	17	22	20	43	41	0	4	5
Hispanic	81	216	29129	99	99	99	557	536	527	24	31	32	12	20	23	49	41	40	16	9	6
Asian/Pacific Islander	--	NC	1747	--	NC	100	--	NC	589	--	NC	9	--	NC	9	--	NC	50	--	NC	32
American Indian/Alaskan Native	NC	16	4996	NC	100	100	NC	549	518	NC	20	36	NC	27	25	NC	47	36	NC	7	4
White	NC	33	38320	NC	97	99	NC	559	568	NC	17	12	NC	8	14	NC	58	55	NC	17	19
Students with Disabilities	NC	41	9329	NC	98	100	NC	442	454	NC	84	64	NC	14	18	NC	3	16	NC	0	2
Students without Disabilities	95	264	68996	100	100	99	561	552	561	19	20	16	14	19	18	52	50	52	15	11	14
Limited English Proficient Students	40	90	10133	98	100	100	522	500	488	37	47	45	22	25	25	41	27	28	0	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	102	301	33388	99	98	94	554	540	530	25	29	32	14	18	22	48	43	40	14	9	5
Non-Economically Disadvantaged	--	NC	44937	--	NC	100	--	NC	561	--	NC	13	--	NC	15	--	NC	54	--	NC	18

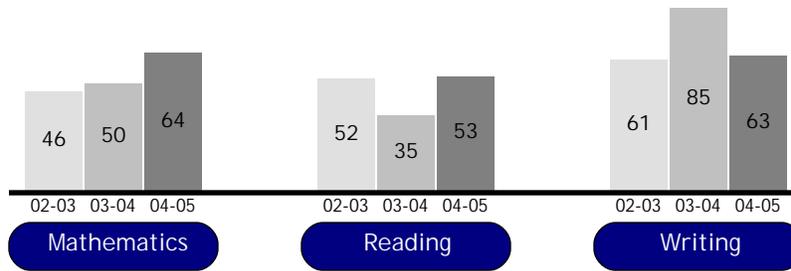
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	306	78302	100	0	99	500	489	512	16	22	11	33	31	25	48	45	57	2	2	7
All Students (Prior Year)	99	302	74918	100	98	99	478	479	497	43	43	32	19	20	19	34	32	35	3	5	15
Female	51	137	38082	100	0	99	510	496	518	8	15	8	37	32	24	50	50	61	5	3	7
Male	54	169	40166	100	0	99	491	483	507	23	27	14	30	31	26	47	41	54	0	1	6
African American	15	37	4064	100	0	100	466	461	498	40	22	14	40	39	29	20	39	54	0	0	3
Hispanic	81	216	29152	99	0	99	499	488	492	15	23	17	35	33	34	49	42	46	1	1	2
Asian/Pacific Islander	--	NC	1746	--	NC	100	--	NC	542	--	NC	5	--	NC	13	--	NC	66	--	NC	16
American Indian/Alaskan Native	NC	16	4993	NC	0	100	NC	503	484	NC	7	19	NC	27	38	NC	67	42	NC	0	1
White	NC	34	38347	NC	0	99	NC	519	531	NC	16	5	NC	16	17	NC	60	68	NC	8	10
Students with Disabilities	10	42	9353	100	0	100	448	417	429	38	55	40	50	42	38	13	3	22	0	0	1
Students without Disabilities	95	264	69024	100	0	99	506	502	524	14	16	7	32	29	23	52	53	62	3	2	7
Limited English Proficient Students	40	90	10140	98	0	100	468	456	451	33	40	28	48	39	43	19	22	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	102	301	33398	99	0	94	501	494	495	15	22	18	34	31	35	49	46	46	3	2	2
Non-Economically Disadvantaged	NC	NC	44979	NC	NC	100	NC	NC	525	NC	NC	6	NC	NC	18	NC	NC	66	NC	NC	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	105	305	78094	100	100	99	527	520	545	9	8	3	25	26	18	65	66	77	1	0	2
All Students (Prior Year)	97	299	74503	98	97	99	521	494	491	14	11	9	24	32	32	45	49	51	17	8	8
Female	51	136	38025	100	99	99	545	535	558	8	6	2	11	17	13	79	76	82	3	1	2
Male	54	169	40013	100	100	99	511	507	534	9	9	5	37	34	23	53	57	71	0	0	1
African American	15	36	4037	100	92	99	472	490	532	20	18	4	40	18	22	40	64	73	0	0	1
Hispanic	81	216	29068	99	99	99	528	520	523	7	7	5	25	29	27	68	64	67	0	0	1
Asian/Pacific Islander	--	NC	1743	--	NC	100	--	NC	577	--	NC	2	--	NC	9	--	NC	82	--	NC	8
American Indian/Alaskan Native	NC	16	4981	NC	100	100	NC	555	526	NC	0	4	NC	20	25	NC	73	70	NC	7	0
White	NC	34	38265	NC	100	99	NC	528	564	NC	8	2	NC	16	11	NC	76	84	NC	0	3
Students with Disabilities	10	42	9275	100	100	100	459	416	444	13	26	14	75	58	46	13	16	39	0	0	1
Students without Disabilities	95	263	68892	100	100	98	535	539	559	8	4	2	19	20	14	71	75	82	1	0	2
Limited English Proficient Students	40	89	10084	98	99	100	475	476	474	22	14	10	41	43	39	37	42	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	102	300	33296	99	98	94	529	525	527	8	7	5	25	26	27	66	67	67	1	0	0
Non-Economically Disadvantaged	NC	NC	44871	NC	NC	100	NC	NC	559	NC	NC	2	NC	NC	12	NC	NC	84	NC	NC	3

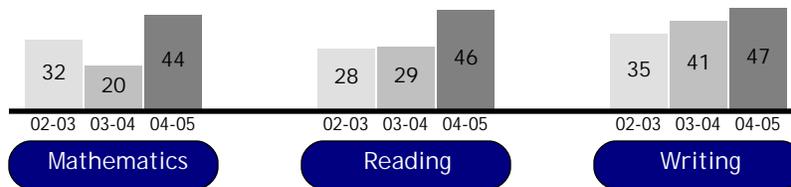
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

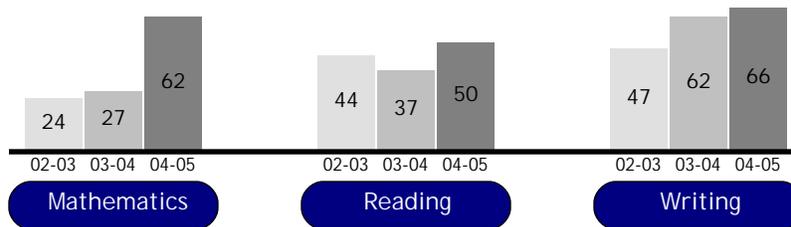
3rd Grade Proficiency



5th Grade Proficiency



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
2	Reading	73	32	38	50	78	42	NA	58	99	31	33	47
	Language	88	26	26	43	86	30	32	50	99	36	38	47
	Mathematics	91	50	49	57	88	61	55	64	99	35	39	50
3	Reading	88	23	33	47	100	29	NA	55	97	35	33	44
	Language	95	28	39	54	100	43	51	61	97	34	36	44
	Mathematics	96	34	46	54	99	58	56	61	97	46	44	51
4	Reading	81	33	36	52	100	34	NA	56	97	27	36	48
	Language	87	29	34	48	100	42	47	52	97	28	38	49
	Mathematics	97	39	48	57	100	53	57	61	99	42	44	53
5	Reading	82	28	38	50	96	32	NA	55	100	34	39	50
	Language	88	28	39	46	100	33	45	49	100	33	38	50
	Mathematics	97	37	50	57	100	49	64	63	100	33	41	49
6	Reading	87	26	35	53	97	35	NA	56	95	41	43	51
	Language	87	25	29	45	100	27	40	48	95	42	40	47
	Mathematics	95	35	45	62	99	41	60	66	95	46	48	52
7	Reading	96	22	33	51	100	31	NA	54	100	30	39	50
	Language	92	33	41	54	100	38	47	58	100	34	45	52
	Mathematics	99	56	50	58	100	53	60	62	100	32	43	50
8	Reading	87	30	35	53	99	42	NA	55	100	37	38	51
	Language	88	30	34	49	100	36	43	52	100	41	40	50
	Mathematics	91	44	48	58	100	62	65	61	100	44	46	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/

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

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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	49.00
Other Professional Staff	3.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	2	0	0
4 to 6 years	7	11	1	0
7 to 9 years	2	8	0	0
10 or more years	6	9	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	85
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 3 Computer Labs
- Ü Library/Resource Room
- Ü indoor gym
- Ü TV studio

Extracurricular Activities

- Ü Student Council
- Ü Afterschool Sports
- Ü City of Phoenix Activity City--2:30-5:30
- Ü Wake-Up Club
- Ü NJHS
- Ü Newspaper Club
- Ü KBLZ TV Station
- Ü Drama Club

Social Services

- Ü Century Club Day Care
- Ü Afterschool Programs
- Ü Adult Education ESL
- Ü Southwest Headstart

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

ü Balsz School has made significant increases on students meeting or exceeding the standards as AIMS-DPA.

ü Balsz School provides before and after school tutoring for all students who wish to attend.

ü Balsz teachers are 100% Highly Qualified Teachers as labeled by NCLB.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	26	12	12	17
Transfers In Rate ⁶	54	28	28	37
Stability Rate ⁷	73	87	87	82
Promotion Rate ⁸	94	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	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

We have an School Resource Officer (Phoenix Police Officer) on campus through a blockwatch grant with the City of Phoenix. The SRO and school counselor teach several classes to educate the students and community on violence.

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) :

1

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	Roxanne Motre nec	(602) 629-6500
Transportation Policy	Doyel Chancey	(602) 629-6481
Community Resources	Office	(602) 629-6500
School Nutrition Programs	Shawn Stevenson	(602) 629-6400
Parent Organization	Roxanne Motre nec	(602) 629-6500
Student Health/Nurse	Linda 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 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."

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.

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.

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** Due to booklet size printing, print copies are produced in multiples of 4.