

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### David Crockett School

Balsz Elementary District  
501 N. 36th Street, Phoenix, AZ 85008

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

**Principal:** Dr. Jeanne M. Sorci  
**Schedule:** 7:30 AM to 4:30 PM  
**Web Address:** [www.balsz.k12.az.us](http://www.balsz.k12.az.us)  
**E-mail:** [jsorci@balsz.k12.az.us](mailto:jsorci@balsz.k12.az.us)

**Grades:** K-8  
**2002 Enrollment:** 740  
**Phone:** (602) 629-6600  
**Fax:** (602) 629-6604

## ∨ School Overview ∨

### Mission

The mission of the Balsz School District is to provide a creative, challenging, 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 Focus on State Standards
- w Focus on Individual Needs of Each Child
- w Developing Student Mastery
- w Direct Instruction

### School/Academic Goals

- w To promote family involvement through the sharing of meaningful information about each child's progress and needs; adult education classes; and teaching parents about our curriculum.
- w To improve student achievement in math, reading and writing.

### Instructional Programs

- w SRA Mastery Reading & Corrective Reading
- w McGraw Hill Math (K - 6) & Glencoe (6-8)
- w Writing Instruction based on 6 Traits
- w Language for Learning for ELL students
- w Two full-day Kindergarten classes
- w Art/Music/PE/Life Skills/Technology/Band
- w Accelerated Reader - Independent Reading
- w Fall and Spring Intersession Classes

- w To promote appropriate social skills and encourage student responsibility.
- w To encourage the effective use of technology to meet achievement goals in all content and skill areas.

### Enrollment

October 1, 2001 School Year Student Enrollment:	750
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	32

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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)  
 1 Teacher(s)  
 5 Parent(s)  
 0 Community Member(s)  
 0 Student(s)

**Council Duties**

w Parent/Educator Relations  
 w School and Community Safety Issues  
 w Extracurricular Activities  
 w Student Discipline  
 w Curriculum  
 w School Improvement - Consolidated Plan

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	48.50
Other Professional Staff	2.00	Teacher Aide	21.00

**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	0	0
4 to 6 years	4	4	0	0
7 to 9 years	2	2	1	0
10 or more years	8	10	0	0

∨ **Shared Responsibilities** ∨

**School**

Responsibilities of the school include: A safe school environment; instruction designed to meet the individual needs of children; meaningful community involvement through family nights, parent education, neighborhood association meetings and active recruitment of volunteers; high quality communications in Spanish and English for newsletters, student handbooks, classroom communications, and quarterly academic report cards.

**Parents**

In order to promote student achievement and success, parents have agreed to do their part by doing the following: See that children are on time and attend daily; establish a time and place for homework; support enforcement of school rules; provide proper amount of sleep each night; read with their children every day; keep in touch with the school and teachers through regular visits, phone calls, written communications and attendance at parent meetings.

∨ **Transportation Policy** ∨

Balsz School District transports students that meet the following criteria: First through eighth grade students that live more than one mile from the school; Kindergarten students that live one-half mile or more from the school; Special Needs students requiring special accommodations; students who must cross a major street without a crossing guard.

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### ∨ Calendar Information ∨

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

**Operates on Year-round Schedule**

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#### Report Card Release Dates

9/25/02	12/18/02	3/12/03	6/6/03
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### Additional Calendar/Report Card Information

In addition to the regular report card that is sent home on a quarterly basis, the school also sends home mid term reports for all students. These reports indicate current student progress on learning objectives recently taught. With this additional reporting, parents are communicated with every 4 1/2 weeks.

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### ∨ Resources Available at School Site ∨

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#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - Yes

<sup>3</sup> 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.

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#### Special Facilities

W Library	W Computer Lab
W Gym	W Lifeskills Lab - with 5 kitchens

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#### Extracurricular Activities

W Interschool Athletics - BB/FB/VB/Soccer	W Phoenix Parks & Rec. Afterschool Program
W Chorus/Instrumental Music	W Student Council - Leadership Forum
W A.C. Green Club - Promoting Abstinence	W Cheerleading
W Wake-Up Club	W National Junior Honor Society

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#### School/Community Resources

W Open Gym - Monday & Wednesday 6-9 P.M.	W Adult ESL CLasses
W School Resource Officer	W Parenting Classes - Smart Starts
W Field Lighting for Community	W On-site Immunizations for Students
W Health Services - WOW Mobile (Wed.)	W Community Leadership Classes

## ∨ 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 Crockett School participated in an evaluation of instructional programs and results as measured by SAT9 and AIMS. Based on this evaluation, we have made significant changes in the instructional program, demonstrating continuous improvement efforts.</p> | <p>W Collaboration with an outside change agent, the Arizona Community Foundation, which supports school restructuring efforts through leadership training and financial support.</p> |
| <p>W Collaboration with Arizona State University and Arizona Behavioral Initiative to develop and implement a new student behavior management program to decrease discipline referrals and increase student responsibility.</p>                                   | <p>W Collaboration with Gateway Community College resulting in increased number of volunteers serving at Crockett School.</p>   |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	26.2 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.5 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	16.1 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	98.4 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	1.6 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	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.**

<sup>4</sup> 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.

<sup>5</sup> 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.

<sup>6</sup> 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.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> 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.

<sup>9</sup> 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
Teacher Venture Award	2000
2nd Place - Arizona State Stock Market Contest	2001
Outstanding Young Woman of the Year District 8	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 <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>47</b>	<b>500</b>	<b>13%</b>	<b>40%</b>	<b>40%</b>	<b>6%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>49</b>	<b>506</b>	<b>22%</b>	<b>24%</b>	<b>51%</b>	<b>2%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>50</b>	<b>473</b>	<b>34%</b>	<b>34%</b>	<b>32%</b>	<b>0%</b>
	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

<b>Reading</b>	<b>School</b>	<b>43</b>	<b>490</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>0%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>44</b>	<b>474</b>	<b>36%</b>	<b>32%</b>	<b>32%</b>	<b>0%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>45</b>	<b>462</b>	<b>20%</b>	<b>60%</b>	<b>11%</b>	<b>9%</b>
	State	61760	494	14%	40%	12%	34%

#### Grade 8

<b>Reading</b>	<b>School</b>	<b>41</b>	<b>484</b>	<b>41%</b>	<b>24%</b>	<b>24%</b>	<b>10%</b>
	State	57484	504	24%	20%	40%	16%
<b>Writing</b>	<b>School</b>	<b>41</b>	<b>481</b>	<b>27%</b>	<b>34%</b>	<b>39%</b>	<b>0%</b>
	State	55420	493	15%	42%	41%	2%
<b>Mathematics</b>	<b>School</b>	<b>40</b>	<b>417</b>	<b>78%</b>	<b>20%</b>	<b>2%</b>	<b>0%</b>
	State	57734	459	39%	40%	14%	7%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class 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	--	--	--	--	--	--	--	--	--	39	49	60	--	--	--
2	Reading	--	--	--	89	25	50	91	38	52	47	54	53	32	43	57
	Language	--	--	--	89	15	40	90	19	43	49	32	44	34	28	48
	Mathematics	--	--	--	86	26	51	84	38	55	48	43	57	35	48	61
3	Reading	100	20	47	100	24	47	57	33	48	37	41	50	55	22	50
	Language	100	17	49	100	32	51	57	44	54	41	50	56	60	30	57
	Mathematics	100	15	46	100	28	49	53	60	52	38	63	54	61	29	56
4	Reading	100	20	53	100	21	54	60	32	54	37	39	55	46	35	55
	Language	100	21	47	100	21	49	71	33	48	39	36	50	49	41	50
	Mathematics	100	26	51	100	26	54	73	41	55	39	54	57	48	44	58
5	Reading	100	28	51	100	19	51	80	20	51	70	35	51	65	25	53
	Language	100	21	42	100	13	44	80	20	45	73	31	45	65	26	47
	Mathematics	100	29	51	100	21	54	83	30	55	82	45	57	65	39	59
6	Reading	87	33	53	100	28	54	76	25	53	63	28	54	64	36	56
	Language	87	26	41	100	22	44	76	21	44	63	32	45	62	28	47
	Mathematics	87	51	57	100	36	59	81	36	60	66	54	63	63	46	65
7	Reading	100	20	52	100	35	53	84	31	52	66	28	53	66	24	55
	Language	100	20	52	100	41	54	84	28	54	69	25	55	68	31	58
	Mathematics	100	30	53	100	42	55	84	33	56	69	22	58	68	32	60
8	Reading	83	30	54	100	28	54	74	35	53	77	36	55	53	32	56
	Language	90	22	46	100	19	49	74	33	49	77	29	50	53	25	52
	Mathematics	88	34	52	100	30	54	76	42	56	77	27	58	53	21	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 Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>35</b>	<b>50</b>
<b>Grades 3-4</b>	<b>76</b>	<b>44</b>
<b>Grades 4-5</b>	<b>69</b>	<b>69</b>
<b>Grades 5-6</b>	<b>74</b>	<b>63</b>
<b>Grades 6-7</b>	<b>80</b>	<b>20</b>
<b>Grades 7-8</b>	<b>83</b>	<b>69</b>

\*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 committed to providing a safe/orderly learning environment. Teachers integrate the Skills Streaming Program to teach positive social behaviors. We are in the 6th year of Peer Mediation. We have a counselor and a School Resource Officer that assist our students/staff to resolve conflicts. Our counselor teaches positive methods of dealing with anger, works with small groups, classes/individuals. Our campus is closed; all parents/community members must check-in at the school office.

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).

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**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	\$2,857	\$2,027,956
Classroom Supplies	\$37	\$26,580
Administration	\$464	\$329,625
Support Services-Students	\$262	\$186,064
Other Support Services and Operations	\$745	\$528,848
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,366</b>	<b>\$3,099,073</b>

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
<b>School Site Council</b>	Jeanne Sorci	(602) 629-6600	
<b>Transportation Policy</b>	Doyel Chancey	(602) 629-6480	
<b>Community Resources</b>	Sandra Gamboa	(602) 629-6601	
<b>School Nutrition Programs</b>	Kendell Paty	(602) 629-6440	
<b>Parent Organization</b>	Sandra Gamboa	(602) 629-6601	
<b>Student Health/Nurse</b>	Kathy Putman	(602) 629-6611	

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/](http://www.ade.az.gov/srcs/) on the Internet.

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