

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Barbara Bush Elementary School

Mesa Unified District
4925 E. Ingram, Mesa, AZ 85205-3314

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

Principal: Mr. Jim Desmarchais

Schedule: 7:30 AM to 4:00 PM

Web Address: www.mpsaz.org/bush

E-mail: jedesmar@mpsaz.org

Grades: K-6

2002 Enrollment: 740

Phone: (480) 472-8500

Fax: (480) 472-8545

∨ School Overview ∨

Mission

Educators at Barbara Bush Elementary School have developed an academic program to help students become lifelong learners in an informational and multicultural society. Students are participants in a comprehensive educational program that is geared to meet a wide variety of needs and talents. Academic, personal and cultural goals are continually assessed and revised to better prepare students for their future in a constantly changing world.

Organization and Philosophy

- w Self-contained Classrooms
- w Traditional Teaching Methods
- w Specialized Technology Skills
- w Child-centered Academic Programs

Instructional Programs

- w Skill Remediation Programs
- w School Publishing Company
- w Special Education Programs
- w Technology-based Learning
- w K-6 Physical Education Program
- w Band/Orchestra Program
- w Extended-day Kindergarten
- w Extended Learning Program

School/Academic Goals

- w At least eighty percent of our students will score at or above district, state and national averages on reading, math and language skills.
- w All students will participate in daily silent and oral reading activities to promote reading achievement and to learn to read for enjoyment.
- w Students will develop problem-solving strategies to help successfully approach and manage life choices that will build confidence and self-esteem.
- w Students will learn to integrate technology with traditional learning activities.

Enrollment

October 1, 2001 School Year Student Enrollment:	722
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	175

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)
 0 Non-certified Employee(s)
 6 Teacher(s)
 6 Parent(s)
 1 Community Member(s)
 0 Student(s)

Council Duties

w School Mission/Philosophy
 w Student Achievement
 w School Safety Issues
 w Attendance/School Growth
 w Enrichment/Cultural Events
 w Community Involvement

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	40.00
Other Professional Staff	1.00	Teacher Aide	15.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

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

∨ **Shared Responsibilities** ∨

School

The staff at Barbara Bush Elementary School is committed to providing a safe learning environment that promotes academic success and positive self-esteem for our students. A schoolwide homework policy supports our emphasis on mastery of the basic skills. High expectations for discipline, self-worth and cultural respect are woven into all school activities.

Parents

Parents are encouraged to help their children arrive at school fed, rested and ready to learn. Because parents are the child's primary teachers, they can instill high standards for success and demonstrate respect for all people. Parents are encouraged to support school events and to attend Parent-Teacher conferences. Parental assistance with student homework and school projects will help to promote student achievement.

∨ **Transportation Policy** ∨

Students who reside at least one and one-half miles from the school are provided with bus service to Barbara Bush Elementary School in accordance with district policy. Students on an open enrollment boundary exception must have their own transportation to school.

∨ Calendar Information ∨

Number of Instruction Days:	180	First Day of School:	8/15/02
Average Daily Instruction Time:	6 hrs. 30 min.	Last Day of School:	5/29/03
Operates on Traditional Schedule			

Report Card Release Dates

10/16/02	12/19/02	3/7/03	5/29/03
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Additional Calendar/Report Card Information

In addition to the four report cards issued throughout the school year, parents receive weekly and monthly progress reports describing grade-level curriculum expectations. Parent-Teacher conferences are scheduled to review academic and behavior concerns.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - No Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Technology Labs	W Multimedia Library Facility
W Barbara Bush Post Office	W Multi-Purpose Room

Extracurricular Activities

W Student Council	W Band/Orchestra/Choir
W Sports Programs	W School Musical/Talent Show
W Curriculum-based Field Trips	W Bush Broadcasting System
W Bedtime Stories Night	

School/Community Resources

W District Kids Corner Afterschool Program	W Parent University Classes
W Community Library Program	W Literacy Program Activities
W School/Community Technology Partnership	W Parent-Teacher Organization
W School Improvement Advisory Council	W Mesa Parks and Recreation Courses

∨ 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 By the end of the fourth year of operation, student achievement scores met or exceeded district and state averages in most skill areas.</p> | <p>w Successful implementation of a schoolwide improvement plan that targets high goals in reading achievement for all students.</p> |
| <p>w Development and use of grade-level rubrics designed to assess and promote student technological expertise.</p> | <p>w Schoolwide programs that integrate multicultural awareness, language arts, science and math with the stages of the writing process.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	96.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	19.0 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.3 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	6.3 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.6 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.4 %	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
Educator of Year	1996
Mesa Parade Trophy Winner	1997
Employee of the Month	1998
MPS District Technology Award	1998

∨ 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	103	538	3%	7%	49%	42%
	School State	58840	524	9%	17%	45%	29%
Writing	School	101	553	3%	6%	74%	17%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	103	534	2%	18%	37%	43%
	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	106	517	12%	11%	45%	31%
	State	61305	505	21%	20%	43%	15%
Writing	School	98	559	4%	10%	39%	47%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	108	528	7%	24%	8%	60%
	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	--	--	--	--	--	--	--	--	--	98	74	60	--	--	--
2	Reading	--	--	--	100	69	50	97	70	52	100	70	53	91	72	57
	Language	--	--	--	100	63	40	100	59	43	100	59	44	89	58	48
	Mathematics	--	--	--	100	83	51	98	71	55	100	79	57	89	74	61
3	Reading	100	58	47	100	51	47	100	70	48	86	66	50	100	69	50
	Language	100	60	49	100	57	51	100	71	54	86	71	56	100	70	57
	Mathematics	100	62	46	100	66	49	100	76	52	90	69	54	100	71	56
4	Reading	100	63	53	100	69	54	95	68	54	98	75	55	87	72	55
	Language	100	55	47	100	54	49	98	57	48	98	66	50	90	64	50
	Mathematics	100	71	51	100	69	54	97	69	55	100	80	57	89	75	58
5	Reading	100	63	51	100	63	51	99	62	51	96	67	51	88	75	53
	Language	100	49	42	100	57	44	98	53	45	97	57	45	89	69	47
	Mathematics	100	59	51	100	66	54	98	65	55	96	75	57	91	86	59
6	Reading	100	59	53	100	73	54	99	72	53	92	65	54	90	70	56
	Language	98	42	41	100	55	44	99	61	44	92	59	45	88	62	47
	Mathematics	100	72	57	100	73	59	97	85	60	92	77	63	94	83	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	77	61
Grades 3-4	80	81
Grades 4-5	73	85
Grades 5-6	79	93
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

Barbara Bush Elementary School employees are committed to providing a safe and healthy learning environment for our students. Throughout the campus, positive standards for student behavior have been established. Students are taught safety rules and procedures. Monthly fire drills are conducted at the school. Students also participate in bus evacuation drills. Procedures for school and community emergency needs have been developed to ensure the safety of all students and staff members.

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	\$2,770	\$1,900,319
Classroom Supplies	\$27	\$18,608
Administration	\$394	\$270,366
Support Services-Students	\$127	\$87,336
Other Support Services and Operations	\$610	\$418,219
Total Expenditures- All Categories 2000-2001	\$3,928	\$2,694,848

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	Jim Desmarchais	(480) 472-8500	
Transportation Policy	Michael Yonker	(480) 472-0178	
Community Resources	Judy Willis	(480) 472-7201	
School Nutrition Programs	Jill Benza	(480) 472-0910	
Parent Organization	Abby Peterson	(480) 654-9980	
Student Health/Nurse	Peggy Jones	(480) 472-8543	

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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